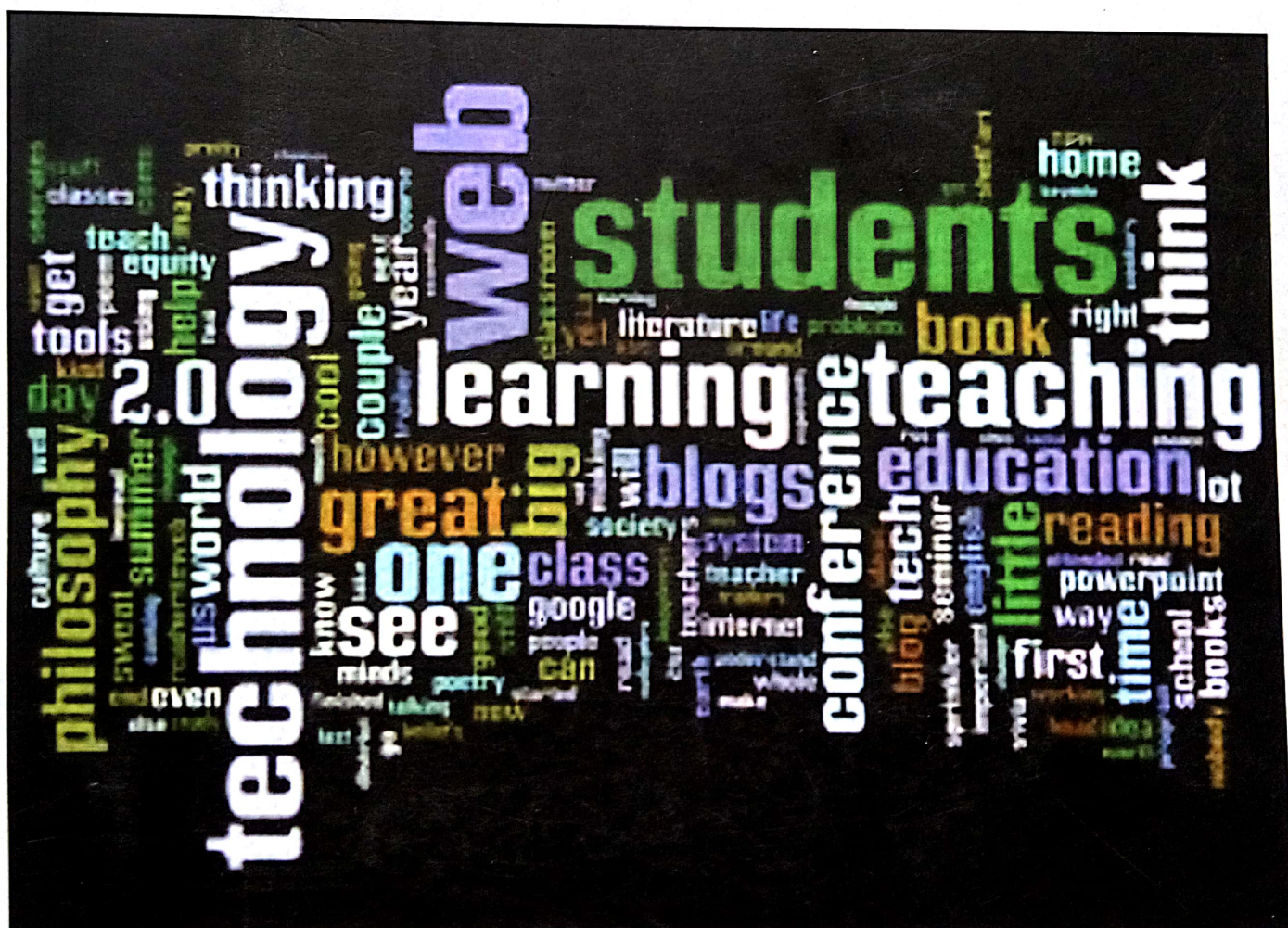


Nigerian Journal of
**Educational
Technology
(NiJET)**

Volume 1, Nos. 1 & 2, 2016

Online: <http://journal.nijet.org.ng>
email: editor@nijet.org.ng
editor.nijet@gmail.com



Publication of:

The Department Of
Educational Technology
University Of Ilorin



ASSESSMENT OF ENTREPRENEURIAL TRAITS ON SKILLS ACQUISITION AMONG HOME ECONOMICS
PRACTICUM AND SIWES STUDENTS IN UNIVERSITIES IN OGUN STATE

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Abstract

This study assessed entrepreneurial traits in skills acquisition among Home Economics Practicum and SIWES students in Ogun –State universities. Three specific objectives and three research questions were stated. The only 3 public Universities were used for the study. 120 students were purposely selected from the 3 universities to fill 23-item questionnaire that consisted of three sections. Descriptive statistics was used to analyze the data collected. The findings revealed that both male and female participated in the Home Economics Practicum and SIWES training but majority of them are females. In addition, majority of the respondents are single Christian and fall above age 21 years. Also, it was revealed that majority of their entrepreneurial skills are acquired and relevant. Furthermore, majority of respondents strongly agreed and agreed that certain entrepreneurial traits in acquisition. It was concluded that since knowledge is power, the Home Economics graduates should utilize the ideas and skills acquired in the universities effectively to make money for their sustenance after school. Among recommendations stated is that universities should provide a well-furnished flat for this practicum and all students should undergo SIWES training in organization relating to Home Economics to acquire entrepreneurial skills.

Keywords: *Assessment, Home Economics. Entrepreneurship, Practicum and SIWES.*

Introduction

Knowledge is power. Education is vital to individual, society and nation at large. Whosoever that says education is expensive let him/her try ignorance and idleness. Individual, society and nation need to invest greatly on entrepreneurial skills development and training for creating jobs as well as increasing national productivity. Leach (2002) asserted that training and entrepreneurial skills developments are necessary for successful career as an entrepreneur. Hence, the benefits of training and skill developments cannot be over-emphasized in raising the living standard of entrepreneurs. Also, Hatten (2006) viewed training and entrepreneurial skill developments as necessary tools needed for a successful career by an entrepreneur.

Furthermore, Arubayi (2009) pointed out that entrepreneurial skills acquisition is the way out of the harsh economic conditions in Nigeria and other developing countries. In addition, Ukpore (2006) pointed out that if learner can be more serious during practicum and Students Industrial Work Experience Scheme (SIWES) training, they will acquire more knowledge that will make them to be more competent and be successful entrepreneur in a chosen enterprise. Osakwe (2011), Njoku (2007) and Okorie (2000) explained further that this is the reason we can hardly see any industrialized country without well-developed education. These industrialized countries invest heavily on education and training in entrepreneurial skills.

Arowomole and Adedokun (2006) viewed entrepreneurship as an undertaking in which one is involved in the task of creating and managing an enterprise for a purpose. Also, Obasan (2005) sees entrepreneurship as the process of creating something new and assuming the risk and rewards thereof and

also thought of it as the art of managing both small and large organization with a view of creating satisfaction on both sides. Furthermore, Opara (2006) and Olagunju (2008) viewed entrepreneurship as the willingness and ability of an individual to seek out investment in an environment and be able to establish and run it successfully based on the identified opportunity.

There are various entrepreneurial skills involved in any enterprise. Entrepreneurial skills involve the acquisition of abilities, knowledge and competencies that will enable learners or entrepreneurs to make use of existing resources to produce goods and services. Ifegbo (2002) defined entrepreneurial skills as the acquisition and development of appropriate knowledge and skills that will enable an individual to maximize the resources around him. Home economics is a broad field of study that teaches us how to manage our resources and household. Therefore, it deals with the management of material and non-material resources in the family. In addition, Home Economics involves practical skills that if the learner pays full attention can develop entrepreneurial skills, the learner can use to sustain himself (Anyakoha 2011 and Igbo 2006). It is during the Practicum and SIWES training that more skills can be acquired.

Home economics practicum is a laboratory experience designed to impact skills of home economics into the students. It is the practical application of specific school learning to home and entrepreneurial activities. These learning activities related to family problems and enterprises which are planned, carried out and evaluated by the students under the guidance of the lecturers and the supervisors for the purpose of personal development and improvement of home life and enterprise. In addition, SIWES exercise is to expose students to outside school practical experience. This will enable them to have all-round learning experience in theory and entrepreneurial skills.

Home economics entrepreneurial skills embrace the following: food processing and preservation. Hospitality business, child development and nursery management, pattern development and adaptation, clothing construction and merchandise, fast food and restaurant operations, Textile Design, Decoration, Production and Merchandise, Interior decoration, production and merchandise, interior decorations, exterior decorations. Anyakoha (2006) explained that one can involve in home economics entrepreneurial skills on; embroidery, knitting and cloth weaving, operation of haber dasher, costume production, tailoring if one can pay attention and be serious in school and outside school, the training involved are enough for the graduates to stand on their own after school to make money without depending on friends, families and colleagues.

It is on this that question on "why do home economics graduates still roaming about without work to do? This forms the basis of this study to assess entrepreneurial trait on skills acquisition among Home Economics students in Nigeria Universities especially in Ogun State.

The purpose of this study is to assess determinants of entrepreneurial skills acquisition among Home Economics Practicum and SIWES students in Ogun State Universities. Specifically, the study examined:

1. Socio-economic characteristics of Home Economics practicum and SIWES students in Ogun State Universities.
2. Home Economics Entrepreneurial skills acquired and their relevance.
3. Entrepreneurial traits on skills acquisition of the respondents in the study areas.

Research Questions.

1. What are the socio-economic characteristics of Home Economics Practicum and SIWES students in Ogun State Universities?
2. What are the Home Economics Entrepreneurial skills acquired and their relevance?
3. What are the entrepreneurial traits on skills acquisition of the respondents in the study areas?

Methods

Area of study: - Ogun State otherwise known as Gateway State was located in the South West of Nigeria and was created on February 3rd 1976. The State has within the tropics and consists of twenty (20) Local Government Councils with three public universities namely;

1. Federal University of Agriculture, Abeokuta, Ogun-state
2. Olabisi Onabanjo University, Ago-iwoye Ogun-state
3. Tai Solarin University of Education, Ijebu-Ode, Ogun-state.

Population of the study: it consists of four hundred level Economics Students in the three universities of Ogun State, Nigeria that had gone through Home Economics Practicum and SIWES (Student Industrial Work Experience Scheme) training.

Sample and Sampling Techniques: the sample of the study was drawn from the three public higher institutions namely Federal University of Agriculture, Abeokuta, Tai Solarin University of Education, Ijebu-Ode and Olabisi Onabanjo University, Ago-iwoye. From each of the institutions and three hundred levels, forty students were purposively selected making a total of 120 students using simple random technique.

Instrument of Data Collection: Primary method of data collection was used for the study through structural and validated questionnaire consisted of 23-items. It consisted of three sections. Section A: 4-items of socio economic characteristics of the respondents with frequency counts and percentages consisted of frequency counts. Section B of 8-items of respondents entrepreneurial skills acquired and relevance. It also consisted of Y=yes or N= No, R- Relevant, NR- Not Relevant, LR- Low Relevant, R- Relevant and VR- Very Relevant were used. Section C of 11-items determinants of respondents entrepreneurial skills acquired and relevancy. In addition it consisted of 5-Likert Scale option

Methods of Data Analysis: Descriptive statistics were used to analyse the collected data. The tools used were frequency count, and percentages.

Table 1:
Distribution of the Socio-economic Characteristics of the respondents

S/N	Socio-economic Characteristics	Frequency	Percentages
1	Age: Up to 20 years	8	6.70
	21-22years	34	28.40
	23-24 years	44	36.60
	Above 24 years	34	28.30
2	Sex: Male	86	71.70
	Female	34	28.30
3	Religion: Christianity	63	52.50
	Islam	57	47.50
4	Marital Status: Single	119	99.20
	Married	1	0.80

Table 1 showed the frequency distribution of the socio economic characteristics of the respondents in the study area. The data revealed that 6.7 percent of respondents were up to 20 years while 28.4 percent of the respondents were between 21-22 years, 36.7 percent of the students falls between 23-24 years of age and 28.3 percent were above 24 years of age. Also it was shown that most of the respondents were male with 71.7 percent and 28.3 were female.

Table 2:
Distribution of respondents entrepreneurial, acquired and relevancy

S/N	Entrepreneurial skills	AcquiredSkills		Relevance of The Skills			
		Y	N	NR (%)	LR (%)	R (%)	VR (%)
1	Food processing and preservation	120(100.0)	---	----	---	38(31.7)	82(68.3)
2	Hospitality business	116(96.7)	4(3.3)	4(3.3)	40(33.3)	72(60.0)	4(3.3)
3	Fast foods and Restaurant operations.	120(100.0)	----	-----	2(1.7)	19(15.8)	99(82.5)
4	Clothing construction/merchandise	118(98.3)	2(1.7)	2(1.7)	15(12.5)	28(23.3)	75(62.5)
5	Child Development and Nursery Management	89(74.2)	31(25.8)	30(25.0)	59(49.2)	26(21.7)	5(4.2)
6	Textile Design Decoration, Production and Merchandise	88(74.2)	32(26.7)	32(26.7)	63(52.5)	18(15.0)	7(5.8)
7	Exterior Decorations, Landscaping and Horticulture	106(88.3)	14(11.7)	9(7.5)	41(34.2)	46(38.3)	24(20.0)
8	Embroidery, Knitting and Weaving	112(93.3)	8(6.7)	3(2.5)	43(35.8)	49(40.8)	25(20.8)

Key: Y= Yes, N=No, NR= Not Relevant, LR= Low Relevant R- Relevant VR= Very Relevant

Table 2 showed various entrepreneurial skills acquired and relevant by the respondents. On food processing and preservation, 100 percent of the respondents agreed that they were exposed to the skills while 31.7 percent of the respondents agreed that the skills have relevant 68.3% respondents have the

opinion that they are very important techniques. Hence, it is expected that the students that should be able to put to practice the food processing and preservation. Also, 96.7 percent of the respondents were exposed to hospitality business skills. However, 60.0 percent of the respondents posited that the entrepreneurial skills were relevant to those that may want to embark on it. Furthermore, the table indicated that all the respondents (100%) were exposed to fast foods and restaurant operations. They were of the opinion that the skills were very relevant. In the same vein, 98.3 percent of the respondents posited that they acquired clothing construction and merchandise skills which 62.5 percent and believed to be relevant to their skills. For child development, 6788 majority (74.36%, 74.2%, 88.3% and 93.3%) of the respondents were exposed and believed to be relevant.

Table 3: Entrepreneurial traits on skills Acquisition of the Respondents

S/N	ENTREPRENEURIAL TRAITS	SA F(%)	A F(%)	U F(%)	D F(%)	SD F(%)
1	I have leadership skill	75(62.5)	45(37.5)	---	---	---
2	I have goals to establish an enterprise	24(20.0)	96(80.0)	---	---	---
3	I have the spirit of self confidence	85(70.8)	35(29.2)	---	---	---
4	I am task oriented	11(9.2)	109(90.8)	---	---	---
5	I am courageous to adapt to changing condition	54(45.0)	64(53.3)	2(1.7)	---	---
6	I have the ability to take risk	34(28.3)	72(60.0)	10(8.3)	2(1.7)	2(1.7)
7	I have the knowledge on how to make profit in a business	29(24.2)	90(75.0)	1(8)	---	---
8	I have ability to organize resources to achieve goal.	72(60.0)	48(40.0)	---	---	---
9	I have the ability to innovate and be creative.	71(59.2)	46(38.3)	---	3(2.5)	---
10	I have high need for achievement and success.	86(71.9)	33(27.5)	---	---	---
11	I possess strong desire for responsibility and independence.	69(57.5)	50(41.7)	---	1(8)	---

Source: Field Survey (2015).

Key: SA: Strongly Agree, A: Agree, U: Undecided, D: Disagree, SD: Strongly Disagree, F: Frequency and %: Percentage

Table 3 indicates respondents entrepreneurial traits in skills acquired, majority of the respondents strongly agreed that they have leadership skill (62.5%) and self-confident in the skills acquired (70.8%). Also, 60.0 percent, 59.2 percent, 71.7 percent and 57.5 percent of the respondents strongly agreed that they have ability to organize resources to achieve goals, innovate and creative have need for achievement and success in skill acquired and lastly possess strong desire for responsibility and independence respectively.

In addition, the respondents agreed that they are goal oriented (80.0%) and task oriented (90.8%). About 53.3% agreed that they have to changing condition while 75%.of the respondents agreed that they have ability to make profit in an enterprise. However, 1.7% of the respondents disagree that they have no capacity to adapt to changing condition and 2.5% have ability to innovate and create and 1.7% of the respondents disagreed that they have ability to take risks while 8% disagreed that they possess strong desire for responsibility.

Discussion of the findings.

The findings of the research study showed that on Table 1, majority of the respondents age ranges from 21-22 years (28.4%), 23-24 years (36.6%) and above 24 years (28.3%). On gender, majority of them are female (71.7%) on religion, majority of them are Christians (52.5%) and on marital status majority of the respondents are single (99.2%).

Table 2 showed the distribution of the respondents' entrepreneurial skills acquired and relevant. Majority of the respondents agreed that eight types of Home Economics entrepreneurial skills are acquired and relevant. This is in line with Anyakoha (2011) and Igbo (2006) that confirmed that Home Economics involves so many entrepreneurial skills that can make the learner to become entrepreneur after school. Leach (2002) and Hatten (2006) explained that training and entrepreneurial skill development are necessary tools needed for successful careers by entrepreneurs. Arubayi (2009) stressed further that entrepreneurial skill acquisition is the way out of the harsh economic conditions. Ukpore (2006) pointed out that if a learner can be more attentive during practicum and SIWES training, they will acquire more knowledge and skills that will make them to be more competent and successful entrepreneurs in their chosen enterprise. Osakwe (2011), Njoku (2007) and Okorie (2000) explained further that this is why we can hardly see any industrialized country without a well-developed education. In fact, they invest heavily in education and training entrepreneurial skills.

Table 3 indicated determinants of entrepreneurial skills on the respondents. This implied that leadership is very important. In addition, leadership is concerned with the ability of the entrepreneur in using the most resources in the enterprise. This is in line with Nwafor (2007) which emphasized that no entrepreneur can succeed in running his enterprise if he is not a good leader.

Conclusion

Since knowledge is power, the Home Economics students should utilize the ideas and skills acquired in the university to make money for their sustenance after school. In addition, they should inculcate the idea of managing resources properly. This will enable Home Economics graduates to manage entrepreneurial crisis properly without quitting the enterprise. Hard times never last if entrepreneurs study market situation.

Recommendations

Based on the findings of the study, it is recommended that:

1. Institutions of higher learning with Home Economics in their programme should provide a well-furnished flat for this practical.
2. Every student must undergo SIWES exercise in an organization relating to their course of study.
3. Home Economics graduates should practice their entrepreneurial skills regularly for competency.
4. Governments should encourage young entrepreneurs with funds.
5. Home Economics supervisors should live near the practicum flat to enable her visit the students regularly.
6. The technologist who is also a Home Economist should be involved in the supervision of Home Economics practicum for efficiency.

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