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Home Economics Education as a Panacea for Insecurity and Unemployment in Nigeria

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ABSTRACT

The needs for Home Economics Education in colleges and universities is increasing rapidly, as number of graduates' unemployment increases daily, hundreds of graduates go about on the street searching for work in the labor market. This is very unfortunate, looking at the entrepreneurial age we are globally. There are several vocational courses in colleges and universities, with numerous skills that may help its students to be self employed after graduations. Home Economics is one of such courses, with more than hundred years of history as a vocational course. This study looked into Home Economics Education as a panacea for insecurity and unemployment for graduates in Nigeria. The study employs Regression to test the effects of all the variables while Pearson's Linear Correlation Coefficient was used to test the relationship of the variables. The finding shows strong significant positive relationship between the Home Economics and skills acquisition. Based on the findings, it was recommended that Students should enroll into such courses, for them to acquire relevant skills that they can be utilized after graduations. The Home economists also needs to embrace innovation skills and creativity skills as new trends for efficient and more productivity.

KEYWORDS: HOME ECONOMICS, EDUCATION, PANACEA, INSECURITY, UNEMPLOYMENT

INTRODUCTION

The current rate of unemployment places an increase demand for graduates to acquire skills before graduation for self reliance and compete in the global market. Government of Nigeria enforce Higher institution in Nigeria have a compulsory entrepreneurship course to all students. It is expected that after graduation from the university the students will have acquired the skills to utilize in the global market (Odia, 2013). In Nigeria at the beginning from 1908-1947 the British administration was more interested in producing administrative assistants than entrepreneurs. Emphasis was placed on literacy Education and a university degree in Education became a symbol of prestige. The basic need for entrepreneurial skills such as technology, Home Economics and other practical subjects, particularly at the sub-professional level was ignored. For this reason, training for qualifications other than theoretical degrees especially in technology was not popular and this resulted to misconception of the vocational courses and contributed to a very high graduate unemployment (Arogundade 2011). Various skills such as weaving, sculpturing, blacksmithing, carving, fishing, dress - making, catering, dyeing and farming before it used to be taught at Home by parents, guidance and elders to young ones. It was around 1980 the Nigerian Government wake up and embraces vocational courses due to socio economic challenges, insecurity and unemployment by the youths. The Federal Republic of Nigerian Policy on Education (2008) states that one of the goals of Education in Nigeria is acquisition of appropriate skills, development of mental, physical and social abilities and competences for individual to live in and contribute to the development of the society. The policy also implies that any program that will qualify as Education in Nigeria should not just offer certificate alone it must be skills oriented. This can be a panacea to insecurity also an outlet for solving the unemployment problems because it will empower the graduates to become relevant producers of goods and services as well as becoming sensible consumers.

However, Home Economics is a profession with more than a hundred years of global history as a vocational course. Celebration for the centennial of the establishment of the International Federation for the Home Economics (IFHE) peaked at the World Congress in 2008 and the American Association of Family and Consumer Sciences celebrated its centenary in 2009 given these milestones which trumpet the longevity of the profession. But despite the effort of the Nigerian government to develop its students with marketable skills for self employment, still this country is facing twin challenges; graduates unemployment and insecurity due to the global economic meltdown and economic recessions. The current rate of unemployment in Nigeria and global growth in technology places increased demands for students to be skilful and productive. In line with that Kolawole (2012) is of the opinion that government and private sectors need to come in and create more than 2.5 million jobs for Nigerians' graduates that are unemployed if not the Nigerian graduates' unemployment situation would be increasing drastically.

Indeed due to this problem, the Federal Government of Nigeria says it would develop courses that will enhance skills acquisition, to also develop programmes for the Nigerian youth through the establishment of vocational schools. In regard to this, the Federal Government of Nigeria has recently

approved 86 new innovation and vocational enterprising institutions to award National Innovative Diploma (NID) and National Vocational Diploma (NVD) to their graduates. Home Economics Education is among the vocational program, which remains the only viable option to create jobs for the youth, to reduce unemployment and insecurity problems, and empower the graduates to develop businesses, pursue their dreams and contribute to overall productive capacity and national economic growth and development. In fact obtaining the required entrepreneurial skills at school, the graduates were encouraged to utilize the skills acquired for them to succeed in life.

Fortunately, Home Economics is a vocational subject which plays a vital role for inculcating creative skills that are necessary for making youth to be resourceful and self-reliance. According to Usman (2010) Home Economics is an area of study that equipped its students with necessary skills and knowledge that can guide graduates towards a more self-rewarding and fulfilled life compatible with their societal needs. Mbah (2001) also labels Home Economics Education as a profession that can bridge the problem of insecurity and unemployment in Nigeria, because it is a multi-discipline functional delivery system. Ozioko (2006) define Home Economics as that field of study that has a whole round concerned about strengthening the individuals and the family life, the course aimed at providing functional knowledge and skills to family members. In line with these definitions, Utim (2011) summarized the objectives of Home Economics as: developing the individual to his or her maximum capacity, acquiring intellectual and practical skills essential for better living, improving the goods and services used by the family, discovering the changing needs of individuals and the means of satisfying these needs, creating a Home and community environment conducive to healthy living, nurturing the young and fostering their emotional, physical, moral, mental and social growth. Home Economics has several opportunities for self employment, large businesses and small scale businesses. There is room for creativity skills, innovative skills in Home Economics which can gives the individual opportunity for gainful self employment. The related areas in Home Economics according to (Ahmed 2010) are:

SKILLS ACQUISITION IN FOOD AND NUTRITION

This an area where by food is being prepared with proper hygiene and also prepared in such a way that it can equally served as medicine to so many kind of disease. There is catering services: Fast food cooking, bakery services for Bread making, snacks, cake making and decoration. Ice cream business, restaurant management and production of fruits drink. Bottling of ground pepper, groundnut and other spices

SKILLS ACQUISITION IN CLOTHING AND TEXTILES

There is also an area where students would be taught and special on Fashion designing (men/women apparel), Tile and Dye/Batik production, embroidery of clothes, hair dressing (saloon), fashion school operation, bridal shop and making of children apparel

SKILLS ACQUISITION IN HOME MANAGEMENT

This is another segments where by students were exposed to practical skills on interior and exterior decoration of the home, family feeding according to individual needs, practical on Soap making, body cream production and detergents production, laundry and dry cleaning services, rug cleaning services and general house keeping

SKILLS ACQUISITION IN CHILD DEVELOPMENT

In this units students were trained on nursery management business, daycare centers business, baby sitting business and consultant for child psychology

SKILLS ACQUISITION IN HOUSING AND DESIGN

This part taught students on skills for event planning, event decoration, Interior decoration, Toys and gift shop business, bed sheets production, making of foot mat among other decorative items for home furnishing.

The Home Economics Education has so many opportunities for job creation without waiting for the government employments. Looking at these opportunities in Home Economics prompted the researcher to carry out this study that looked into varieties of skills in Home Economics Education with the hope that if it can be utilizes properly it resolve the problem of insecurity and unemployment problems in Nigeria.

CREATIVITY IN HOME ECONOMICS EDUCATION

Creativity has been identified as one of the most distinct of human attributes. It is indeed a special case of problem solving in which originality is emphasized. According to Achor (2012) creativity is the process of identifying new ideas and recognizes valuable innovations. It manifests itself in the ability of the individual to create his own symbols of experience. A person is said to be creative if he has the ability to combine or rearrange established patterns of knowledge in a unique fashion. Creativity is the fundamental premises and genesis of entrepreneur activity, creativity is not exclusive right possession of a chosen few, it is in all human being though in varying degrees. However, training has been found to increase the ideas of creative abilities (Ihensekhein and Cas-Ogiegbaen 2014). This is one of the major functions of the Home Economics Education, students were allowed to use their initiatives and come up with their own new ideas on skills, under supervision for good productivity.

There is a strong link between creativity skills and skills in Home Economics, hence in every definition end with the word developing new ideas. Creativity skills and Home Economics skills can be learnt (Onu 2014). Home Economics Education is among the vocational courses where skills were trained for self-employment. Home Economics Education is a creative course in nature that can lead to a wide range of occupation for self reliance, self employed and employers of labor. Creativity has been associated with the uniqueness of Home Economics Education in many areas that involves development of new ideas or products. Keep, Mayhew & Payne (2010) noted that researchers in the area of creativity have used terms such as innovation, novelty,

imagination, discovery, newness, ingenuity, uniqueness/unusualness, intuition and invention to describe the nature of creativity in any area of life and not just in Art. Really, creativity is a systematic process that involves critical thinking and use of hands and brain in order to produce newness or uniqueness in product.

However, in order to become creative in Home Economics it is necessary to have focus, have discipline mind and be ready learn to operate with open mind to new things (Ihensekhein and Cas-Ogiegbaen 2014). This is done by overcoming the natural barriers to the mind and starts to challenge the various approach to situation. Creativity cannot be taught but can be developed in people by using planned strategies and techniques.

OBJECTIVES OF THE STUDY ARE TO:

1. Assess the skills acquisition in Home Economics that can be used as a panacea to insecurity in Nigeria
2. Find out the skills acquisition in Home Economics that can be used as a panacea to unemployment in Nigeria

RESEARCH QUESTIONS

1. What are the skills acquisitions in Home Economics that can be used as a panacea to insecurity in Nigeria?
2. What are the skills acquisitions in Home Economics that can be used as panacea to unemployment in Nigeria?

HYPOTHESES

1. There is significant relationship between skills acquisition in Home Economics and security in Nigeria
2. There is significant relationship between the skills acquisition in Home Economics Education and employment in Nigeria

METHODOLOGY

The study was carried out in North West Geopolitical zone of Nigeria. This zone includes 7 states. Out of the 7 state 3 state were randomly selected for this study, this includes Kaduna, Katsina, and Kano State. The study was conducted specifically in those states at Federal and states colleges of Education that offers Home Economics Education. The population for the study comprises of all the Home Economics students in the 3 selected states numbering totaling 2790. Out of which 279 was randomly selected as sample size. This figure is in concord with the view of Krejcie and Morgan (1970) where it is indicated that a sample of 279 will suffice from a population higher than 950 but less than 1000. Structure questionnaire was used to collect data from respondents, and cross sectional mixed methods research design was used to collect responses at once in order to reduce the time and cost involved. Inferential statistics involving Pearson Linear Correlation methods was used to determine the generality of the raised assumptions, on the relationship between the independent variable and the dependent variable while Regression was used to test the effects of all the variables at 0.01 level of significance and the results obtain represented all the Home Economics students from North West Geopolitical zone of Nigeria.

DATA ANALYSIS

The two hypotheses of the study were tested using regression at $P \leq 0.01$ level of significance. Table: 1 and 2 show the results and interpretation of the regression model.

Hypothesis 1: There is significant relationship between skills acquisition in Home Economics and the security in Nigeria

Table: 1 Regression Summarizing the relationship between Skills Acquisition in Home Economics Education and the Security in Nigeria

	Un standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.843	.158		5.332	.000
Skills acquisition	.766	.047	.700	16.323	.000
F=266.440 p-value=.000					
R=.700 R-Squared=.490 Adjusted R-squared=.488					

As indicated in Table: 1 Skills acquisition in Home Economics had a significant positive relationship with security in Nigeria, where $(\beta) = 0.766$, $t = 16.323$, $p = 0.000$. Hence, the hypothesis one which says "There is significant relationship between skills acquisition in Home Economics and security in Nigeria" the hypothesis was accepted at $0.000 < 0.01$ level of significance. The R- square value is .490 which means that other factors remaining constant, 49% of the skills acquisitions are accounted for by the security.

Hypothesis 2: There is significant relationship between the skills acquisition in Home Economics Education and employment in Nigeria.

Table: 2 Regression Summarizing on the relationship between of skills acquisition in Home Economics and job creation in Nigeria

	Un standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.833	.159		5.245	.000
Job creation	.753	.046	.700	16.317	.000
F=266.252	p-value=.000				
R=.700	R-Squared=.490		Adjusted R-squared=.488		

As indicated in table two a strong significant positive relationship between skills acquisition in Home Economics and job creation was found, where (β) = 0.753, $t = 16.317$, $p = 0.000$ accordingly. The R-squared value is .490 which means that other factors remaining constant, 49% of skills acquisitions in Home Economics are accounted for by job creation. The results also indicated that hypothesis two which stated “There is significant relationship between the skills acquisition in Home Economics and job creation” was accepted because $0.000 < 0.01$ which is the level of significance.

DISCUSSIONS OF FINDINGS

This research was on assessment of the Home Economics Education as a panacea for insecurity and unemployment in Nigeria; based on the assessment the following are the major findings. One of the findings of this work revealed that there was strong positive relationship between skills acquisitions in Home Economics Education and the security in Nigeria. Meaning that if the skills in home economics education were acquired adequately, it can be utilized for self employment and minimize the insecurity in Nigeria. The study also revealed the new trend in Home Economics that is creativity skills. The analysis indicated that the more the level of new trends in Home Economics increases, the level of skills acquisition may also increase, and these would lead to more job opportunities for graduates, and if this happens the problem of insecurity (crimes) may also reduce in the society due to availability of jobs by the youth.. The findings agreed with Ozioko (2006) who view Home Economics as a field of study that is concerned with strengthening individuals and family life by providing functional knowledge and skills, also in line with the Federal Republic of Nigerian Policy on Education (2008) that states one of the goals of Education in Nigeria is acquisition of appropriate skills, development of mental, physical and social abilities and competences for individual to live in and contribute to the development of the society.

The second findings supported the hypothesis two, which indicated a strong positive relationship between Home Economics and job creation. Therefore, Home Economics Educations takes the unemployment as a challenge and seek for solution to it as a vocational course, by offering more skills to its students, for more job opportunities and self reliance after graduation. Unemployment problem serves as a guide to the Home economist to wake up and help the individual, families and the society, with saleable skills for a living to minimize the insecurity that always happens as a result of youth unemployment. The findings of this result agreed with the findings of Usman (2010) who says Home Economics is a field of study that provides the youth with vital skills that guides and assist human beings towards a more self- rewarding and fulfilled life, compatible with their society. Also Mbah, (2001), view Home Economics Education as the people’s profession because it is a multi-disciplinary functional delivery system.

CONCLUSION

This study revealed that the Home Economics Education is really a vocational course that exist long time ago, it possess a lots of job opportunities that can help in solving the insecurity and the unemployment problems. The relationship that exists between the Home Economics Education, skills acquisition and job creation is very strong; the variables are interwoven with strong positive relationship. The Home Economics Education only needs to be push by some challenges in order to make progress. These challenges may include the need for more job opportunities, more creativity skills and need to come up with innovative skills in its activities and programmes.

RECOMMENDATIONS

Based on the findings of the study, the researcher postulates the following recommendations:

1. Home Economics Education should not relay on outdated way of doing it activities; it may be good for it to embrace the new trends for of employment opportunities
2. Students need to be allowed to express their talent, initiatives and come up with new ideas.
3. Student needs to be exposed to practical more than the theory, for them to be more skillful and utilize what they acquired for self employment after graduation.
4. Government needs to support the home economics graduates with grand or loans to start up a business.
5. Proper counseling should be given to youth against forming or joining bad gangs.

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