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Motivating entrepreneurial skills among home science students

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Abstract

This study identified the ways of motivating entrepreneurial skills amongst home science students of Michael Okpara University of Agriculture, Umudike (MOUAU). The specific objectives of the study were to identify the skills available for Home Science students in the tertiary institutions, identify the factors hindering the acquisition of skills by Home Science students in tertiary institutions and identifying possible factors that can sustain entrepreneurial skills in students of Home Science. Convenient and purposive sampling techniques was used in the study with the help of questionnaire for data gathering. The population of the study comprised of 141 Home Science undergraduate students of MOUAU and a sample size of 105 respondents was obtained with the use of Yaro Yamen's formula. The statistical tools used for data analysis were frequency, mean and percentages (%) table to organize the data collected. Frequency and Percentage (%) was used to organize the demographic data of the students while mean was used to analyze the responses to research question. Among the findings of the study were lack of interest in the course on the part of the students, lack of sufficient time allocated to practical, lack of innovation, lack of creative skills, poor attitude of student towards practical lessons, and poor use of facilities in the laboratories are the factors hindering the acquisition of skills by students in Home Science department. Furthermore, lecturers conducting more practical lessons that involve participation of students, practical materials should be made available and accessible to students by the university management and universities should provide incentive for students of Home Science especially the graduating students, for easy access to the business world. Among many others are the factors that will improve the entrepreneurship skills among home science students. The study recommended that the teaching of Home Science courses should be practical oriented as this will help to improve student's creativity and innovativeness.

Keywords: motivating, entrepreneurial skills, home science and yaro yamen formula

Introduction

Unemployment remains one of the most critical problems facing every nation today, including Nigeria. Nigeria is the most populous nation in Africa and the second largest economy in the continent with a population of over 150 million, endowed with diverse human and material resources. Yet, unemployment rate among the youth is over 38 percent with secondary school graduates mostly found among unemployed rural population, accounting for about half of this figure, while university and polytechnic graduates make up the rest. If the rate of unemployment is not checked, it will lead to more graduates being recruited into the rank of oil theft syndicates, armed robbers, kidnappers, militants and insurgents. Unemployment is a global issue which increases every day.

Nigeria as a nation is rapidly growing in population. The demand for food, shelter, clothing and health care is seriously on the increase. The available white collar jobs are inadequate to absorb our youths after graduation from school. By implication, unemployment rate has been on the increase. The mass unemployment situation has led to series of odd vices like armed robbery, human trafficking, kidnapping and assassinations all over Nigeria. This state of affairs has resulted in instability and insecurity in this country. These factors are threats to national peace.

Furthermore, it has become increasingly apparent that entrepreneurship play a significant role in the socio-economic development of a society. Economically, entrepreneurship invigorates markets and promotes job creation through the formation of new businesses. History has shown that economic progress has been advanced by pragmatic people who are entrepreneurial

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and innovative, able to exploit opportunities and willing to take risks. Hence, transforming ideas into opportunities is the crux of entrepreneurship which undoubtedly raises productivity and enhances the transfer of technology. Socially, entrepreneurship empowers citizens, generates innovation and changes mindsets. Fostering entrepreneurship means promoting the competitiveness of a business especially in an increasing globalized world economy. Entrepreneurship make entrepreneurs adaptable to changing situations by promoting self-reliance thereby alleviating the problem of unemployment. Entrepreneurship harnesses the interests and innate potential of individuals, prevents wastes of human resources and serves as alternative in the absence of structured-employment. Entrepreneurship is the process of creating something new of 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. Entrepreneurship is seen as any novel activity which creates organizational change and economic value (Mazuyka and Birley, 2012)^[10].

By combining the above thoughts, it can be generalized that entrepreneurs are risk bearers, coordinators, organizers, gap-filers, leaders and innovators or creative initiators. These qualities are expedient in wealth creation and self-reliance through Home Science for national development.

Skill is the ability to do something expertly and well. It is an organized sequence of actions. To possess skill is to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individual through repetition or practice.

Bolt-Lee and Foster (2003) see skills as the art of possessing the ability to have power, authority or competency to do the task required of an individual on the job. Ezeani (2012)^[5] stated that skills are not a person's fundamental, innate capacities but must be developed through training, practice and experience. Skill acquisition is the process of acquiring or gaining effective and ready knowledge in developing one's aptitude and ability in a particular field (Kikechi *et al.* 2013)^[7]. The preparation of students for skill acquisition in order to be self-reliant is dependent on the acquisition of basic knowledge about employment opportunities, requirements and trends as well as the possession of marketable skills. Skills acquired by students would aid job creation, youth empowerment and poverty alleviation, which in turn has the capacity to solve various social problems. Students who acquire adequate work-skills have better options to become entrepreneurs after graduation. In support of this Kikechi *et al.* (2013)^[7] maintain that skill acquisition provides a platform for technological excellence in the face of globalization of the world economy. Akpotowoh and Amahi (2006)^[2] confirm that the skills acquired through business related subjects promote training in entrepreneurship as well as equip students with the requisite skills to establish and run small businesses of their own. The development of skill is an important function of educational institutions, especially among tertiary institution students.

Home Science as one of the arms of vocational and technical education, is a multi-disciplinary subject that embraces a very large area and draws from other disciplines such as arts and sciences in solving physical, social, economic and political problems of families, individuals and society. It is a very comprehensive and all-embracing discipline whose contributions to humanity and politics are unquantifiable. Home Science is defined at the tertiary level as; a broad field

of study that is primarily concerned with the improvement of welfare of individuals and families. It deals with all aspects of family life. It draws knowledge from many disciplines such as biology, physical and social sciences, humanities and arts. It unifies the knowledge drawn and uses it to teach people how to:

1. Determine the needs of individuals and families for food, shelter and clothing,
2. Seek the means of satisfying these needs,
3. Improve the goods and services used by families and
4. Become responsible and effective members of family and community, through effective home-making and gainful employment. As a skill-oriented course, Home Science is capable of equipping individuals with saleable skills that could make for employment. Home Science education aims at improving the quality of family life through effective development and utilization of human and material resources of a society. Thus, the primary concern of this study is to evaluate the entrepreneurial skills among Home Science students in Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria.

Materials and Methods

Research Design

Descriptive survey design was adopted in this work. Descriptive research is used to describe characteristics of population or phenomenon being studied.

Area of the Study

The geographical location of this research work is Abia State. Abia coordinates 5°25'N.

7°30'E/5.417° N/7.500 E/5.417°7.500. Its population is 2,833,999 according to the 2006 census. Its density is 450/km² (1,200/sq mi). Abia State, which occupies about 6,320 square kilometres (2,440 sq mi), is bounded on the north and northeast by the states of Anambra, Enugu, and Ebonyi. To the west of Abia is Imo State, to the east and southeast are Cross River State and Akwa Ibom State, and to the south is Rivers State. The southern part of the State lies within the riverine part of Nigeria. It is low-lying tropical rain forest with some oil-palm brush. The southern portion gets heavy rainfall of about 2,400 millimetres (94 in) per year especially intense between the months of April through October. The rest of the State is moderately high plain and wooded savanna. The most important rivers in Abia State are the Imo and Aba Rivers which flow into the Atlantic Ocean through Akwa Ibom State. There are 17 local government areas (LGAs) in Abia State. The capital city is Umuahia and Michael Okpara University of Agriculture, Umudike (MOUAU) was used as a case study.

Population of the Study

The population for this study was 141 Home Science undergraduate students in MOUAU.

Determination of Sample Size

The sample size for the study was 105 Home Science undergraduate students in Michael Okpara University of Agriculture Umudike. This was arrived at through a scientific method where Yaro Yamens formula was adopted. This is mathematically represented thus;

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample population
 1 = constant
 N = population (141)
 e = degree of error (0.05)

By substitution and computation, this implies:

$$\frac{141}{1+141(0.05)^2}$$

$$\frac{141}{1+141(0.0025)}$$

$$= 104.3$$

$$\approx 105$$

Sample and Sampling Techniques

This research work adopted convenient and purposive sampling techniques. The reason for adopting convenient techniques is to ensure that all the lecturers and students have an equal chance of being selected. A sample size of 10 for lecturers was used. 150 was sampled using Yaro Yamane formula.

Instrument for Data Collection

Structured questionnaire was used for data collection. The questionnaire was categorized in four (4) sections; A, B, C, D and E

- Section A: Bio data of Respondents.
- Section B: Identifying skills available for Home Science students in the tertiary institutions.
- Section C: Identifying factors that is hindering the acquisition of skills by Home Science students in tertiary institutions.
- Section D: Identifying possible factors that can sustain the students of Home Science.
 A four point rating scale was used for rating. Thus, Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD), Disagreed (D) with values 4, 3, 2, and 1 assigned respectively.

Validation of Instrument

The Instrument was validated by two experts (Lecturers) from Home economics Department, Michael Okpara University of Agriculture. Umudike. The contribution of validates reflected in the final draft of the instrument.

Reliability of the Instrument

Reliability is how genuine, guaranteed, and reliable the instrument used is, for the purpose of the research work. In the period, ten (10) copies of the questionnaire was sampled to ten (10) of our colleagues, this was used as sample collection. Thus, the questionnaire was judged reliable for data collection.

Data Analysis Techniques

The statistical tools used for data analysis were frequency, mean and simple percentages (%). Frequency was used to organize the data collected. Percentage (%) was use to organize the demographic data of the students while mean was used to analyze the responses to research question. The mean was calculated by assigning nominal values to the

response categories. Strongly agree (SA); Agree (A); strongly disagree (SD); Disagree (D) with values 4, 3, 2 and 1 assigned respectively.

Strongly Agree	4
Agree	3
Strongly Disagree	2
Disagree	1

Hence, the mean was computed as follows:

$$X = \frac{\sum x}{n}$$

$$\text{Which is } \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

To this extent, the cut-off becomes 2.5, any value below 2.5 is regarded as disagree while above 2.5 will be regarded as agreed.

An interval of scale of 0.5 was added to the mean to give 3.00, any response of 3 and above is regarded as agreed while response less than 3.00 is regarded as disagreed.

Results and Findings

Table 1: Socio-Demographic Characteristics of the Respondents

Demographic Characteristics of the Respondents	Frequency	Percentage
Male	25	23.8
Female	80	76.2
Total	105	100
Level of Study		
100 level	27	25.7
200 level	41	39.0
300 level	4	3.8
400 level	33	31.4
Total	105	100

Source: Field survey, 2017

Discussion of the Socio-Demographic Characteristics of the Respondents

Table 1 above shows the socio-demographic characteristics of the respondents studied.

The Study revealed that the majority of the students (76.2%) were female students while the minorities (23.800) were male. This could be attributed to the fact that Home Science is generally perceived as a feminine course. This result is in line with Okedi (2012), who stated that majority of students offering Home Economics in Nigerian tertiary institutions are female.

Finally, the majority (39%) of the respondents were 200 level students of Home Science Students Department followed by 400 level students of Home Science department (31.4%) and 100 level students of Home Science department while the minority (3.8%) of the respondents were 300 level students of Home science students. This result could be attributed to the fact that as at the time of this study, the 300 level students of Home Science department were on compulsory six months industrial training outside the university campus. It was only the few (3.8%) of them that were doing it around the university campus that responded to the questionnaire while other Levels were still in school.

Table 2: Major Entrepreneurial Skills Available for Home Science Students

S/N	Entrepreneurial Skills Available for Home Science Students	SA(f)	A(f)	SD(f)	D(f)	\bar{X}	SD	Remark
A	In Food and Nutrition							
i	Food service delivery	49	20	14	22	2.91	1.20	Accept
ii	Preparation of refreshing drinks e.g; zobo, yoghurt etc.	57	26	10	12	3.23	1.02	Accept
iii	Preparation of income yielding foods	65	9	18	13	3.20	1.12	Accept
B	Clothing and Textiles							
i	Pattern drafting using computer aided designs	40	16	34	15	2.78	1.11	Accept
ii	Pattern drafting using flat pattern method	56	23	15	11	3.18	1.04	Accept
iii	Electric sewing device operations	65	16	11	13	3.27	1.08	Accept
iv	Sewing of simple garments	62	21	12	10	3.29	1.01	Accept
v	Sewing garment with advanced designs and pattern	68	15	16	6	3.38	0.94	Accept
vi	Laundry service (using washing machine and iron etc).	74	13	11	7	3.47	0.93	Accept
C	Home management							
i	Gardening	63	18	13	11	3.27	1.04	Accept
ii	Decoration (interior and exterior)	64	21	12	8	3.34	0.96	Accept
iii	Bead making	75	16	9	5	3.53	0.84	Accept
iv	Production of home made cleaning agents, home made polish	66	20	9	10	3.35	0.99	Accept
v	Floral designs	57	25	16	7	3.26	0.95	Accept
D	Child Development and Care							
i	Day care centre management	63	29	8	5	3.43	0.83	Accept
ii	Child counseling	50	25	16	14	3.06	1.08	Accept
iii	Professional care giving	56	27	15	7	3.26	0.94	Accept
iv	Child tutoring	56	30	8	11	3.25	0.99	Accept
E	Consumer Education							
i	Conduct market survey	53	29	13	10	3.19	0.99	Accept
ii	Relate with consumer needs	46	24	28	7	3.04	0.99	Accept
iii	Understanding consumer behavior	53	27	22	3	3.24	0.88	Accept

Source: Field Survey, 2017

Where:

$$\frac{F}{X} = \text{Frequency}$$

= Mean

SD = Standard Deviation

Table 2 shown above, revealed that out of the twenty one (21) item statement on major entrepreneurship skills available for Home Science students, all the entrepreneurial skills are available for students in the Home Science Department. The result further revealed that the respondents had a mean range of 2.78 to 3.53 showing that the skills are all available for the students of Home Economics. This findings is in line with Krueger (2000)^[8] and Federal Republic of Nigeria (FRN). (2004)^[6] that stated that Home Economics is a career that offers and encourages skill acquisition, creativity and training in major areas of life.

In Food and nutrition, respondents with a mean score of 2.91 accepted that food service delivery is a skill in Home Science, respondents with a mean score of 3.23 agreed that preparation of refreshing drinks e.g. Zobo, Yoghurt etc. is a skill in Home Science, respondents with a mean score of 3.23 accepted that preparation of income yielding foods is a skill in Home Science. This result is in line with Toren (2010)^[12].

In clothing and textiles, respondents with mean score of 2.78 accepted that pattern drafting using computer aided designs is a skill in Home Science, respondents with mean score of 3.18 agreed that pattern drafting using flat pattern method is a skill in Home Science, respondents with mean score of 3.27 conforms that electric sewing device operations is a skill in Home Science, respondents with a mean score of 3.29 agreed that sewing of simple garments is a skill in Home Science,

respondents with a mean score of 3.38 agreed that sewing garment with advanced designs and pattern is a skill in Home Science and respondents with a mean score of 3.47 agreed that laundry services (using washing machine and iron etc.) is a skill in Home Science. The findings of this study agrees with Achor (2014)^[1].

In Home management, respondent with a mean score of 3.27 agreed that gardening is a skill in Home Science, respondents with a mean score of 3.34 accepted that decoration (interior and exterior) is a skill in Home Science, respondents with a mean score of 3.53 agreed that bead making is a skill in Home Science, respondents with a mean score of 3.35 accepted that production of home made cleaning agents and home made polish is a skill in Home Science and respondents with a mean score of 3.26 agreed that floral designs is a skill in Home Science. The information on this study is in conformity with the findings of Craft and Jeffery (2004).

In child development and care, respondents with a mean score of 3.43 agreed that day care centre management is a skill in Home Science, respondents with a mean score of 3.06 accepted that child counseling is a skill in Home Science, respondents with a mean score of 3.26 agreed that professional care giving is a skill in Home Science and respondents with a mean score of 3.25 accepted that child tutoring is a skill in Home Science.

In consumer education, respondents with a mean score of 3.19 confirms that conducting market survey is a skill in Home Science, respondents with a mean score of 3.04 agreed that relating with consumer needs is a skill in Home Science and respondents with a mean score of 3.24 accepted that understanding consumer behavior is a skill in Home Science. The findings of the skills under consumer education is in accordance with the findings of Achor (2014)^[1].

Table 3: Factors hindering the acquisition of skills by Home Science students

S/N	Factors hindering the acquisition of skills in home science	SA (f)	A (f)	SD (f)	D (f)	\bar{X}	SD	Remark
1	Poor interest in the course on the part of the students.	56	31	10	8	3.29	0.93	Accept
2	Students spend more time on borrowed course than core courses	46	30	13	16	3.00	1.09	Accept
3	The financial burden on the students and parents	54	29	17	5	3.26	0.89	Accept
4	Insufficient time allocated to practical	60	20	17	8	3.26	0.99	Accept
5	Poor innovation and creativity by the students of Home Economics	55	31	13	6	3.29	0.89	Accept
6	The lecturers have little knowledge of practical courses	20	14	29	42	2.11	1.13	Reject
7	The parents/guardians/benefactors are ignorant of the financial requirement of the course	9	38	19	39	2.16	1.03	Reject
8	Inadequate curriculum	35	34	30	6	2.93	0.92	Accept
9	The students have no interest in being self-employed.	39	27	32	7	2.93	0.97	Accept
10	Poor attitude of students towards practical lessons	38	23	36	8	2.87	1.00	Accept
11	Poor use of facilities in the laboratories	52	32	12	9	3.21	0.96	Accept

Source: Field survey, 2017

Table 3 above shows that out of eleven (11) item statement on the factors hindering the acquisition of skills by Home Science students in tertiary institutions in Abia State, respondents with a mean score of 3.29 agreed that poor interest in the course on the part of the students is a factor, respondents with a mean score of 3.00 accepted that students spend more time on borrowed courses than core courses. Respondent with a mean score of 3.26 agreed that the financial burden on the students and parents is a factor hindering the acquisition of skills in Home Science, respondents with a mean score of 3.26 agreed that insufficient time allocated to practical is a factor hindering the acquisition of skills in Home Science, respondents with a mean score of 3.29 agreed that poor innovation and creativity by the students is a factor. Respondents with a mean score of 2.11 disagreed that the lecturers have little knowledge of practical courses is a factor hindering the acquisition of skills in Home Science

and respondents with a mean score of 2.16 equally rejected that the parents/guardian/benefactors are ignorant of the financial requirement of the course; respondents with a mean score of 2.93 agreed that the students have no interest in being self-employed. Respondents with a mean score of 2.87 agreed that poor attitude of students towards practical lessons is a factor and finally, respondents with a mean score 3.21 agreed that poor use of facilities in the laboratories is a factor hindering the acquisition of skills in Home Science. From these findings, it is evident that nine out of the eleven items were accepted while two items were rejected as factors hindering the acquisition of skills in Home Science. This findings agrees with Mgboro (2003) who stated that lack of interest, inadequate practicals, poor use of laboratory equipments among others are the factors hindering skill acquisition in Nigeria.

Table 4: Measures of improving entrepreneurship skills among Home Science students

S. No	Factors that will improve the entrepreneurship skills among home science students	SA (f)	A (f)	SD (f)	D (f)	\bar{X}	SD	Remark
1	Lecturers conducting more practical lessons that involve participation of students.	51	33	14	7	3.22	0.91	Accept
2	The practical materials should be made available and accessible to students by the school management.	36	37	25	6	2.97	0.93	Accept
3	Schools should provide incentive for students of Home Science especially the graduating students, for easy access to the business world.	48	37	13	7	3.20	0.90	Accept
4	Create more opportunity for practical classes.	62	20	16	7	3.31	0.96	Accept
5	Encouraging external school competition of skills acquired among students in tertiary institutions.	55	24	22	4	3.24	0.92	Accept
6	Establish a workshop for the students to exhibit the skills learnt.	43	31	24	7	3.05	0.96	Accept

Source: Field survey, 2017

Table 4 above reveals that out of the ten (10) item statements listed as the factors of improving entrepreneurship skills among Home Science students, all the respondents showed a total agreement, because the mean scores achieved on the item listed as the factors is above 2.50 which is the criterion mean score for this research. Furthermore the mean score

ranges from 2.97 to 3.24. This findings agrees with Lubert (2001)^[19] who stated that conducting more practicals, organizing skill exhibition and workshops, promoting of business ideas among others are the factors of improving entrepreneurship skills among Home science students.

Table 5: Strategies for sustaining entrepreneurship skills among Home science students

S. No	Strategies of sustaining entrepreneurial skills	SA (f)	A (f)	SD (f)	D (f)	\bar{X}	SD	Remark
1	Have students state the goals and objectives of the study.	22	7	10	66	1.86	1.24	Reject
2	The practical materials should be made available and accessible to students by the school management.	64	19	16	6	3.34	0.94	Accept
3	Schools should provide incentive for students of Home science especially the graduating students, for easy access to the business world.	56	19	26	4	3.21	0.95	Accept
4	Promote business ideas from students, especially the graduating class.	41	42	15	7	3.11	0.89	Accept
5	Establish a workshop for the students to exhibit the skills learnt.	43	38	21	3	3.15	0.84	Accept

6	Create more opportunity for practical classes.	54	32	14	5	3.29	0.87	Reject
7	Giving students orientation on the proper utilization of the skills acquired while in school for business purposes.	53	29	17	6	3.23	0.92	Reject
8	Before graduating, students should be allowed to exhibit products from some of the skills acquired for a period of time in school.	69	11	22	3	3.39	0.92	Accept
9	Provide activities among schools to create healthy competition among the students.	39	46	16	4	3.14	0.81	Accept
10	Encouraging external school competition of skills acquired among students of Home Science in tertiary institutions.	44	35	21	5	3.12	0.89	Accept

Source: Field survey, 2017

Where:

F = Frequency

X = Mean

SD = Standard deviations

Table 4.4 above reveals that out of the ten (10) item statements listed as strategies for sustaining entrepreneurship skills among Home science students, all the respondents showed a total agreement except item number one with a mean score of 1.86 which was rejected as a strategy for sustaining entrepreneurship skills among Home Science students, because its mean scores were below 2.50 which is the criterion mean score for this research. Furthermore, the mean score ranges from 1.86 to 3.39. This findings agrees with Lubert (2001)^[9] who stated that goal setting, practical oriented courses, promoting of business ideas, skill exhibition among others are the measures of enhancing and sustaining skills in tertiary institutions.

Chapter five

Conclusion and recommendations

Conclusion

Home Science is an interdisciplinary course that is entrepreneurial in nature. Students of home science need these skills to become self-employed and independent. The rate of unemployment in the nation is topping the chart in the lists of under developed countries. Hence, Home Science seeks to solve problems facing individuals, families and nations. Entrepreneurship Education is capable of solving this problem in the nation by equipping the students of Home Science with the skills necessary to create jobs to reduce the number of unemployed youths. Skills needed to become competent leaders or managers of organizations, knowledgeable and innovative lecturers, educated leaders and excellent extension officers. This study was able to successfully identify the entrepreneurial skills among students of Home science in tertiary institutions. Students have acquired the skills in Food and Nutrition, Home Management, Consumer Education, Clothing and Textile, and Child care and Development. Students need to acquire other skills like, communication skill, negotiation skill, planning skills, business plan, etc. to manage their businesses or firms. Factors that are hindering the acquisition of skills can be taken care of by providing more publicity to the course and providing incentives for all students, especially to the graduating students. The strategies for enhancing and sustaining the entrepreneurial skills should be followed judiciously to attain the goal of producing well-equipped and competent graduates of Home Science.

The need to acquire entrepreneurship skills is mandatory for all the students of Home Science in tertiary institutions.

Recommendations

Based on the findings of the study, the following recommendations were made;

- 1) Entrepreneurial education should be pursued with vigor

in all colleges of education and other tertiary institutions where Home science is offered.

- 2) Department of Home Science should be established in all universities and other tertiary institutions.
- 3) Students should be encouraged by Home Science Lecturers to take entrepreneurship risks.
- 4) Incentives should be provided for students of Home Science, especially to graduating students. This will encourage more students to study Home Science.
- 5) The teaching of Home Science courses should be practical oriented as this will help to improve student's creativity and innovativeness.
- 6) Training and re-training programmes should be arranged for all Home Science lecturers to improve on their effective skills in entrepreneurship education.
- 7) Conferences, seminars and workshops should be periodically arranged for lecturers and trainee (students) as this will assist them to update their knowledge and skills.
- 8) Students industrial work experience should be revitalized and well sponsored.
- 9) Entrepreneurial study should be made compulsory in all level of education i.e. nursery, primary, secondary and tertiary institutions with adequate funding by the government.

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