Strategies For Promoting Entrepreneurship Education in (NCE) Home Economics

Ewubare, M. U.
Department of Home Economics
College of Education,
Warri, Delta State.

Abstract
This paper focuses on concept of entrepreneurship education and the state of entrepreneurship education in NCE Home Economics. It also reviews the factors that challenge the teaching of entrepreneurship education in NCE Home Economics. It further reviews the strategies to employ in addressing the challenges and enhancing the teaching of entrepreneurship education within Home Economics at the NCE level.

Introduction
Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of setting. Entrepreneurship education equips people with the ability to seek investment opportunities. Through entrepreneurship education, success habits are imparted as the individuals develop entrepreneurial integrity. It ensures that skills, ideas, attitudes, etc, are utilized to create employment for self and others.

Entrepreneurship education in NCE Home Economics programme can equip students with entrepreneurial skills that will enable them create and develop enterprises in the various areas of Home Economics. This will in turn help to enhance graduate employment and reduce unemployment. The Nigeria Certificate in Education (NCE) programmes are designed to, among other goals:
- produce highly motivated, conscientious and efficient classroom teachers for all levels of the Nigerian educational system and,
- provide graduates with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations (Federal Republic of Nigeria, 2004).

The strategies for the attainment of the goal for the integration of entrepreneurship education in Home Economics include the planning of
specific objectives, learning experiences, organisation and integration of the learning experiences, instructional methods and facilities and evaluation techniques for assessing the attainment of specific objectives (Lemchi and Anyakoha, 2006). Specific objectives are of utmost importance to curriculum development and implementation as they are particularly helpful guides in selecting learning experiences, guiding learning, selecting instructional materials and also evaluation techniques (Lemchi and Anyakoha, 2006; and Nwanchukwu 1990). The objectives of entrepreneurship education within NCE Home Economics boarders on the thirty-nine specific objectives postulated by Lemchi and Anyakoha, (2006) as enshrined in the NCE Home Economics curriculum. The content of entrepreneurship education in NCE Home Economics hinged on the specific objectives. This content should include, among others, business ownership, entrepreneurial responsibilities, product development, record/book keeping and market segmentation (Fayolle 2005).

Facilities and methods of teaching entrepreneurship education should be suited to the objectives. Hindle (2007) noted that there is no universal method of teaching entrepreneurship education. The choice depends mainly on the objectives, contents and constraints imposed by the institutional context. However, methods such as demonstration, practice and drill, inquiry methods are suggested for the teaching of entrepreneurship education in NCE Home Economics. Facilities available will go a long way to determine the methods of teaching entrepreneurship education in NCE Home Economics. The Minimum Standard stipulated by the National Commission for colleges of Education (NCCE) need to be adhered to by colleges of Education throughout the federation. This will enhance the effective implementation of the curriculum, thus equipping of NCE student entrepreneurship graduates with skills. Evaluation of entrepreneurship education is another important aspect of the teaching process. This paper focuses on:

- factors that challenge the teaching of entrepreneurship education within the NCE Home Economics programme
- strategies to employ in addressing these challenges.

Factors that Challenge the Teaching of Entrepreneurship Education in Home Economics:

There are several factors that challenge the teaching of entrepreneurship education in NCE Home Economics and these include: Teachers’ competency: Weidman (1977) defined competency as an attitude, behaviour, skill or understanding demonstrated by a learner at a specified level of
performance. Home Economics teachers who are not competent in entrepreneurship education may not be able to teach it. Education educators is new in the NCE Home Economics curriculum, therefore, most of the Home Economics teachers may not be competent to teach it. This is because most of the teachers did not study this new component of the Home economics curriculum during thier pre-service training. Idibie (2004) observed that inability of teachers makes them fail in their duties.

**Absence of relevant textbooks:** Since entrepreneurship education is a new inclusion into Home economics curriculum, there is also the problem of lack of textbooks in the area. This has really challenged the teaching of the course in Colleges of Education. Idibie (2004) also noted that teaching and learning without textbooks would mean a lot of memorisation as well as make the words of the teacher final authority. This does not pave way for competency in entrepreneurship.

**Lack of Facilities:** It is quite glaring that most Colleges of Education have not been able to provide adequate facilities and equipment to cope with the increasing enrolment of students. Obunaedike (2009) noted that lack of laboratory facilities compel Home Economics teachers to use inappropriate methods of teaching. This situation stifles entrepreneurial skills amongst students.

**Lack of fund:** Inadequate funding of Colleges has often affected the teaching and learning of Home Economics. It is the major cause of inadequate facilities and equipment in the institution (Opara 2004)

**Poor enterprise culture:** Due to lack of adequate training centres and enterprises, students are faced with the problems of getting appropriate establishment for thier work experience. They end up attaching themselves to roadside tailors and other Home Economics related enterprises, where they oten acquire wrong enterprising culture and skills. This is contrary to the goals of students’ Industrial Work Experience Scheme (SIWES) which is expected to provide students with opportunities of exposure to practical experiences and relating the knowledge and skills learnt in the classroom to the real world of work (Onu 2008).

**Strategies for Addressing the Challenges and Enhancing the Teaching of Entrepreneurship Education**

In order to promote entrepreneurship knowledge, attitudes and skills that can be taught within the NCE Home Economics programme, the following strategies can be employed:

**Innovation:** Innovation is change that creates a new dimension of performance. It is creative idea that is realised. Lucke and Katz (2003) note that Lucke innovation is the combination or synthesis of knowledge in original, relevant, valued new products, processes or services. Innovation typically, involves
creativity but is not identical to it (Kaka and Agwa, 2007). Home Economics teachers at the colleges of Education need to provide an entrepreneurship education that will stir up the knowledge, skills and attitudes of the NCE students so that they can be more innovative. This will enable them introduce new ideas into the economy, formulate new goals, initiate new methods of production, new methods of distribution or carry out new organisation of an industry (Gula and Ewubare, 2007).

**In-service training:** NCE Home Economics teachers should be given opportunity for in-service training so that they can brace up with the changes in the curriculum. Adiotomre (2005) noted that re-training of teachers gives room for professional growth which in turn enhances creativity and productivity.

**Research:** This is another strategy for addressing the challenges of the teaching of entrepreneurship education. Anyakoha (2001) noted that Home Economics is constantly evolving and adapting to a world where speed of change is increasing. Its goal poses enormous challenges to the field and the practitioner hence research in Home Economics becomes imperative so that issues that pose challenges can be determined and addressed appropriately. For instance, the issue of entrepreneurship education emerged as a result of research. College management should endeavour to provide recent textbooks for teachers of this programme. Teachers should update themselves through research, seminars, workshops and conferences. This will also help to improve their competencies.

**Improvement of teaching facilities and techniques:** Anyakoha (2001) stressed the need to be willing to learn and use new technologies and improve on old methods and techniques of teaching. The NCE Home Economics educators should explore new techniques / methods of teaching the entrepreneurship courses so that the students can cope with the dynamic society at graduation. For instance, they should carry out entrepreneurial practice in various areas of Home Economics under the supervision of their lecturers.

**Improved school/industry relationship:** College and industry should have an improved working relationship, which should enhance students’ skill acquisition. When students are sent out on industrial attachment, college should give them the necessary orientation needed to have a good rapport with the industry.

**Advocacy:** Advocacy means pleading for a course; it is a set of actions which involves pleading, defending, recommending, speaking out forcefully and convincingly. Ikegulu (1995) defined advocacy as a set of actions undertaken by a group of individuals or organisation working in concert to establish
consensus, foster favourable climate or seeks support for introducing or ending specific policies, strategies and programmes. The goal of advocacy here should be to sensitize the government on the role of entrepreneurship education in equipping students for self employment and self reliance. Such sensitization could gear up the government to release fund for the provision of facilities, equipment and textbooks that would enhance the effective teaching of entrepreneurship education in NCE Home Economics.

**Improvisation:** Olaitan and Agusiobo (1985) defined improvisation as the choice and use of alternative instructional materials which enable the teacher to obtain some carefully specified objectives. Idibie (2004) also defined it as an act of making use of alternative materials or resources to facilitate instruction in the absence or shortage of some specified conventional instructional aids. Whenever it is necessary and possible, teachers and students should improvise some instructional materials needed for the teaching of this course, when the facilities and equipment are inadequate.

**Conclusion**
Entrepreneurship education is a carefully planned process that leads to the acquisition of entrepreneurial competencies. It seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. NCE Home Economics graduates are expected to be prepared for teaching and self – employment. Thus entrepreneurship education needs to be promoted within the NCE Home Economics programme. There are some factors which challenge the effective teaching of this course such as lack of teaching facilities, of relevant textbooks and fund. There are strategies that can be employed to address these challenges. This paper has highlighted the strategies for promoting the teaching of entrepreneurship education in the NCE Home Economics.

**Recommendations**
Considering the importance of entrepreneurship education in NCE Home Economics, the following recommendations are made:

- NCE Home Economics lecturers should be pragmatic, innovative and committed to the teaching of NCE Home Economics entrepreneurship education.
- Opportunities for in-service training entrepreneurship education programme should be given to NCE Home Economics teachers by the government.
- Government should provide adequate fund for the provision of adequate facilities and equipment for colleges of Education.
- Government should provide sufficient grants for research while the NCE Home Economics educators should explore ways of obtaining such research grants with
vigour to assess them.

- NCE Home Economics lecturers should improvise when it is imperative to do so.

- Government and management of Colleges of Education should produce new and relevant information on entrepreneurship education.

References


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