

**INFLUENCE OF ENTREPRENEURSHIP EDUCATION COMPONENT OF
NIGERIAN CERTIFICATE IN EDUCATION HOME ECONOMICS
PROGRAMME ON GRADUATES IN NORTH-EAST GEO-POLITICAL
ZONE, NIGERIA**

BY

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MAY, 2016

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MAY, 2016

DECLARATION

I declare that the work in this thesis titled **Influence of Entrepreneurship Education Component On Nigerian Certificate In Education Home Economics Programme On Graduates In North-East Geo-Political Zone Nigeria** has been carried out by me in the Department of Vocational and Technical 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 thesis was previously presented for another degree or diploma at this or any other institution.

Keturah Ahmed YUSUF

Signature

Date

CERTIFICATION

This thesis entitled **INFLUENCE OF ENTREPRENEURSHIP EDUCATION COMPONENT ON NIGERIAN CERTIFICATE IN EDUCATION HOME ECONOMICS PROGRAMME ON GRADUATES IN NORTH-EAST GEO-POLITICAL ZONE NIGERIA** by Keturah Ahmed YUSUF meets the regulation governing the award of the Degree of Doctor of Philosophy in Home Economics Education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my beloved grand children; Bethel Nuhu, Pleasant Nuhu and Neaveh Iliya.

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LIST OF ABBREVIATIONS

CFS	-	Consumer and Family Studies
DFID	-	Department for International Development
EE	-	Entrepreneurship Education
ETF	-	Education Trust Fund
GNP	-	Gross National Product.
HERO	-	Home Economics Related Occupations
IFHE	-	International Federation for Home Economics
ILO	-	International Labour Organization
MDG	-	Millennium Development Goals
NCCE	-	National Commission for Colleges of Education
NCE	-	Nigerian Certificate in Education
NEEDS	-	National Economic Empowerment Strategies
NERDC	-	National Education Research Development Council
NPE	-	National Policy on Education
PPMC	-	Pearson Product-Moment Correlation
RTT	-	Risk Taking Theory
SD	-	Standard Deviation
SIWES	-	Industrial Work Experience Scheme
SPSS	-	Statistical Package for Social Sciences
SSS	-	Senior Secondary School
UBE	-	Universal Basic Education

OPERATIONAL DEFINITION OF TERMS

- **Curriculum** - Content of the theoretical and practical courses taught within the field of Home Economics by the School
- **Entrepreneur** - Investment opportunities created by Home Economics graduates to make profit.
- **Entrepreneurial Skills-** Practical entrepreneur skills acquired by NCE Home Economics graduates.
- **Job Opportunities** - Paid job created by Home Economics graduates for people who are not employed
- **Skill acquisition** - Developing or acquiring skills through NCE Home Economics Education

ABSTRACT

This study assessed The Influence of Entrepreneurship Education Component of Nigerian Certificate in Education (NCE) Home Economics Programme on Graduates in North East Nigeria. The study was necessitated by the prevailing unemployment situation and increase in crime and its social vices among Colleges of Education NCE graduates in North East geo-political zone, Nigeria. The study had five (5) objectives, five (5) research questions and five (5) null hypotheses. Descriptive survey design was used to carry out the research. From a population of one thousand, two hundred (1200), a sample of two hundred and ninety-one (291) was drawn using purposive sampling technique. An adopted questionnaire was employed to obtain data for the study. Two hundred and ninety one (291) questionnaire were distributed but only two hundred and eighty nine (289) were successful completed and used for the study. The data were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the six research questions. Pearson Product Moment Correlation (PPMC) was used to test null hypotheses one (1) to five (5), at 0.05 alpha level of significance. The findings revealed among others that the NCE Home Economics programme has significant influence on the application of entrepreneurial skills among graduates of Home Economics in North-East Geo-political zone, Nigeria. It was concluded that Home Economics application influences entrepreneurship skills among Colleges of Education graduates in North-East Geo-political Zone, Nigeria. It was recommended among others that teachers of Home Economic should teach all the component in full. The teachers should take into consideration the expected teaching strategies of meeting up with the NCCE minimum standard. The present situation in Nigeria requires entrepreneurial skill application that would enable Home Economics graduates to acquire skills and competencies for self-reliant. There should be effective teaching and exposure to practical learning of entrepreneurial skills to enhance its application.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Home Economics is one of the pre-vocational subjects taught at the primary up to tertiary education level in the Nigerian Educational System. According to Anozie (2006) Home Economics Education has so many areas, it is so versatile that it embraces all other areas. These areas are basically grouped into five (5).

They are Foods and Nutrition, Clothing and Textiles, Home Management Family and Child Development and Home Economics Education.

Home Economics programme is among the major courses offered in some tertiary institutions. The objectives of teaching the subject is that each student should be able to explain the principles of Home Economics and demonstrate skills and other abilities directly related to job and skill application (Ekpenyong, 2009). Home Economics programme is geared towards equipping its graduates with saleable skills that would make them self-reliant. It exposes individuals to many occupational areas of skills in craft work, clothing manufacturing, tailoring, fashion designing, bakery, and laundry among others. Ozioma (2012) stated that, the different areas of Home Economics have career options that can keep the graduates gainfully employed where they cannot get paid jobs. Iloeje (1999) identified the career options in Home Economics Programme as follows: Nursery school management, interior decoration, hotel management, opening snack and fast food shops and so on. These career options help in creating job opportunities for Home Economics graduates.

Job opportunities has been defined by Charles and David (2006) as the ability to gain initial meaningful employment, or to become self employed to maintain employment and to be able to create jobs for others. Mark (2009) explained that the job opportunities

for graduates of Home Economics comes from a complex mix of skills, knowledge, aptitudes, abilities, self-confidence, self-awareness and life experience of the graduates. Home Economics programme is one of the vocational subjects in Nigeria, targeted at empowering students with skills for the world of life and create employment opportunities.

However job creation in Nigeria has been inadequate to keep pace with the expanding working age population. The World Bank (2013) reported that progress towards a number of the Millennium Development Goals (MDGs) in Nigeria has been disappointing. This is because Nigeria was ranked 153 out of 186 countries in 2013 United Nations Human Development index, where unemployment rates have been steadily on the increase. Oluwaseyi (2013) noted that Nigerian graduates are encountering increasing difficulties in finding gainful employment. World Bank (2013) reported that the official unemployment rate has steadily increased from 12% of the working population in 2006 to 24% in 2011. Preliminary indications are that, this upward trend continued in 2012.

Statistically, Okafor (2011) cited a National Survey jointly sponsored by National Commission for Colleges of Education (NCCE) and the Education Trust Fund (ETF) in 2004 which sought to determine the labour market needs. It revealed that 44% of the 20 organizations rated Nigerian science graduates as average in competence, 56% rated them as average in innovation, 50% rated them average in rational judgment, 63% as average in leadership skills and 44% as average in creativity. On needed skills like literacy, oral communication, information technology, entrepreneurship, analytical problem solving and decision making, 60 percent rated them as poor. By any standard, the above statistics reflect a poor assessment of Nigerian Colleges of Education graduates and further buttresses the argument that many graduates in Nigeria including NCE graduates are unemployable (Okafor & Bolaji, 2008).

Consequently, the lack of employment makes crime a more attractive option for some Nigerian NCE graduates. This is because in Nigeria it is common to find some graduates still roaming the streets, many years after graduating, in search of jobs that are not available, thereby leading to crimes such as armed robbery, car snatching, pipeline vandalization, oil bunkering, terrorism, prostitution among others (Nigerian Commission for Colleges of Education (NCCE, 2008). In response to the foregoing scenario, the Nigerian Certificate in Education (NCE) Home Economics programme is designed based on the prevailing circumstances in the country. (National Policy on Education, 2004).

A critical look at the National Policy on Education (2004) shows that, one of the NCE programmes, Vocational Education, Home Economics inclusive is expected to prepare individuals not only for teaching, but also for adaptable employment situations including self-employment. As a skill oriented subject, Home Economics characteristically provides several small business opportunities where Home Economics graduates can be self-employed and employ others as well (Lemchi, 2005). Consequently, there is need for teachers of Home Economics to emphasize the acquisition of saleable skills which can enable the graduates of Home Economics become self-employed and also create jobs for others. This underscores the need to integrate Entrepreneurship Education (EE) in the NCE Home Economics programmes.

Entrepreneurship is a French word meaning the act of being an entrepreneur. The word entrepreneur has been defined as a person who makes money by running businesses, especially when this involves taking financial risks (Hornby, 2010). Entrepreneurial skills 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 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.

Anyakoha and Lemchi (2006) noted further that, for entrepreneurship skill application in the NCE Home Economics programme to be meaningful and effective in promoting job opportunities to the student, it must of necessity be planned such that it will be of optimal relevance to the needs of Home Economics students and job opportunities for the teaming graduates as related to the content areas of Home Economics.

Interestingly, the National Commission for Colleges of Education (NCCE) has recognized the importance of entrepreneurship education and introduced two (2) courses on entrepreneurship in the Minimum Standards (2012) for vocational and technical education students. The National Commission for Colleges of Education (NCCE) (2008) minimum standards stated that, the philosophy of Home Economics education borders on the improvement of the quality of life of the individuals and family, by equipping the family with relevant knowledge, attitude and skills for productive and effective life. The National Commission for Colleges of Education (NCCE) (2012) minimum standard focused on effective development and utilization of resources for meeting its goals. It identifies and classifies the roles, aspirations and ability of each family member as well as determine strategies towards achieving them. It equips individuals for entrepreneurship. A possible solution to the problem of unemployment is self employment of Home Economics graduates (Anyakoha and Lemchi, 2006).

In addition to the development of valuable skills, the Home Economics curriculum also introduces the students to a wide variety of potential career paths. (Salgado-Banda, 2005). In the same vein, Ilishan (2012) noted that students become aware of all the career opportunities relating to each domain, as well as being taught the skills associated with these careers. Pihie (2009) posited that, those who find themselves intrigued by the course

material contained in the minimum standard of 2012, may begin to consider an occupation in a related area. Entrepreneurship education component of NCE Home Economics programme on graduate is to prepare the students to face challenges of the new millennium. Therefore Home Economics programme is expected to bring out potentials in the students after acquiring entrepreneurial skills in specific trades and apply it to create jobs and generate wealth to curtail the problems of unemployment in the country.

1.2 Statement of the Problem

Graduates of Home Economics at National Certificate in Education (NCE) level are qualified to teach Home Economics Education at all levels in the primary and the UBE sector. Graduates are provided with a professional and academic qualifications which enable them to also pursue careers in a wide range of field including education in addition to the entrepreneurship skill component in the NCE Home Economics programme. It was observed that the training programmes in the country at secondary and tertiary levels have concentrated more on teaching knowledge and skills in principles, devoid of practical experiences in relation to favourable fields and competencies to be developed towards specific discipline that could be utilized in real life situation.

The rate of unemployment of the graduates including Home Economics graduates have led to many problems such as insurgency, youth restiveness (i.e. drug abuse, terrorism, unwanted pregnancies and prostitution) have been on the increase in the North East. Preliminary studies provided that about 65% of graduates in North east have found themselves on this menace. The question remain unanswered on how these menace could be treated in the North East.

The Nigerian Government and the National Commission for Colleges of Education (NCCE) have introduced entrepreneurship education component in the NCE Home

Economics programme to reduce the problems of unemployment and its social vices, but their efforts are far from adequate (Akintoye, 2008). The associated ills have been traced to poor entrepreneurship skills acquisition among Colleges of Education graduates in Nigeria including the North Eastern States.

The Educational system itself failed to empower the ones passing through it, thus, many are unemployed and cannot raise their living standard through the application of entrepreneurship skills and so they remain relatively poor and hopeless. The society and the family in particular are facing many challenges and changes with the economic problems leading the way. The economic sector has pushed many youths even with the best certificate into the streets without jobs. The government is unable to create employment opportunities in the rural/urban sector due to the large number of graduates in the country including Home Economics graduates.

The graduates inability to create jobs for themselves and others can be attributed to lack of proper entrepreneurial skills and practice needed for self employment rather than depending on the government or being job seekers. The prevailing unemployment situation and increase in crime rate connotes that, there is more to do in the education sector to empower graduates of Home Economics with entrepreneurial skills.

Entrepreneurship education component of Home Economics is a skill oriented field that is expected to equip its graduates with survival skills in clothing and textiles, foods and nutrition, Home management among others for self-reliance and employment. The Nigerian NCE Home Economics graduates can only be self-employed and marketable if they acquire relevant entrepreneurship skills and knowledge for successful establishment in occupation and gainful employment. It is based on these that the researcher set out to assess the influence of entrepreneurship education component of NCE Home Economics programme on graduates in North Eastern Nigeria.

1.3 Objectives of the Study

The major objective of this study is to examine the Influence of Entrepreneurship Education Component of NCE Home Economics Programme on Graduates in North East Nigeria

The specific objectives are to:

1. assess the influence of NCE Home Economics programme on entrepreneurial skill among graduates in North East Nigeria;
2. identify the skills practiced by graduates of Home Economics in North East Nigeria;
3. examine the extent to which entrepreneurial skills acquired in Home Economics programme equip the graduates for self-employment in North East Nigeria;
4. examine the extent to which graduates of Home Economics utilize the entrepreneurial skills acquired in NCE Home Economics programme in North East Nigeria;
5. identify the problems that militate against the effective implementation of the NCE Home Economics entrepreneurial activity in North-East Nigeria.

1.4 Research Questions

This research work has provided answers to the following research questions:

1. What is the influence of NCE Home Economics programme on the application of entrepreneurial skills among graduates of Home Economics in North East Nigeria?
2. What is the influence of the skills practiced by graduates of Home Economics in North East Nigeria?
3. To what extent does the skills acquired in Home Economics programme equip the graduates for self-employment?

4. To what extent are the graduates of Home Economics utilizing the entrepreneurial skills acquired in NCE Home Economics programmes?
5. What are the problems militating against the effective implementation of the NCE Home Economics entrepreneurial activity?

1.5 Hypotheses of the Study

The following Null Hypotheses were postulated to enable the researcher arrive at meaningful conclusions.

1. The NCE Home Economics programme has no significant influence on entrepreneurial skills among graduates in North East Nigeria.
2. The skills practiced have no significant influence on the graduates of Home Economics in North east Nigeria.
3. Home Economics entrepreneurial skill acquired by graduates have no significant influence on their self employment in North East Nigeria
4. The level of utilization of entrepreneur skills acquired during NCE has no significant influence among graduates of Home Economics in North-East Nigeria.
5. The problems militating against the effective implementation of NCE Home Economics entrepreneurial skills has no significant influence among graduates.

1.6 Significance of the study

The findings of this study on assessment of the influence of entrepreneurship education component of NCE Home Economics programme on graduates benefited students and lecturers of Home Economics, in the Colleges of Education, curriculum experts and researchers.

The study has improved the students' entrepreneurial skills. The findings of this study is a yardstick for the improvement of lecturers of Colleges of Education on the quality of instruction, particularly in the implementation of entrepreneurial skill component in Home Economics.

The study has revealed the potentiality of entrepreneurship education component in Home Economics posses as well as its influence in creating employment opportunities for the teaming NCE graduates.

Government at all levels has benefited from this study because it has served as an avenue for job creation thereby reducing the high rate of unemployment and its consequent social vices. Colleges of Education in Nigeria has found the study significant, because the actual state of equipment in graduating Home Economics students who can compete favourably in the labour market and job creation rather than job seekers has been realized.

Curriculum experts has seen the effectiveness of entrepreneurship education and has brought to light the results in order to ascertain which strategy eventually work for the Nigerian economy in truly eradicating unemployment among our Home Economics graduates. Also, findings of this study has been an additional source of literature to researchers who may embark on further studies from the same or related perspectives.

1.7 Basic Assumptions of the Study

The following basic assumptions were be made:

1. The present NCE Home Economics programme focuses on the improvement of quality of life through entrepreneurial activities among NCE graduates.
2. Inability to conduct practicals in order to acquire entrepreneurial skills leads to poor skill acquisition in Home Economics.

3. Modern technological equipment enhanced the application of entrepreneurial skills among Home Economics NCE graduates.

1.8 Delimitation of the Study

Colleges of Education are spread across all the geo-political zones of Nigeria. This study is however delimited to only graduates of Home Economics from Colleges of Education in five(s) states of the North Eastern Geo-political zone, Nigeria (i.e. Adamawa, Bauchi, Gombe, Taraba and Yobe States).

The study considered the graduates of Home Economics from the Colleges of Education who graduated from 2003 to 2013. The study also assessed the influence of entrepreneurial education component of NCE Home Economics programme on graduates in North East Nigeria.

The reason for delimiting this study to Home Economics NCE graduates is because; the NCE Home Economics Programme has embraced entrepreneurial education component as part of their curriculum for at least ten (10) years and thus these students have gone through the programme, therefore they have knowledge of how it is operated.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is on the review of related literature. The chapter is organized under the following sub-headings:

- 2.1 Theoretical Framework
- 2.2 Conceptual Framework
- 2.3 Entrepreneurship Education Component of NCE Home Economics Programme
- 2.4 Importance of Entrepreneurial Education Component in Home Economics Programme.
- 2.5 Strategies for Promoting Entrepreneurship Education in Home Economics for Self Employment
- 2.6 Effectiveness of Modern Technology Equipment in the Teaching of Entrepreneurial Skills
- 2.7 Job Opportunities for NCE Home Economics graduates
- 2.8 Entrepreneurial Skills Practiced in Home Economics
- 2.9 Entrepreneurial Skills and its effect on Home Economics graduates
- 2.10 Challenges of Teaching Entrepreneurship Education in Home Economics Programmes
- 2.11 Empirical Studies
- 2.12 Summary of Related Literature

2.1 Theoretical Framework

Schumpeterian theory of discovery and opportunity of entrepreneurship was compounded in 1999. The theory looked at entrepreneurship as innovation and not imitation. Schumpeter's innovator as an economic and social leader does not care much about economic profits but joy from being an innovator and a server to his society. Schumpeter's entrepreneur is an innovator in the entrepreneurship arena. In the Schumpeterian theory, the entrepreneur moves the economy out of the static equilibrium.

Schumpeter hardly denied that the process of accumulation is the ladder to social power and social prestige; but he taught the very mainspring of the exercise of the entrepreneurial function is the powerful will to assert economic leadership. The joy of carrying through innovations is the primary motive, the acquisition of social power a subsidiary to it. The entrepreneur is not necessarily the one who invents new combinations but the who identifies how these new combinations can be applied in production. This line of reasoning implies that a business owner is considered an entrepreneur only if he is carrying out new combinations. The entrepreneur moves the economic system out of the static equilibrium by creating new product or production methods thereby reducing other obsolete. This is the process of "creative destruction" (creating uncertainty) which Schumpeter saw as the driving force behind economic development.

The theory described innovative resource recombination as a result of high alertness to new opportunities. The ability to identify and commit oneself to new opportunities has been seen as key to entrepreneurial features of individuals. The theory further suggests that entrepreneurial firms base their strategies solely on opportunities that exist in the environment, using opportunities as a starting point for developing strategies. They tend to pursue new opportunities without regard to resources currently controlled,

identifying the resources necessary to exploit an opportunity after they have assessed a new strategy. Administratively managed companies, on the other, tend to look more at the resources they already control when developing strategies. They may be aware of the opportunities in the environment but tend to think in terms of how to best utilize the resources they already control as efficiently as possible in order to exploit new opportunities.

The Schumpeterian theory describes entrepreneurship as “the nexus of two phenomena the presence of lucrative opportunities and the presence of enterprising individual”. The theory further emphasized that prior information is needed to compliment the new information in the discovery of business opportunities. In this respect, human capital as the determinant of entrepreneurial ability. The Schumpeterian theory sees entrepreneurs as individuals who specialized in decision making. The Schumpeterian entrepreneur applies information about inventions to create new combinations and is ultimately the one who decides if the new combinations are profitable. Schumpeterian theory maintained that entrepreneurs are individuals who specialized in decision making. The theory further views an entrepreneur in terms of risk, uncertainty and profit.

The researcher chose to adopt the Schumpeterian theory because of its relevance to the assessment of the influence of entrepreneurship education component. In addition, the prevailing unemployment situation in Nigeria most especially in the North East of the country where insurgency has contributed greatly to poor economic empowerment is also inline with the theory.

2.2 Conceptual Framework

Home Economics is a discipline that has been defined by different authors in different ways as an applied science, vocational subject for skill acquisition. Currently, the International Federation of Home Economics (IFHE) (2008) defines Home Economics as a field of study and a profession, situated in the human sciences that draws knowledge from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities. Nwankwo (2011) opined that, Home Economics is a synergistic study of social, psychological and physical needs of human beings throughout their life span, with a perspective on the past, present and emphasis on the future.

Anyakoha (2000) viewed Home Economics as a field of study whose central theme hinges on the improvement of the lives of families. This can be done through preparing the individual for family living, needs of individuals and families, ways of meeting these needs, and improving the goods and services which families use, for example, food, clothing, housing, water and so on. On this base, Anyakoha identifies seven major areas in the subject as foods and nutrition, clothing and textiles, home management, family living, child development and care, housing and interior decoration and consumer education. She also noted that, Home Economics is a life subject dealing with the primary needs of the individual, namely food, shelter and clothing. Anyakoha (2005) posited that, these primary needs are basic human necessities, while Ekaete (2006) viewed Home Economics as a broad field of study that draws knowledge from many disciplines including science and humanities in order to fulfill its objectives. Conklin, Jone and Safrit, (2000) defined Home Economics as a field that helps prepare individual family members to maximize their own and society's productivity and help people adjust to change and shape their future.

Home Economics being a subject that focuses on the welfare of individuals, families and societies, contributes meaningfully to the solution of the problems of the society such as unemployment, poverty, malnutrition and so on. Ekaete (2006) noted that, Home Economics has a role to play in identifying these problems through development of entrepreneurial activities and job opportunities. Home economics is a subject that equips its graduates with knowledge of how to adopt to their own environment by effectively making use of human and material resources, thus leading to providing solutions to teething problems of Colleges of Education Home Economics graduates (Ekaete, 2006).

Nwaokolo (2004) noted that, Home Economics has linkage capabilities or avenues through which useful interaction can take place. Home Economics can help in solving many pressing problems in the society. Skill training and development contributes largely to the development of 'survival' competencies that can enable Home Economics graduates face modern challenges. Njoku (2002) stated that people acquire good working skills to survive difficulties or danger. Thus Home Economics graduates need to be extensively exposed to practical work which will equip them with saleable skills. The above definitions confirm the truth on the vast area and interplay of the subject. These cover the basic concept of Home Economics as it relates to the basic units that make up the subject like food and nutrition, home management, Home Economics Education and clothing and textiles. It also touches on the fundamental issues of entrepreneurial skill acquisition for job creation and training to better the home, family living and society at large for individual and national development.

According to Oyebueke and Chonogor (2003) an entrepreneur is one who creates a business, establishes it and nurses it to growth and profitability. He may take over an existing business from the owner and continue to build it. Entrepreneurship may also mean recognizing a business opportunity through skill acquisition and mobilizing

resources to exploit that opportunity. Entrepreneurship Education (EE) deals with business enterprises and preparing students for such an endeavour (Anozie, 2006). Home Economics Education and Entrepreneurship Education (EE) share a common objective of creating self-employment. It is the responsibility of Home Economics teachers to integrate entrepreneurial concepts in Home Economics.

Philosophy of Home Economics

The philosophy is a set of values and ideas of an individual as a group. Nwankwo (2011) stated that, the philosophy of Home Economics is a statement of beliefs about Home Economics Education. If a philosophy is intended to provide the focus around which a programme can be developed, Nwankwo posited that, it must be an expression of what one believes in strongly, willing to work hard, and make necessary sacrifices to accomplish it. The philosophy of Home Economics determines to a large extent, its aims, goals or objectives. According to Molokwu (1987) Home Economics education includes the study and learning of the elements of family living, individual development and interpersonal relationship. Also, it is an art as it involves skills that are based on certain traditions and qualities that are intangible and undefinable such as beauty, taste and values. Molokwu noted that Home economics integrates subjects and applies them in the daily process of making a home.

Henderson (2000) noted that, the underlying philosophy of Home Economics education is to develop, assist, guide, teach and encourage the individual to live a useful and satisfying, personal and family life. Thus the philosophy of home economics is basic to the improvement of the quality of life of individuals and families. Engberg and Badir (2009) opined that Home Economics believes in the study of humanities to improve family life, in worthy use of resources available to the family and in using modern science to improve home living. Anyakoha (2002) also opined that Home Economics uses

research to increase knowledge about family living. Before one can determine where to begin in stating the objectives of a programme, one needs to start crystallizing one's own philosophy of Home Economics (Fleck, 2007). According to Henderson (2000), one's philosophy may have much in common with that of other people but each philosophy expressed is highly individualistic. Henderson noted that philosophy is not static; it changes with time especially as a result of exposure, research findings and discussion.

Aims and Objectives of Home Economics

With one's philosophy in view, general objectives are formulated. These objectives clarify the stated philosophy by Hall and Paolucci (1970) in Nwankwo (2011) that the purposes of Home Economics are to:

1. *appreciate the importance of good family living to the family, community, the nation and the world.*
2. *understand the job of Home making and acquire appropriate home-making skills.*
3. *realize the importance of good relations among family members.*

Burton (2011) enumerated the following aims and objectives of Home Economics which are to:

1. *help students prepare themselves for home and family living.*
2. *provide certain experiences which are preparation for professional home Economics employment.*
3. *allow students, male and female to acquire and develop the knowledge, understanding, skills, competence and attitudes necessary to contribute to personal and family environment conducive to human development, health, leisure, security and happiness.*
4. *provide a suitable basis for the formation of post-school life, with emphasis on future education, vocational training and employment needs.*
5. *encourage students to develop and apply the management skills necessary for the effective organization and management of available resources to satisfy personal and family needs in a continuously changing economic, social and technological climate (Burton, 2011).*

Anyakoha (2005) also identified the following aims and objectives of Home Economics during a National Home Economics workshop on trends and changes in Nigeria and their implications which were to:

1. *educate youths for family living*
2. *educate youths for the role of future home makers, intelligent consumers and producers of goods.*
3. *prepare young people for living a full rounded life in the home, community and the nation at large.*
4. *improve the services and goods used by families through the knowledge and skills acquired in Home Economics.*
5. *conduct research, to discover and meet the changing needs of individuals and families.*

Although, Home Economics has its broad and general goals, each level of study has specific objectives associated with it, but these may vary from place to place, depending on the needs of students and conditions in their immediate locality. Okeke (2009) stated that in the primary school, the objectives include developing a general awareness of a career in Home Economics and developing basic skills in domestic activities. For secondary school students Home Economics was designed to:

1. *prepare the students for home making and family life.*
2. *prepare the students for employment in occupations involving Home Economics knowledge and skills.*
3. *give the students pre-professional education in the subject while at post secondary level, Home Economics is geared to preparing students for occupations of a technical nature.*

One area of Home Economics that is considered to be among the most essential is the emphasis on personal development, decision making and intrapersonal skills. Gale and Zwart (2010) acknowledged that students' personal initiatives play an extremely large role in determining how they'll react to their changing work situation. Those who lack the ability to make effective personal decisions are more at the risk of experiencing hardships in the instabilities found in the real world. Gale and Zwart (2010) posited that Home Economics graduates do not feel they have the proper means to learn these valuable life skills at home. Taking courses in home economics at school allows students to acquire the necessary decision making, social and communications skills deemed critical for occupational success.

International Federation of Home Economics (IFHE) (2008) stated that in addition to the development of valuable intrapersonal skills, the home economics curriculum also introduces the students to a wide variety of potentials to each domain, as well as being taught the skills associated with them. The aims and objectives of Home Economics has led individuals to the fields of education, nutrition, social services and hospitality management, to name a few.

2.3 Entrepreneurship Education Component of NCE Home Economics Programme

Home Economics is of paramount importance in helping to raise living standards and is thus a vital factor in the social and economic development of its graduates and the nation at large (Gale and Zwart 2010). As a school subject in different contexts and in different grades, Dube, (2009) stressed that Home Economics may be oriented as an applied academic subject, as a product or technology-producing course, as career education or independent-living skills. Dube noted that Home Economics makes a unique contribution to the education of young people in that it focuses on the nature and challenges of our daily lives. As a curriculum area, Entrepreneurship Education Component facilitates students and graduates of Home Economics to discover and develop their own resources and capabilities to be used in their personal life (International Federation for Home Economics (IFHE) 2008).

Curriculum has been defined by Onyike (1981) as all learning experiences which are planned and guided by the school, whether they are carried on by individuals or groups, inside or outside the school. Olaitan and Agusiobo (1981) in HERAN (2006) stated that curriculum is a wide range of theoretical and practical courses provided in an institution, some of which may be extra-curricular activities. Thus Home Economics

programmes or curricula are all learning experiences within the field of Home Economics which are planned and guided by the school (Offorma, 1994). The curriculum, according to Olaitan and Ali (1997) centers on questions such as “what should be done about maintaining health, securing housing, acquiring appropriate entrepreneurial skills, making ethical consumer decisions and so on.

The entrepreneurship component introduced the students (before graduation) to a wide variety of potential career paths in the Home Economics programme. Students become aware of all the career opportunities relating to the skills associated with them. Those who find themselves intrigued by the course material may begin to consider an occupation in related areas (Smith, 2013). The entrepreneurship education component has led its graduates to the field of entrepreneur in Home Economics Education, such as:

1. *Identification of a business outfit*
2. *Foods – establishing restaurant/snacks and drink shop*
3. *Clothing and textile/fashion designers*
4. *Child development – establishing nursery school/day care centres*
5. *Home management–interior decoration (hall decoration, offices and funeral parlours and so on)*

These entrepreneurial skills, comprehensively articulated by the Home Economics graduates will stand the test of time, and creation of jobs. Kamarkar and Nath (2008) noted that Home economics focuses on the acquisition of knowledge and the development of skills and attitudes that will enable its graduates create jobs that will control their lives at present and in the future. Kamarkar and Nath (2008) posited that the wide range of learning experiences to which Home Economics students are exposed will allow them to be flexible and adaptable in the changing situations of modern life. It prepares the student before graduation and provides a learning foundation for those seeking employment in a wide range of careers provided in the entrepreneurship component, such as the food industry, tourism, clothing and design and the health and social services.

Home Economics teaches, informs and advises government, industries and the community in order to assist its graduates to make better life choices that will help to create jobs for themselves and others after graduation. Dixon (2013) noted that Home Economics graduates may perform the following tasks for self employment or job creation after completion of the program.

1. *Educate the community about aspects of everyday living, such as family, interpersonal relationships, foods, nutrition and leading a balanced lifestyle.*
2. *Teach independent living skills to school students and disabled or disadvantage people.*
3. *Assist people to take control of their health, develop healthy behaviours and make informed consumer decisions.*
4. *design, evaluate and promote products, such as foods and household appliances or services for everyday living.*
5. *design and plan nutritious meals and assist people to prepare them.*

Home economics maintains the educative and preventative mission of its early roots. Gale and Zwart, (2010) revealed that jobs created in Home Economics helps its graduates to optimize living in their current familial and personal relationships and to plan well for their future relationships and families. International Federation for Home Economics (IFHE) (2008) postulated that Home Economics aspires to increase the resourcefulness of its graduates and help them to live satisfying, sustainable and quality lives, caring for themselves and others. Dixon (2013) is also of the view that Home Economics provides its students with the opportunity to consider daily living problems before graduation, contributing to development of self-reliant attitudes and abilities and a sense of social responsibility. The International Federation for Home Economics (IFHE) noted that, the skills and knowledge development in The Component of entrepreneurship are useful to students and graduates of Home Economics not only in their personal and family lives, but also in securing and holding employment in business industry, the professions and participating as active citizens in a democratic society.

The Home Economics programme lays specific emphasis on improving family and community life in Nigeria. It provides a broad education through courses in physical, natural and social sciences (Nwakego, 1986). According to Nwakego, the professional courses are offered in child development and family relationships, home management, household equipment, home furnishings and consumer education, clothing and textiles, foods and nutrition, Home Economics Education and general education.

In an attempt to assist students in developing creative approach to the understanding of problems with the appropriate motivation in a changing society, entrepreneurial courses, home management practicum, child development laboratory and research projects feature predominantly in the NCE minimum standard 2008/2012 Home Economics education is also intended to help students to develop necessary skills in curriculum development, teaching, organization and administration.

Other components of the programme as contained in the minimum standard (2008/2012) include teaching practice and SIWES. Home Economics is a double major subject and should not be offered in combination with other subjects. The examination scheme is an equally important feature in the assessment for an award of NCE Certificate. The contents are sequenced from basic to more complex. The relevant official information, about the NCE Home Economics programme is attached as Appendix ____

2.4 Importance of Entrepreneurial Education Component in Home Economics Programme

Entrepreneurship education component provides the student before graduation, knowledge and ability to perform specific tasks successfully (Anerua and Obiazi, 2009). According to Adeyemo (2009) Entrepreneurial skills are skills needed to succeed in

business, most especially in teaching. Entrepreneurial skills are the basic skills needed by an individual to develop, finance and succeed in home enterprise.

The importance of entrepreneurship education cannot be over-emphasized since appropriate skill acquired through Home Economics programme help to make it graduates self-reliant and boost their economic status. Isike (2008) stated that entrepreneurship has been identified globally and nationally as a tool for generating a sustainable economy which is the core value of the National Economic Empowerment Development Strategies (NEEDS 2004). Isike further noted that, the establishment of small businesses helps to generate substantial amount of employment and income which are the essential parts of a country's Gross National Product (GNP). For the laudable benefits of entrepreneurship to manifest in our Home Economics programme through the graduate and the general public, the skills must be learned through formal or non-formal settings. Uloka and Ejinkonye (2010) remarked that when Home Economics graduates are empowered through the acquisition of entrepreneurial skills there is the possibility that they will apply or use the skills to create new avenues for wealth. Adeyemo (2009) equally expressed the view that, empowering the graduates to set up businesses involves proper entrepreneurial education and skills acquired through Education and training. Education opens one's eyes to forecast business opportunities using appropriate entrepreneurship skills.

Educational attainment according to Similor (1997) was more of learning which is central to successful entrepreneurship business. The practical skill acquired through educational attainment and training will help the Home Economics graduates to harness their full potentials and utilize the entrepreneurial skills acquired for enhanced economic status and self-sustenance. Stuart (2008) saw educational attainment as that which makes entrepreneur professional and successful. To buttress this assertion, Clark (2001)

emphasized that, the world is changing at an ever-increasing pace and the only way to keep up with the changes is to keep acquiring and applying entrepreneurial skills.

Entrepreneurial skill in Home Economics has been identified by Anyakoha and Lemchi (2006) as an important aspect that can help to bridge the gap between school life and the world of work by blending meaningful job experiences with related instructions learnt in the classroom. Home Economics programme and entrepreneurial education can help students to acquire appropriate entrepreneurship skills that will help them face the challenges of unemployment and economic crises, if proper machinery is put in place. Uloka and Ejinkonye (2010) noted that the only way students can gain the right skills is when the right equipment and facilities are put in place. This will help to change the mindset of the students by increasing their level of seriousness to acquire the skills of entrepreneur in Home Economics.

2.5 Strategies for Promoting Entrepreneurship Education in Home Economics for Self Employment

In a developing economy like Nigeria, the state of unemployment has given rise to increased rural urban migration for job opportunities. Onuoankhanlen (2010) noted that most developing countries have similar economic conditions whereby government is heavily relied upon as the sole provider of the means of production and livelihood. Moreover, Home Economics graduates restiveness, coupled with high incidences of criminality alongside high poverty levels have resulted in declining standards of living. Ugwu and Ezeani (2012) opined that government alone is handicapped as the sole provider of the means of production and labour. However Ugwu and Ezeani noted that economic self-reliance appears to be the only recourse in addressing these associated

problems. Hence, the increased interests in entrepreneurial careers and education in colleges and universities all over the world.

Entrepreneurship education seeks to provide students of Home Economics before graduation, with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of setting (Ewubare, 2010). Entrepreneurship education equips people with the ability to seek investment opportunities. Ewubare stated that, through entrepreneurship education, successful habits are imparted as the graduates of Home Economics develop entrepreneurial integrity. It ensures that, skills, attitudes, ideas and so on are utilized to create employment for the graduates and others. Anyakoha (2001) opined that entrepreneurship education in NCE Home Economics programme can equip students before graduation with entrepreneurial skills that will enable them create and develop enterprises in the various areas of Home Economics. This will in turn help to enhance graduate employment and reduce unemployment.

According to the National Policy of Education (2004) the goals of teacher education programmes, Nigeria Certificate in Education (NCE) inclusive, are designed to among other goals:

1. Produce highly motivated conscientious and efficient classroom teachers for all levels of the Nigerian educational system and
2. Provide graduates with the intellectual and professional background adequate for their assignment and make them adoptable to changing situations.

The strategies for the attainment of the goal for the integration of entrepreneurship education in Home Economics according to Lemchi and Anyakoha (2006) include the planning of specific objectives, learning experiences, organization and integration of the learning experiences, instructional methods, facilities and evaluation techniques for assessing the attainment of specific objectives. These specific objectives are of utmost

importance to curriculum development and implementation as they help in producing major changes in the graduate through proper selection of learning experiences, guiding learning, selecting instructional materials and also evaluation techniques (Lemchi and Anyakoha, 2006; and Nwanchukwu, 1999).

The objectives of entrepreneurship education within Home Economics centres on the specific objectives postulated by Lemchi and Anyakoha, (2006) as enshrined in the NCE Home Economics curriculum. The content of entrepreneurship education in NCE Home Economics hinges on the specific objectives. Fayolle (2005) noted that, this content should include, among others, business ownership, entrepreneurial responsibilities, product development, record/book keeping and market segmentation. Facilities and methods of teaching entrepreneurship education should be suited to the objectives. Hingle (2007) noted that there is no universal method of teaching entrepreneurship education. The choice depends mainly on the objectives, contents and constraints imposed by the institutional context. However, Hingle (2007) opined that methods such as demonstration practice and drill, inquiry methods are suggested for the teaching of entrepreneurship education in NCE Home Economics. Facilities available will go along way to determine the methods of teaching entrepreneurship education in NCE Home Economics.

The minimum standard (2008) stipulated by the National Commission for Colleges of Education (NCCE) need to be adhered to by Colleges of Education throughout the Federation. The admission requirement and course description can be seen in appendix IV. This will enhance the effective implementation of the curriculum, thus equipping Home Economics NCE graduates with skills through entrepreneurship education.

Entrepreneurship education can also be promoted through creativity. Oyundoyin (2003) noted that creativity is a mental process involving the application of divergent thinking, critical thinking and other problem solving skills to problems in order to produce novel and valuable solutions and alternatives. Saboe, Kantor and Walsh (2002) also noted that creativity is a basic tool for progress in any undertaking, any family, community or society. The conditions of Home Economics graduates characterized by complexities of hardship, unemployment and interdependence, call for increased levels of entrepreneurship education through creativity. Saboe *et al* (2002) opined that, to develop such entrepreneurial skills, the individual has to acquire creativity attributes and techniques. Saboe *et al* also enumerated the following ways of developing entrepreneurship through creativity.

1. **Confidence:** The entrepreneur should have unbending confidence in his ability to come up with solutions to his business problems. He has to believe the work can be done. This paves way for creative solutions to unemployment.
2. **Risk:** Taking risk is a creativity attribute which an entrepreneur should imbibe. This will help him venture into virgin areas and make input into business transactions.
3. **Thinking skills:** An entrepreneur has to learn divergent thinking strategies to enable him generate many ideas for his business and critical thinking skill to enable him evaluate and make choices of suitable ideas for the success of the job or business undertaking.
4. **Flexibility:** As an attribute of creativity, when an entrepreneur is flexible in his thoughts, he will be receptive to new concepts, ideas, materials and approaches to improve the job or business. He has to be dynamic to discover new ways of using

existing resources process and materials to produce completely new or changed versions of existing goods and services.

Oyindoyin (2003) stated that creativity skills that would help the graduates of Home Economics develop and apply entrepreneurship skills acquired in Home Economics can be through pushing boundaries of competencies of develop new skills. Accepting their own intuition when they are motivated by problems and drive to find order in a chaotic situation through curiosity.

When creativity is inculcated in the individuals from their early years of Home Economics programme surely the students of Home Economics will be vibrant in any area of profession they choose even in entrepreneurial skill application.

2.6 Effectiveness of Modern Technology Equipment in the Teaching of Entrepreneurial Skills

Technology, particularly information and communication technology is viewed as a potent force for transforming social, economic and political life across the globe. The International Labour Organization (ILO) (2007) observed that in many instances, the continuous development and application of technology has created vast new economic and employment opportunities. ILO (2007) noted that most developing countries are harnessing the use of technology to accelerate their development processes. In the right circumstances, new technologies adopted by Home Economics teachers will spread by diffusion.

According to Darrell and Martin (2002), one of the most robust findings about innovation diffusion is that shifts from one technology or product to another follow a cumulative distribution. Thus, the rate of adoption usually starts low, accelerates until about 50% of the Home Economics teachers have adopted the technology. Rozalind,

(2003) noted that technology is around everything we do, and even in the classroom. Teachers including Home economics teachers infuse their classroom lesson plans with varieties of technology; such as creation of brochures, power point presentations and video cameras along with movies.

Technology facilitate the knowledge constructed and delivered in the classroom. Bork (2000); Papert (1999) and Ragosta (2002) viewed modern technological equipment as having an influential effect on the teaching and learning processes. Bork et al stated that with the use of computers, modern technological saving devices, (i.e. laundry and sewing equipment, electric cookers, micro waves and so on) in the classroom, our Home Economics graduates would become self-employed. With the aid of these modern technological equipment, Home Economics graduates would be able to collaborate, to use critical thinking and find the solutions to unemployment problems through the acquisition of entrepreneurial skills (Jaber, 1997).

Research done by Droyer, Ringstaff and Sandholtz (2000) indicated that computers and modern Home Economics equipment can be used in collaboration for all subject areas to improve on the teaching of entrepreneurial skills, but teachers have to take into account the different styles of teaching and the students involved in this learning. Sheingold and Hadley (1999) noted that teaching involving the use of modern technological equipment requires a change in the teachers' method of teaching and learning, the amount of time needed to learn how to use the technological equipment and the location models that work with the equipments.

Droyer, Ringstaff and Sandholt, (2007) posited that, the impact of technology on education has the potential to change education in a beneficial way if done under certain circumstances. Technology brings about changes to the classroom roles and organization. It allows Home Economics graduates use peer coaching, and teachers may function more

as facilitators than lecturers (Means, 2007). Teachers and students show the need to master technology and integrate several kinds of media into lessons or projects. Sandholt et al (2007) noted that teachers are changing the physical layout of the classroom along with daily schedules to give students more time on projects through the meaningful use of technology in classrooms. Technology is not a change agent for education. Technology, when used as an integrated tool with the curriculum can make a difference in entrepreneurial skill acquisition (Means, Blando, Olson, Middleton, Marocco, Remz, and Zorfass, 2000).

Adopting Technology for Teaching and Learning

Many factors affect the rate of adoption, including an innovation's characteristics and various economic, sociological, organizational and psychological variables. Understanding the rate of adopting technology for teaching and learning in any given situation requires analyzing factors that may facilitate the adoption and those that may operate as barriers to adoption (Darrell and Martin, 2002). Darell and Martin (2002) identified one recent study conducted at Illinois State University that several factors affecting the adoption of instructional technology are lack of institutional support, financial support and most importantly lack of time to learn new techniques. Means, and Olson (1994) opined that, portable carts used to brief technology to some classrooms are hard to use, classrooms are too large to manage the carts. Another factor identified by Means and Olson is knowing how to use the technological equipment in teaching and or difficulty in learning to use the technological equipment.

Some of the problems or barriers to adopting technology for teaching and learning enumerated by Metz (2004) are: equipment failure or malfunction, shortage of equipment across classrooms, difficulty in scheduling classrooms with technology equipment, knowledge of how to use the technology and institutional support for using the

technology. Negroponete, Renick and Cassell (1997) noted that there is a general tendency in academic culture to believe that “training” solves problems of learning. The college can take steps to verify the value of technology for teaching and learning, and evaluate the impact of technology on learning and the application of technological equipments.

In order to meet the technological challenges, Negroponete et al (1997) suggested that, there is a need for development strategies that combine new technological capacity with investments in a broad variety of traditional and non-traditional economic sectors. These strategies need to be supported by improvements in education, skills development and vocational training. Metz (2004) opined that training in the use of technology is essential and a key step in taking advantage of emerging entrepreneurial opportunities. In developed countries, the International Labour Organization (ILO) (2008) noted that access to technology has greatly helped improve productivity through acquiring technological knowledge and skills needed to apply new techniques in the classroom. Indeed, education and skills training in technology increase the ability of Home Economics teachers and students to apply new techniques, thus enhancing their employability as well as the productivity. Means and Olson (1994) noted that effective skills development systems – connect education to technical training, technical training to labour market entry and labour market entry to work place, lifelong learning can help home economics graduates benefit from existing and emerging opportunities.

Barriers to the Use of Modern Technological Equipment

Negroponete, Renik and Cassell (2000) noted that, the barriers to using technological equipment in the teaching of entrepreneurial skills includes; lack of teacher time, limited access and high cost of equipment, lack of vision or rationale for technology use, lack of teacher training and support, and current assessment practices that may not reflect what is learned with technology. They also noted that, the need for Home

Economics teacher training and the lack of expertise are major barriers to using modern technological equipment related to the teaching of Home Economics. With experts in the field, teachers' anxiety decreases and their attitudes towards the use of modern technological equipment in teaching improves. Teacher time facilitates the areas of being able to experiment with new technologies, to share these experiences with other teachers, to prepare lessons using the technology and to have the time to attend technology courses or meetings (Barron and Goldman, 2007; Byrom, 2011).

Teachers need to train and develop their skills outside of the regular school day so that they can concentrate on instruction and training objectives of entrepreneurial skills (Pihie, 2009). Barron and Goldman (2007) opined that, after the teachers become knowledgeable about using modern technology equipment, they need time to transfer the skills learned into infusing technology into the curriculum. Brand (1998) noted that training could be in many forms, such as in service, professional development, collaborative learning and in peer coaching. What ever methods are pursued, Home Economics students need the time to learn at their speed and with their own learning styles to acquire the entrepreneurial skills for self-employment (Brand, 1998).

A major problem with the use of technological equipment in the teaching of entrepreneurial skills in schools is that, many schools can not afford to have full time coordinators. This is an important step in having technology work in schools (Byrom 2011). Technology is difficult to integrate into the curriculum. Byrom notes that teachers need to see how technology can benefit their students before graduation, they might be willing to become part of the technology plan. Teachers and Home Economics graduates need to be included in the process of understanding the curriculum and how to incorporate modern technology into the Home Economics lessons. Roschelle, Pea, Hoadley Gordin and Means (2000) noted that, a teacher is the conductor needed for the

integration of technology in to the teaching of entrepreneurial skills. Roschelle et al (2000) posited that, for technology to be effective in the teaching of entrepreneurial skills, it must be ingrained into the broader education reform movement that includes teacher training, curriculum, student assessment, and a school's capacity for change.

Teachers support must encompass more than training, Archer (1998) stressed the need to include time to experiment, permission to change the way they do things, and to make mistakes. Archer noted that, there must be ample technological support and support that allows teachers to focus on pedagogy not the technology. Becker (2000) opined that, if teachers allocate time for students to use modern technologies available in Home Economics Departments as part of class assignments, and allow the use of these equipment to flow seamlessly alongside other learning tasks, student interest in using modern technology to acquire skills, will be valuable and well-functioning instructional tool. Indeed, education and skills training increase the ability of Home Economics graduates to apply new techniques acquired from modern technological equipment will enhance the graduates employability, productivity and competitiveness of enterprises (Ilishan, 2012).

2.7 Job Opportunities for NCE Home Economics Graduates

Nigeria is today economically poor. This condition has given birth to hunger and unemployment or lack of job opportunities. These have brought about unbearable stress on the individual and the family (Nwankwo 2005). Unemployment which is the menace of this era, can be minimized through self-employment and self-reliance, which can come from Home Economics studies. Anyakoha (2002) noted that anything that impacts on the family is the concern of the application of entrepreneurial skills in Home Economics. By the nature of Home Economics, it has inbuilt mechanism for equipping individuals and

families with the knowledge, attitudes and skills for coping with the ever emerging problems and challenges. The problem of unemployment is not an exception.

According to Chonogor and Onyebueke (2013) Home Economics has been described as a vocational subject, which enables its students to be gainfully employed and self-reliant after graduation. In addition, Home Economics is a discipline that has the well-being of the individual and family in an ever-changing society paramount in its goals (Chonogor & Onyebueke 2003). Anumnu (2011) opined that Home Economics is an all embracing subject area and its curriculum is broad based covering all aspects of individual and family needs. Its curriculum therefore should be relevant at any given time and should meet the changing nature of the society and its current problems. Anumnu (2011) noted that relevant home economics curriculum is one that would meet the issue of job opportunities for self-reliant needs of individuals and specifically its graduates. Home Economics should now “think entrepreneurship”.

There is a wide range of entrepreneurial activities in Home Economics, and all one needs to do is to appraise the rewards and challenges in line with one’s potentials, and available resources before choosing which activity to invest in (Aluwong, 2004). Home Economics graduates can be self employed in food, nutrition, clothing, textiles, institutional management, merchandizing, housing design, family relations and child development related businesses (Ojo, 2009). According to Anumnu (2011) and Ojo (2009) Home Economists can also invest in small scale businesses that are related to Home Economics Education. Some of these are classified according to the context areas.

Anumnu (2011) and Ojo (2009) enumerated the following as possible ventures that Home Economics education can prepare a student to engage in, to create job opportunities or become self-reliant.

A. Textile and Clothing: Can create job in the following areas if the graduates is able to apply the skills acquired during NCE Home Economic training

1. *Establishment of Clothing stores (where clothings such as clothes, shoes, hats, bags etc) could be purchased.*
2. *Establishment of Fabric stores*
3. *Provision of tailoring services*
4. *Fashion designing*
5. *Manufacturing textile wears e.g. weaving, tie dye and batik stuff*
6. *Garment construction*
7. *Investing in weaving centres*

B. Family and Child Development Enterprises: Is another venture that creates job opportunities if the graduate is able to improve on the skills acquired to develop the following:

1. *Operating a Cretch, daycare centres*
2. *“Super Nanny” home service delivery, nursery school establishment.*
3. *Operating Kiddies amusement parks*
4. *Kiddies toy shops*
5. *Kiddies/Child’s furniture centre*
6. *Organizing babysitting delivery services in institutions and office for civil servants*

C. Foods and Nutrition Related Enterprises

1. *Provision/Establishment of Nutrition and diet counselling centres.*
2. *Having restaurant business*
3. *Provision of catering services to the community and for civil servants in their various offices.*
4. *Operation of “Meals on Wheels”*
5. *Establishment of grocery shops*
6. *Fast food establishment*
7. *Establishment of bakeries*
8. *Cake decorations and designing*
9. *Apprenticeship services/school*
10. *Fruit Juice making and packaging*
11. *Manufacturing of candles and biscuits*
12. *Ice Cream and yoghurt production*
13. *Bread making*
14. *Diet counseling*
15. *Fruits and vegetables for sporting/athletic events*
16. *Hospitality out-fits-hotels, motels*

D. Home Management Related Enterprises

1. *Production and sale of assorted crafts*
2. *Crop and livestock farming, including fish and snail farming*
3. *Various forms of consultancy services, institutional housekeeping*
4. *Interior decoration Services*
5. *Laundry and dry cleaning services*
6. *Having household equipment shops*
7. *Establishing craft production centres*
8. *Production of abrasive*
9. *Production and sale of beddings*
10. *Soap manufacturing*
11. *Operating rental services e.g. canopies, dishes, chairs, pots and pans, materials for decorations.*
12. *Providing outdoor decoration services for parties*
13. *Funeral house decoration*
14. *Furniture shops*
15. *Antique shops*

Aluwong (2004) opined that, perhaps the issue for botheration is how entrepreneurial initiatives and competencies can be incorporated into the existing Home Economics programme of Teacher Education. Anikweze (2006) noted that, Home Economics is an aspect of vocational education hence most of the activities listed above are contained in different course requirements of Home Economics education. They are normally taught to students for cognitive enrichment and skill acquisition application, and for the methodology of teaching the topic to learners. However Anukweze (2006) observed that no definite effort is made to inspire learners into regarding these activities as possible options for lifetime sustenance.

The major factor according to Lemchi (2005) is interest, adequate drilling in practical work and other entrepreneurial competencies which will help students develop positive values of job opportunities for self-reliance, initiative and resourcefulness. Hartigon and Billimoris (2005) opined that, the study of Home Economics is an investment with accruing dividends. The extent of the benefits from this investment will depend on quality knowledge of Home Economics, acquisition of entrepreneurial skills

and its application. This will help to create job opportunities as the students are trained to use their head and hands to establish their own businesses and be employers of labour.

2.8 Entrepreneurial Skills Practiced in Home Economics

Home Economics has been described as a vocational subject, which enables its students to be gainfully employed and self-reliant (Chonogor and Onyebueke, 2003). In addition, Home Economics is a discipline that has the well-being of the individual and family in an ever-changing society paramount in its goals. Entrepreneurship Education is a type of education that provides one with basic knowledge, skills and ideas that will equip the individual for self-employment. The education is vocational and technical in nature and deeply embedded in practical work (Anumnu, 2011). According to Anaele (2004), entrepreneurial education focuses on the startup of new business ventures. It tends to draw the interest of students who want the opportunity to operate on their own, make money, and be successful.

Home Economics prepares the individual for good family living, gainful employment and for self-employment through the acquisition of appropriate knowledge and skills. Self-employment sustains the individual when there is lack of gainful employment. Apart from the knowledge and skills in Home Economics, the individual needs added knowledge and competencies from entrepreneurship education. Entrepreneurship education deals with the acquisition of skills, which enable an individual to be self-employed through the establishment of some business enterprises (Anaele 2004).

Home Economics prepares students to become positive, productive members of the workforce, families and the community through two complementary instructional programs. Consumer and Family Studies (CFS) and Home Economics Related

Occupations (HERO) (Anyakoha, 2002). Anyakoha (2006) noted that consumer and family studies programmes provide students with life management, transferable, and employability skills through instruction and leadership development activities. These programmes focus on preparing students to balance personal, family, and work responsibilities Anyakoha (2006) opined that students are equipped with essential skills for living through instruction in these eight content areas:

1. *Child Development and Guidance*
2. *Consumer Education*
3. *Family Living and Parenting Education*
4. *Fashion, Textiles, and Apparel*
5. *Food and Nutrition*
6. *Housing and Furnishings,*
7. *Individual and Family Health*
8. *Leadership Development (Anyakoha, 2006).*

The International Federation for Home Economics (IFHE) (2008) stated that Home Economics Related Occupation programmes are the specialized courses designed to prepare students for careers. These programmes focus on preparing students with skills for earning a living and careers in the following eight pathways:

1. *Child Development and education*
2. *Consumer services*
3. *Family and Human services*
4. *Fashion design and merchandizing*
5. *Food Science, dietetics and Nutrition*
6. *Food service and hospitality*
7. *Hospitality tourism and recreation*
8. *Interior design (IFHE 2008)*

According to Henderson (2000) Home economics is a field of study that encompasses an array of skills related to the management of households. They include budgeting, food preservation, nutrition, child development and fashion merchandising. Now often referred to as family and consumer sciences, graduates of these programmes can have careers in education, business, government, law and human rights. In Education, Nwankwo (2011) noted that teaching is the most common career path for Home

Economists. Opportunities are available in middle and high schools, where teacher certification is required for public school systems. With an advanced degree, one may also find opportunities to teach at a college or university. Home Economics graduates may also opt to teach parenting, nutrition or financial management classes in community or non-profit programmes that focus on family guidance and social services.

With regards to business and government, Njoku, (2002) suggested that students pursuing the Nigerian Certificate in Education (NCE) in home Economics must take courses in management, finance, public policy and administration. This education, along with transferable skills like public speaking, writing, computers and research, qualifies graduates for positions in banking, customer service, human resources, training and development. Restaurant management is another career option in Home Economics. Smith (2000) stated that, food preparation, menu planning and nutrition are other skills acquired in the study of family and consumer sciences. Consequently, careers in restaurant management are also suitable for Home Economists. This is especially true for school, hospital and public cafeteria administration.

Smith (2013) also noted that human rights, law and advocacy can be a career for Home Economics graduates. Graduates of family and consumer science programmes are often passionate about the rights of children, the disabled and elderly. This passion and educational training are ideal for positions in non-profit administration. This includes jobs in consumer advocacy, activism, fund raising, volunteer coordination and program management.

2.9 Entrepreneurial Skills and its Effect on Home Economics Graduates

Many scholars have written widely on entrepreneurship and its potency to generate employment, thus, underscoring the significance and relevance of

entrepreneurial skills in Home Economics in the development of any given economy. Anyadike, Emeh and Ukah (2012) opined that the experiences of teachers of Home Economics and its graduates in relation to the roles played by entrepreneurship buttresses the fact that, the importance of entrepreneurship cannot be overemphasized, especially among developing countries like Nigeria. Anyadike et al (2012) stated that, in order to highlight its significance in relation to the growth and development of a given economy, entrepreneurship has been variously referred to as a “source of employment generation. This is because the application of entrepreneurial skills have been found to be capable of making positive impact on the economy of the nation and the quality of life of the people including. Home economics graduates (Adejumo, 2001).

Studies by Lemchi and Anyakoha (2006); Oluremi and Gbenga, (2011); Anyadike et al (2012) have established its positive relationship with stimulation of economic growth; empowerment generation, and empowerment of Home Economics graduates and men/women-inclusive. Nigeria as a country has numerous business and investment potentials due to the abundant, vibrant and dynamic human and natural resources it possesses (Adejumo 2001). Tapping these resources according to Anyadike et al (2012) requires the ability to identify potentially useful and economically viable fields of endeavour.

The National Policy on Education (NPE) (2004) explicitly spelt out the broad aims and objectives of Vocational and Technical Education including Home Economics as giving training, imparting necessary skills, leading to production of craftsmen and women, technicians and other skills personnel who will be enterprising and self-reliant. Gyang and Shailong (2013) noted that, the Federal Government has shown concern on the prevalence of societal problems such as unemployment due to high turnout of school leavers, tertiary and university graduates every year, rural to urban migration in search of

white collar jobs, resulting in armed robbery, poverty, unbalanced technological development dependency on working relations among others. This has undoubtedly created challenges to our national economy. This situation creates a job for those people who can be successfully trained in vocational education and apply the skills acquired for self employment.

The National Education Research Development Council (NERDC) designed a new trade curriculum to meet the target of National Economic Empowerment and Development Strategy (NEEDS) which looked into the value reorientation, poverty eradication, job creation, wealth generation and using education to empower the citizenry. The overall goal of the curriculum is to prepare the students to face challenges of the new millennium (Gyang and Shailong, 2013).

Onuoankhanlen (2010) observed that Nigerians have made their marks in diverse fields such as science, technology, academics, business and entertainment. Thus entrepreneurship activities and innovative ingenuity in Nigeria have developed enterprises in areas such as agriculture and home economics activities where there are food stuffs, fish farming, livestock enterprise, cassava production, dress making and fashion design among others (Yusuf, 2010). In hospitality and tourism business as contained in the NCCE (2008) minimum standard jobs can be created in the area of hotels, accommodation, interior decoration, running of guest houses, establishing nursery/day care centres and so on.

All these are referred to as applications of entrepreneurship skills. Each trade may require different skills but the entrepreneurship skills are the same in setting a business enterprise. Okorie (2000) noted that application of skills is a well-established habit of performing a task in a manner acceptable to workers in a profession. Okorie (2000) emphasized that, the students need to apply these skills to enable them run enterprises

which will eventually empower them economically and also provide job opportunities for others. Njoku (2002) stated that to possess a skill is to demonstrate the habit of acting, thinking and behaving in such a way that the process becomes natural to the individual Home Economics graduate through repetition or practice.

This brings us to the issue of domains of learning. According to Olaitan (2003) the domains of learning these are cognitive, affective and psychomotor. The cognitive domains deals with the ability and knowledge of the individual, affective domain is concerned with the attitude and appreciation of values while psychomotor domain deals with skills and techniques acquired (Olaitan, 2003). All these domains form the bases of achieving objectives of the application of entrepreneurship skills in Home Economics when students comprehend and assimilate new ideas and concepts, the next thing is the feeling functions. These include interests, attitudes, appreciation and values which cause people to accept or reject something without necessarily knowing why. Olaitan (2003) stressed that the final stage would be the manipulative skills. This domain forms the key factors of realizing the effect of entrepreneurial skills on Home Economics graduates in relation to job creation.

2.10 Challenges of Teaching Entrepreneurship Education in Home Economics Programmes

There are several factors that challenge the teaching of entrepreneurship education in NCE Home Economics and these include:

Teachers' competency: Weidman (1977) defined competency as an attitude, behaviour, skill or understanding demonstrated by a learner at a specified level of performance. Home Economics teachers who are not competent in entrepreneurship education may not be able to teach it. Education educators is new in the NCE Home Economics curriculum,

therefore, most of the Home Economics teachers may not be competent to teach it. This is because most of the teachers did not study this new component of the Home economics curriculum during their pre-service training. Idihie (2004) observed that inability of teachers makes them fail in their duties.

Absence of relevant textbooks: Since entrepreneurship education is a new inclusion into Home economics curriculum, there is also the problem of lack of textbooks in the area. This has really challenged the teaching of the course in Colleges of Education. Idibie (2004) also noted that teaching and learning without textbooks would mean a lot of memorisation as well as make the words of the teacher final authority. This does not pave way for competency in entrepreneurship.

Lack of Facilities: It is quite glaring that most Colleges of Education have not been able to provide adequate facilities and equipment to cope with the increasing enrolment of students. Obunaedike (2009) noted that lack of laboratory facilities compel Home Economics teachers to use inappropriate methods of teaching. This situation stifles entrepreneurial skills amongst students.

Lack of funds: Inadequate funding of Colleges has often affected the teaching and learning of Home Economics. It is the major cause of inadequate facilities and equipment in the institution (Opara, 2004).

Poor enterprise culture: Due to lack of adequate training centres and enterprises, students are faced with the problem of getting appropriate establishment for their work experience. They end up attaching themselves to roadside tailors and other Home Economics related enterprises, where they often acquire wrong enterprising culture and skills. This is contrary to the goals of Students' Industrial Work Experience Scheme (SIWES) which is expected to provide students with opportunities of exposure to

practical experiences and relating the knowledge and skills learnt in the classroom to the real world of work (Onu, 2008).

Strategies for Addressing the Challenges and Enhancing the Teaching of Entrepreneurship Education in Home Economics

In order to promote entrepreneurship knowledge, attitudes and skills that can be taught within the NCE Home Economics programme, the following strategies can be employed:

Innovation: Innovation is change that creates a new dimension of performance. It is creative idea that is realised. Lucke and Katz (2003) noted that innovation is the combination or synthesis of knowledge in original, relevant, valued new products, processes or services. Innovation typically, involves creativity but is not identical to it (Kaka and Agwa, 2007). Home Economics teachers at colleges of education need to provide an entrepreneurship education that will stir up the knowledge, skills and attitudes of the NCE students so that they can be more innovative. This will enable them introduce new ideas into the economy, formulate new goals, initiate new methods of production, new methods of distribution or carry out new organisation of an industry (Gula and Ewubare, 2007).

In-service training: NCE Home Economics teachers should be given the opportunity for in-service training so that they can catch up with the changes in the curriculum. Adiotomre (2005) noted that re-training of teachers gives room for professional growth which in turn enhances creativity and productivity.

Research: This is another strategy for addressing the challenges of the teaching of entrepreneurship education. Anyakoha (2001) noted that Home Economics is constantly evolving and adapting to a world where speed of change is increasing. Its goal poses enormous challenges to the field and the practitioner hence research in Home Economics

becomes imperative so that issues that pose challenges can be determined and addressed appropriately. For instance, the issue of entrepreneurship education emerged as a result of research. Anyakoha (2001) suggested that college managements should endeavour to provide current textbooks for teachers of this programme. Teachers should update themselves through research, seminars, workshops and conferences. This will also help to improve their competencies.

Improvement of teaching facilities and techniques: Anyakoha (2001) stressed the need for teachers to be willing to learn and use new technologies and improve on old methods and techniques of teaching. The NCE Home Economics educators should explore new techniques / methods of teaching the entrepreneurship courses so that the students can cope with the dynamic society at graduation. For instance, they should carry out entrepreneurial practice in various areas of Home Economics under the supervision of their lecturers.

Improved school/industry relationship: College and industry should have improved working relationship, which should enhance students' skill acquisition. When students are sent out on industrial attachment, college should give them the necessary orientation needed to have a good rapport with the industry (Gula and Ewubare 2007).

Advocacy: According to Obunadike (2009) Advocacy means pleading for a cause. It is a set of actions which involves pleading, defending, recommending, speaking out forcefully and convincingly. Ikegulu (1995) defined advocacy as a set of actions undertaken by a group of individuals or organization working in concert to establish entrepreneurship education. Entrepreneurship education is a carefully planned process that leads to the acquisition of entrepreneurial competencies. It seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. NCE Home Economics graduates are expected to be prepared for teaching and

self-employment. Thus entrepreneurship education/needs to be promoted within the NCE Home Economics programme.

2.11 Empirical Studies

Ukpore and Obunadike (2000) conducted a study on Home Economics and occupational skills: perception of Nigerian Home Economics Teachers and students in Onitsha, Anambra State. The study investigated the role of Home Economics in developing occupational skills among junior secondary schools (JSS) students. The research design adopted was survey method. The population of the study were Home Economics teachers and JSS students in public schools in Onitsha Education Zone, Anambra State, while the sample size was twenty six (26) Home Economics Teachers and One Thousand, four hundred (1400) junior secondary school (JSS) students selected using stratified sampling.

The instrument used was a questionnaire validated through face validity procedure. The researchers personally distributed the questionnaire to the respondents. The questionnaires were scored using five-point Likert rating scale. Mean scores statistics was used to test the generated Null hypothesis. The result showed that, Home Economics has a role to play in helping students develop a range of productive and entrepreneurial skills.

The study conducted by Ukpore and Obunadike (2000) was concerned with occupational skills of Home Economics Teachers and students. Mean score statistics was used to test the null hypothesis. The present study is however similar to the previous one since its focus is on Home Economics and occupational skills. Another similarity is the use of questionnaire and the five point Likert scale rating was used in this study.

The difference from the present study is the aspect of skill acquisition and job opportunities among Colleges of Education graduates in North-Eastern Nigeria, with a population of two hundred and ninety one (291) samples and the face validation of the instrument by the previous researchers. This research study used experts and Professors in Home Economics Department and Test and Measurement of Ahmadu Bello University, Zaria including a statistician for the validation of the instrument.

Lemchi and Anyakoha (2006) conducted a study on entrepreneurship education learning experiences and guidelines for integration into Home Economics Education programme. The objectives of the study were to:

- i. determine the learning experiences necessary for achieving the entrepreneurship education objectives within the NCE home Economics programme.
- ii. determine the appropriate guidelines for integrating the entrepreneurship education learning experiences into the NCE Home Economics programme.

The population of the study were Home Economics lecturers and entrepreneurs in related businesses in South Eastern Nigeria. The researchers generated data from a sample size of forty eight (48) and two hundred and sixty five (265), made up of Home Economics lecturers and entrepreneurs in Home Economics related businesses in south-eastern Nigeria. The instrument used to collect data was a questionnaire. Mean scores and t-test were used for data analysis.

The findings according to Lemchi and Anyakoha (2006) indicated that lecturers were mainly involved in teaching and learning, while the entrepreneurs were regularly confronted with the challenges of self-employment. Great significant difference was recorded by Home Economics lecturers, which could be due to their training as Home Economists. The study represented what Home Economics lecturers and entrepreneur of

Home Economics considered adequate for preparing NCE Home Economics graduates for possibly going into self employment and succeeding.

The study conducted by Lemchi and Anyakoya (2006) is similar to this study, because their emphasis was on integrating entrepreneurship education learning experiences into Home Economics Education. It is however different from this study since its focus was on Home Economics related businesses in South-Eastern Nigeria, while the present study used Colleges of Education Home Economics graduates in North-Eastern Nigeria. Its focus was on Home Economics programmes on entrepreneurial skill acquisition and job opportunities of the population. Pearson product-moment correlation (PPMC) was used in addition to the frequencies and mean used by the previous researchers.

A study was conducted by Okoro (2006) on entrepreneurial competencies needed by Business Education students for self-reliance in Warri, Delta State. The major objectives of the study was to identify factors hindering entrepreneurial competencies needed by Business Education students for self-reliance. The population of the study were registered entrepreneurs and business education lecturers in Warri Delta State. The sample size of the study was forty eight (48) registered entrepreneurs and thirty six (36) Business Education lecturers. The instrument used was questionnaire. The statistical technique used was mean, standard deviation and t-test. The research revealed that lack of instructional materials and facilities were factors that hindered teaching and learning of entrepreneurial competencies in Business Education.

The study by Okoro (2006) differs from the present study in that it focuses on factors hindering entrepreneurial competencies in Business Education. The present study did not discuss these factors, identified but examine the influence of Home Economics programme on entrepreneurial skill acquisition and job opportunities for NCE Home

Economics graduates. Also, Okoro used forty eight (48) and thirty six (36) Business Education lecturers and entrepreneurs respectively in Warri, Delta State as sample for the study, while this study used two hundred and ninety one (291) NCE Home Economics graduates in North East Geo-political zone or Nigeria as its sample for the study.

The similarity between a previous study by Okoro and the present study lies in the statistical tools (mean and standard deviation) used for the analysis of data generated by the researcher. Another similarity was the use of questionnaire by the previous researcher as instrument for data collection which the present study also used for data collection from the respondents.

Arkhurst and Madah (2006) conducted a research on integrating entrepreneurship education into the Senior Secondary School Curriculum in Ghana: Perceptions of Home Economics Teachers. The objectives of the study were to examine the:

- i. Incorporation of entrepreneurship education into the SSS curriculum.
- ii. How subject area entrepreneurship education can be best taught.
- iii. Topics to be included in the teaching of entrepreneurship education.

The population of the study employed by Arkhurst and Madah was Home Economics teachers. The researchers used one hundred and fifty (150) Home Economics teachers in Ghana as their sample size. Questionnaire was used for data collection. Data analysis involved the use of percentages. Results showed that Home Economics teachers perceived the need to introduce entrepreneurship education in the formal education system and are prepared to teach it given the necessary in-service training or formal courses

The study was concerned with integration of entrepreneurship education into the Senior Secondary School curriculum in Ghana and the perceptions of Home Economics Teachers. The study did not give consideration to the students dimension which is crucial

to the success of entrepreneurship education and therefore the students were not even involved in the study. This study differs from that of Arkhurst and Madah's because it considered the inclusion of entrepreneurship education in Senior Secondary School (SSS) curriculum. However the present study considered skill acquisition and job opportunities for NCE Home Economics graduates. Also this study used mean (\bar{x}) and standard deviation for data analysis unlike Arkhurst and Madah's (2006) which used percentage only for analyzing the data. The present study however is similar to the previous study since its focus is on the perception of Home Economics teachers with regards to integrating entrepreneurship education and the use of questionnaire for the generation of data from respondents.

Ode (2006) conducted a research on development of entrepreneurship programme for NCE Home Economics Students in Benue State. The objective of the study were to:

1. examine the entrepreneurship programme in Home Economics.
2. examine the content of entrepreneurship programme
3. assess teaching methods
4. assess NCE Home Economics programme

The population of the study consisted of thirty five (35) business education lecturers in Colleges of Education, Makurdi, Benue State. The sample size used for the study was thirty five (35) Business Education lecturers in two colleges of Education in the State. Questionnaire was used for data collection. Mean and t-test were used for data analysis. The techniques used for the analysis was Cronbach alpha coefficient, to determine the reliability of the instrument. The findings shows that all the four (4) objectives were rated appropriate by both groups of respondent.

The present study is similar to Ode's study as its focus was on entrepreneurship programme for NCE Home Economics students. Another similarity is the use of questionnaire, mean and Cronbach alpha for reliability test. The previous study, however, differs from the present one, since the population of the study was Home Economics and Business Education lecturers in Benue State, while this study used College of Education Home Economics graduates only from North Eastern Nigeria.

Another study was conducted by Ewubare (2010) in Warri, Delta State on the strategies for promoting entrepreneurship education in NCE Home Economics programme. The objectives were to:

1. assess concept of entrepreneurship education
2. identify factors and challenges of teaching entrepreneurship in NCE Home Economics programme
3. determine strategies for promoting entrepreneurship education.

The methodology used was a survey design with a sample size of thirty eight (38) Home Economics lecturers in College of Education Warri. The instrument used was questionnaire and oral interview. The researcher used simple percentage, mean and frequency in the analysis of the data. The findings indicated that lack of teaching facilities, relevant textbooks and fund hindered proper implementation of entrepreneurship education in NCE Home Economics programmes in Delta State.

The present study is similar to the study conducted by Ewubare (2010) with its focus on strategies for promoting entrepreneurship education in NCE Home Economics programme. Another similarity is the use of a survey design and questionnaire. The difference however is that, the present study used College of Education graduates in North Eastern Nigeria, unlike the previous study by Ewubare (2010) who used Home Economics lecturers in Warri Delta State. The previous study used oral interview, while

the present study used questionnaire only. The present study focuses on entrepreneurial skills and job opportunities among College of Education graduates, unlike the previous study whose focus was on strategies for promoting entrepreneurship education in NCE Home Economics programme.

A research was conducted by Araba (2012) on entrepreneurial education as a tool for reducing unemployment in Nigeria. The objectives of the study were to:

1. appraise if educational styles arouse the interest of students in entrepreneurial education.
2. explore the effectiveness of entrepreneurial development.
3. explore the current university educational system on entrepreneurial creativity.

The researcher generated data from a sample size of three hundred (300) made up of graduates from two (2) universities i.e. Federal University Akure and Covenant University Ota, Ogun State. The instrument used for the collection of data was a structured questionnaire, tables and percentages were used for data analysis. The study adopted quota and simple random sampling technique.

The findings on this research revealed a huge disparity between the perception and conceptualization of entrepreneurship in the graduates of each university used in the study, creating the significance in the entrepreneurial development strategies being used to educate the students while in the University. The study by Araba (2012) showed that entrepreneurial education should be taught in the field and through practical approaches, rather than using theoretical approaches. It was discovered that graduates from Covenant University have more aptness to creating value, and are self driven to developing some form of business whether or they have an employment. The study recommend that universities should work toward becoming entrepreneurial hubs for students and young entrepreneurs.

The study conducted by Araba (2012) was on entrepreneurial education as a tool for reducing unemployment among university graduates in Nigeria. It however differs from the present study since its focus was on university graduates in Nigeria. The difference from this study is that, the present study is on Colleges of Education Home Economics graduates in North-Eastern Nigeria. The present study is similar to the previous study as its focus on entrepreneurial education. Another similarity is the use of structured questionnaire for the generation of data.

Another study was conducted by Ugwu and Ezeani (2012) on evaluation of entrepreneurship awareness and skills among Library and Information Science (LIS) students in universities in South East Nigeria. The research design adopted was a descriptive survey design. The target populations were the final year and masters students of the Department of Library and Information Science (LIS) in the University of Nigeria, Nsukka, while the sample size used were two hundred and twenty (220) final year and masters students. The instrument used for the study was questionnaire. The data collected were statistically analyzed using frequency tables, means and simple percentages. The results of the findings showed that, upto 70% of the students were not aware of entrepreneurship opportunities within LIS. Moreover, these students were yet to develop the culture and mindset towards entrepreneurship because of the inadequate education and training.

The present study is similar to the previous study by Ugwu and Ezeani, as its focus is on entrepreneurship skills. Another similarity is the use of descriptive survey design and questionnaire. The difference from this study is that, the researcher intends to use College of Education, Home Economics graduates in North Eastern Nigeria and to assess how skills can be acquired by the graduates through entrepreneurial education for

job creation. Another difference is the use of standard deviation which was not used by the previous researchers.

Okolocha and Okolocha (2012) conducted a research on student's entrepreneurial skill acquisition through Students' Industrial Work Experience Scheme (SIWES) in Nigeria. The objectives of the study were to:

1. provide an avenue to acquire industrial skills and experience.
2. expose students to work methods and techniques in handling equipment and machinery.
3. make transition from school to world of work easier.
4. prepare students for work in industries and commerce.

The research design adopted for the study was descriptive research. The target population was library and information students at the University of Nigeria, Nsukka Enugu State. The sample size of the study was one hundred and ten (110) students who participated in 2008/2009 SIWES. The instrument used for the study was structured questionnaire. The data collected was analyzed using mean and ANOVA. The results of the findings showed that students have positive impact on their academic achievement on entrepreneurial/skill acquisition.

The study conducted by Okolocha and Okolocha (2012) was concerned with students entrepreneurial skill acquisition through SIWES in Nigeria. The present study is similar as its focus is on entrepreneurial skill acquisition. However this study intends to use Colleges of Education Home Economics graduates in North Eastern State of Nigeria as the target respondent and the involvement of trained research assistance in the conduct of the research, which was not used by the previous researcher.

A research was conducted by Emeh (2012) on entrepreneurship development and employment generation in Ilorin, Kwara State of Nigeria. Emeh postulated the following objectives:

1. asses the potency of entrepreneurship development in Nigeria.
2. determent the extent to which employment can be generated through entrepreneurship skills.

The research design adopted was survey research. The target populations were youths in Ilorin, Kwara State, while the sample size used were three hundred and sixty four (364) youths. The instrument used for data collection was structured questionnaire and a focus group discussion. The statistical technique used was mean, standard deviation and t-test. At the end of the research study, the researcher was able to identify problems on entrepreneurship development and its potency in the youths employment generation. The findings indicated that employment creation is no longer the sole responsibility of government but a joint effort between the public and private sector. Recommendations were made on how to equip youths with entrepreneurial competencies necessary for self-employment.

The present study is similar to the previous study by Emeh (2012) since it focused on entrepreneurship development and employment. Emeh used questionnaire with focus group discussion to generate information from the respondent (youths), while this study used questionnaire only. The difference from the present study is that, the researcher intends to use College of Education Home Economics graduates in North-Eastern State of Nigeria. The present study assesses entrepreneurial skill acquisition and how it can create job opportunities among Home Economics graduates. In this study, the researcher used frequencies, mean and standard deviation, unlike the research conducted by Emeh (2012) who used t-test in addition to mean and standard deviation for analyzing the data.

A research was conducted by Kenneth, Godday and Michael (2013) to find out factors influencing entrepreneurial intentions among graduates of Nigerian tertiary institutions in Makurdi, Benue State–Nigeria. The objectives of the study were to:

1. examine the influence of creativity on entrepreneurial learning.
2. determine the influence of age groups on entrepreneurial intentions of graduates of Nigeria tertiary institution.

The target populations were graduates of Nigerian tertiary institutions. Purposive sampling technique was employed to ensure that three hundred and seven (307) graduates selected for the study were of different age groups, gender, courses studied, and ethnic groups. The generated data were analyzed using mean, standard deviation and analysis of variance. It was found that the most influential factor is creativity and that entrepreneurial intentions increased with increase in age.

The study conducted by Kenneth et al (2013) was concerned with factors influencing entrepreneurial intentions among graduates of Nigeria tertiary institutions in Makurdi, Benue State. The present study is similar to the study conducted by Kenneth *et al* (2013) as their focus was on graduates entrepreneurial intentions. Another similarity is the use of purposive sampling techniques, mean and standard deviation for the analysis of the generated data.

The difference from this study is the use of College of Education Home Economics graduates in North Eastern States Nigeria and the use of questionnaire. The target population used by the previous researchers differed from the present study, as this study used two hundred and one (201) Home Economics graduates only. Another difference is the use of random sampling techniques.

The findings of the studies reviewed was used in discussing the present study. Incidentally, most of the studies share the same premises-the use of entrepreneurship

education learning experiences, integrating entrepreneurship education into the senior secondary school curriculum and strategies for developing entrepreneurship programme for NCE Home Economics students. This provides strong bases for the comparison and adaptation of findings. Some of the methods of data collection identified in the review were questionnaire and the target population in most of the study reviewed were students from colleges of education and universities. This study adopts the instrument used to develop the entrepreneurial ability of creating business ideas among graduates of Home Economics in North Eastern geo-political zones.

2.12 Summary of Related Literature

This chapter has reviewed the related literature for the study. The review indicated that Home Economics focuses on the acquisition of knowledge and the development of skills and attitudes that will enable its graduates take control of their own lives at present and in the future through education, skill acquisition and job creation for themselves and other unemployed graduates in the country. The review also shows that, there is need for technological knowledge and skills to apply new techniques as entrepreneurs. More importantly, a number of empirical studies related to Home Economics and entrepreneurial skills conducted widely inside and outside Nigeria were reviewed. Most of the empirical studies conducted in Nigeria, focused on only one or two specific indices of Home Economics programme and entrepreneurial skills thus narrowing the scope, while this study is more comprehensive.

The study conducted outside Nigeria was however comprehensive in coverage. Furthermore, most of the studies were more concerned with entrepreneurial learning experiences, competencies and using entrepreneurial education as a tool for reducing unemployment. Worthy of note is the fact that all empirical studies reviewed gave little or

no specific attention to the Home Economics NCE graduates entrepreneurial skill acquisition. Their emphasis was on the inclusion of entrepreneurship education in the formal education system. This study went beyond the inclusion of entrepreneurship education in the formal school system to focus on the assessment of the influence of entrepreneurship component of NCE Home Economics Programme on graduates in North East Geo-Political Zone Nigeria. Thus, this study has filled this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research design and methodology used for this study under the following sub-headings:

- 3.1 Research Design
- 3.2 Population for the Study
- 3.3 Sample Size and Sampling Procedure
- 3.4 Instrument for Data Collection
 - 3.4.1 Validation of the Instrument
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

The design for this study was descriptive survey research design. This is used when dealing with a very systematic collection of data and information from the population or a sample of the population through the use of personal interview, questionnaire and observation (Abdullahi 1995). Ijaya (2000) viewed descriptive survey research as a study which involves an investigation on entire population of people or items by collecting data from samples drawn from a population and assuming that these samples are true representatives of the entire population. The choice of the descriptive survey design was based on the fact that, the entire population can not be covered, and so sampling must be done. Besides, the present work is largely descriptive, which enabled

the researcher to describe and articulate Home Economics Programme on Entrepreneurial skill application among Colleges of Education graduates.

3.2 Population for the Study

There are six (6) states in the North East with nine (9) Colleges of Education. Three (3) are Federal Colleges of Education while six (6) are state own Colleges of Education.

The total population that was obtained from all the institutions under study was one thousand eight hundred and twenty one (1821) graduates of Home Economics as reflected in Table 3.1. The population consisted of Home Economics students who graduated from 2003-2013 in the North East Colleges of Education.

Table 3.1: Population for the Study

S/No.	States	College of Education	No of Home Economic Graduates
1.	Adamawa	Federal College of Education Yola	211
2.	Adamawa	College of Education Hong	170
3.	Bauchi	College of Education, Azare	215
4.	Borno	Waka- Biu College of Education Biu	204
5.	Borno	College of Education, Bama	207
6.	Borno	Sir Kashim College of Education, Maiduguri	210
7.	Gombe	Federal College of Education (Tech), Gombe	202
8.	Taraba	College of Education Zing	220
9.	Yobe	Federal College of Education Potiskum	182
Total			1821

Source: Academic offices, Colleges of Education (2003-2013) collected 2014.

3.3 Sample Size and Sampling Procedure

The population for Colleges in the North Eastern States comprised of nine (9) Colleges of Education with total population of one thousand, eight hundred and twenty one (1821) Home Economics graduates (Table 3.1). However, for the purpose of convenience, the researcher purposively selected six (6) Colleges of Education established ten (10) years and above. These are Colleges that offer Home Economics as a subject (Table 3.2). Using Krejcie and Morgan (1970) and Alreck and Settle (1995) table for selecting appropriate sample size from a known population, the sample size of two hundred and ninety one (291) graduates of Home Economics were appropriately selected for the study. Details are shown in Appendix iii Pp. 101.

The two hundred and ninety one (291) as sample size was proportionally distributed across the six (6) selected Colleges of Education in the North East with formula = population of Colleges of Education/ total population of the selected schools x 291; giving sample sizes 51(18%), 41 (14%), 52(18%), 49(17%), 54(19%) and 44 (15%) respectively.

Table 3.2: Sample size for the Study

S/No	State	Colleges of Education	No of Home Economics Graduates	Sample Size
1	Adamawa,	Federal College of Education Yola	211	51
2	Adamawa	College of Education Hong	170	41
3	Bauchi	College of Education, Azare,	215	52
4	Gombe	Federal College of Education, (Tech), Gombe	202	49
5	Taraba	College of Education Zing	220	54
6	Yobe	Federal college of Education Potiskum	182	44
Total			1200	291

Source: Academic offices, Colleges of Education (2003-2013) collected 2014.

3.4 Instrument for Data Collection

The instrument for data collection was questionnaire. The questionnaire was developed based on the objectives of the study, the research questions and null hypotheses are in line with the information gained from the literature review. The questionnaire was divided into two main sections i.e. Section A and B. Section 'A' contains year of graduation and present job of respondents. Sections B answered research questions 1-5.

1. Focuses on the influence of NCE for Home Economics programme on entrepreneurial skills. Items 3-11 answered research question one (1) of the study.
2. This section contained ten (10) questions on the skills practice by Home Economics graduates.
3. Focuses on how entrepreneurial skills acquired by the graduates make them self-employed, it contained nine (9) questions.
4. This section contains nine (9) questions on the utilization of the entrepreneurship skills acquired in NCE Home Economics programme.
5. This section contain nine (9) questions on problems militating against the effective implementation of the NCE Home Economics entrepreneurial activities.

These questions were structured into five (5) likert scales and modified into four (4) likert scale of strongly Agreed (SA) Agreed (A), Disagreed (D) and strongly Disagreed (SD) carrying values of 4, 3, 2 and 1 respectively. The scale was modified in order to avoid the use of the middle scale which is a neutral position. According to Abranovic (1997) "the neutral or undecided position creates problem in research as the

position or stand of the respondents on the issue is not clear". Cohen (2000) suggested that, researchers should avoid using it.

3.4.1 Validation of the Instrument

The copies of the questionnaire along with the objectives of the study and research questions were vetted by three (3) experts in the test and measurement department, Faculty of Education, Professors, Senior lecturers including the researcher's supervisors in Home Economics Department of Vocational and Technical Education, A.B.U., Zaria and also a statistician for face and content validity. Their observations and suggestions were incorporated in the instrument, thereby making it valid and useful for the study.

3.4.2 Pilot Study

In order to test the reliability of the research instrument, a pilot study was conducted by the researcher. The aim of the pilot study was to determine the suitability of the instrument for the study, to ascertain any difficulty that the respondent might have when answering the questions and to reduce any possible ambiguity in using the instrument. The pilot study was conducted in Waka-Biu College of Education Borno State. This area was chosen for the pilot study because they share a common boundary with Gombe state, with similar culture,. Religious and economic characteristics in all respects.

3.4.3 Reliability of the Instrument

The data collected from the pilot study were subjected to reliability test using statistical package for social science (SPSS) version base on Cronbach alpha reliability co-efficient test. Consequently, reliability co-efficient of alpha level of 0.902 was obtained. This reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel (1992) and Stevens, (1986) an instrument is considered reliable if

the alpha level lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data and instrument used as fit and valid for the study work (details are shown in Appendix iv, Pp. 131).

3.5 Procedure for Data Collection

For effective and smooth administration of the question, the researcher got an approval letter of introduction from the Head of Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. The approval letter helped the researcher obtain permission from the provost of each institution involved in the study to administer the questionnaire in order to elicit information from the respondents. (Appendix i, Pp 93).

The researcher employed four research assistants who were instructed and given details about the procedure for data collection. Questionnaire was administered to the Home Economics graduates in the selected institutions and private sector by the researcher and research assistant. Four weeks was used to administer and collect the copies of the questionnaire from the two hundred and ninety one respondents.

3.6 Procedure for Data Analysis

Data for answering the research questions were analyzed using item frequencies, Mean (\bar{X}) and Standard Deviation (SD) with index scores of 2.5 and above as the Bench Mark for Agreed otherwise Disagree. However, Pearson Product Moment Correlation (PPMC) was used to test null hypotheses one (1) to five (5) . All the Null hypotheses were tested at 0.05 level of significance. Decision rule, when P value is greater than 0.05

the null hypothesis is rejected ($P > 0.05$ significance), but when P is less than 0.05, the null hypotheses shall be accepted/retained ($P < 0.05$ not significance).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presented and analysed the data collected. The chapter was discussed under the following sub-headings:

- 4.1 Frequencies and Percentages of Bio-data
- 4.2 Answers to Research Questions
- 4.3 Test of Null Hypotheses
- 4.4 Summary of Major Findings
- 4.5 Discussion

4.1 Frequencies and Percentages of Bio-Biodata

The Bio-data of respondents was presented in Tables 4.1.1 and 4.1.2.

Table 4.1.1: Distribution of Respondents by Year of Graduation

Year	Frequency	Percentages (%)
2003	14	4.8
2004	29	10.0
2005	45	15.6
2006	33	11.4
2007	29	10.0
2008	48	16.6
2009	26	9.0
2010	24	8.3
2011	14	4.8
2012	10	3.5
2013	17	5.9
Total	289	100.0

Source: Field Survey, (2015)

Table 4.1.1 revealed the year of graduation of the respondents. 48(16.6%) of the respondents indicated that they graduated in the year 2008, 45(15.6%) of the respondents indicated that they graduated in 2005, 36(11.4%) of the respondents indicated they graduated in the year 2006. The year with the least number of graduates is year 2012 as indicated by 10(3.5%) of the respondents. The result here shows that majority of the respondents graduated in the year 2008.

Table 4.1.2: Distribution of Respondents by their Present Job

Present Job	Frequency	Percentages (%)
Teaching	93	32.2
Self-employed	101	34.9
Teaching & Self-employed	58	20.1
Others	37	12.8
Total	289	100.0

Source: Field Survey, (2015)

Tables 4.1.2 revealed that 101(34.9%) of the respondents were self-employed, 93(32.2%) of the respondents are teaching, 58(20.1%) of the respondents were into teaching and were self-employed as well while the remaining 37(12.8%) of the respondents indicated other jobs. It can be deduced from the result in the table 4.2 that majority of the respondents were self-employed.

4.2 Answers to Research Questions

This section showed the analyses and interpretation of data collected in order to answer Research Questions 1 – 5 that were raised in the study. These are shown in tables 4.2.1 to 4.2.5.

Research Question One: What is the influence of NCE Home Economics Programme on entrepreneurial skills among Graduates of Home Economics in North-East geo-political zone, Nigeria?

Questionnaire items 3 to 11 were used to answer research question two of the study. Analysis of data collected is presented in Table 4.2.2.

Table 4.2.1: Respondents’ Opinion on the Influence of NCE Home Economics Programme on Entrepreneurial Skill Among Graduates in North-East Nigeria

Option	Total Score	Mean Score	SD	Decision	Remarks
Agreed	4103				
Disagreed	520	3.31	0.70	3.31>2.5	NCE Home Economics has significant influence on entrepreneurial skills
Total	4623				

Source: Field Survey, 2015.

Table 4.2.1 revealed the perception of respondents on the influence of NCE Home Economics programme on the application of entrepreneurial skills among graduates of Home Economics in North-East geo-political zone, Nigeria. The cumulative mean responses of all the items were 3.31 which is higher than the decision mean of 2.50 with the standard deviation value of 0.70 implying that their responses were significant. Specifically, majority were of the opinion that through the Home Economics programme its graduates gain entrepreneurial skills that help them to become Hotel managers as this item attracted the highest mean response of 3.61 with details showing that 284 were in agreement while the remaining 5 respondents disagreed to this view (Appendix iv, Pp. 138). Based on the result, it was concluded that NCE Home Economics programme has significant influence on the application of entrepreneurial skills among graduates in North-East geo-political zone, Nigeria.

Research Question Two: What is the influence of the skills practiced by graduates of Home Economics in North-East geo-political zone, Nigeria?

Questionnaire items 1 to 21 were used to answer research question three of the study. Analysis of data collected to answer the research question is presented in Table 4.2.2.

Table 4.2.2: Respondents' Opinion on the Influence of the Skills Practiced by Graduates of Home Economics in North-East geo-political zone, Nigeria

Option	Total Score	Mean Score	SD	Decision	Remarks
Agreed	2354	3.18	0.77	3.18>2.5	Skills practiced have significant influence on Home Economics graduates
Disagreed	536				
Total	2890				

Source: Field Survey, 2015.

Table 4.2.2 revealed the perception of respondents on the influence of skills practiced by graduates of Home Economics in North-East geo-political zone, Nigeria. The cumulative mean responses of all the items were 3.177 which is higher than the decision mean of 2.50 with the standard deviation value of 0.77 implying that their responses were positive. Specifically, majority were of the opinion that graduates of Home Economics practiced catering services as a source of income as this item attracted the highest mean response of 3.40 with details showing that 274 were in agreement while the remaining 15 disagreed to this view (Appendix vii, Pp.139). Hence, the result shows that the skills practiced by Home Economics graduates have influence on Home Economics graduates.

Research Question Three: To what extent does the skills acquired in Home Economics programme equip the graduates for self-employment?

Questionnaire items 22 to 30 were used to answer research question four of the study. Table 4.2.3 presents the analysis of data collected to answer the research question.

Table 4.2.3: Respondents' Opinion on the Extent to which the Skills acquired in Home Economics Programme Equip the Graduates for Self-employment

Option	Total Score	Mean Score	SD	Decision	Remarks
Agreed	2869				
Disagreed	600	3.17	0.72	3.17>2.5	Skills acquired in Home Economics Programme the graduates for self employment
Total	3469				

Source: Field Survey, 2015.

Table 4.2.3 revealed the perception of respondents on the extent to which the skills acquired in Home Economics programme equip the graduates of Home Economics self-employment in North-East geo-political zone, Nigeria. The cumulative mean responses of all the items were 3.165 which is higher than the decision mean of 2.50 with the standard deviation value of 0.72 implying that their responses were positive. In particular, majority were of the opinion that Home Economics graduates were self-employed and contributed to job creation through dress making and fashion design as this item attracted the highest mean response of 3.51 with details showing that 285 were in agreement while only 4 disagreed to this view (Appendix ix, Pp.141). Hence, the result shows that the skills acquired by Home Economics graduates makes them self-employed to a high extent in North-East geo-political zone, Nigeria.

Research Question Four: To what extent are the graduates of Home Economics utilizing the entrepreneurial skills acquired in NCE Home Economics programmes?

Questionnaire items 31 to 39 were used to answer research question four of the study. Table 4.2.5 presents the analysis of data collected to answer the research question.

Table 4.2.4: Respondents’ Opinion on the Utilization of Entrepreneurial Skills acquired by the Graduates in NCE Home Economics Programme

Option	Total Score	Mean Score	SD	Decision	Remarks
Agreed	4493				
Disagreed	418	3.36	0.66	3.36>2.5	Entrepreneurial skills acquired was well utilized
Total	4911				

Source: Field Survey, 2015.

Table 4.2.4 revealed the perception of respondents on the extent to which graduates of Home Economics utilize the entrepreneurial skills acquired in NCE Home Economics programme. The cumulative mean responses of all the items were 3.358 which is higher than the decision mean of 2.50 with the standard deviation value of 0.66 implying that their responses were positive. In particular, majority were of the opinion that Home Economics graduates utilize the event decoration skill to earn a living as this item attracted the highest mean response of 3.54 with details showing that 284 were in agreement while only 5 disagreed to this view (Appendix x, Pp. 142). Hence, the result shows that entrepreneurship skills acquired by Home Economics graduates in NCE Home Economics programme was utilized to a high extent in North-East geo-political zone of Nigeria as the graduates utilized their skills in event decoration.

Research Question Five: What are the problems militating against the effective implementation of the NCE Home Economics minimum standard in North-East geo-political zone, Nigeria?

Questionnaire items 50 to 59 were used to answer research question six of the study. Table 4.2.6 presents the analysis of data collected to answer the research question.

Table 4.2.5: Respondents Opinion on the Problems Militating against the Implementation of the NCE Home Economics Entrepreneurial activity in North-East geo-political zone, Nigeria

Option	Total Score	Mean Score	SD	Decision	Remarks
Agreed	2224				
Disagreed	666	2.96	0.72	2.96>2.5	Problems militating against the effective implementation of the entrepreneurial activities was due to lack of fund
Total	2890				

Source: Field Survey, 2015.

Table 4.2.5 revealed the perception of respondents on the problems militating against the effective implementation of the NCE Home Economics entrepreneurial activities in North-East geo-political zone, Nigeria. The cumulative mean responses of all the items were 2.957 which is higher than the decision mean of 2.50 with the standard deviation value of 0.72 implying that their responses were positive. In particular, majority were of the opinion that lack of funds for the implementation of educational policies was the major problem militating against the effective implementation of the NCE Home Economics entrepreneurial activities in North-East geo-political zone, Nigeria as this item attracted the highest mean response of 3.24 with details showing that 259 were in agreement while 30 disagreed to this view. (This is shown in Appendix xi, Pp. 143). Hence, the result shows that the problem militating against the effective implementation of the Home Economics entrepreneurial activities in North-East geo-political zone, Nigeria was due to lack of funds for the implementation of the educational policies.

4.3 Test of Hypotheses

The null hypotheses were all tested using Pearson Product Moment Correlation coefficient (PPMC) to ascertain whether significant relationship existed at 0.05 level of significance.

Null Hypothesis One

The NCE Home Economics programme has no significant influence on entrepreneurial skills among graduates in North-East geo-political zone, Nigeria.

Analysis of data used to test null hypothesis two is presented in Table 4.3.1.

Table 4.3.1: Correlation for Influence of NCE Home Economics Programme on the Application of Entrepreneurial Skills among Graduates

Variables	N	Mean	Std.Dev.	Df	r-cal	r-crit	P Value
NCE Home Economics Programme	289	1.43	0.50	287	0.340	.116	0.000
Job opportunities of graduates	289	1.82	0.78				

r-crit = (.116) P≤0.05

Source: Field work, 2015

Table 4.3.2 revealed a mean score of 1.43 with standard deviation of 0.50 for NCE Home Economics programme against a mean of 1.82 with standard deviation of 0.78 for entrepreneurial skills among graduates. The calculated r value was greater than the critical r value ($0.340 > 0.116$) at 0.05 alpha level of significance. In other words, the calculated p value (0.000) is less than 0.05 alpha level of significance. The result revealed the existence of a significant influence of NCE Home Economics programme on the entrepreneurial skills among graduates. Based on the result, the null hypothesis which states that NCE Home Economics programme has no significant influence on entrepreneurial skills of graduates in North-East geo-political zone, Nigeria is therefore rejected.

Null Hypothesis Two

The skills practiced has no significant influence on the graduates of Home Economics in North-East geo-political zone, Nigeria.

Analysis of data used to test null hypothesis two is presented in Table 4.3.3.

Table 4.3.2: Correlation for Influence of Skills Practiced by Graduates of Home Economics

Variables	N	Mean	Std.Dev.	Df	r-cal	r-crit	P Value
Skills Practiced	289	1.60	0.60	287	0.549	.116	0.000
Graduates of Home Economics	289	1.81	0.71				

r-crit = (.116) P≤0.05

Source: Field work, 2015

Table 4.3.2 revealed a mean score of 1.60 with standard deviation of 0.60 for skills practiced against a mean of 1.81 with standard deviation of 0.71 for graduates of Home Economics. The calculated r value was greater than the critical r value ($0.549 > 0.116$) at 0.05 alpha level of significance. In other words, the calculated p value (0.000) is less than 0.05 alpha level of significance. The result revealed the existence of a significant influence of skills practiced on graduates of Home Economics. Based on the result, the null hypothesis which states that the skills practiced has no significant influence on the graduates of Home Economics in North-East geo-political zone, Nigeria is therefore rejected.

Null Hypothesis Three

Home Economics entrepreneurial skill acquired by graduates has no significant influence on their self employment in North-East geo-political zone, Nigeria.

Analysis of data used to test null hypothesis four is presented in Table 4.3.4.

Table 4.3.3: Correlation for Influence of Home Economics Entrepreneurial Skills Acquired by Graduates of Home Economics on their Self Employment

Variables	N	Mean	Std. Dev.	Df	r-cal	r-crit	P Value
Entrepreneurial Skills Acquired	289	1.90	0.69	287	0.144	.116	0.014
Self employment	289	1.71	0.74				

r-crit = (.116) P≤0.05
Source: Field work, 2015

Table 4.3.3 revealed a mean score of 1.90 with standard deviation of 0.69 for entrepreneurial skills acquired by the graduates of Home Economics against a mean of 1.71 with standard deviation of 0.74 for graduates of Home Economics. The calculated r value was greater than the critical r value ($0.144 > 0.116$) at 0.05 alpha level of significance. In other words, the calculated p value (0.014) is less than 0.05 alpha level of significance. The result revealed the existence of a significant influence of Home Economics entrepreneurial skills acquired by graduates on their self employment. Based on the result, the null hypothesis which states that Home Economics entrepreneurial skill acquired by graduates has no significant influence on their self employment in North-East geo-political zone, Nigeria was therefore rejected.

Null Hypothesis Four

The level of utilization of entrepreneur skills acquired during NCE has no significant influence among graduates of Home Economics in North-East Nigeria.

Data collected to address the null hypothesis five as presented in table 4.3.5.

Table 4.3.4: Correlation for the Utilization of Entrepreneurial Skills acquired by Graduates of Home Economics in North-East geo-political zone, Nigeria

Variables	N	Mean	Std. Dev.	Df	r-cal	r-crit	P Value
Utilization of entrepreneurial skills	289	3.54	0.533	287	0.924	.116	1.00
Graduates of Home economics	289	3.53	0.595				

r-crit = (.116) P≤0.05
Source: Field work, 2015

The outcome of Table 4.3.5 revealed a mean score of 3.54 with standard deviation of 0.533 for utilization of entrepreneurial skills against a mean of 3.53 with standard deviation of 0.59 for graduates of Home Economics. The calculated r value was greater than the critical r value ($0.924 > 0.116$) at 0.05 alpha level of significance. This shows that there is a significant relationship between the level of utilization of entrepreneurial skills acquired during NCE among graduates of Home Economics in North-East geo-political zone, Nigeria. Hence, the null hypothesis which states there is no significant relationship between utilization of entrepreneurial skills acquired and the graduate of NCE Home Economics in North-East geo-political zone, Nigeria is therefore rejected.

Null Hypothesis Five

The problems militating against the effective implementation of NCE Home Economics entrepreneurial activity has no significant influence among graduates. Analysis of data used to test null hypothesis five is presented in Table 4.3.5.

Table 4.3.6: Correlation for Problems Militating against the Effective Implementation of the NCE Home Economics entrepreneurial activity in North-East geo-political zone, Nigeria

Variables	N	Mean	Std. Dev.	Df	r-cal	r-crit	P Value
Problems militating against effective implementation	289	3.24	0.635				
Minimum Standard of NCCE	289	3.06	0.638	287	0.808	.116	0.00

r-crit = (.116) P ≥ 0.05

Source: Field study, 2015

Table 4.3.6 revealed that r-cal (0.808) is greater than r-crit (.116) with df = 287 at 0.00 level of significance. In other words, P-value 0.00 is less than 0.05 level of confidence. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between the problems militating against the effective implementation of the NCE Home Economics entrepreneurial activities in North-East

geo-political zone, Nigeria. (Output for research hypotheses is shown in Appendix xii, Pp. xii, Pp. 145).

4.4 Summary of Major Findings

The study revealed that:

1. NCE Home Economics programme have significant influence on the application of entrepreneurial skills among graduates ($p = 0.000$)
2. The skills practiced have significant influence on Home Economics graduates ($P=0.000$).
3. Entrepreneurial skills in Home Economics programme equip the graduates for self employment ($p = 0.014$).
4. Entrepreneurial skills acquired by the graduates in NCE Home Programmes was well utilized ($p = 0.000$).
5. Problems militating against the effective implementation of entrepreneurial activities was due to lack of fund.

4.5 Discussion

The study was conducted to assess the influence of entrepreneurship education component of NCE Home Economics Graduates in North-East Zone, Nigeria. From the results analyzed the findings were quite revealing.

The findings of research question one (1) showed that NCE Home Economics programme has significant influence on entrepreneurial skills among graduates. This was further confirmed by hypothesis two whose outcome was also significant which implied that NCE Home Economics programme has significant influence on entrepreneurial skills among graduates. The finding obtained support from Chonogor and Onyebueke (2013) who opined that Home Economics is a vocational subject, which enables its students to be

gainfully employed and self-reliant after graduation. Unemployment which is the menace of this era can be minimized through self-employment and self-reliance, which can come from Home Economics studies.

The findings of the research question two (2) revealed that, the skills practised by Home Economics graduates have significant influence on the graduates. This was further confirmed from hypothesis three which indicated that the outcome was also significant. Implying that skills practised by Home Economics graduates has significant influence on graduates of Home Economics. The finding obtained support from Ojo (2009) who opined that skills practised by Home Economics graduates can make them self employed in food and nutrition, clothing and textiles, institutional management, merchandizing, housing design, family relations and child development related businesses.

The findings of the research question three (3) revealed that, the skills acquired by Home Economics equips the graduates for self-employment to a high extent. This was further confirmed from hypothesis four that Home Economics entrepreneurial skills acquired by Home Economics graduates have significant influence on their self employment. This was further confirmed by Anyakoha (2006) who opined that students are equipped with essential skills for living through instruction in eight content areas namely; child development and guidance; consumer education; family living and parenting education; fashion; textiles and apparel; food and nutrition; housing and furnishings; individual and family health; and leadership development.

The findings of the research question four (4) revealed that, entrepreneurship skills acquired by Home Economics graduates in NCE Home Economics programme was utilized to a high extent. This was further confirmed from hypothesis five (5) that there was a significant relationship between the level of utilization of entrepreneurial skills acquired during NCE among graduates of Home Economics. This was further confirmed

by Hartigon and Billimoris (2005) who opined that, the study of Home Economics is an investment with accruing dividends. The extent of the benefits from this investment will depend on quality knowledge of Home Economics and application of entrepreneurial skills. This will help to create job opportunities as the students are trained to apply entrepreneurial skills acquired using their heads and hands to establish their own businesses and be employers of labour.

The findings of the research question five (4) revealed that, the problem militating against the effective implementation of the Home Economics entrepreneurial activities in North-East geo-political zone, Nigeria was as a result of lack of funds for the implementation of the educational policies. This was further confirmed from hypothesis five (5) that there was a significant relationship between the problems militating against the effective implementation of the NCE Home Economics and entrepreneurial activities in North-East geo-political zone, Nigeria. It was confirmed by Opara (2004) who stated that inadequate funding of Colleges has often affected the teaching and learning of Home Economics as it was the major cause of inadequate facilities and equipment in the institution.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations, as well as suggestions for further studies under the following sub-headings:

- 5.1 Summary
- 5.2 Conclusion
- 5.3 Recommendations
- 5.4 Suggestions for further studies

5.1 Summary

The study was carried out to assess the influence of Home Economics entrepreneurship activities among Colleges of Education Graduates in North-East Geopolitical Zone, Nigeria. In order to achieve the objective of the study, five specific objectives were used which include; to identify the influence of NCE Home Economics programme on entrepreneurial activities among graduates in North-East geo-political zone, Nigeria. In line with these objectives, research questions were raised which include; what is the influence of NCE Home Economics programme on entrepreneurial activities among graduates in Home Economics in North East Nigeria? Null hypotheses were developed which include; The NCE Home Economics has no significant influence on entrepreneurial activities of graduates in North-East Geo-political zone, Nigeria.

The Schumpeterian theory was adopted for this study because the emphasis was on discovery and opportunity of entrepreneurial skills. From the review, it was discovered that, Home Economics has its broad and general goals. The aims and objectives of Home Economics has lead individuals to the fields of education as well as entrepreneurship leading to job creation and reducing unemployment in the country. Challenges of

teaching entrepreneurship education in Home Economics such as teachers' competency, lack of facilities, and so on was identified in the review. Strategies for addressing challenges were identified such as in-service training research, advocacy and improvement of teaching facilities and techniques. The review also shows that, there is need for technological knowledge and skills to apply new techniques as entrepreneurs. This will help to create employment opportunities as the students are to use their heads and hands to establish their own business and be employers of labour.

The study adopted descriptive survey design. The population for the study was 1,200 out of which a sample of 291 was taken, using purposive sampling technique. The instrument for data collection was a self-structured questionnaire which contained two (2) sections i.e. respondents' bio-data (Section A) and influence of Home Economics on entrepreneurial skills among colleges of education graduates (Section B). Out of the two hundred and ninety-one (291) questionnaires administered, two hundred and eighty nine (289) copies of the instrument were duly filled and collected which was used as data for this study. This was as a result of two mortalities recorded. Data was analyzed using descriptive and inferential statistics. The descriptive aspect was used to provide answers to demographic and research questions. The research questions were answered using mean, and standard deviations. Moreover, for the research questions, a four-point-scale were categorized into two categories such as 'Agree' and 'Disagree' with a score of 2.5 as bench mark for 'Agree' and less than 2.5 for 'Disagree'. The inferential aspect was used to test for significant relationship and difference (if any) in the hypotheses using Pearson Product Moment Correlation (PPMC) statistics and t-test statistics at $p=0.05$ for all the null hypotheses. The result of the study revealed that, there was overall agreement on the influence of Home Economics on entrepreneurial activities among colleges of education graduates in North-East geo-political zone, Nigeria.

The study revealed that:

1. NCE Home Economics programme has significant influence entrepreneurial skills among graduates.
2. Skills practiced by Home Economics graduates has significant influence on graduates of Home Economics.
3. Home Economics entrepreneurial skills acquired by graduates have significant influence on their self employment.
4. Level of utilization of entrepreneurial skills acquired during NCE has significant relationship among graduates.
5. There is no significant difference in the problems militating against the effective implementation of NCE Home Economics entrepreneurial activities in North-East geo-political zone, Nigeria.

5.2 Conclusion

Based on the major findings of the study, it was concluded that Home Economics programme and entrepreneurial skills activities have significant influence on the graduates self-employment in North-East geo-political zone, Nigeria.

5.3 Recommendations

Based on the findings of this study, the following recommendations are made:

1. Home Economics teachers should teach all the component in full. The teachers should take into consideration the expected teaching strategies of entrepreneurial activities contained in the NCCE minimum standard.
2. The present situation in Nigeria requires entrepreneurial skill activities that would enable Home economics graduate acquire skills and competencies for self reliant.

There should be effective teaching and learning to enhance its application.

3. Home Economics students should be exposed to more practicals during the course of their studies so that entrepreneurial skills after graduation would be ascertained. With the use of modern technology by the students and lecturers, there would be great improvement in the application of vocational skills by the NCE Home Economics graduates.
4. To enhance the utilization of entrepreneurship skills acquired in Home Economics programme, government at all levels and Department for Internal Development (DFID) should provide loans for the graduates, so that they would be effective entrepreneurs.
5. More facilities and funds should be provided by the government for the effective teaching and learning of Home Economics entrepreneurial skill

5.4 Suggestions for Further Studies

1. Research on how the growth of new enterprises can be better supported, particularly through education at Colleges of Education in Nigeria.
2. Research is needed on how to motivate and nurture the entrepreneurial potential of female students in Nigeria.
3. There is need for further research on the same topic in other states of the federation so as to come up with a more comprehensive picture for the application of entrepreneurial skills among graduates of Home Economics.

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APPENDIX I

Letter of Introduction



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION

AHMADU BELLO UNIVERSITY ZARIA, NIGERIA.

FACULTY OF EDUCATION

VICE CHANCELLOR: **Prof. Ibrahim Garba** (B.Sc., M.Sc. (ABU) Ph.D (London) D.I.C)

Telephone: 069-51755, 50692

HEAD OF DEPARTMENT: **Dr. E.E. Adamu**, OND (Kad Poly), B.Sc (Hons) ISU (USA) PGDE (ABU) M.ED (ABU) Ph.D. (ABU)

Your Ref: _____
Ph.D/Educ/11445/2011-2012

Date: 16th May, 2016

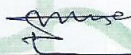
Our Ref: _____

Letter of Identification

KETURAH AHMED YUSUF -PH.D/EDUC/11445/2011-2012

This is to certify that the above mentioned name is a Postgraduate student (Ph.D Home Economics) in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic: ***Assessment of the Influence of Entrepreneurship Education Component in the NCE Home Economics Programme on Graduates in North East Nigeria.***

Please, kindly give her every assistance she may require .


16th May 2016

Dr. (Mrs) E.E. Adamu
HEAD OF DEPARTMENT

APPENDIX II
QUESTIONNAIRE

Home Economics Section,
Department of Voc. & Tech. Education,
Faculty of Education,
Ahmadu Bello University, Zaria.

Dear Respondents,

REQUEST TO COMPLETE QUESTIONNAIRE

I am a postgraduate student of the Department stated above. This questionnaire has been designed as research tool for collecting data on The Influence of Home Economics on Application of Entrepreneurial Skills among Colleges of Education graduates in North East geo-political zone-Nigeria. Your honest cooperation in responding to this questionnaire is indispensable to the success of this study.

It is hoped that, the outcome of this study will bring about job opportunities for our Home Economics graduates. Be assured that your responses will be treated confidentially and will only be used for the purpose of this research.

Thank you for your cooperation.

Yours faithfully,

Keturah Ahmed Yusuf

QUESTIONNAIRE

SECTION A: BIO-DATA OF THE RESPONDENTS

Instruction: Please Tick (√) where appropriate

1. Year of graduation

(a) 2009 []

(b) 2010 []

(c) 2011 []

(d) 2012 []

(e) 2013 []

2. Present Job

(a) Teaching []

(b) Self-employed []

(c) Teaching and self employed []

(c) Any other, state _____

SECTION B

ANSWERS TO RESEARCH QUESTIONS

Please indicate the appropriate response by ticking (✓) the column that is most appropriate to you

KEY: Strongly Agree (SA)

Agreed (A)

Disagreed (D)

Strongly Disagreed (SD)

Research Question One: The extent to which the present NCE Home Economics programme meet the minimum standard of National Commission for Colleges of Education (NCCE)

		SA	A	D	SD
3.	There are sufficient number of lecturers in the Home Economics Department in my former school				
4.	My former school plan adequate and appropriate innovations related to the content area of Home Economics				
5.	Home Economics lecturers in my former school can not teach all the aspects of the course especially clothing				
6.	The Home Economics lecturers use effective techniques in motivating and stimulating learning of skills				
7.	The Home Economics lecturers use up to date instructional materials related to the content area of Home Economics				
8.	The Home Economics lecturers in my former school attend workshops and conferences to update their knowledge and improve their teaching methods				
9.	Only Home Economics lecturers who can teach all the aspects of the course should be allowed to teach in all the colleges of Education				
10.	There should be flexibility to meet varying needs of the programme				
11.	Encouraged open ended inquiry or discussion when consistent with the programme				
12.	Provide an opportunity before graduation to apply skills learned in all the four major areas of Home Economics				

Research Question Two: The influence of NCE Home Economics programme on job opportunities for graduates in North Eastern Nigeria

S/NO		SA	A	D	SD
13.	The graduates self-employed through the skills acquired in Home Economics				
14.	Home Economics programme makes the graduates to be self employed and productive through hair dressing saloon.				
15.	The programme provides teaching jobs for many of its graduates				
16.	Through Home economics Programme its graduates gain entrepreneurial skills that help them to become				
	(i) Hotel managers				
	(ii) Dietician				
	(iii) Textile design				
17.	The programme enables its graduates develop unique business ideas such as				
	(i) Garment construction				
	(ii) Event decoration				
	(iii) Kiddies toy shop				
	(iv) Cake decorations and designing				
18.	Home economics provides its graduates with the opportunity to consider daily living problems and contribute to development of self-reliant attitudes				
19.	The skills and knowledge development in Home Economics programme are useful only in their personal lives.				
20.	Career Education talks in Home Economics should emphasize entrepreneurship as a viable career option for graduates				
21.	The Home Economics programme involves the students in practical skills such as				
	(i) Tie and Dye				
	(ii) Food processing				
	(iii) Establishment and management of day care/nursery schools				

Research Question Three: The Skills Practiced by Graduates of Home Economics

S/NO	The Graduates of Home Economics Practice:	SA	A	D	SD
22.	fish farming business				
23.	livestock enterprises business				
24.	soap production both liquid and power business				
25.	laundry and dry cleaning services				
26.	hair dressing and barbing saloon				
27.	dress making and fashion design businesses				
28.	catering services as source of income				
29.	day care services to earn income				
30.	the production of pomade and perfume for sale and family use				
31.	the production of earrings, necklaces, hand bags and shoes from beads for sale and personal use				

Research Question Four: Extent to which the skills acquired in Home Economic programme makes the graduates self-employed in North Eastern states of Nigeria.

		SA	A	D	SD
32.	The Home Economics graduate are self employed with fish farming				
33.	Livestock enterprise attracts a lot of money that makes the graduates comfortable				
34.	Hair dressing and barbing saloon keeps the graduates busy and self employed				
35.	The laundry and dry cleaning services attracts a lot of money that makes the graduates self-employed				
36.	The graduates are self-employed and contribute to job creation through dress making and fashion design				
37.	The graduates provide employment opportunities through catering services				
38.	The money I got from day care service is enough to maintain my self and family				
39.	Home economics programme teaches and impact the necessary skills that will empower the graduates economically				
40.	The following start-up skills makes the graduates self-employed and employ others as well.				
	(i) pomade and perfume production				
	(ii) Earrings, necklaces hand bags and shoes				
	(iii) Produce from beads				
	(iv) Making household items				
	(v) Construction of special garments-wedding gowns & party wear				

Research Question Five: Utilization of Entrepreneurial Skills Acquired by the Graduates in NCE Home Economics Programme

		SA	A	D	SD
41.	The skills acquired in Home Economics NCE programme is a life long vocation				
42.	The skills acquired in Home Economics place the Home Economics graduates better than graduates in other field				
43.	The graduates optimally utilized the entrepreneurial skills acquired in NCE home economics programme				
44.	The graduates are utilizing the skills acquired in				
	(a) Clothing and Textiles				
	(b) Food and Nutrition				
45.	(c) Home Management				
	The graduates utilize the skills acquired to employ others and to earn a living such as				
	(a) Textile design				
	(b) Hair dressing salon				
46.	(c) Pomade making				
	(d) event decoration				
	The graduates utilizes the following skills to earn a living:				
	(i) Production of soap and soapless detergent				
	(ii) Hotel/Restaurant business				
47.	(iii) Event decoration				
	(iv) Poultry/Fish farming				
	Proper machinery put in place such as sewing machine, poultry pen will help me utilize the skills acquired and reduce the problem of unemployment				
	48.	The graduates can utilize the skills acquired in Batic and tie and dye when the right equipment and facilities are put in place.			
49.	The graduates can export and import products produced through entrepreneurial skills acquired in home economics programme				

Research Question Six: Problems militating against the implementation of the NCE Home Economics Minimum Standard in North Eastern Nigeria is due to:

		SA	A	D	SD
50.	Lack of funds for the implementation of educational policies				
51.	Frequent changes of policies regarding educational curriculum				
52.	Lack of proper monitoring mechanism on the implementation policies				
53.	Unqualified personnels being used to teach NCE Home economics programmes				
54.	Stakeholders lack of interest and time spent in teaching and learning of skills stipulated in the NCE Home Economics minimum standard				
55.	Technologies have not created vast economic and employment opportunities because it is not adopted by the government				
56.	New method of teaching/learning home economics such as conferencing, internet sourcing are not encourage in the Home Economics Programme				
57.	Lack of confidence in the ability of the teachers to come up with solution to business problems				
58.	Lack of relevant textbooks in the area of entrepreneurship in Home Economics Education.				
59.	Lack of exposing the students to practical experiences before graduation				

Appendix III

Required Sample Size, Given A Finite Population, Where N= Population Size and n-
Sample Size

N - n	N - n	N - n	N - n	N - n
10 - 10	100 - 80	280 - 162	800 - 260	2800 - 338
15 - 14	110 - 86	290 - 165	850 - 265	3000 - 341
20 - 19	120 - 92	300 - 169	900 - 269	3500 - 346
25 - 24	130 - 97	320 - 175	950 - 274	4000 - 351
30 - 28	140 - 103	340 - 181	1000 - 278	4500 - 354
35 - 32	150 - 108	360 - 186	1100 - 285	5000 - 357
40 - 36	160 - 113	380 - 191	1200 - 291	6000 - 361
45 - 40	170 - 118	400 - 196	1300 - 297	7000 - 364
50 - 44	180 - 123	420 - 201	1400 - 302	8000 - 367
55 - 48	190 - 127	440 - 205	1500 - 306	9000 - 368
60 - 52	200 - 132	460 - 210	1600 - 310	10000 - 370
65 - 56	210 - 136	480 - 241	1700 - 313	15000 - 375
70 - 59	220 - 140	500 - 217	1800 - 317	20000 - 377
75 - 63	230 - 144	550 - 226	1900 - 320	30000 - 379
80 - 66	240 - 148	600 - 234	2000 - 322	40000 - 380
85 - 70	250 - 152	650 - 242	2200 - 327	50000 - 381
90 - 73	260 - 155	700 - 248	2400 - 331	75000 - 382
95 - 76	270 - 159	750 - 254	2600 - 335	100000 - 384

(Adapted from Krejcie and Morgan, 1970 and Alreck and Settle 1995).

APPENDIX IV
ADMISSION REQUIREMENTS

i) General Admission Requirements

- a) A minimum of Four (4) credits including English and Mathematics (to be achieved at a maximum of 2 sittings) and the other 3 in any of the related areas like Food and Nutrition, Home Management Clothing and Textiles. Chemistry. Physics, Biology. Agriculture. Health Education and Integrated Science.
- b) All applicants to undergo a selection interview.
- c) For candidates wishing to offer courses in Vocational and Technical Education. NABTF.B with RSA or City and Guilds Intermediates Certificate coupled with the Federal Craft Training Certificate, credit/merit in at least four subjects, and acceptable as qualifications.
- d) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad, is also acceptable as qualification.
- e) All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- f) Successful candidates in the Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body and qualified for admission
- g) It should be noted that some colleges may in addition to all of the above administer their own elimination tests and or interviews for some course. This is legitimate. Colleges should also control the number allocated to each programme relative to their total admission quote based on staff and facilities available.

PRE-NCE

This should be restricted to the areas of need with the following conditions:

- a) Students must have a minimum of three (3) credits including the major subject to be studied. Students must have at least a pass in English and Mathematics.
- b) All applicants to undergo a selection interview.
- c) Colleges must seek approval for Pre-NCE courses from NCCE prior to them being offered to students.
- d) Transition from Pre-NCE to NCE I will be dependent upon students achieving at least Grade D in the final examination for Pre-NCE.

ii) Additional Admission Requirements Qualification

A Senior Secondary School Certificate passes (SSC) or General Certificate of Education Ordinary Level passes in at least five (5) of the following subjects:-

Clothing and Textiles, Food and Nutrition, Home Management, Biology, Physics, Chemistry, Textiles and Fine and Applied Arts, Integrated Science, Economics, Agricultural Science, *English, Mathematics*. Health Science, Physical and Health Education.

- Candidate must have at least three (3) credits at a sitting, or four (4) credits at two sittings in any of the listed subjects.
- Passes in English and Mathematics are compulsory
- A minimum of a pass or C. grade through Pre-NCE Home Economics programmes.
- A Grade II Teachers Certificate (TCII) with credit passes in three (3) of the subject listed above.
- Certificate in catering, technology and textile designs. Candidates must have gone through Post Primary Education level with a pass in English and credit in two of the subjects mentioned earlier.

(a) GRADUATION REQUIREMENTS

- General Education component	30 Credits
- Teaching Practice	6 Credits
- General Studies	18 Credits
Home Economics components including practical and 16 weeks of SIWES	64 Credits
Total Minimum Credit for Graduation	118 Credits

(b) COURSE COMPONENTS

- i). Foods and Nutrition
- ii). Clothing and Textiles
- iii). Home Management
- iv). Family and Child Development
- v). Home Economics Education.
- vi). Sex Education
- vii). Information Communication Technology (ICT)

viii). Entrepreneurship Education

ix). Population Education

(c) REQUIRED COURSES FROM APPLIED, NATURAL AND BEHAVIOURAL SCIENCES.

- Biology
- Chemistry
- Physics
- Mathematics
- Computer
- Sociology
- Fine and Applied Art's
- Applied Arts
- Agricultural Sciences

These are courses drawn from supporting disciplines to facilitate the study of Home Economics.

(e) TEACHING PRACTICE

Every student is required to do Teaching Practice and the Credit earned recorded in EDU 324.

(f) PROJECT

Every student is required to write and submit a project in any Home Economic Education related areas, and the Credit earned recorded in EDU 323.

(g) SUBJECT COMBINATION

Home Economics is a Double Major subject and should not be offered in combination with any other subject.

(h) COURSE AND STATUS**FIRST SEMESTER**

COURSE CODE	COURSE TITLE	CONTACT LTP	CREDIT HOURS
VTE 110	Introduction to Vocational and Technical Edu.	1-0-0	IC
HEC 111	Introduction to Home Economics	1-0-0	IC
HEC 112	Introduction to Textile Science	2-0-2	2C
HEC 113	Introduction to Clothing	1-0-3	2C
HEC 114	Orientation to foods laboratory equipment/tools	2-0-2	2C
HEC 115	Introduction to Home Management	2-0-0	2C
HEC 116	Introduction to Biology	1-0-2	IC
HEC 117	Introduction to Mathematics	1-0-0	IC
	Total		12

	SECOND SEMESTER		
HEC 121	Pattern drafting and development	2-0-2	2C
HEC 122	Principles and practice of meal preparation	2-0-2	2C
HEC 123	Beverage and drinks, condiment ad flavouring	2-0-2	2C
HEC 124	Housing designs and management	2-0-2	2C
HEC 125	Introduction Nutrition	1-0-0	1C
HEC 126	Introduction to Chemistry	1-0-2	1C
HEC 127	Introduction to Economics	1-0-0	IC
HEC 128	Introduction to Physics	1-0-2	IC
	Total		12

	YEAR TWO SECOND SEMESTER		
VTE 220	Entrepreneurship in Vocational and Technical Education I	1-0-1	1C
HEC 221	Textile Design	1-0-3	2C
HEC 222	Consumer Education	2-0-0	1C
HEC 223	Organization and Evaluation of Home Economics Curriculum	1-0-0	1C
HEC 224	Principles of Nutrition I	2-0-0	2C
HEC 225	Home Management II	2-0-0	1C
HEC 226	Child Development and Care	1-0-0	1C
HEC 227	Methods of Teaching Home Economics	2-0-0	1C
HEC 228	Research Method in Home Economics	1-0-0	1C
HEC 229	SIWES		2
	Total		13

	YEAR THREE FIRST SEMESTER		
	Teaching Practice		6

	YEAR THREE SECOND SEMESTER		
HEC 320	Entrepreneurship in Home Economics Education	2-0-0	2C
HEC 321	Advanced Clothing Design and Construction	2-0-3	2C
HEC 322	Food Preservation	1-0-3	1C
HEC 323	Principles of Nutrition II	2-0-0	2C
HEC 324	Home Management Residence Practicum	0-0-8	2C
HEC 325	Seminar in Home Economics	1-0-0	1C
HEC 326	Child Development Practicum	1-0-0	2C
HEC 327	Applied Nutrition	1-0-3	2C
	Total		14

COURSE DESCRIPTION

YEAR ONE – FIRST SEMESTER

VTE 110 INTRODUCTION TO VOCATIONAL AND TECHNICAL EDUCATION

(1 Credits)

- Definition, scope, philosophy and objectives of vocational and Technical Education
- Development of Vocational and Technical Education in Nigeria
- The Role of Vocational and Technical Education
- Characteristics of Vocational and Technical Education
- Problems and Prospects of Vocational and Technical Education

HEC 111: INTRODUCTION TO HOME ECONOMICS EDUCATION (1 Credit)

- Definition and concepts in Home Economics -.
- Philosophy and objectives of Home Economics Education
- Education and its, relationship to Home Economics
- History of Home Economics in Nigeria
- Careers in Home Economics
- Contributions of Nigerian Home Economists
- The Roles of the Home Economics Teacher
- The qualities of the Home Economics Teacher
- Teacher/student Relationship
- Relationship of the Home Economics teachers to the Community where the students come from.
- Relationship of the Home Economics teacher to other College staff.
- Population change, manpower development and self reliance.
- Emerging societal issues related to HEC e.g. HIV/AIDS, Drug abuse, human trafficking, environmental degradation, gender issue, women in prison

HEC 112 INTRODUCTION TO TEXTILES SCIENCE (2 Credits)

- Definition of Textile Concepts
- Physical and chemical properties of each of the fibres
- Identification of fibres by physical, chemical and microscopic tests

- Basic fabric construction techniques e.g. weaving, knitting, crocheting etc. Construction of fabric woven and non-woven; use of the loom
- Fabric decoration methods e.g. dyeing, batik, printing
- Uses of Fabrics
- Classification and properties of fibres
- Finishes of fibres and fabrics
- Yarns and yarn types
- Chemical, physical and microscopic analysis of different textiles
- Selection, utilization and care of tools, equipment and other materials for textile production.
- Field trip to textile industries
- Making of textile album

HEC 113 INTRODUCTION TO CLOTHING (2 Credits)

- Definition of terms e.g. garments, clothing, dress, costumes etc
- Theories of clothing
- Social, cultural, economic and psychological aspects of clothing
- History of Nigerians costumes
- Selection and care of clothing tools and equipment
- Basic and decorative stitches on apron, oven mitt (gloves), place mats etc.
- Effect of social change in fashion trends
- Good grooming
- Clothes for different occasions
- Sewing tools and equipment
- Use of sewing machines (manipulating, threading etc.)
- Making albums of sewing techniques such as stitches, seams finishes, edge finishes and other techniques such as, disposal of fullness for clothing construction.

HEC 114 ORIENTATION TO FOOD LABORATORY, EQUIPMENT & TOOLS (2 Credits)

- Attributes of a standard food laboratory
- Kitchen Geometry - Planning and sketching a standard kitchen.
- Major equipment e.g. cookers, refrigerators, freezers etc.
- Utensils/Traditional equipment
- Demonstration of the use of utensils/equipment
- Kitchen hygiene
- Safety in the kitchen
- Weights and measure
- Preparation for practicals.

HEC 115 INTRODUCTION TO HOME MANAGEMENT (2 Credits)

- Definition of concepts-management, home management resources, goals, values and standards
- Principles of home management, planning, implementing, controlling, evaluating and decision making in family living to attain goals.
- Resources: Human and non-Human
Principles of selection and utilization of family resources
- Sanitation and Hygiene
- Care of the family house
- Sanitary conditions, drainage, sewage systems and effective disposal of waste; e.g. household waste.
- Household chemicals and their uses.
- Home preparation of abrasives
- Removal of stain from surface and household articles
- Control and eradication of household pests
- Practicals: student should prepare homemade (local) abrasives
- Make an abrasive box which will have all the abrasives well-labelled and bottled.

HEC 116 INTRODUCTION TO BIOLOGY

(1 Credit)

The Science of Life

- Characteristics of living and non-living things
- Distinction between plants and animals

The Cell as the basic unit of life

- Simple study of different structure found in cells
- Formation of new cells-mitosis and meiosis

Tissues and organs - sensory organs (structure, function and care.

Unicellular Organisms - simple plants & animals/their characteristic features e.g. Amoeba, Euglena, bacteria, fungi, yeast etc)

Multicellular Animals- Human Body Human physiology and study of different systems e.g. Alimentary canals, Digestive system, Respiratory system, Endocrine system etc. The role of enzymes and hormones should be highlighted.

Control of micro-organisms

Microbiology of domestic water and sewage (Basic Concepts)

Pollution: Types, causes, effects, prevention and control

HEC 117 INTRODUCTORY MATHEMATICS

(1 Credit)

Units of measurements, calculations, of areas and volumes

- Definitions of Basic concepts
- Relationship of Maths to Home Economics
- Inter-conversion of units
- Simple simultaneous and quadratic equation
- Arithmetic and geometry progressions
- Elementary trigonometry and co-ordinate geometry Graphs .
- Ratio of proportion including applied problems.

HEC 121 PATTERN DRAFTING AND DEVELOPMENT (2 Credits)

- Definition of paper pattern drafting concepts-
- Tools and Equipment for Pattern Drafting-
- Measurement of Body Parts
- How to Measure Body Parts

- Principles involve in taking -accurate body measurements
- Flat pattern development through drafting method
- Development of pattern through modeling on a stand
- Developing patterns using draping methods.
- Understanding pattern markings and layout
- Development of basic patterns for adult and children's clothing
- Developing patterns using draping methods
- Developing patterns using draping methods
- Manipulation of darts.
- Making of album of different patterns constructed

HEC 112: PRINCIPLES OF FOOD PREPARATION (2 Credits)

- The concept of food, food classes etc
- Fundamentals of meal planning and application of scientific principles of meal preparation e.g. cooking vegetables etc.
- Methods and principles of cooking, including
 - (a) Boiling: eggs, yam, rice etc
 - (b) Frying:
 - Dry, frying e.g. bacon
 - Shallow frying e.g. plantain
 - Deep-frying e.g. yam balls, akara (bean cake) puff puff
 - (c) Baking: cakes, bread, pastry sausage
 - (d) Roasting: chicken meat
 - (e) Steaming: Moin-moin
 - (f) Broiling: Plantain, meat kebab (meat on stick) bacon
 - (g) Braising e.g. egg, potatoes etc
 - Project- recipe album
- Scientific principles of food preparation e.g. effect of heat on food nutrients
- Project – recipe album.

BEVERAGES AND DRINKS, CONDIMENTS FLAVOURING,

(HERBS) AND SPICES

(2 Credits)

- Definition of terms (Beverages, and types nourishing, stimulating refreshing drinks, juice, difference between juices and drinks condiments, flavourings, spices etc)
- Making of fruit and soft drink
- Choice and preparation of tea, coffee, cocoa
- Nigerian beverages, e.g. cocoa drink, plantain drink, kunun zaki etc.
- Types of spice, herbs, flavoring
- Principles underlying the use of spices and flavourings.
- Use of local and foreign herbs and spices in meal preparation
- Presentation and Serving of drinks.
- Projects: - an album or a chart showing spices.
- Field trip to beverage and spice making industries

HOUSING DESIGN AND MANAGEMENT

(2 Credits)

- Making simple house plans e.g. 3 bedroom, 2 bedroom etc. -
- The concept of House and its uses.
- Meaning and principles of housing design, types and location
- Factors affecting the choice of housing design
- Social, religion, culture, climate, economic, family size and type of materials used in housing construction.
- Principles of organization of space for individual and family activities in personal and rented houses.
- Household crafts
- Interior decoration and production of household decorative items
- Practicals on (project) on decorative pieces for a home

HEC 125 INTRODUCTION TO NUTRITION

(1 Credit)

- Definition of Nutrition concept e.g. Nutrient, food nutrition, balance diet, health, malnutrition, under nutrition, over nutrition, deficiency, calories etc.

- Nutrition and health-Global and national organisations dealing with nutrition and their impact on health of individual e.g. FAO, WHO. UNICEF, NAFDAC etc.
- Functions, sources, classification, chemical composition and uses of carbohydrate, protein, fats, vitamin, minerals and water.
- Functions of foods and daily requirements
- Dietary diseases e.g.. Pellagra, rickets, etc.
- Healthy Feeding Habits

HEC 126: INTRODUCTION TO CHEMISTRY

(1 Credit)

- Nature of matter, elements, mixture and compounds
- Basic treatment of atomic, molecular and ionic theories
- True and colloidal solutions, suspension and emulsion
- Solubility- its advantages and disadvantages
- Physical and Chemical properties of water
- Chemical changes - types occurring in inorganic processes.
- Condition affecting chemical change i.e. equilibrium
- Catalyst, enzymes action etc.
- Characteristics and significance of metals and non-metals salts
- Basic organic chemistry
- Relationship of Home Economics to Chemistry

HEC 127 INTRODUCTION TO ECONOMICS

(1 Credit)

- Introduction to Economics theory: definitions, opportunity cost, scarcity etc.
- Relationship of Home Economics to Economics
- Principles of demand and supply of goods and services.
- Elasticity of demand
- Production theory and curves
- Distribution of income, wages, profits, rents and interest, price equilibrium
- Population impact on demand and supply e.g. family needs.

HEC 128 INTRODUCTORY PHYSICS**(1 Credit)**

- Relationship of Home Economics to Physics
- A Broad and Elementary treatment of motion, momentum and force
- Properties of matter
- Energy and the conversion laws -
- General principles of heat
- Light, electricity and magnetism
- Safety of motion and gravity -
- Safety devices

YEAR TWO - FIRST SEMESTER

HEC 211 CLOTHING CONSTRUCTION AND ALTERATION: (2 Credits)

- Adaptation of basic patterns to develop fashion style.
- Alteration of paper patterns to fit body shapes
- Use of commercial patterns
- Practicing pattern layout and cutting -
- Free-handing cutting techniques: principles; advantages and disadvantages.
- Sewing techniques and processes on fastenings, openings, and manipulation of darts.
- Figure types
- Development of styles through draping techniques
- Preparation for cutting and sewing
- Disposal of fullness
- Unit-methods of construction
- Construction and modeling-of personal apparel and making a baby's dress {boys and girls). -

HEC 212 CLOTHING SELECTION AND MAINTENANCE (2 Credits)

- Principles of wardrobe planning and clothing selection -
- Family size and clothing needs
- Factors affecting family clothing choice -
- Methods of meeting family clothing needs- -
- Consumer education related to clothing and textiles
- Laundry agents, processes in home laundry, commercial dry-cleaning and stain removal.
- Renovation and remodeling of clothes
- Repair and maintenance of household articles e.g. bedsheets, curtains, upholstery etc.
- Care of different fabrics
- Field trip to relevant industry e.g. laundry and dry cleaning outfits

HEC 213 THE FAMILY: MARRIAGE AND FAMILY RELATIONSHIP (1 Credit)

Definitions: Family, polygamy, polyandry, polygyny, extended family, single family. Friendship

- Preparation for marriage - mate selection, courtship, engagement etc.
- Types of marriages, marriage ceremony etc.
- Marriage and marital problems
- Roles of family members
- Problems in family relationship.
- Family life cycle and their demands on the family.
- Conflict and conflict resolution strategies
- Family relationships and communication
- Humanity and Religion
- Human Rights and Violation

HEC 214 FUNDAMENTAL NUTRITION (2 Credits)

- Food groups and Food Classes- Description, uses, nutrient composition etc.
 - (i) Staple foods-cereals and cereal products, roots and tubers
 - (ii) Legumes, nuts and seeds
 - (iii) Fruits and vegetables
 - (vi) Meat, Poultry and fish
 - (v) Egg and Egg products
 - (vi) Milk and milk products
 - (vii) Fats and oils
- Sea foods
- Self-dietary analysis and energy expenditure for 3 consecutive days
Modification of diets
- Practicals on food nutrients

HEC 215 PERSONAL AND COMMUNITY HEALTH (1 Credit)

- Definition of Health, factors leading to good health: Good grooming, adequate nutrition, sleep, rest exercise, posture and fatigue
- The Human Body

- Maintaining family health: Safety in the home. preventive measures and adaptation of habits to break the cycles of diseases.
- Health management: Home nursing and simple first aid principles. Identifying practices that lead to ill health in the home.
- Health problems: alcoholism, drug abuse, smoking etc.
- Study of communicable diseases through the air, food, water and contact disease such as HIV/AIDS, and other STDs.
- Reproductive health issues e.g. VVF
- Harmful traditional practices e.g. FGM.
- Students should produce a First-Aid Box with the items

HEC 216 MEAL MANAGEMENT AND SERVICE (2 Credits)

- Meal planning and management
- Methods of purchasing food in quantity
- Use of left over foods (Rechauffe) and convenience
- The art of entertainment
- Introduction to flour mixtures: Batters and doughs, pastry and biscuits, cakes, breads, chin-chin, sandwiches and other snacks
- Meal service
- Table appointments and table laying
- Table manners and hostessing
- Styles of table service: buffet, cocktail etc
- Organisation, preparation and serving of various dishes for special occasions e.g. birthdays, end of year get together etc. (appetizers, main meal, deserts).
- Commercial food preparation e.g. food for sale in restaurants, hotels, and caterers.
- Meal Preparation: family meal, special groups (pregnant and lactating mother, children, aged, sedentary)
- Snack: sandwiches, chin-chin etc.

HEC 217 HOTEL AND TOURISM EDUCATION (1 Credit)

- An overview of Hotel and Tourism concepts
- Relationship of Home Economics and Hotel and Tourism Education
- Types and classification of Hotels and Tourist centres
- Processes and procedures in the management of Hotels and Tourist centres.
- House Keeping Processes
- Emerging issues in Fast Food outlets
- Advance production and services of beverages and drinks:
 - i) Alcoholic drinks
 - ii) Non-alcoholic drinks
- Advance production continental dishes
- Problems facing Hotel and Tourism in Nigeria
- Possible solutions to Hotel and Tourism Problems in Nigeria.

HEC 218 PREGNANCY AND CHILD DEVELOPMENT (2 Credits)

- Definition of terms i.e. Ovulation, uterus, placenta, zygote embryo etc
- Pregnancy, Ante natal care- Diet and hygiene in pregnancy
- Common discomforts and treatment during pregnancy
- Serious abnormal signs during pregnancy
- Growth and development of the foetus
- Preparation for the coming baby
- Birth of the baby, convalescences from childbirth
- Fitting baby into the family
- Growth and development of baby i.e. 0-3 months, 3-6 months. 6- 9 months and 9 months to 1 years.
- Common problems of infancy
- Inoculation, Vaccination (prevention of illness), hygiene, feeding,
- Clothing the infant (Baby's layette)
- Family Planning (child spacing)
- Consequences of excessive reproduction and health.
- Sexuality Education

YEAR TWO

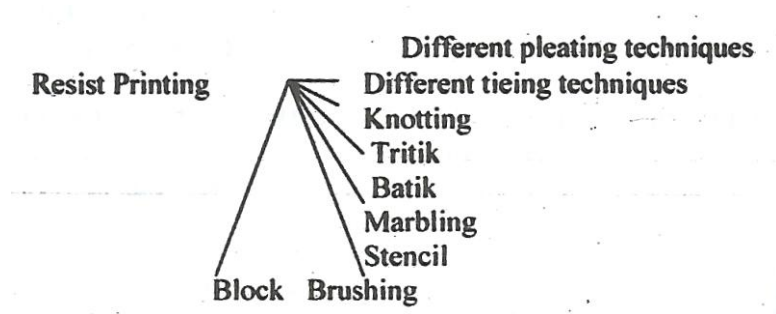
SECOND SEMESTER

VTE 220 ENTREPRENEURSHIP IN VOCATIONAL AND TECHNICAL EDUCATION I (1 CREDIT)

- Concept of entrepreneurship
- Types of entrepreneurs
- Functions of entrepreneur
- Characteristics of an entrepreneur
- Entrepreneurial Skills and Competencies
- Methods of teaching entrepreneurship skills and competencies
- Entrepreneurial theory
- Identifying business opportunities and their exploitation
- Types of risks and their management
- Conditions for establishing a business
- Business and technology-issues and problems
- How to register businesses (Types of Businesses)
- Financing business and funding institutions-new and old, innovative techniques.
- Site selections and location of a business
- Management functions
- Human resource management and communications
- Management and administration of small and medium business
- Record keeping
- Future of business and succession issues
- Pilot study and feasibility report
- Elements of marketing and market segments
- Business and social responsibility
- Government regulations/taxation auditing
- Shareholders
- Product management

TEXTILE DESIGN (2 Credits)

- The concept of colour
- The colour wheel-primary, secondary and intermediate colours
- Colour triangle
- The concept of dye/dyestuff
 - Natural dyes and their problems
 - Commercial dyes- classification and characteristics
- Tools and materials for fabric printing and dyeing
- Elements and principles of design
- Textile fabric designs-geometric, realistic, stylize, abstract etc.
- Fabric Naming Systems
- Application of dye-fibre dyeing, stock dyeing, yarn dyeing, dope/selection dyeing.
- Development of designs for fabric printing and dyeing



- Piece dyeing
- Discharge printing
- Photochromatic printing etc.
- Maintenance of dyed materials
- Making of fabric designs using different techniques with natural and commercial dyes.
- Making of album depicting various techniques
- Educational visits to textile factories and local dyeing areas

HEC 222 CONSUMER EDUCATION

(1 Credit)

- Concept of consumer education, issues in consumption of goods and services.
- Consumer rights and responsibilities
- Principles of consumer education
- The consumer and the market, consumer agent services e.g. drycleaners, hair dressing services, market surveying and shopping opportunities.
- Consumer goods and services e.g. food, clothing, housing, stock and shares, ICT, banking and utilities
- Population issues in demand and supply (quality and quantity).
- Consumer information sources
- Advertisement and the consumer, the role of mass media
- Ways (principles) of getting the best value of money spent, buying methods e.g. planned buying, impulse habit comparative buying, higher purchase bulk purchase, buying foods in season etc.
- Comparison between commercial and homemade foods in relation to cost, taste, time and nutritional value.
- Consumer issues relating to various areas of Home Economics.
- Government agencies and regulation
- Consumer protection agencies and their roles e.g. NAFDAC, SON, FDA
- Commenting programmes-Cooperative Societies
- Rural population and market economics.

HEC 223 ORGANIZATION AND EVALUATION OF HOME ECONOMICS

CURRICULUM

(1 Credit)

- Concept of curriculum
- Curriculum theories
- Sources of curriculum
- Approaches and procedures used in designing Home Economics programmes:
 - Identification of objectives

- Selection of (earning experiences
- Selection of content
- Organization of learning experiences and content
- Evaluation
- Components of Home Economics programmes

HEC 224 PRINCIPLES OF NUTRITION 1

(2 Credit)

- Digestion, absorption and metabolism of foods nutrients
- Fundamental principles of normal nutrition and their application in the selection of adequate diets for individuals and families, at different cost levels.
- Uses of recommended dietary allowances in assessing daily diet.
- Self dietary analysis and energy expenditure for 3 consecutive days.
- Energy needs of people at different age groups e.g. pregnant mothers and the elderly.
- Modification of diets to suit requirements.

HEC 225 HOME MANAGEMENT II

(1 Credit)

- The concept of resources
- Classification of resources: Human and non-human
- Factors influencing the use of family resources and Family Needs
- Management of:
 - Time.
 - Energy (work simplification techniques)
 - Money
 - Facilities
- Factors contributing to effective money management
- Budgeting
- Planning for financial security
- Creation of wealth-investment (savings, stocks shares)

HEC 226 CHILD DEVELOPMENT AND CARE (1 credit)

- Theories of child development: physical, emotional, mental and social development.
- Types and stages of development- physical, emotional, mental and social.
- Factors that influence development e.g. heredity, environment
- Toys and play materials appropriate in child development
- Techniques in teaching nursery school children and child care
- Parenting skills (children with special needs)
- Working with parents and handicapped children
- Signs of Puberty, Hygiene and Puberty Adolescence

HEC 227 METHODS OF TEACHING HOME ECONOMICS (1 Credit)

- An overview of teaching
- Review of curriculum in relation to instruction
- Planning- objectives, unit plan, lesson plan etc.
- Implementing instruction-teaching methods and techniques, instructional material, classroom management, lab. management
- Teacher and student characteristics
- Evaluation of instruction-Evaluating the different domains (cognitive, effective and psychomotor) preparation of evaluation instruments data collection etc.
- Teaching as a profession -Roles of TRC
- Micro-teaching

HEC 228 RESEARCH METHODOLOGY IN HOME ECONOMICS (1 Credit)

- An overview of Research Methodology -meaning, importance, types etc.
- Types of Research in Home Economics e.g. such as experimental, behavioural etc.
- Steps in research process:
 - a) Identification of research problems
 - b) Development of research proposal e.g. background, statement of problem, objectives etc.
 - c) Literature Review
 - d) Development of instrument and data collection
 - e) Data Analysis

- f) Research Report Writing
- Writing research reports and proposal
- Referencing formats
- Descriptive and inferential statistics (APA) style)

HEC 229 S1WES (STUDENT INDUSTRIAL ATTACHMENT) (2Credit)

Student should go for industrial attachment-to any canteen/food, clothing industries or nursery schools etc. The industrial attachment is for a period of four months during the long vacation, at the end of second semester of the first year. The students should be supervised by the staff of the department.

YEAR THREE - FIRST SEMESTER

EDU 323	PROJECT	
EDU 331	Teaching Practice	6C

YEAR THREE - SECOND SEMESTER

HEC 320 ENTREPRENEURSHIP IN HOME ECONOMICS EDUCATION

(3 CREDITS)

a) Identification of a business outfit

- Conducting Pilot study and feasibility study and writing report.
- Use of Cosmetics and Deodorants
- Cosmetic production e.g. body cream, hair cream, rob, deodorant, pomade etc. hair plaiting and dressing. Project: Students should experiment on how to enhance each of the product.
- Writing a business proposal.
- Home Consumables:

b) Foods -Establishing restaurant/snacks and drinks shops

- Processing of food like yam flour, beans flour etc.
- Running of guest house of the college.
- Production of confectionaries e.g. bread, snacks etc.
- Production of drinks e.g. Orange, pineapple, Zobo, Kunu, etc.
- Preparing Nutritional/diet foods for different health condition⁹

c) Clothing and Textile

- Household Crafts e.g. crocheting, knitting, matting, weaving, basket/flower wave making, bread work, leather work, etc.
- Fitted bed-sheet, throw puffs, omitted items (bed spread), appliqué (head and arm rests, patch work etc. Tie dye.
- Making household item through knitting with machine, crocheting etc.
- Batik and printing works, hat making
- Bead work, leather work etc.

- Sewing uniform for students in the college Nursery/Primary school.
 - Tailoring/sewing of clothes, for the family
 - Fabric design: e.g. Baltic, tie-dye, printing
- d) Child Development-Establishing Nursery School/Daycare Centres**
- Making of toys (soft toys and others)
 - Establishment and management of daycare/Nursery school
 - Establishing children store
 - Establishing of Toyshop
- e) Home Management-Interior Decoration (Hall decoration, office decoration, decoration of funeral parlours etc).**
- Event organization
 - Flower arrangement
 - Gardening
 - Production
 - Horticulture
 - Venue decorator
 - Interior decorator
 - Gardening
 - Animal farming (Poultry, Goat/Sheep/Cow caring
 - Hoculture etc.
 - Running a guest house e.g. college guests house.

Note: Students should be given projects on any of these items. They should go on field trip and resource persons may be invited.

HEC 321 ADVANCED CLOTHING CONSTRUCTION (2 CREDITS)

- Advanced techniques in clothing design based on elements of design and figure types.
- Advanced techniques in construction: Different collars, sleeves, cuffs, lining, interfacing patch work etc.
- Disposal of fullness-smocking, gathering, sharing etc.
- Construction of garments with difficult fabrics

- Construction of special garments-wedding gowns, children's (boys and girls party wear, clothing for the vulnerable groups e.g. clothes in pregnancy, toddlers, physically disabled
- Construction of one way designed fabrics, checks and lines
- Construction of embroidered garments.
- Machine embroidery and appliqué work
- Beading, use of sequins etc.

HEC 322 PRESERVATION

(1 Credit)

- Food microbiology
- Food spoilage
- Food poisoning
- Food Preservation and conservation to ensure adequate security
- Role of government in control and food production e.g. NAFDA, SON.
- Students class project: Production and presentation of local foods i.e. marmalade, yoghurt, etc.
- Role of Home Economics in Food and Nutrition Policy
- Food security

HEC 323 PRINCIPLES OF NUTRITION H (2 Credit)

- Study of nutritional needs of different groups:
Infants, Children, Adolescents, Adults with special needs e.g. vegetarians, pregnant and lactating mothers, Elderly, Invalids and convalescents and nutritional diseases i.e. diabetics, ulcer, hypertension etc.
- Methods of Nutritional status assessment such as:
 - Dietary analysis
 - Physical/Anthropometric assessment
 - Biochemical test.

HEC 324 HOME MANAGEMENT RESIDENCE PRACTICUM (2 Credits)

Practical experience in management process as a:

- (i) Orientation to Home Management residence experience
- (ii) Roles and responsibilities of students:

- Meat Manager
- House keeper
- Assistance to (a) and (b)
- Group leaders
- (iii) Human relationship skills
- (iv) Home Nursing practices
- (v) Simple household repairs and hygiene
- (vi) Safety practices in the home
- (vii) Entertainment in the home
- (viii) The family and care of the family house

Course Requirement

1. Each student should have an opportunity of holding each of the posts during his/her stay in the home management residence.
2. The meal manager and assistant are responsible for menu planning, meal preparation and service. The meals should be nutritionally adequate and cost effective.
3. The housekeeper and assistant are responsible for the general administration the home. She sees to safety, cleanliness of both the inside and surroundings the home, hygiene and orderliness in the home.
4. Students should be supervised by the lecturer in charge and scored on the ability to carry out their responsibilities.
5. Students should exhibit the skills acquired in other areas of Home Economics by producing crafts for the home management residence.
6. Students should establish home garden
7. Each group of students should organize a party formal and informal where students exhibit their skill in entertainment at the end of stay in the house.
8. Minimum period of two (2) weeks duration is recommended per group for the practicum.
9. Written report on home management experience by each student.
10. Examination and grading
 - 40% for CA for Residence Practicum
 - 60% for Final Exam

HEC 325 SEMINAR IN HOME ECONOMICS (1 Credit)

- Weekly seminar of selected topics based on students interest and teacher guidance using suggested topics from all areas of Home Economics,
- Orientation of students to presentation formation
- Students are to select topics from any areas of Home Economics for approval.
- Topics selected are to be amended and or approved by the teacher in charge.
- Students are to present their written report work orally and be assessed based on the under listed criteria:
 1. Appearance
 2. Mode of presentation
 - i) Audibility
 - ii) Conformity to set down procedure of report writing e.g. background, statement of the problem, objective/purpose etc. as may be indicated by the teacher.
 3. Comportment
 4. Conclusion

HEC 326 CHILD DEVELOPMENT PRACTICUM

(2 Credits)

- Introduction to nursery school setting
- Experience in nursery school.
- Develop a check-list for observation
- Observe the play, facilities and instructional materials on the children's development in the following areas:
 - Intellectual
 - Social
 - Moral
 - Physical
 - Emotional

Note: - A written report on the experience (A whole semester)

The department should have a one-way observatory for observation in the nursery school established by the department but funded by the institution

- HEC 327** - **APPLIED NUTRITION (2Credits)**
- Study of foods and food habits of people of different groups
 - Knowledge of different customs, traditions and ceremonies to appreciate the historical background of some traditional Nigerian dishes.
 - Disorder of malnutrition protein-calorie–malnutrition Deficiency diseases as:
 - a) Nutritional anaemia
 - b) Obesity
 - c) Rickets and osteomalacia
 - d) Keratomalacia
 - Keratomalacia and xerophthamia discussion should include description , prevention and dietary treatment.
 - Quantitative and qualitative analysis of food requirement of these disorders.
 - Nutritional education/communication.
 - The Role of Nutrition in infection such as HIV, TB, Measles

Note: Each year the department should carry out an exhibition during which items produced by the department will be exhibited. This could also include a fashion parade of the things made.

(Tickets could be sold to invitees aid this will generate funds for the department)

APPENDIX V

INFLUENCE OF HOME ECONOMIC PROGRAMME ON ENTREPRENEURIAL SKILLS ACQUISITION AND JOB OPPORTUNITIES AMONG COLLEGES OF EDUCATION GRADUATES IN NORTH-EAST GEO-POLITICAL ZONE, NIGERIA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	29	96.7
	Excluded ^a	1	3.3
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.902	.911	50

Item Statistics

	Mean	Std. Deviation	N
There are sufficient number of lecturers in the Home Economics Department in my former school	3.2069	.97758	29
My former school plan adequate and appropriate innovations related to the content area of Home Economics	3.0000	.88641	29
Home Economics lecturers in my former school can not teach all the aspects of the course especially clothing	3.0345	1.05162	29
The Home Economics lecturers use effective techniques in motivating and stimulating learning of skills	3.3448	.85673	29
The Home Economics lecturers use up to date instructional materials related to the content area of Home Economics	3.0000	1.19523	29

The Home Economics lecturers in my former school attend workshops and conferences to update their knowledge and improve their teaching methods	2.6207	1.11528	29
Only Home Economics lecturers who can teach all the aspects of the course are allowed to teach in my former colleges of Education	2.8621	1.24568	29
There should be flexibility to meet varying needs of the programme	2.8276	1.13606	29
Encouraged open ended inquiry or discussion when consistent with the programme	3.1034	1.08050	29
Provide an opportunity before graduation to apply skills learned in all the four major areas of Home Economics	2.7586	1.18488	29
The graduates are self-employed through the skills acquired in Home Economics programme	3.4828	.68768	29
Home Economics programme makes the graduates to be self employed and productive through hair dressing saloon.	3.0000	1.13389	29
The programme provides teaching jobs for many of its graduates	2.6897	1.03866	29
Through Home economics Programme its graduates gain entrepreneurial skills that help them to become	3.0000	1.06904	29
(i) Hotel managers	2.9310	1.03272	29
(ii) Dietician	3.3103	1.00369	29
(iii) Textile design	3.2069	.97758	29
The programme enables its graduates develop unique business ideas such as	2.5172	1.18384	29
fish farming business	2.9310	1.16285	29
livestock enterprises business	3.1379	1.09297	29
soap production both liquid and power business	2.8621	1.18696	29
laundry and dry cleaning services	3.4483	.86957	29
hair dressing and barbing saloon	3.5517	.82748	29
dress making and fashion design businesses	2.5862	.98261	29

catering services as source of income	3.2069	1.08164	29
day care services to earn income	2.7586	1.02313	29
the production of pomade and perfume for sale and family use	3.0000	1.10195	29
the production of earrings, necklaces, hand bags and shoes from beads for sale and personal use	3.4483	.82748	29
fish farming business	2.6897	1.00369	29
The Home Economics graduate are self employed with fish farming	3.0690	1.06674	29
Livestock enterprise attracts a lot of money that makes the graduates comfortable	3.5517	.82748	29
Hair dressing and barbing saloon keeps the graduates busy and self employed	2.7931	1.23576	29
The laundry and dry cleaning services attracts a lot of money that makes the graduates self-employed	3.5517	.73612	29
The graduates are self-employed and contribute to job creation through dress making and fashion design	3.3793	.97884	29
The graduates provide employment opportunities through catering services	2.5517	1.02072	29
The money I got from day care service is enough to maintain my self and family	3.2414	1.02313	29
Home economics programme teaches and impact the necessary skills that will empower the graduates economically	2.9310	.92316	29

The following start-up skills makes the graduates self-employed and employ others as well.	3.0690	1.09971	29
(i) pomade and perfume production	3.4483	.82748	29
The skills acquired in Home Economics NCE programme is a life long vocation	2.6552	1.04457	29
The skills acquired in Home Economics place the Home Economics graduates better than graduates in other field	3.1724	1.00246	29
The graduates optimally utilized the entrepreneurial skills acquired in NCE home economics programme	3.0690	1.13172	29
The graduates are utilizing the skills acquired in	3.1034	1.11307	29
(a) Clothing and Textiles	3.2414	1.05746	29
(b) Food and Nutrition	3.3103	1.00369	29
Lack of funds for the implementation of educational policies	2.7586	1.02313	29
Frequent changes of policies regarding educational curriculum	3.4483	.78314	29
Lack of proper monitoring mechanism on the implementation policies	2.8966	1.01224	29
Unqualified personnels being used to teach NCE Home economics programmes	3.1724	1.03748	29

Stakeholders lack of interest and time spent in teaching and learning of skills stipulated in the NCE Home Economics minimum standard	3.2069	.90156	29
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	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.063	2.517	3.552	1.034	1.411	.081	50

APPENDIX VI

Analyses of Research Questions

Descriptive Statistics

	N	Mean	Std. Deviation
Sufficient No of Lecturers	289	2.93	.824
Former School Plan Adequate	289	3.07	.862
Cannot Teach all the aspects	289	2.40	.982
Use effective techniques	289	3.09	.784
Use up-to-date techniques	289	3.07	.851
Attend workshops & Conferences	289	3.27	.714
Who can teach all the aspects	289	2.60	.915
Flexibility to meet varying needs	289	2.80	.897
Encourage open ended inquiry	289	2.91	.506
Provide an opportunity before graduation	289	3.21	.861
Graduates are self-employed	289	3.57	.495
Self employed & productive	289	3.28	.583
Provides teaching jobs	289	3.18	.777
Become hotel managers	289	3.61	.524
Become dietician	288	3.55	.617
become textile designer	289	3.38	.773
such as garment construction	289	3.41	.736
event decoration	289	3.33	.781
livestock enterprises business	289	3.29	.776
soap production (both liquid & powder) business	289	3.32	.689
Laundry and dry cleaning services	289	3.33	.749

hair dressing and barbing saloon	289	2.43	.818
dress making and fashion design businesses	289	3.05	.541
catering services as source of income	289	3.39	.814
day care services to earn income	289	3.60	.701
the production of pomade and perfume for sale & family use	289	3.35	.777
the production of earrings, necklaces, handbags & shoes from beads	289	2.78	.938
self employed in fish farming livestock enterprises attracts lots of money	289	2.66	1.025
hair dressing & barbing saloon	289	3.24	.695
laundry & dry cleaning services	289	3.23	.743
contribute to job creation through catering services	289	3.32	.774
from day care services	289	3.36	.689
empower the graduates	289	3.40	.600
pomade & perfume production	289	3.19	.710
earrings, necklaces hand bags and shoes	289	3.37	.686
produce from beads	289	3.32	.856
making household items	289	2.65	.857
construction of special garments	289	2.66	.815
a life long vocation	289	3.22	.777
H/E graduates better than graduates in other fields	289	3.16	.719
utilized the entrepreneurial skills	289	3.51	.541
clothing & textiles	289	3.10	.694
	289	2.80	.951
	289	3.29	.740

food & nutrition	289	3.42	.646
home management	289	3.46	.687
textile design	289	3.37	.581
hair dressing	289	3.34	.621
pomade making	289	3.35	.786
event decoration	289	3.19	.821
soap & soapless detergent	289	3.04	.545
hotel/restaurant business	289	3.31	.741
event decoration	289	3.39	.743
poultry/fish farming	289	3.34	.659
reduce problem of unemployment	289	3.30	.811
can utilize the skills acquired	289	3.53	.595
can export and import	289	3.43	.647
Quest 45 d	289	3.46	.577
Quest 46i	289	3.40	.621
Quest 46ii	289	3.40	.582
Ques 46iii	289	3.54	.533
Ques 46iv	289	3.06	.672
Quest 47	289	3.42	.657
Ques 48	289	3.52	.630
Ques 49	287	3.44	.599
lack of funds	289	3.24	.635
frequent changes of politics	289	3.00	.700
lack of proper monitoring	289	2.94	.497
unqualified personnel	289	3.00	.780
stakeholders lack of interest	289	2.91	.757
technology have not created new method of teaching/learning	289	2.83	.842
lack of confidence	289	2.91	.619
lack of relevant textbooks	289	3.06	.638
lack of exposing students to practical	289	3.07	.861
Valid N (listwise)	287		

Appendix VII

Response to Research Question One

S/no	Items	Response categories				MEAN	STD.DEV	Decision
		SA	A	D	SD			
13	The graduates are self-employed through the skills acquired in Home Economics programme	166	123	0	0	3.57	.495	Agreed
14	Home Economics programme makes the graduates to be self employed and productive through hair dressing saloon	100	169	20	0	3.28	.583	Agreed
15	The programme provides teaching jobs for many of its graduates	103	148	24	14	3.18	.777	Agreed
16	Through Home Economics programme its graduates gain entrepreneurial skills that help them to become							
	i. Hotel managers							
	ii. Dieticians	180	104	5	0	3.61	.524	Agreed
	iii. Textile designers	171	110	1	6	3.54	.632	Agreed
		147	118	10	14	3.38	.773	Agreed
17	The programme enables its graduates develop unique business ideas such as							
	i. Garment construction							
	ii. Events decoration	152	114	12	11	3.41	.745	Agreed
	iii. Kiddies toy shop	139	118	20	12	3.33	.781	Agreed
	iv. Cake decorations and designing	130	124	24	11	3.29	.776	Agreed
		120	150	10	9	3.32	.558	Agreed
18	Home Economics provides its graduates with the opportunity to consider daily living problems and contribute to develop of self-reliant attitudes	135	123	22	9	3.33	.749	Agreed
19	The skills and knowledge development in the Home Economics programme are useful only in their personal lives	32	89	139	29	2.43	.818	Disagreed
20	Career education talks in Home Economics should emphasize entrepreneurship as a viable career option for graduates	47	213	26	3	3.05	.541	Agreed
21	The Home Economics programme involves the students in practical skills such as							
	i. Tie and dye	160	98	16	15	3.39	.814	Agreed
	ii. Food processing	204	57	24	4	3.53	.701	Agreed
	iii. Establishment and management of day care/nursery schools	144	115	18	12	3.35	.777	Agreed
Cumulative mean						3.31	0.70	

Appendix VIII

Response to Research Question Two

S/no	Items	Response categories				MEAN	STD.DEV	Decision
		SA	A	D	SD			
22	Fish farming business	79	91	96	23	2.78	.938	Agreed
23	Live stock enterprises business	72	94	76	47	2.66	1.025	Agreed
24	Soap production both liquid and powder business	105	157	19	8	3.24	.695	Agreed
25	Laundry and dry cleaning services	118	121	48	2	3.23	.743	Agreed
26	Hair dressing and barbing saloon	144	96	46	3	3.32	.774	Agreed
27	Dress making and fashion design businesses	134	130	20	5	3.36	.689	Agreed
28	Catering services as source of income	133	141	14	1	3.40	.600	Agreed
29	Day care services to earn income	105	136	47	1	3.19	.710	Agreed
30	Production of pomade and perfume for sale and family use	137	126	22	4	3.37	.686	Agreed
31	Production of earrings, necklaces, hand bags and shoes from beads for sale and personal use	157	78	44	10	3.22	.856	Agreed
Cumulative mean						3.177	0.77	

Appendix IX

Response to Research Question Three

S/no	Items	Response categories				MEAN	STD.DEV	Decision
		SA	A	D	SD			
32	The Home Economics graduates are self-employed with fish farming	49	115	101	24	2.65	.857	Agreed
33	Live stock enterprises attracts a lot of money that makes the graduates comfortable	31	160	66	32	2.66	.815	Agreed
34	Hair dressing and barbing saloon keeps the graduates busy and self-employed	122	113	50	4	3.22	.777	Agreed
35	The laundry and dry cleaning services attracts a lot of money that makes the graduates self-employed	96	148	40	5	3.16	.719	Agreed
36	The graduates are self-employed and contribute to job creation through dress making and fashion design	152	133	3	1	3.51	.541	Agreed
37	The graduates provide employment opportunities through catering services	83	156	47	3	3.10	.694	Agreed
38	The money I got from day care service is enough to maintain myself and family	83	89	93	24	2.80	.951	Agreed
39	Home Economics programme teachers and impact necessary skills that will empower the graduates economically	130	116	40	3	3.29	.740	Agreed
40	The following start-up skills make the graduates self-employed and employ others as well	138	142	1	8	3.42	.686	Agreed
	i. Pomade and perfume production	158	113	10	9	3.46	.689	Agreed
	ii. Earrings, necklaces, handbags and shoes produced from beads	120	156	12	1	3.37	.581	Agreed
	iii. Making household items	122	144	23	0	3.34	.621	Agreed
	iv. Construction of special garments – wedding gown and party wears							
	Cumulative mean					3.165	0.72	

Appendix X

Response to Research Question Four

S/no	Items	Response categories				MEAN	STD.DEV	Decision
		SA	A	D	SD			
41	The skills acquired in the Home Economics NCE programme is a lifelong vocation	147	106	26	10	3.35	.786	Agreed
42	The skills acquired in Home Economics place the Home Economics graduates better than graduates in other fields	127	91	69	2	3.19	.821	Agreed
43	The graduates optimally utilized the entrepreneurial skills acquired in NCE Home Economics programme	49	203	37	0	3.04	.545	Agreed
44	The graduates are utilizing the skills acquired in;	126	139	12	12	3.31	.741	Agreed
	a. Clothing and textiles	146	122	9	12	3.39	.743	Agreed
	b. Food and nutrition	121	154	6	8	3.34	.659	Agreed
	c. Home management							
45	The graduates utilize the skills acquired to employ others and to earn a living such as;							
	a. Textile design	140	109	28	12	3.30	.811	Agreed
	b. Hair dressing salon	167	109	13	0	3.53	.583	Agreed
	c. Pomade making	145	125	16	3	3.43	.643	Agreed
	d. Event decoration	143	140	3	3	3.46	.577	Agreed
46	The graduates utilize the following skills to earn a living;							
	i. Production of soap and soapless detergents	133	141	12	3	3.40	.621	Agreed
		130	147	11	1	3.40	.582	Agreed
	ii. Hotel/restaurant business	161	123	5	0	3.54	.533	Agreed
	iii. Event decoration	71	167	48	3	3.06	.672	Agreed
	iv. Poultry/fish farming							
47	Proper machinery put in place such as sewing machine, poultry pen will help me utilize the skills acquired and reduce the problem of unemployment	149	113	27	0	3.42	.657	Agreed
48	The graduates can utilize the skills acquired in Batic and tie and dye when the right equipment and facilities are put in place	166	112	6	5	3.52	.630	Agreed
49	The graduates can export and import products produced through entrepreneurial skills acquired in Home Economics programme	141	130	16	0	3.41	.630	Agreed
Cumulative mean						3.358	0.66	

Appendix XI

Response to Research Question Five

S/no	Items	Response categories				MEAN	STD.DEV	Decision
		SA	A	D	SD			
50	Lack of funds for the implementation of educational policies	99	160	29	1	3.24	.635	Agreed
51	Frequent changes of policies regarding educational curriculum	60	178	41	10	3.00	.700	Agreed
52	Lack of proper monitoring mechanism on the implementation policies	27	220	41	1	2.94	.497	Agreed
53	Unqualified personnel being used to teach NCE Home Economics programmes	78	141	61	9	3.00	.780	Agreed
54	Stakeholders lack of interest and time spent in teaching and learning of skills stipulated in the NCE Home Economics minimum standard	63	146	72	8	2.91	.780	Agreed
55	Technologies have not created vast economic and employment opportunities because it is not adopted by the government	12	182	66	29	2.61	.757	Agreed
56	New method of teaching/learning Home Economics such as conferencing, internet sourcing are not encouraged in Home Economics programme	72	107	100	10	2.83	.723	Agreed
57	Lack of confidence in the ability of the teachers to come up with solution to business problems	42	179	67	1	2.91	.842	Agreed
58	Lack of relevant textbooks in the area of entrepreneurship in Home Economics education	67	171	51	0	3.06	.619	Agreed
59	Lack of exposing the students to practical experiences before graduation	104	116	55	14	3.07	.861	Agreed
Cumulative mean						2.957	0.72	

Appendix XII

Output for Research Hypotheses

HO1

Descriptive Statistics

	Mean	Std. Deviation	N
NCE Home Economics Programme	1.43	.50	289
Job opportunities of graduates	1.82	.78	289

Correlations^a

		NCE Home Economics Programme	Job opportunities of graduates
NCE Home Economics Programme	Pearson Correlation Sig. (2-tailed)	1	.340 .000
Job opportunities of graduates	Pearson Correlation Sig. (2-tailed)	.340 .000	1

a. Listwise N=289

HO2

Descriptive Statistics

	Mean	Std. Deviation	N
Skills Practiced	1.60	.60	289
Graduates of Home Economics	1.81	.71	289

Correlations^a

		Skills Practiced	Graduates of Home Economics
Skills Practiced	Pearson Correlation Sig. (2-tailed)	1	.549 .000
Graduates of Home Economics	Pearson Correlation Sig. (2-tailed)	.549 .000	1

a. Listwise N=289

HO 3

Descriptive Statistics

	Mean	Std. Deviation	N
Entrepreneurial skill acquired	1.90	.694	289
Self employment	1.71	.740	289

Correlations^a

		Entrepreneurial skill acquired	Self employment
Entrepreneurial skill acquired	Pearson Correlation	1	.144
	Sig. (2-tailed)		.014
Self employment	Pearson Correlation	.144	1
	Sig. (2-tailed)	.014	

a. Listwise N=289

HO4

Descriptive Statistics

	Mean	Std. Deviation	N
Utilization of entrepreneurial skills	3.54	.533	289
Graduates of Home Economics	3.53	.595	289

Correlations^a

		Utilization of entrepreneurial skills	Graduates of Home Economics
Utilization of entrepreneurial skills	Pearson Correlation	1	.924
	Sig. (2-tailed)		.000
Graduates of Home Economics	Pearson Correlation	.924	1
	Sig. (2-tailed)	.000	

a. Listwise N=289

HO 5

Descriptive Statistics

	Mean	Std. Deviation	N
Problems militating against effective implementation	3.24	.635	289
Minimum Standard of NCCE	3.06	.638	289

Correlations^a

		lack of funds	lack of relevant textbooks
lack of funds	Pearson Correlation	1	.808
	Sig. (2-tailed)		.000
lack of relevant textbooks	Pearson Correlation	.808	1
	Sig. (2-tailed)	.000	

a. Listwise N=289