STRATEGIES FOR ENHANCING THE INTEGRATION OF ENTREPRENEURSHIP EDUCATION INTO HOME ECONOMICS FOR SUSTAINABLE RETIREMENT OF WOMEN IN UMUNNEOCHI, ABIA STATE

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Abstract

The study focused on strategies for enhancing the integration of entrepreneurship education into Home Economics for sustainable retirement of women in Umunneochi LGA. Three research questions and one hypothesis guided the study. The study adopted a survey research design. Area of the study was Umunneochi LGA, Abia State. Population of the study was 3,450. It was made up of all rural and urban women living in Umunneochi LGA. Sample for the study was multistage sampling techniques. Nneato, Isuochi and Umuchieze were used for the study. Each of the three areas has three (3), eight (8) and four (4) communities respectively given a total of 15 communities. In the second stage, purposive sampling techniques was used to select 420 (120 urban & 300 rural) women. Instrument for data collection was structured questionnaire. It was validated by three experts. The reliability of the instrument was pilot tested. Cronbach alpha was used to determine the internal consistency of the instrument. From data collection techniques, all copies of questionnaire were completed correctly and returned. Mean and standard Deviation were used for data Analysis while t-test was used to test the hypothesis. Findings include 10 factors affecting entrepreneurship education, 7 importance of entrepreneurship education and 12 strategies for enhancing the integration of entrepreneurship education. From the hypothesis analysed, there was no significant difference. From the findings, recommendations were made among which is that government should assist in training entrepreneurship educators to strengthen them, give loan to entrepreneurship educators.

Keywords: Entrepreneurship, Sustainability, Home Economics Curriculum, Strategies and Retirement.

Introduction

The society these days are troubled by Covid 19, hunger, stealing, armed robbery, kidnapping, herdsmen, gunmen, bandits, youth restiveness, insecurity. This state of things makes sustainable development highly elusive. When entrepreneurship education is being engaged, these crimes will be reduced to the barest minimum (Mgbor, 2016). In the face of this situation, entrepreneurship which would have salvaged the situation was not encouraged. The above situation calls for an alternative via embracing entrepreneurial venture. Specifically, for women of rural and urban areas of Umunneochi LGA, it needs to be given serious consideration as the route to societal and global relevance (Nyodele 2016). It is an antidote to joblessness, insecurity and instability.

Entrepreneurship is a common language of a poor and rich people of the world. It is used as a strategy to solve societal problems of unemployment, poverty by devoting the necessary time and effort accompanied by financial, personal satisfaction and independence (Peter, 2019). Entrepreneurship plays an important role in the economic and technological development. Entrepreneurship is the process of creating wealth and consequently, development in a nation. It is affected by tradition, culture, influence of friends, lack of competent entrepreneur with excelling initiatives (Ray, 2017), it is therefore expected that woman should be given enterprise culture right from secondary school. Entrepreneurship reduces unemployment, expose people’s productivity, resources and the community income.

Entrepreneurship education refers to gradual growth of creative, economic and social venture. To Fayolle (2017), it involves setting up an individual to explore, investigate opportunities and being able to run the opportunities successfully through making it profitable or suffering loss of invested capital.
Entrepreneurship education according to Elaeze (2017) is a concept that provides individuals with the knowledge, skills and attitude towards initiating, planning and successfully executing a business venture for profit. All these definitions points that entrepreneurship education is necessity especially in any plan for sustainable engagement upon retirement. It involves using resources to increase value and introducing change and innovation into the production process and creating wealth and employment opportunities (James, 2017). Therefore, entrepreneurship education can aid job creation, empowerment and poverty alleviation among the women and solve the social problems in the society. Among the various forms through which entrepreneurship education is acquired is home economics.

Home Economics is one of the subjects studied in the schools. It is considered important because it serves as a foundation upon which the attainment of Home Economics and the structure of economy of any nation is built. It is also among the basic foundation for sustainable development of entrepreneurship ability among individuals. Home Economics according to Suara (2016) is centered on the acquisition of knowledge and skills that can be applied by individual for purposeful living. This is the crust of entrepreneurship. Nwaman (2017) stated that Home Economics is the most related subject in the educational system as it takes care of every aspect of family life. Home Economics is a field of study that helps individuals in developing knowledge, skills and attitude for managing self and the household. From that point of view, one can see that if Home Economics is integrated with entrepreneurship, it would be of great importance to unemployed women in Umunneochi and other areas. This implies that entrepreneurship as a matter of necessity will be more appreciated if integrated into Home Economics Education.

Integration in this study is the process of combining two or more things so that they work together for the achievement of better result as would have been achieved separately. Integration here entails including entrepreneurship education with existing Home Economics programmes to ease retirement stress. The present Home Economics education curriculum does not have sustainable entrepreneurship. Supporting this, Omena (2016) stated that the current approach to the teaching of Home Economics cannot guarantee sufficient acquisition of entrepreneurial skills to meet current global trends, insisting that a synergy between the emerging concept of entrepreneurship and Home Economics would mean better. It is therefore necessary for entrepreneurship education to be integrated fully into Home Economics education. In the face of high level of unemployment among the retirees, it has become expedient that entrepreneurship education that is sustainable, which incorporated self-reliance be designed into the Home Economics curriculum. These retirees as it was observed by the researcher find it very difficult to sew clothes neither do they possess any other related skills. They were neither self-employed nor employed by the modern industries which will show adverse effect during retirement. To be on the safe side, they must acquire these skills for sustainable employment to take place.

Sustainability in this context is about improving the quality of life without compromising the need of future generation. In other words, it is the development that last. According to Ibaze (2019) sustainable development is a process in which the exploitation of resources and the direction of investment are all in harmony to enhance both current and future potential. It will help immensely during retirement phase since it is sustainable. The issue of retirement is something of great concern. At retirement, things change, regular salary stops and payments of pension does not commence until after some years even the pension is a peanut and cannot solve any problem. This affects retirees financially, emotionally, nutritionally coupled with increasing health challenges. The expectation level may be affected too. In order to avert this worrisome situation, there is the need for entrepreneurship education to be made manifest to enable retirees challenge their stories.

The importance of entrepreneurship education to the retirees cannot be overemphasized. According to Ugbor (2010), it offers retirees modern education that will initiate creativity among them. Nelson (2016) adds that it brings the discouraged into economic and social mainstream and promote sense of belonging. It transforms the retirees into job creators for themselves and others. Therefore, it becomes necessary to determine strategies for enhancing the integration of entrepreneurship education into Home Economics education for urban and rural women in Umunneochi LGA.
Strategies for Enhancing the Integration of Entrepreneurship Education into Home Economics for Sustainable Retirement of Women in Umunneochi, Abia State

Purpose of the study
The purpose of this study is to investigate strategies for enhancing the integration of entrepreneurship education into Home Economics education curriculum for sustainable retirement of women in Umunneochi L.G.A.

Specifically, the study
1. Found out factors affecting entrepreneurship education in Umunneochi L.G.A.
2. Ascertained the strategies for enhancing the integration of entrepreneurship education into Home Economics education curriculum.

Research Questions
The research sought answers for the following questions
1. What are the factors affecting entrepreneurship education?
2. What are the strategies enhancing the integration entrepreneurship education into Home Economics?

Null hypothesis:
The hypothesis was tested. There is no significance difference in the mean ratings of the view of urban and rural women on strategies for enhancing the integration of entrepreneurship education into Home Economics.

Methodology
Design of the study
The design of the study was descriptive survey research design. According to Kahn (2019) descriptive research deals with the relationship among non-manipulative variables, since the event or condition have already occurred.

Area of the study
The study was carried out in Umunneochi LGA, Abia state. It is characterized by both urban and rural women. It is made up of three large areas as follows: Nneato, Isuochi and Umuchieze areas. Ubahu-Nneato, Ngodo-Isuochi Leru-Umuchieze are urban women while others are rural women. Umunneochi LGA was chosen because it has the characteristics of urban and rural women identified by national teacher institute (NTI, 2017).

Population of the study
Population of the study was made up of all urban and rural women living in Umunneochi LGA. The number is made up of 3,450 women (National population Commission, 2013).

Sample and sampling techniques
Multistage stage sampling technique was used to select women from three towns that made up Umunneochi LGA in Abia State. This technique was used to select 140 women (100 urban and 40 rural) from each of the three towns; making a total selection of four hundred and twenty women.

Instrument for data collection
Questionnaire titled “Strategies for enhancing the integration of Entrepreneurship Education into Home Economics for Sustainable Retirement of Women Questionnaire” in Umunneochi, Abia State was developed and used to collect data for the study.

Validation of the instrument
The questionnaire was validated by three experts, (2 from Home Economics and 1 measurement and evaluation) of Michael Okpara University of Agriculture, Umudike.

Reliability of the instrument
To determine the reliability, it was pilot tested on 20 persons from Okigwe who did not form part of the sample. Cronbach’s Alpha Reliability index was used to determine the internal consistency of the instrument on the data obtained. The analyzed data yield a coefficient of 0.78 which showed that the instrument was reliable.

Method of data collection
Four hundred and twenty copies of questionnaire were distributed to the respondents by hand through the help of three research assistants. All were completed correctly and returned. The research assistant explained the questionnaire items to the respondents and recorded their responses.
Method of Data Analysis
Mean and standard deviation were used to answer the research questions while t-test was used to test the hypothesis at 0.05 level of significance. The bases for interpretation of result are as follows. For research questions, any item with mean from 2.50 and above will be tagged “agreed/accepted” and vice versa. For hypotheses testing using t-test. If the calculated value is less than the Table value of 1.96 the null hypotheses will be accepted but will be rejected if the calculated value is above 1.96 will be rejected.

Results of the study
Research question One: what are the factors affecting the entrepreneurship education for Umunneochi LGA?

Table One: Mean rating of factors affecting entrepreneurship education.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Factors affecting Entrepreneurship education</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lack of awareness of the benefits of entrepreneurship education</td>
<td>3.02</td>
<td>0.83</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>Poor funding</td>
<td>3.59</td>
<td>0.61</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>Inadequate home infrastructure</td>
<td>3.38</td>
<td>0.66</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Tradition and culture</td>
<td>3.32</td>
<td>0.67</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Harsh economic conditions of the society</td>
<td>3.44</td>
<td>0.72</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Poor household management practices</td>
<td>2.98</td>
<td>0.89</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>Regular abuse of alcohol and drug</td>
<td>3.16</td>
<td>0.93</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>Influence of friends and negligors</td>
<td>2.86</td>
<td>0.87</td>
<td>Agree</td>
</tr>
<tr>
<td>9.</td>
<td>High price of goods in the market</td>
<td>3.29</td>
<td>0.73</td>
<td>Agree</td>
</tr>
<tr>
<td>10.</td>
<td>Lack of qualified entrepreneur to assist</td>
<td>3.22</td>
<td>0.76</td>
<td>Agree</td>
</tr>
</tbody>
</table>

X = mean of entrepreneurship education
SD = standard deviation on factors affecting entrepreneurship education.

Table 1, shows the mean rating of respondents on factors affecting entrepreneurship education. This agrees on all the items which means that all the listed items on factors affecting entrepreneurship education had mean rating above 2.50.

Research question Two: What is the importance of entrepreneurship education in Umunneochi LGA?

Research question Two: what are the strategies for enhancing the integration of entrepreneurship education into Home Economics?

Table Two: Mean responses of strategies for enhancing the integration of entrepreneurship education.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Strategies for enhancing entrepreneurship education</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Create awareness of Home Economics skills</td>
<td>3.18</td>
<td>0.84</td>
<td>Agree</td>
</tr>
<tr>
<td>19.</td>
<td>Learn from friends and neighbors steps to entrepreneurship</td>
<td>3.47</td>
<td>0.70</td>
<td>Agree</td>
</tr>
<tr>
<td>20.</td>
<td>Online interaction facilities among entrepreneurs</td>
<td>3.28</td>
<td>0.80</td>
<td>Agree</td>
</tr>
<tr>
<td>21.</td>
<td>Recent activity reports on entrepreneurship education are necessary</td>
<td>3.07</td>
<td>0.79</td>
<td>Agree</td>
</tr>
<tr>
<td>22.</td>
<td>Online self-assessment test is encouraged</td>
<td>3.05</td>
<td>0.78</td>
<td>Agree</td>
</tr>
<tr>
<td>23.</td>
<td>Reduce interest rates to stimulate investment</td>
<td>3.10</td>
<td>0.79</td>
<td>Agree</td>
</tr>
<tr>
<td>24.</td>
<td>Encourage sharing of ideas and best practice</td>
<td>2.78</td>
<td>0.93</td>
<td>Agree</td>
</tr>
<tr>
<td>25.</td>
<td>Attending professional conference</td>
<td>3.34</td>
<td>0.74</td>
<td>Agree</td>
</tr>
<tr>
<td>26.</td>
<td>Determine procedures for period checking of facilities</td>
<td>2.93</td>
<td>0.90</td>
<td>Agree</td>
</tr>
<tr>
<td>27.</td>
<td>Establish criteria for replacing equipment for work</td>
<td>3.35</td>
<td>0.87</td>
<td>Agree</td>
</tr>
<tr>
<td>28.</td>
<td>Prayer and supplication devices help</td>
<td>3.0</td>
<td>0.56</td>
<td>Agree</td>
</tr>
</tbody>
</table>

X = mean of entrepreneurship education
SD = standard deviation on factors affecting entrepreneurship education.
Table 2 indicates that the respondents on strategies for enhancing the integration of entrepreneurship education reported very high-level mean. This means that all the strategies for enhancing the integration of entrepreneurship education are effective.

**Hypothesis**

There is no significance difference in the mean rating of the responses of urban and rural women on strategies for enhancing the integration of entrepreneurship education into Home Economics for sustainability.

Table three: t-test statistics on mean rating of the responses of urban and rural on enhancing the integration of entrepreneurship education into Home Economics.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>Mean (X)</th>
<th>STD</th>
<th>DF</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban women</td>
<td>120</td>
<td>2.45</td>
<td>0.58</td>
<td>89</td>
<td>0.13</td>
<td>1.96</td>
<td>NS</td>
</tr>
<tr>
<td>Rural women</td>
<td>300</td>
<td>2.82</td>
<td>0.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(P>05) = NS = Not significant

Data in Table 4 showed that t-calculated 0.13 was less than the critical value of 1.96 at 418 degree of freedom and 0.05 level of significance. This indicated that there was no significant difference between the mean responses of urban and rural women on strategies for enhancing the integration of entrepreneurship education into Home Economics for sustainable retirement in Umunneochi LGA, Abia state.

**Discussion of findings**

The study and its findings have implications on factors affecting entrepreneurship education for integration into Home Economics for sustainable retirement of women in Umunneochi LGA of Abia state. This is in agreement with Ray (2018) who said that harsh economic condition, tradition and culture can affect entrepreneurship education. This finding agrees with the findings of Ayodele (2016) who pointed out that poverty, insecurity, joblessness may affect entrepreneurship education. For clarity purposes, Nelson (2016) added in line with this findings that unemployment, poverty and unbalanced technological development are issues of concern.

The issue on strategies for enhancing the integration of Entrepreneurship education into Home Economics for sustainable retirement of women in Umunneochi area is a welcome development. Nelson (2016) states that activity report, online self-assessment, sharing ideas and best practice are strategies. It is supported by Peter (2019) who said that self-assessment, attending professional conferences, periodic checking of facilities is strategies one can use among others to enhance the integration of entrepreneurship education.

**Conclusion**

It has become expedient that a special programme that will incorporate self-reliance and equip both urban and rural women with skills to become self-employed be designed. There is need to create awareness on integrating entrepreneurship education into Home Economics for sustainability. It is believed that integrating entrepreneurship education into Home Economics will in no small way help women during retirement for sustainability reasons. A look at the hypothesis in table 4 shows no significant difference in the mean rating of responses of urban and rural women on strategies for enhancing the integration of entrepreneurship education into Home Economics for sustainable retirement.

**Recommendations**

The following recommendations are made for strategies for enhancing the integration of entrepreneurship education into Home Economics:

1. It is recommended that government should give adequate attention to entrepreneurship education toward integrating entrepreneurship education that will enhance retirement, the strategies discussed in this paper may be adopted by government and other private sectors.
2. Government should assist in training entrepreneurship educators to strengthen them.
3. Women organization should be encouraged by government by sponsoring them on the strategies for enhancing the integration.
References


