
**VOCATIONAL SKILL ACQUISITION AS A DETERMINANT OF ENTREPRENEURSHIP
DEVELOPMENT AMONG HOME ECONOMICS GRADUATES IN LAGOS STATE**

BY

Abimbola Ayandoyin Emmanuel, (Ph. D)

Email: emmanuelaa@lasued.edu.ng

Orcid: 0009-0000-6595-4639

(+234) 08035270261, 08102323886

**Department of Home Economics Education, College of Vocational and Entrepreneurship Education, Lagos
State University of Education (LASUED), Lagos, Nigeria**

Abstract

This study investigated vocational skill acquisition as a determinant of entrepreneurship development among home economics graduates in Lagos State, Nigeria. Two hypotheses were raised and tested respectively. The study adopted a correlational research design. The population of the study consisted of 8,861 home economics graduates in Lagos State. A sample size of four hundred and forty-three (443) respondents was drawn using proportional sampling techniques; the respondents were made up of 112 rural and 331 urban based home economics graduates. The instruments tagged "Vocational Skill Acquisition Questionnaire (VOSAQ) and Entrepreneurship Development of Home Economics Graduates Questionnaire (EDHEGQ)" were used to obtain data for the study, which was pilot-tested and a reliability coefficient of 0.84 and 0.85 were obtained. Data collected were analyzed using Pearson product-moment correlation coefficient to test the hypotheses at 0.05 level of significance. Findings from the study revealed that there was a relationship between vocational skill acquisition and entrepreneurship development among home economics graduates and that there is a significant relationship between vocational skill acquisition and entrepreneurship development among rural and urban based home economics graduates. It was recommended among others that: there should be some form of genuine school work-based learning in vocational skill acquisition as part of the curriculum of home economics in higher institutions.

Keywords: Determinants, Home Management Skill, Entrepreneurship Development

Introduction

The driving force behind all human development and indeed civilization is education. This form of education must be anchored on solid foundations and should be capable of lifting man out of poverty and intellectual and technological backwardness. These radical approaches should also be such that the products of such a system are reasonably empowered to exercise some form of control over the events that affect them. The National Policy on Education (FRN, 2013) states that education in Nigeria is an instrument of excellence for influencing national

development. Globally, professional and technical skills are recognized as powerful tools for national development. Realizing this, Nigeria had to adjust the education system and diversify the curriculum to integrate academic knowledge with technical and vocational skills to equip graduates with relevant knowledge and skills. The aim is to make them self-sufficient and useful members of the society in which they live (FRN, 2013).

Education is an essential tool for the development of human capital. The synergy between education and

Received: 13.11.2023

Accepted: 17.11.2023

Published on: 30.11.2023

society is such that the needs of society are reflected in the national philosophy and goals of education. One of the strategies that many countries of the world are increasingly adopting for the development of a productive and dynamic society is the use of vocational subjects. Home Economics is one of the compulsory pre-vocational subjects taught from lower secondary education in the Nigerian education system. There is a dire need in Nigeria's secondary and post-secondary schools to equip students with the entrepreneurial skills needed for sustainable nation-building. The aim of Home Economics in the school curriculum is to teach students how to strategically plan and use the available resources in their environment to improve their homes, families and social lives. Achieving this goal requires effective delivery of the curriculum using practical teaching methods. Entrepreneurial skills in home economics include household management skills, food and nutrition skills, child development and care skills, and clothing and textile skills. Igbo (2018) noted that acquiring these skills can increase and inspire productivity and other income-generating life endeavors among people. By teaching business skills, a home economics education program allows an individual to learn, research, and prepare for a job or business. The domestic economy could thus play a significant role in achieving the goals of the National Economic Empowerment and Development Strategy (NEEDS). These goals include wealth creation, job creation and poverty reduction, elimination of corruption and a general reorientation of values (NEEDS, 2005) cited by Benson (2017). Home Economics is divided into many aspects or sectors and each aspect is loaded with many entrepreneurial skills that students can acquire before and after graduation. The various fields of home economics

include clothing and textiles, home management, food and nutrition, child development and care. Clothing and Textiles: This is the study of textile materials, the use and care of each one (Egbo, 2016). Igbo (2015) identified some of the skills acquired in clothing and textiles as weaving and designing, knitting, dyeing, buying and merchandising, fashion designing, tailoring, crocheting, costume and tie designing and dyeing. Batik, Hairdressing and beauty care. Home Management graduates are experienced in the following skills as listed by Kalirajah (2019). Laundry / cleaning services. It is the skill of selecting and maintaining clothes, where clothes can be collected, washed, ironed and returned to their owners. Home Garden Engagement. Family members can build small gardens around the compound to produce vegetables, snails, poultry, rabbits, etc., crops like corn, peppers, tomatoes, etc. can also be grown to help generate income. Interior decoration of rooms, halls, parks, receptions and offices, provision of furniture and furnishings. Lemchi (2015) included the following skills acquired in Home Management such as production of abrasives, production of sheets and pillowcases, resource management in soap production. Food and Nutrition – Graduates would acquire the following skills at or before graduation. Skills include catering (indoor and outdoor), restaurant, canteen, kiosk, fast food outlet or rental, cake making and decorating, party planning, baby food making, juices like fruit juice, ice cream makers like making yogurts, jams, biscuit production, hotel management. Food processing and preservation including soybean meal, preparation of soy milk, yams, plantain, cassava, beans and corn flour. Drinks can include kuna, burukuta, soborodo and so on. Child Development and Care - Child development and care professionals can gain skills in the following

Received: 13.11.2023

Accepted: 17.11.2023

Published on: 30.11.2023

areas: - Child Care, Babysitting, Day Care Services, Children's Theme Park, Nursery Teaching and so on. From the above, it is very certain that home economics gives its students many entrepreneurial skills. These students, in turn, must commit to studying and attending all practical classes to ensure they acquire these skills. Home Economics is therefore very suitable for business.

Household management skills and strong team building skills are often seen as essential leadership attributes of successful entrepreneurs. Political economist Robert Reich considers leadership, management skills and team building to be the essential qualities of an entrepreneur. The ability of entrepreneurs to innovate is related to innate characteristics, including extroversion and propensity to take risks. According to Johnson and Craig (2012), the characteristic features of entrepreneurs are the ability to innovate, introduce new technologies, increase efficiency and productivity, or generate new

products or services. Many scientists also argue that entrepreneurship is a matter of genes and that not everyone can be an entrepreneur.

Differences in intellectual functioning between students require different teaching strategies. Students learn more effectively if teaching methods emphasize practical applications in terms of the use of teaching aids. The effective disposition of students has a direct effect on their ability to learn, their interest in learning, their gender, and their attitude toward the value of education. From the above, it is not enough to acquire entrepreneurial knowledge and skills if this knowledge does not enable the recipient to work creatively with the knowledge, resources and environment. Thus, functional entrepreneurship education is that which is focused on capacity building through creativity. The question arises as to how home economic education in Nigeria can fit into this structure of development.

Objectives of the Study

The main purpose of this study assessed home management skill acquisition as a determinant of entrepreneurship development among home economics graduates in Lagos State, Nigeria. Specifically, the study sought to:

- Examine the extent to which home management skill acquisition determines entrepreneurship development among home economics graduates;
- Ascertain the extent to which home management skill acquisition determines entrepreneurship development among rural and urban based home economics graduates.

Research Questions

The following research questions guided the study:

- Does home management skill acquisition determine entrepreneurship development among home economics graduates?
- What is the extent to which home management skill acquisition determines entrepreneurship development among rural and urban based home economics graduates?

Hypotheses

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

H01: There is no significant relationship between home management skill acquisition and entrepreneurship development among home economics graduates.

Received: 13.11.2023

Accepted: 17.11.2023

Published on: 30.11.2023

H03: There is no significant relationship between home management skill acquisition on entrepreneurship development among rural and urban based home economics graduates.

Method

A correlational research design was used for the study. The population of the study consisted of 8,861 home economics graduates in Lagos State. A sample size of four hundred and forty-three (443) respondents was drawn using proportional sampling techniques; the respondents were made up of 112 rural and 331 urban based home economics graduates. The instruments for data collection were structured questionnaire tagged "Home Management Skill Acquisition Questionnaire (HMSAQ) and Entrepreneurship Development of Home Economics Graduates Questionnaire (EDHEGQ)" which was on four (4) point modified Likert type scale of Very High Extent, High Extent, Low Extent and Very Low Extent. The instruments were validated by three Home Economics experts in University of Lagos. The reliability of the instruments was determined by the statistical analysis of the data collected from the pilot study. Reliability indices of 0.84 and 0.85 were obtained using Cronbach's Alpha. The researcher employed three (3) research assistants who were briefed and given details about the procedures for data administration and collection. The collection of data lasted four weeks. The research questions were analyzed using Pearson product-moment correlation coefficient while linear regression was used to test hypotheses at 0.05 level of significance.

Results

Research Question 1:

To what extent does home management skill acquisition determine entrepreneurship development among home economics graduates?

Table 1: Pearson's Product Moment Correlation Coefficient analysis between home management skill acquisition and entrepreneurship development among home economics graduates

Variables	N		SD	R	R ²	% of Contribution		Remark
Home management skill acquisition	943	68.55	9.07	0.78	0.61	61		HE
Entrepreneurship development	943	65.63	6.77					

HE= High Extent

The data in Table 1 revealed that there was a high extent of determinant between home management skill acquisition and entrepreneurship development among home economics graduates as indicated by the correlation coefficient r (0.78) and an average mean score of 68.55 and 65.63 respectively. This is in line with the criterion recommended by Nwankwo (2016: 120) that a correlation index that ranged from 0.61– 0.80 is highly correlated.

The correlation coefficient r (0.78) is a linear correlation between the observed variables which indicated a high positive relationship. The coefficient of determination (R^2) 0.61 indicated that 61% of the variance observed in

entrepreneurship development among home economics graduates was a result of home management skill acquisition.

Hypotheses 1

H₀₁: There is no significant relationship between home management skill acquisition and entrepreneurship development among home economics graduates.

Table 2 PPMC Showing the Relationship between home management skill acquisition and entrepreneurship development among home economics graduates

Variable	Correlation, Sig. & N.	PTMS	ED
Home Management Skill Acquisition	Pearson Correlation	1	.78 ^a
	Sig. (2-tailed)		.002
	N	943	943
Entrepreneurship Development	Pearson Correlation	.78 ^a	1
	Sig. (2-tailed)	.002	
	N	943	943
	R ²	0.61	0.61

Note: * mean significant at 0.05 alpha level of Significance

Table 2 indicated relationship analysis between home management skill acquisition and entrepreneurship development among home economics graduates. The r. value is .78^a and the p. value .002 which is less than .05 alpha level. The above stated null hypothesis is rejected. It implies that there is a significant relationship between home management skill acquisition and entrepreneurship development among home economics graduates.

Research Question Two

What is the extent to which home management skill acquisition determines entrepreneurship development among rural and urban based home economics graduates?

112 rural and 331

Table 3: Summary of Pearson's Product moment Correlation Coefficient analysis showing the relationship between rural and urban based home economics graduates on home management skill acquisition and entrepreneurship development

		HMSA		ED
Rural based graduates	R		.765*	
	R ²		.585(58.5%)	
	Mean	44.66		55.43
	SD	8.52		9.76
	N	112		112
Urban based graduates	R		.786*	
	R ²		.618(61.8%)	

Received: 13.11.2023

Accepted: 17.11.2023

Published on: 30.11.2023

	Mean	48.43		64.76
	SD	8.97		11.32
	N	331		331

Sig. (2-tailed) = 0.002; Average R = 0.775

HMSA= **Home Management Skill Acquisition**

ED= **Entrepreneurship Development**

N = 443

*. Correlation is significant at the 0.05 level (2-tailed), N = Number of respondents

Results in Table 3 showed that there is a high extent of determinant between home management skill acquisition and entrepreneurship development among rural and urban based home economics graduates. The correlation coefficients $r(0.765)$ and $r(0.786)$ are a linear correlation between the observed variables which indicated a high positive determinant between home management skill acquisition and entrepreneurship development based on rural and urban based home economics graduates. The coefficient of determination (R^2) 0.585 and (R^2) 0.618 indicates that 58.5% and 61.8% of the variance observed in entrepreneurship development was a result of rural and urban based home economics graduates home management skill acquisition.

Hypothesis 2

H₀₂: There is no significant relationship between home management skill acquisition on entrepreneurship development among rural and urban based home economics graduates.

The result of analysis in Table 3 shows the r. value is .78^a and the p. value .002 which is less than .05 alpha level. The above stated null hypothesis is rejected. It implies that there is a significant relationship between home management skill acquisition on entrepreneurship development among rural and urban based home economics graduates.

Discussion of the Findings

The test of the first hypothesis as investigated with the first research question in line with the related objective in Table 1 was rejected and stated that there is a significant relationship between home management skill acquisition and entrepreneurship development among home economics graduates, implying that there was a high extent of determinant between home management skill acquisition and entrepreneurship development among home economics graduates. The majority of the respondents thought that home management skill acquisition to a very

Received: 13.11.2023

Accepted: 17.11.2023

Published on: 30.11.2023

high extent determines entrepreneurship development among home economics graduates. The findings of this study affirm the findings of Ojeito (2012), in which one of the results shows that Home Economics provides young graduates with enough training and support that will enable them to establish a career in small and medium-sized businesses on the central size business. This finding supported the assertion of Olagunju (2004) who disclosed that entrepreneurial skill enables the individual to exploit an idea and create an enterprise.

The outcome of hypothesis 2 and research question two in Tables 3 and 4 were rejected which implies that there was a significant relationship between home management skill acquisition on entrepreneurship development among rural and urban based home economics graduates. With the level of correlation between the two variables, the p-value of 0.002 was lower than the alpha level of significance. Majorities of the rural and urban based graduates were of the view that home management skill acquisition significantly determines their entrepreneurship development because it influences the fulfillment of their needs. One reason why this may be so is as a result of the type of skills of the respondents which gives them time to be at home to perform most of their household chores. This result is in line with the finding of Ofoha (2014) that vocational and technical skills empowered students for self-employment.

Conclusion

The study investigated home management skill acquisition as a determinant of entrepreneurship development among home economics graduates in Lagos State, Nigeria. Based on the findings, the researcher concluded that there is a significant relationship between home management skill acquisition and entrepreneurship development among home economics graduates, implying that there was a high extent of determinant between home management skill acquisition and entrepreneurship development among home economics graduates and that home management skill acquisition to a very high extent determine entrepreneurship development among home economics graduates.

Finally, the researcher concluded that there was a significant relationship between home management skill acquisition on entrepreneurship development among rural and urban based home economics graduates and that home management skill acquisition significantly determines their entrepreneurship development because it influences the fulfillment of their needs. Home management skill acquisition in secondary and post-secondary school is capable of inculcating the skills for enterprising and self-reliance in rural and urban based home economics graduates. It can be concluded that home management skill acquisition had a positive influence on entrepreneurship development among rural and urban based home economics graduates in Lagos State.

Recommendations

The following recommendations were made given the findings from the hypotheses tested for the study.

- There should be some form of genuine school work-based learning in home management skill acquisition as part of the curriculum of home economics in higher institutions.
- There should be school-based enterprises where both rural and urban based home economics graduates identify potential business plans, and create and operate small businesses using the school as mini-incubators.
- Government and other stakeholders in education should ensure that educational programs at all levels are made relevant to provide rural and urban based graduates with needed home management skills.

References

Received: 13.11.2023

Accepted: 17.11.2023

Published on: 30.11.2023

- Benson, O. (2017). January 30th. Why are Nigerians poor? Sunday Vanguard Pg. 9.
- Egbo, H. N. (2016). Challenges of Entrepreneurship in Home Economics and enhancement strategies. Practical tips for economic empowerment and survival (ed) Anyakoha E. U. A. P. Express Publishers.
- Federal Government of Nigeria (2013). National policy on education. Lagos: Federal Ministry of Information.
- Igbo, C. A. (2018). Developing entrepreneurship education in Anyakoha, E. U. Entrepreneurship education, and wealth creation strategies. Home Economics Research Association of Nigeria (HERAN).
- Igbo, C.A (2015). Towards inculcating entrepreneurship skills in senior secondary school Home economics students. Journal of Home Economics Research,15: 86 -90.
- Johnson, D., & Craig, J. B. L. (2016). Entrepreneurship education: toward a discipline based framework. Journal of Management Development, 25(1), pp. 40-54.
- Kalirajah, E. N. (2019). Towards utilizing educational experience in developing creativity. A paper presented at the National Conference on Teacher Education at F.C.E Obudu.
- Lemchi, S. N. (2015). Opportunities for entrepreneurship in Home Economics related business implications for survival. Journal of home- economics research, 6(1), pp.54-59.
- Ofoha, G. A. T. (2014). Professional obligations of Home Economics towards a better national development in the 21st century.
- Ojeito, E. C. (2012). Principles and practice of small business management: A didactic approach. Nsukka: Fulladu Publishing Company.
- Olagunju, Y. A. (2014). Entrepreneurship & small scale business enterprises development in Nigeria. Ibadan: University Press Plc.