

**A SURVEY ON VOCATIONAL ENTREPRENEUR SKILLS SUBJECT GRADUATES
ATTAINMENT OF NERDC (2009) GOAL: PANACEA TO SUSTAINABLE DEVELOPMENT
VISION 2030, DELTA STATE**

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Abstract

The study aimed at establishing if Home Economics Trade – Subject teachers in Delta North Senatorial Zone can identify business enterprises established by their graduates in the society, students' common areas of interest and constraints militating against students' effective acquisition of knowledge, skills and attitudes needed for successful entrance to the world of work upon graduation three research questions guided study, a survey research design was employed, a purposive sampling technique was used to select seventy eight (78) Home Economics trade subjects teachers in all public secondary schools, a questionnaire consisting of thirty (30) closed – end items were used to collect data; data collected was analyzed using mean (\bar{x}) Result revealed that graduates has entrepreneurial business ventures in Garment making (tailoring and clothing constructions) ($\bar{x} = 2.5$); Cosmetology (Hair dressing saloon, pedicure and manicure) ($\bar{x} = 2.7$); Common area of interest is catering craft practices and constrains includes, inadequate learning materials, teachers inefficiency in manipulative skills and limited lesson periods among others. Based on these findings, it was recommended that Federal Ministry of Education should organize in-service training for trade subjects' teachers, as well as provide adequate learning material for effective learning.

Keywords: Students, Entrepreneurship, Skills, Sustainable, Development, Goals.

Introduction

Sustainable development has been defined severally and the commonly acceptable definition, is the organizing of principles for meeting human development goals while at same time, sustaining the ability of systems to preserve natural resources and ecosystem services upon which the economy and society depends. Allen (2007) opined that sustainable development can be classified as development that meets the needs of the present, without compromising the ability of meeting the needs of future generations. Salami (2008) also reported that sustainability is the practice of maintaining processes of productivity indefinitely whether natural or human made by replacing resources used with resources equal or greater value, without degrading or endangering natural biotic system. From these points of view, it is obvious that sustainable development is a type of development that meets the needs of present generation without compromising the ability to meet the needs of future generations.

Sustainable development has two key words within its concept, namely:

1. The concept of needs, in particular. The essential needs of the world populace to which overriding priority should be given.
2. The idea of limitations imposed by the state of technology and social organization on the environmental ability to meet present and future needs. (United Nations Educational Scientific and Cultural Organization

(UNESCO, 2016).

In 2015, the United Nations General Assembly, formally adopted the Universal integrated and transformative 2030 Agenda for sustainable development, a set of seventeen (17) Sustainable Development Goals (SDGs). The goals and agender are to be implemented and achieved in every country from the year 2016 to 2030 through Education for Sustainable Development (ESD). The concept of ESD was born from the need for education to address the growing environmental challenges facing the planet. In order to achieve the stated goals, education should change to provide knowledge, skills, values and attitudes to enable more sustainable and equitable society (UNESCO, 2016). ESD therefore aim to empower and equip current and future generation to meet their needs using balance and integrated approaches to the economic, social and environmental dimensions of sustainable development.

Uko – Aviomoh, (2019) remarked that sustainable development must be integrated into education and education must integrate sustainable development to ensure the effective attainment of stated goals. ESD is holistic and transformational education should be concerned with learning content, outcome, pedagogy and learning environment. Therefore, with regards to learning contents, such as curricula, the complex sustainability challenges facing society cut across boundaries and multiple thematic areas. Education should therefore address key issues, such as climate

change, poverty and sustainable production. ESD should also promote the integration of these critical sustainable issues in local and global contents in to the curriculum, to prepare learners to understand and respond to the changing world. ESD aims to produce learning outcome that include, core competencies such as critical and systemic thinking; to deliver such divers and evolving issues through the use of innovative pedagogy, encouraging teaching and learning in an innovative learner's centered ways that enables to think critically and systematically to develop values for a sustainable future.

In response to the call of keying into the world's sustainable development vision, Nigeria in 2009 raised up a body called Nigerian Educational Research and Development Council (NERDC) to develop trade subject curriculum out of the existing vocational and technical education subjects to prepare senior secondary graduates with basic knowledge, skills and attitudes needed for successful entrance into the world of work on graduation in different subject area.

This enviable goal led to NERDC (2009) creation of twenty-five (25) Trade Subjects at senior secondary levels and made it compulsory that every student in the Senior Secondary must offer one of the trade subjects in area of choice. Specifically; Home economics Education has three trade subject areas aimed to equip graduates with knowledge, skills and attitude to become an entrepreneur and an employer of labour on graduation from the secondary school. The three trade subject area includes garment making, catering craft practices and cosmetology. Since the inception of the implementation of the Home economics trade subjects curricular, there seems to be no or very few Home Economics trade subject business ventures owned by Secondary School graduates in the societies, where they are self-employed nor employer of labour. This lack of existing Home Economics Education business enterprises in the study environment is a concern to the researcher.

Statement of the Problem

The attainment of the world vision on sustainable development is hinged on Education for Sustainable Development (ESD). This led the government of Nigeria to raise NERDC (2009) to develop new educational curriculum on different vocational and technical subject areas of which catering craft, garment making and cosmetology was developed out from Home Economics Educational Subject area; whose objectives was to equip learners with knowledge, skills and attitude needed to successfully enter the world of work and even become an employer of labour as stated in the National Economics, Empowerment and Development Strategies (NEEDS) ,(2009); which was

expressed as value oriented, poverty eradication, job creation, wealth generation and using education to empower the citizenry. The problem statement therefore is do Home Economics Education trade subjects student grandaunts own a business venture in the subject areas exposed to, while in school?

Purpose of the Study

The purpose of this study was to investigate the extent to which Home Economics trade subjects' goals as stated in NERDC has been attained, as a panacea of positive contribution to the attainment of the world's sustainable development vision in the study area.

Specially, the study seeks to determine if; Home Economics trade subjects teachers can identify:

1. entrepreneurial ventures established by students who graduated from trade subject expose to, while in school
2. trade subjects area of interest of most of their student while in school
3. Constrains that militates against student's effective acquisition of expected knowledge, skills and attitude for successful entrance to the world of work upon graduation.

Research Questions

The following research questions guided the study.

To what extent can Home Economics trade subjects teachers in Delta North Senatorial Zone identify business ventures in the society, established by their graduates as entrepreneur upon graduation?

1. To what extent can trade subjects teachers in Delta North Senatorial zone identify trade subject areas of interest (student's common choice) while ins school.
2. To what extent can Home Economics trade subjects teachers in Delta North Senatorial Zone identify constrains that militate against effective teaching and learning for successful attainment of curriculum stated goals and objectives.
3. What are the constrains militating students successful attainment of NEDEC (2009) Goals?

Significance of the Study

The findings of this study, if made available to the public, through publication in journals and magazine, workshops and seminars, would be of great benefit to Education stake holders, such as educational planners, Administrators, teachers, students and entire citizenry of Nigeria.

Methodology

Design of the Study

The researcher employed a survey research design for

the study. According to Abanobi (2018), A survey research design involves the generation of data from sampled respondents in a study where the subject matter of the study has to do with respondent's opinion, knowledge, practice and other personal experiences on the study subject matter

Population for the Study

The population for the study comprised all Home Economics Teachers in all public secondary schools in Delta North Senatorial Zone, Delta State. The

population member was one hundred and one (101) Home Economics teachers.

Source: Delta North Post Primary Education Board record (2019).

Sample and Sampling Techniques

A purposive sampling techniques was used to select all the seventy-eight Home Economics Trade Subject teachers in all the public secondary school in Delta North Senatorial zone.

Results

Research Question 1: TO what extent can Home Economics Trade subjects teachers in Delta North Senatorial zone, identify business ventures established by their grandaunts from senior secondary schools in the society.

Table 1: Sample Distribution

S/N	L.G.A	No. of Public Schools	No. of Home Econs Teachers	No. of H/Econs Trade Subject teachers
1	Aniocha North	16	23	10
2	Aniocha South	19	28	12
3	Ika North/East	17	32	13
4	Ika South	10	18	14
5	Ndokwa West	17	14	6
6	Ndokwa North	12	13	8
7	Oshimili South	19	16	5
8	Oshimili North	17	13	7
9	Ukwuani	8	10	3
	Total	135	167	78

Source: school academic staff records of each sampled schools (2019)

Instrument for Data Collection

A questionnaire structured in sections A and B was used for data collection. Section A consisted of demographic information while section B consisted of thirty (30) closed – end items that elicited information on the study subject matter; structured in four (4) point rating scale, Strongly Agree (SA) Agree (A), Disagree (D) and Strongly disagree (SD).

Validity of the Instrument

The validity of the instrument was carried out by one Home Economics lecturer in the Department of Home Economics Education and two other lecturers from the Department of Measurement and Evaluation, Federal College of Education (Tech), Asaba. Their criticism was based on content and construct value in obtaining valid data in the area of the study. All observation and corrections were dully effected before the final copy was produced and used for data collection.

Method of Data Collection

The researchers visited all the schools where Home Economics trade subjects are offered and personally administered copies of the questionnaire to the trade subject teachers, guided them to appropriate completion of the questionnaire items and retrieved on the spot.

Method of Data Analysis

Data collected from the field survey were analyzed using frequency count and mean. The decision rule of a mean of 2.5 and above indicated acceptance of opinion while a mean less than 2.5 indicated rejection of opinion.

Research Question 2: To what extent can Home Economics Trade Subject Teachers in Delta North Senatorial Zone Identify trade subjects areas of Student interest/choice during their period in school?

Table 2: Home Economics Trade subject teacher's identification of their graduates established business ventures in the society

S/N	ITEMS	SA	A	D	SD	WTP SCORE	??	RMK
	Home Economics Trade subject graduates established business in societies includes:							
A	Catering Craft Practices (CCP):							
1	Cakes, snack and drinks production and sales (i.e. snack bar operations)	12	18	23	25	175	2.2	REJ
2	Canteen/public eateries business	5	12	28	43	155	2.1	REJ
3	Outdoor Catering services/operations	03	14	32	29	145	1.3	REJ
B	Garment Making such as:							
4	Tailoring/clothing construction	14	23	28	13	194	2.5	ACC
5	Fashion Designs/Modelling	-	06	32	40	122	1.6	REJ
6	Sales of Fashion/Tailoring Accessories	10	16	33	19	173	2.2	REJ
C	Cosmetology, Such as:							
7	BarbingSaloon	98	11	24	35	140	1.8	REJ
8	Hair Dressing Saloon	18	15	26	19	218	2.8	ACC
9	Pedicure/Medicare saloon	15	22	29	12	196	2.5	ACC
10	Production/sales of cosmetic products	05	08	34	31	143	1.8	REJ

Table 2, revealed that graduated Home Economics Trade subjects students had established business ventures in two major subject areas, namely; Garment making (tailoring- \bar{x} 2.5), and cosmetology (hair dressing - \bar{x} 2.8 and Pedicure and medicare - \bar{x} 2.5)

respectively. While all other business opportunities in catering craft practices owned by graduates do not exist, $\bar{x} < 2.5$, fashion designing, modeling, sales of clothing accessories and sales of cosmetic products do not also exist $\bar{x} < 2.5$.

Research Question 3: To what extent can Home Economics Trade Subjects teachers in Delta North Senatorial Zone identify constraints that militate against teaching and learning for effective attainment of NERDC (2009) stated goals in Home Economics Trade Subjects area?

Table 3: Students areas in Trade subject interest in Home Economics

S/N	ITEMS	SA	A	D	SD	SCORE	??	RMK
	Home Economics Trade subjects available for senior secondary students includes:							
A	Catering Craft Practices (CCP)							
11	Cake making, snacks, drinks production and sales (e.g. snack bar)	15	22	27	14	194	2.5	ACC
12	Canteen/Eateries operations	3	11	26	38	135	1.7	REJ
13	Outdoor catering servers and events organizations	9	14	28	27	157	2.0	REJ
B	Garment Making, such as:							
14	Tailoring/Clothing construction	18	27	22	14	2.8	2.7	ACC
15	Fabric/Fashion Design	4	13	26	35	142	1.8	REJ
16	Sales of Fashion/Tailoring Accessories	7	16	28	27	155	1.9	REJ
C	Cosmetology such as:							
17	Barbing saloon	14	21	24	19	186	2.4	REJ
18	Hair Dressing saloon	21	26	18	13	211	2.7	ACC
19	Manicure/Pedicure parlors	12	21	18	15	194	2.5	ACC
20	Sales of cosmetics products	12	21	17	20	153	1.9	REJ

Table3, reveals student's areas of interest in Home Economics Trade subjects to include: In CCP – Cake making, snack and drink production and sales = \bar{x} 2.5, In garment making – tailoring/clothing construction = \bar{x} 2.7, In Cosmetology – Hair dressing = \bar{x} 2.7 and Pedicure/Manicure = \bar{x} < 2.5. While other six

business entrepreneurial opportunities were rejected with \bar{x} < 2.5. This indicates that students had interest in the three aspects of the Home Economics Trade Subjects, but aspects of interests differs within business opportunities in each subject areas.

Table 4: Constrains militating against successful attainment of stated curriculum goals

S/N	ITEMS	SA	A	D	SD	SCORE	??	RMK
	Constrains militating against effective attainment of stated curriculum goals includes:							
21	Student lack of interest in trade subjects	09	12	29	28	158	2.0	REJ
22	Lack of teaching – learning practical tools and equipment	20	28	18	12	212	2.7	ACC
23	Un-conductive teaching – learning environment (laboratories)	19	23	17	19	19	2.5	ACC
24	Insufficient lesson time duration	15	29	21	13	202	2.6	ACC
25	Lack of consumable teaching – learning material	20	31	12	15	212	2.7	ACC
26	Teachers/Instructor Lack of Practical Knowledge and skills needed for effective impartation of marketable skills in job areas.	13	24	22	10	196	2.5	ACC
27	Teacher lack of appropriate perception on expected outcome of teaching learning	14	22	36	06	206	2.6	ACC
28	Parental poor attitude towards contribution of practical learning materials for their children	18	29	13	10	195	2.5	ACC
29	School Administrations lack of prompt and appropriate supervision of teaching – learning during the periods of learning school	17	22	31	08	224	2.8	ACC
30	Governmental nonchalant attitude towards periodic assessment of the extent of attainment of stated educational goals from time to time	14	31	22	11	204	2.6	ACC

Table 4 revealed that students are interested in the Home Economics trade subjects, \bar{x} 2.6, indicating that students interest is not a constrain to effective attainment of stated goals and objectives. While other identified constrains, such as:

1. Lack of teaching learning tools/equipment - \bar{x} 2.7
2. Unconductive teaching learning environment - \bar{x} 2.5
3. Insufficient teaching – learning time duration - \bar{x} 2.6
4. Lack of consumable learning – teaching materials - \bar{x} 2.7
5. Teachers lack of practical knowledge and skills for effective impartation of skills needed in the world of works - \bar{x} 2.5
6. Teachers lack of perception of stated goals and objectives - \bar{x} 2.6
7. Parental attitudes towards contribution of practical materials for teaching - learning of their children - \bar{x} 2.5
8. School administrators lack of prompt and appropriate supervision of teaching – learning during the periods of learning in school - \bar{x} 2.8
9. Governmental nonchalant attitude towards periodic assessment of the extent of attainment of stated educational goals from time to time - \bar{x} 2.6.

This indicates that these constrains among others are factors militating against students' effectiveness in attainment of NERDC (2009) aims and objectives.

Discussion of Findings

The findings of this study had revealed the three (3) basic trade subject areas, where students can develop. Entrepreneurial knowledge skill and attitudes for successful entry into the world of work upon graduation from senior secondary schools includes; Catering Craft Practices (CCP), Garment Making and Cosmetology (NERDC, 2009). These three Trade subjects has different areas of specialization, where students were expected to acquire saleable skills that will enable them to be self-employed upon graduation and become employers of labour, thereby reducing the unemployment of youths in the society and eradicating poverty.

Research question 1, revealed that students are interested in cake making, snack drinks production and sales; but unfortunately, there are very few graduates that own such business in the society. These finding are in line with Uko – Aviomoh (2018) who remarked that

graduates of Home Economics trade subjects in senior secondary school neglect their acquired skills in entrepreneurship ventures to pursue higher education in the university for certificate that is not a guarantee to immediate white-collar job upon graduation. Busari (2018) also remarked that graduates of Home Economics trade subjects only take to entrepreneurial ventures after two or three years of disappointment from JAMB and Post UME, disqualifying them from higher education.

Research question 2, revealed students' areas of interest to include; Cake making, snack and drinks making production and sales, garment making (tailoring/clothing construction) and hair dressing, manicure and pedicure business in cosmetology. These according to Anene-Okeakwa (2018), are modern entrepreneurial viable business opportunities that are not capital intensive, but yields reasonable returns in no distant periods.

Research question 3, also revealed constraints to students' successful attainment of NERDC (2009) aims to trade subject to include; inadequate teaching – learning consumable materials, un-conducive learning environment, lack of practical tools and equipment, poor teachers basic knowledge and manipulative skills to impart appropriate knowledge and skills that will enable learners successful entry into the world of works upon graduation, among other constrains had led to limitation of the extent to which NERDC aim and objective has been actualized in the society.

Conclusion

The successful attainment of the world sustainable development objectives as integrated by NERDC trade subjects curriculum, focused on poverty eradication and job creation, have not been successfully attained by students of Home Economics trade subject graduates due to few constrains within the control of the government, educational administrators and teachers in the educational system. However, if these few identified constrains are properly addressed, Nigeria will contribute meaningfully towards the achievement of the world development sustainable vision 2030.

Recommendations

Based on the findings of this study, it was recommended that

1. The Federal Ministry of Education, through her good office should plan and execute periodic in service training sections for teachers handling different subjects to enhance teachers' efficiency in imparting appropriate knowledge, skills and attitude required for successful graduates' entry into the world of work upon graduation.

2. State Ministry of Education should visit school within their state, identify student's area of trade subject interest and provide necessary tools, equipment and conducive teaching-learning environment for better attainment of expected aims and objectives
3. Parents should be adequately sensitized to provide needed consumable materials towards their children learning.
4. The Federal Government should build short term industrial training opportunities after SSCE Examination, to further equip graduate with practical experience that will encourage them to enter the world of work immediately after their final examination.

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