

**CHALLENGES MILITATING AGAINST HOME ECONOMICS
ENTERPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN SOUTH
WESTERN NIGERIA**

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ABSTRACT

This study investigates the Challenges Militating against Home Economic Entrepreneurship Education in Tertiary Institutions in South western Nigeria.. The descriptive survey research design was adopted in this study. The population of the study consisted of all the Home Economics Students in University of Lagos and Federal College of Education (FCE) Technical in Lagos State. Proportionate stratified random sampling technique was adopted in selecting 50 respondents, made up of 30 Home Economics Students from University of Lagos and 20 from FCE (Technical) Akoka, Lagos State. A structured questionnaire was used for data collection which comprised of 32-items, based on a 5-point Likert scale pattern. The instrument was face and content validated by two experts: A reliability co-efficient of 0.79 was obtained using Cronbach Alpha analysis to determine the internal consistency of the questionnaire-items. The data collected from the study were analyzed using percentage, Mean and Standard Deviation for answering the three research questions. The findings revealed among others the recruitment of unqualified teachers; business capital; inadequate funding of entrepreneurship education in schools and universities; inability to access bank loans and credit facilities are some of the challenges militating against Home Economics entrepreneurship education. Based on the finding, recommendations were made among others that entrepreneurial topics should be included in the various levels of education, right from primary school levels and every should have set a business venture before graduating from the institution.

Introduction

Tertiary home economics educational system has been widely accepted as a field of study as it provides students with motivation, knowledge, skills and attitude essential for launching successful venture and enterprises. This makes home economics graduates to be able to choose or assumes risks, identifies business opportunities, gather resources, initiates action and establish an organization or enterprise to meet such demands or market opportunities (Ogueri 2013). Home Economics is taught at primary, secondary and tertiary levels of education in Nigeria. One of the missions of tertiary education in Nigeria is to produce skilled persons who are capable of playing effective roles in national economy, technological growth and development (Minniti et al, 2008). Home Economics as a vocational course has intensified emphasis on skill acquisition for graduates with a view to enhancing their capacity for self-employment (Anyakoha, 2015). Home Economics is oriented towards self-reliance. It is a dynamic field of study whose central theme is hinged on the improvement of the lives of everyone in the society (Ogbene 2006). It is a course that aimed at helping students develop desirable social attitude and skills necessary for the world of work, resourcefulness and ability to adapt to life's changing situation. However, Nigerian education system, even as it is in most part of the developing world has not fully achieved the national goal of producing individuals with high entrepreneurial skills that can work independently, globally and creatively impact on the sustainable livelihood at micro and aggregate

levels. Apparently, there is mismatch between what Nigerian economy needs and what the educational institutions impact in Nigerian youths.

Entrepreneurship Education is the process of acquiring the knowledge, attitudes and skills of entrepreneurship. Maritz et al. (2015) defines entrepreneurship education programs as any educational program or process of education for entrepreneurial manners and skills, which help in developing personal qualities. Entrepreneurship education has been classified by Frese, (2015), as one of the most important components of entrepreneurship ecosystem to enhance intentionally and business creation stability. It involves the use of entrepreneurial skills such as technical skill, creativity, handiwork, teamwork and initiative innovation, communication skills, perseverance, self-confidence, drive, decisiveness, among others for wealth creation (Anyakoha, 2015).

Karen (2009) considers entrepreneurship education to be a way of providing the students with the knowledge, skills, and motivations that will encourage them succeed in entrepreneurial activities in a variety of settings. Therefore entrepreneurship education should be able to offer to the students the tools that will enable them think creatively, analyze a business idea objectively, solve problems effectively, and evaluate a given project optimally. Despite the fact that the Federal Government of Nigeria made entrepreneurship education compulsory, many universities have not yet started implementing this with some degree of seriousness. The aim of the Government making entrepreneurship education studies is to produce knowledge-based entrepreneurs who are expected to be critical growth drivers of her economy (Comming, 2014). It was discovered by Frese (2014) that tertiary institutions in Nigeria ascribe varying meanings to entrepreneurship education. Instead of developing the spirit of entrepreneurship which is the stimulation of entrepreneurship activities and performance in various disciplines, some of the institutions simply present entrepreneurship education in the context of vocational training. Entrepreneurship is broader than Vocational training. Vocational training is an aspect of entrepreneurship. This attitude creates problems for the definition of entrepreneurship education in Nigeria.

Problems of Entrepreneurship Education in Home Economics according to Karen, (2009) include; Inadequate Funding, Acute shortage of equipment /facilities, Population Upsurge in students' enrolment in tertiary institutions, Moral laxity and negative attitude of student, Lack of Managerial Process, Poor Planning and Coordination among others. Gibb (2002) argues that for this policy to be effective there is need for an enabling environment. The content and management of the course seems not to provide the necessary skills and knowledge required for entrepreneurial activities. Hence, the purpose of establishing the entrepreneurship studies seems not to have been attained. It is for this reason that Okezie et al. (2013) suggest the need to find out the problems with the program and how it can be managed and delivered so as to meet its goals and objectives. If entrepreneurship education is expected to attain the desired goals of the country, then the many challenges Nigerian tertiary school are facing need to be discussed and addressed. Among the challenges identified by Okezie are:

- (a) Wage-earner culture of society:
- (b) Ignorance of school administration:
- (c) What to teach and to who:
- (d) Who is to teach entrepreneurship:
- (e) Lack of teaching Materials:
- (f) Government and policy-makers:
- (g) Systemic Corruption:
- (h) Poor access to vocational skills:
- (i) Absence of regulatory mechanisms:
- (j) Administrative and trade barriers:

(k) Infrastructural deficits:

(l) Lack of a pro-active regulatory environment.

The reason behind the business failure mainly comes from the lack of skills (Dowling, 2003; Zimmerer and Scarborough, 2003). According to Rudman, (2008) who stated that individuals who have work experience and educational background, got a set of various skills become more likely entrepreneurs and make better business progress than others. Apparently, there are few or no more ‘white-collar’ job virtually in the whole world. Students’ future can only be guaranteed with what they trained themselves with and how they have put that into practice; and the experience the students gathered is to make them their own boss after graduation.

The educational system before now was directed at the production of graduates for government employment without taking into cognizance of the labour market. The menace of unemployment and poverty spurred the Nigerian government into developing a policy framework for youth entrepreneurship education. It has also been spurred by the realization of the extent to which the phenomenon serves as a key factor in economic development. However, despite the great prospects of entrepreneurship education, the programme is being hindered by so many factors. No country can as a matter of fact move forward technologically, industrially and economically without developing strong, private partner initiatives in the creation of wealth, poverty alleviation and employment generation with the required skills. It is believed that the Nigerian Government obliged the teaching of entrepreneurship education in secondary schools in order to strategically position her economy as the leader in Africa by letting these graduates self-employed and thereby reducing unemployment. The entrepreneurship education delivered to schools is not meeting the aims and the objectives for its introduction. The content and management of the course seems not to provide the necessary skills and knowledge required for entrepreneurial activities. Hence, the purpose of establishing the entrepreneurship studies seems not to have been fully attained and it is for this reason, it is essential to find out the challenges militating against the program and how it can be managed and so as to meet its goals and objectives.

Purpose of the Study

Generally, the purpose of the study is to the challenges militating against entrepreneurship in Home Economics among Tertiary Institution Students. Specifically, the study seeks to:

- i. Investigate the challenges hindering the acquisition of Entrepreneurship skills among Home Economics Students in tertiary Institution in Lagos State.
- ii. Examine the ways in which Entrepreneurial skills can be enhanced among undergraduate students of Home Economics.
- iii. Determine the impact of Home Economics students’ exposure to entrepreneurship education and the ability to thrive in the world of work?

Research Questions

The following research questions were formulated to guide the study

- i. What are the challenges hindering the acquisition of Entrepreneurship skills among Home Economics Students in tertiary Institution?
- ii. What are the ways in which Entrepreneurial skills can be enhanced among undergraduate students of Home Economics?
- iii. What is the impact of Home Economics students’ exposure to entrepreneurship education and the ability to thrive in the world of work?

Methodology

The descriptive survey research **design** was adopted in this study. The study was carried out in Lagos metropolitan area of the South-Western zone of Nigeria. The **population** of the study consisted of all the Home Economics Students in University of Lagos and Federal College of Education (FCE) Technical in Lagos State. Proportionate stratified random **sampling** technique was adopted in selecting 50 respondents, made up of 30 Home Economics Students from University of Lagos and 20 from FCE (Technical) Akoka, Lagos State. A structured questionnaire was used for data collection which comprised of 32-items, based on a 5-point Likert scale pattern of Strongly Agree (SA=5), Agree (A=4), Undecided (U=3) Disagree (D=2) and Strongly Disagree (SD=1). The instrument was face and content **validated** by two experts: One lecturers from the Department of Science and Technical Education and one lecturer from Federal College of Education (Technical) Akoka, Lagos State, Nigeria. A **reliability** co-efficient of 0.79 was obtained using Cronbach Alpha analysis to determine the internal consistency of the questionnaire-items. Data were collected by the researcher with the help of research assistance who were specifically trained for that purpose. The **50** copies of 32-items questionnaire were administered to all the respondents. All the 50 copies of the questionnaire administered were retrieved within two weeks, giving a 100% returned. The data collected from the study were analyzed using **percentage, Mean and Standard Deviation** for answering the research questions. An item with the Mean of 3.50 or above were regarded as **Agreed**; while any item with Mean below 3.50 were considered as **Disagreed**.

Results

Research Question One

Table 1: What are the challenges hindering the acquisition of Entrepreneurship skills among Home Economics Students in tertiary institution in Lagos State?

S/N	Challenges hindering acquisition of entrepreneurial skills	SA (%)	A (%)	UD (%)	D (%)	SD (%)	Mean	STD.	Remark
1	Recruiting qualified lecturers with appropriate knowledge and pedagogy will reduce the problem of teaching and learning home Economics	24 (48.0)	21 (42.0)	-	3 (6.0)	2 (4.0)	4.24	1.011	A
2	Raising funds for establishment of business is a challenge to most graduates of Home Economics	23 (46.0)	25 (50.0)	2 (4.0)	-	-	4.42	0.569	A
3	Funding entrepreneurship education in schools and universities is still a challenge	20 (40.0)	18 (36.0)	2 (4.0)	3 (6.0)	7 (14.0)	3.82	1.381	A
4	Young graduates are faced with the challenge of accessing bank loans and credit facilities	21 (42.0)	18 (36.0)	1 (2.0)	3 (6.0)	7 (14.0)	3.86	1.386	A
5	Dealing with the poor power supply across the nation is a set back	22 (44.0)	21 (42.0)	2 (4.0)	3 (6.0)	2 (4.0)	4.16	1.027	A
6	The state of insecurity discourages young graduates from venturing into businesses	20 (40.0)	17 (34.0)	2 (4.0)	4 (8.0)	7 (14.0)	3.78	1.404	A
7	Departments of Entrepreneurship Education are yet to be created in many tertiary institutions.	22 (44.0)	20 (40.0)	4 (8.0)	2 (4.0)	2 (4.0)	4.16	1.007	A
8	Young graduates are under the pressure from parents on the quest to make quick money which makes them run after while collar jobs.	24 (48.0)	21 (42.0)	-	3 (6.0)	2 (4.0)	4.24	1.011	A
9	Entrepreneurship education curriculum is still	23	25	2	-	-	4.42	0.569	A

	ineffectively implemented.	(46.0)	(50.0)	(4.0)					
10	The government needs to provide adequate facility and technology / equipment to cope with the increasing school enrolment	20 (40.0)	18 (36.0)	2 (4.0)	3 (6.0)	7 (14.0)	3.82	1.381	A
11	Dealing with the style of teaching that stresses theoretical instead of practical approach is a major hindrance to home Economics as an entrepreneurship education	21 (42.0)	18 (36.0)	1 (2.0)	3 (6.0)	7 (14.0)	3.86	1.386	A
12	Lack of government interest in promoting small scale businesses constitute set back	23 (46.0)	22 (44.0)	1 (2.0)	2 (4.0)	2 (4.0)	3.94	1.173	A

Strongly Agree (SA) = 4.5 & above; Agree (A) = 3.50-4.49; Undecided (UD) = 2.5-3.49; Disagree (D) = 1.50-2.49; and Strongly Disagree (SD) = below 1.5

Table 4.4 result shows that all of the mean scores of the items 1-12 in the table are greater than 3.5. This implies that the majority of the respondents agreed with items 1-12 on the challenges hindering the acquisition of Entrepreneurship skills among Home Economics Students in University of Lagos. Hence, the respondents opined that Recruiting qualified lecturers with appropriate knowledge and pedagogy will reduce the problem of teaching and learning home Economics (Mean=4.24; SD=1.011); Raising funds for establishment of business is a challenge to most graduates of Home Economics (Mean=4.42; SD=0.569); Funding entrepreneurship education in schools and universities is still a challenge (Mean=3.82; SD=1.381). Young graduates are faced with the challenge of accessing bank loans and credit facilities (Mean =3.86; SD=1.386); Dealing with the poor power supply across the nation is a setback (Mean=4.16; SD=1.027); The state of insecurity discourages young graduates from venturing into businesses (Mean=3.78; SD=1.404); Departments of Entrepreneurship Education are yet to be created in many tertiary institutions. (Mean=4.16; SD=1.007); Young graduates are under the pressure from parents on the quest to make quick money which makes them run after white collar jobs (Mean=4.24; SD=1.011); Entrepreneurship education curriculum is still ineffectively implemented (Mean=4.42; SD=0.569); The government needs to provide adequate facility and technology / equipment to cope with the increasing school enrolment (Mean=3.82; SD=1.381); Dealing with the style of teaching that stresses theoretical instead of practical approach is a major hindrance to home Economics as an entrepreneurship education (Mean=3.86; SD=1.386); and that Lack of government interest in promoting small scale businesses constitute set back (Mean=3.94; SD=1.173)

Research Question Two

What are the ways in which Entrepreneurship skills can be enhanced among undergraduate students of Home Economics?

S/N	Ways entrepreneurship skills can be enhanced	SA (%)	A (%)	UD (%)	D (%)	SD (%)	Mean	STD.	Remark
1	Introducing entrepreneurial activities at the early stage of education is a sure way to enhance their skills	23 (46.0)	25 (50.0)	2 (4.0)	-	-	4.42	0.569	Agreed
2	Adoption of practical/field training scheme is very essential	24 (48.0)	21 (42.0)	-	3 (6.0)	2 (4.0)	4.24	1.011	Agreed
3	Intensive mass mobilization and enlightenment programs like seminars, workshops, conferences need to be introduced into Home Economics	23 (46.0)	25 (50.0)	2 (4.0)	-	-	4.42	0.569	Agreed
4	Graduating students need to be provided credit facility as take-off grants from governments	20 (40.0)	25 (50.0)	1 (2.0)	1 (2.0)	3 (6.0)	4.16	1.007	Agreed
5	Government needs to put more attention to monitoring how home Economics as an entrepreneurship course is taught in schools	22 (44.0)	25 (50.0)	-	1 (2.0)	2 (4.0)	4.28	0.895	Agreed
6	The Govt. representatives should disburse monies meant for entrepreneurs judiciously and not	24 (48.0)	21 (42.0)	-	3 (6.0)	2 (4.0)	4.24	1.011	Agreed

	divert to private use.								
7	Provision of funds by governments for schools and universities for entrepreneurship education.	23 (46.0)	25 (50.0)	2 (4.0)	-	-	4.42	0.56 9	Agreed
8	Government should ensure that beneficiaries of take-off grants use the money appropriately.	17 (34.0)	22 (44.0)	4 (8.0)	3 (6.0)	4 (8.0)	3.90	1.17	Agreed
9	Training and retraining of teachers/lecturers of entrepreneurship education is very essential.	23 (46.0)	25 (50.0)	2 (4.0)	-	-	4.42	0.56 9	Agreed
10	Lecturers need update their knowledge through research, seminars, workshop and conferences to improve skills/competences.	18 (36.0)	20 (40.0)	2 (4.0)	5 (10.0)	5 (10.0)	3.82	1.29 1	Agreed
11	There is the need to make Home Economics as an entrepreneurship education attractive to students through incentives	3 (6.0)	4 (8.0)	4 (8.0)	17 (34.0)	22 (44.0)	1.98	1.17 5	Disagreed
12	Provision of relevant teaching materials and adequate infrastructural facilities will boost the morale of lecturers in Home Economics	23 (46.0)	25 (50.0)	2 (4.0)	-	-	4.42	0.56 9	Agreed

Strongly Agree (SA) = 4.5 & above; Agree (A) = 3.50-4.49; Undecided (UD) = 2.5-3.49; Disagree (D) = 1.50-2.49; and Strongly Disagree (SD) = below 1.5

Table 4.5 result shows that most of the mean scores of the items 1-12 in the table are greater than 3.5. This implies that the majority of the respondents agreed with items 1-10, and item 12, while they disagreed with item 11 on the ways in which Entrepreneurship skills can be enhanced among

undergraduate students of Home Economics. Hence, the respondents opined that Introducing entrepreneurial activities at the early stage of the youths is a sure way to enhance their skills (Mean=4.42; SD=0.569); Adoption of practical/field training scheme is very essential (Mean=4.24; SD=1.011); Intensive mass mobilization and enlightenment programs like seminars, workshops, conferences need to be introduced into Home Economics (Mean=4.42; SD=0.569); Graduating students need to be provided credit facility as take-off grants from governments (Mean =4.16; SD=1.007); Government needs to put more attention to monitoring how home Economics as an entrepreneurship course is taught in schools (Mean=4.28; SD=0.895); The Govt. representatives should disburse monies meant for entrepreneurs judiciously and not divert to private use. (Mean=4.24; SD=1.011); Provision of funds by governments for schools and universities for entrepreneurship education (Mean=4.42; SD=0.569); Government should ensure that beneficiaries of take-off grants use the money appropriately (Mean=3.90; SD=1.170); Training and retraining of teachers/lecturers of entrepreneurship education is very essential (Mean=4.42; SD=0.569); Lecturers need update their knowledge through research, seminars, workshop and conferences to improve skills/competences. (Mean=3.82; SD=1.291); There is no need to make Home Economics as an entrepreneurship education attractive to students through incentives (Mean=1.98; SD=1.175); and Provision of relevant teaching materials and adequate infrastructural facilities will boost the morale of lecturers in Home Economics (Mean=4.42; SD=0.569).

Research Question Three

What is the impact of Home Economics students’ exposure to entrepreneurship education on the ability to thrive in the world of work?

S/N	Impact of Home Economics exposure to entrepreneurship education	SA (%)	A (%)	UD (%)	D (%)	SD (%)	Mean	ST D.	Remark
1	I have developed soft skills necessary for thriving as an entrepreneur after graduation	6 (12.0)	7 (14.0)	11 (22.0)	21 (42.0)	5 (10.0)	2.56	1.2 03	UD
2	I can perform far above my counterparts in non-formal vocational training centres.	2 (4.0)	3 (6.0)	6 (12.0)	18 (36.0)	21 (42.0)	1.94	1.0 66	D
3	Willingness to take action is an essential factors that an entrepreneur must have before starting the	25 (50.0)	21 (42.0)	-	2 (4.0)	2 (4.0)	4.32	0.9 68	A

	business								
4	I have adequate skills and knowledge that will assist me to start my own business	3 (6.0)	2 (4.0)	-	23 (46.0)	22 (44.0)	1.82	1.0 52	D
5	I have developed the ability to continuously improve and survive in the business world	10 (20.0)	4 (8.0)	1 (2.0)	19 (38.0)	16 (32.0)	2.46	1.4 99	D
6	I can manage all possible situations and solve the hardest problems that will be the most consistent thing in your business life	5 (10.0)	4 (8.0)	1 (2.0)	21 (42.0)	19 (38.0)	2.10	1.2 69	D
7	An entrepreneur must be patient and ready to continue even if he or she loses the first battle	25 (50.0)	20 (40.0)	1 (2.0)	2 (4.0)	2 (4.0)	4.28	0.9 81	A
8	A successful entrepreneur takes a risk	23 (46.0)	22 (44.0)	1 (2.0)	1 (2.0)	3 (6.0)	4.22	1.0 25	A

Strongly Agree (SA) = 4.5 & above; Agree (A) = 3.50-4.49; Undecided (UD) = 2.5-3.49; Disagree (D) = 1.50-2.49; and Strongly Disagree (SD) = below 1.5

Table 4.6 result shows that most of the mean scores of the items 1-8 in the table are less than 3.5. This implies that the majority of the respondents only agreed with items 3, 7, and 8, undecided on item 1, and they disagreed with items 2, and 4-6 on the impact of Home Economics students' exposure to entrepreneurship education on the ability to thrive in the world of work. Hence, the respondents were undecided on whether have developed soft skills necessary for thriving as an entrepreneur after graduation (Mean=2.56; SD=1.203); while they also opined that they cannot perform far above my counterparts in non-formal vocational training centres (Mean=1.94; SD=1.066); Willingness to take action is an essential factors that an entrepreneur must have before starting the business (Mean=4.32; SD=0.968); they do not have adequate skills and knowledge that will assist them to start their own businesses (Mean =1.82; SD=1.052); they have not developed the ability to continuously improve and survive in the business world (Mean=2.46; SD=1.499); they cannot manage all possible situations and

solve the hardest problems that will be the most consistent thing in their business life (Mean=2.10; SD=1.269); An entrepreneur must be patient and ready to continue even if he or she loses the first battle (Mean=4.28; SD=0.981); and that A successful entrepreneur takes a risk (Mean=4.22; SD=1.025).

5.1 Discussion of Findings

Table 1 revealed the challenges militating against acquisition of Entrepreneurship skills among Home Economics Students in tertiary institution which include the recruitment of unqualified teachers; business capital; inadequate funding of entrepreneurship education in schools and universities; inability to access bank loans and credit facilities; etc. This finding is in line with Bula (2012) who opined that many teachers teach without instructional materials because they are expensive. The present economic situation points to the fact that parents may not be able to pay the school fees and still provide learning materials for their wards; this may prevent the students from putting into practice skill the teacher has taught. Rudman (2008), who observed that the learning of skill need more time and so students require additional periods to perfect these skills .Time is an essential aspect in skill acquisition; no wonder then, students finds it difficult to replicate most of the skills they acquired from schools. Another school findings showed that facilities available are inadequate. This result may not be surprising, as it is well known the government has not been equipping schools with equipment. The number of students are increasing by the day; therefore they need adequate equipment to be able to carry out practical. This finding is also supported by Mueller (2000) who opined that students are likely to develop negative attitude towards the programme if they do not have equipment for continuous practice. The effect is that these students will not have confidence in handling the equipment for business purposes when they graduate from school. Bolton (2012) stated that inadequate materials needed for practical classes and inability of teachers to improvise is a great impediments to the Home Economics Education practical lectures.

Findings from this study also show that methods utilized for Home Economics Education courses are uninteresting, and lecturers do not utilize modern learning facilities to teach. This is supported by Obeta (2016), who reported that incompetence of some clothing and textile teachers in their instructional strategy is a basic challenge in the learning of the course. Another finding is that lecturers mostly utilize lecture method to teach practical courses. This finding is in consonance with Uwameiye(2019),who opined that the act of resorting to theoretical teaching of vocational subjects is a serious deviation from the principles of vocational and technical education, which recognize the importance of workshop and laboratories in the teaching of the subject. Home economics is a vocational course and should be taught as such, using lecture method should be discouraged. This may be responsible for the low interest in the subject by students. Furthermore, in the views of Ikeme (2012), teachers' poor knowledge of practical use of equipment and lack of skill facilitator to train students is a threat to skill acquisition in entrepreneurship in tertiary institutions.

Table 2 findings revealed the ways in which Entrepreneurship skills can be enhanced among undergraduate students of Home Economics which include the introduction of entrepreneurial activities at the early stage of the students, adoption of practical/field training scheme, intensive mass mobilization and enlightenment programs like seminars, workshops, and conferences, among others. This implies that Home Economic teachers should have enough experience regarding teacher-related strategies for creativity enhancement. Such experience includes the use of flexible instructional delivery system, continually revising the curriculum, adopting thought-provoking instructional materials, among other numerous innovative strategies. The finding is related to that of Uwameiye (2019) that some

Home Economics teachers are not competent in some areas of Home Economics. As a result, they avoid teaching those aspects and give little attention to it. Home Economics teachers should be skilled and should use different teaching methods in teaching depending on the topic, especially practical topics. This is supported by Comming (2014), who noted that the benefits of innovative teaching methods and techniques is to help present information in different forms and promote more significant problem solving, critical thinking, and creativity competencies. Because students have more opportunities to interact with their teachers and with the learning environment, creative thinking is initiated and learning is enhanced.

The findings also revealed, among other things, that it is necessary to change the perception of the public towards Home economics by re-branding and revising the curriculum in order to achieve its goals within the present socio-economic need and rise in unemployment. Besides, the provision and use of a properly equipped laboratory will allow Home Economics students to explore, practice, and gain more experiences in Creativity. School administrators must encourage professional staff development and growth by giving Home Economics teachers opportunities and financial support for further self-development and trainings to update their knowledge. The finding aligned with Maritz (2015), who stated that teachers who are motivated continuously tend to give in their best, hence improved productivity. Again, when a teacher's confidence is boosted, and the teacher feels competent with their abilities, instructional delivery improves. In agreement with this finding, Ogueri (2013) pointed out that teachers should be provided with opportunities for their development to enhance creative performance.

Conclusion

The study concluded that the challenges militating against Entrepreneurship skills among Home Economics Students in tertiary institution also affects the national development because the students are not contributing their own quota effectively. More so, The ways in which Entrepreneurship skills can be enhanced among undergraduate students of Home Economics include the introduction of entrepreneurial activities at the early stage of the course, adoption of practical/field training scheme, intensive mass mobilization and enlightenment programs like seminars, workshops, conferences, among others on regular bases.

Recommendations

1. No teacher should be allowed to teach home economics subject without possessing a certificate in any of the home economics area.
2. Entrepreneurial topics should be introduced right from primary school level of education
3. It should be made compulsory by the University authority that every graduating home economics student to have a functioning business before graduation.

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