

THE ROLE OF HOME ECONOMICS EDUCATION IN PROMOTING ENTREPRENEURSHIP AMONG YOUTHS FOR ACTUALIZING SUSTAINABLE DEVELOPMENT GOALS OF VISION 2030: A STUDY OF SELECTED SECONDARY SCHOOLS IN KATAGUM LOCAL GOVERNMENT AREA, BAUCHI STATE

FAITH C. OKONMAH

Home Economics Department, Aminu Saleh College of Education, Azare, Bauchi-State.

ABSTRACT

This study investigated the role Home Economics Education plays in promoting entrepreneurship among Nigerian youths for actualizing Sustainable Development Goals (SDGs) in Katagum Local Government Area, Bauchi State. SDGs provide framework for shared action that focused on people, planet and prosperity that focused on seventeen goals expected to be implemented and achieved across the globe for its realization in the year 2030. The study adopted descriptive survey research design and employed purposive random sampling technique to select the Secondary Schools and respondents in Katagum LGA, Bauchi State. The targeted population was Senior Secondary School students and the sample of 250 respondents was used. The data of the study was derived from questionnaire containing twenty-one items. The descriptive statistical analysis using the simple percentage was employed to answer the research questions. The findings of the

Introduction:

Home Economics Education in recent times has become one of the strongest pillars of national economic revival through its vocational programmes. As a vocational discipline, it is useful for both adult and youth, rich and poor, educated and uneducated for improving the lives of the family, community or nation through engaging deliberately in some of the programmes it offers. These programmes have been highlighted and explained in National Policy on Education the fundamental need for acquisition of appropriate skills, abilities and competencies; both mental and physical, as a pre-requisite for the individual to contribute to the meaningful development in the society

study revealed available entrepreneurship opportunities Home Economics Education offers and challenges of setting up small scale entrepreneurship business centres in Katagum LGA, Bauchi State that hinder actualization of SDGs. The findings showed fundamental strategies for setting up entrepreneurship businesses for youths to actualize SDGs. The study concluded that entrepreneurship is the vibrant tool to actualizing SDGs by Nigerian youths. The study recommended that entrepreneurship Education should be made compulsory to all Secondary School students; government and non-governmental organizations should equip home economics laboratories, provision of loan scheme to youths, among others to actualize SDGs in Nigeria.

Keywords: *Entrepreneurship, Home Economics Education, Sustainable Development Goals, Teachers, Youths*

FRN, 2014).
In a bid to address the unemployment challenge that paves way for chronic poverty in Nigeria, home economics Education is an indispensable tool through entrepreneurship education. Attesting to this fact, Ene-Obong (2006) acknowledges that Home Economics Education offers great opportunity for entrepreneurship for self – reliance and for human and economic development. Entrepreneurship education is the type of education that provides basic knowledge, skill, attitudes and ideas for equipping the learner or an individual for self – employment (Lankand, 2003; Onu, 2006). On the other hand, entrepreneurship focuses on deliberate efforts that an individual makes to seek investment opportunity, establishes and run a venture successfully (Gana, 2001). Relatively, Lankand (2003) argues that entrepreneurship is a process of creating something different with the target of renewing its value by devoting the adequate time as well as assuming the accompanying financial psychic, social risk, and receiving the lasting rewards of most personal satisfaction. It is important to note that this approach occurs when an individual sets out to develop a new idea for an existing business in order to arouse consumer’s interest for patronage.

In recent times, there is a high concern for achieving Sustainable Development Goals (SDGs) across almost all disciplines in Nigeria. The concern is how Nigeria should achieve SDGs in the shortest possible time, on or before the year 2030 which is a global vision. This global decision was taken in September 2015 at a

historic United Nations Summit and was implemented in every country all over the world in January 2016. SDGs are designed to be universal and therefore apply to all countries – poor, rich and middle-income alike – and to all segments of society targeted at ending poverty, achieving zero hunger; good health and well-being; quality education; gender equality; clean water and sanitation; affordable and clean energy; decent work and economic growth; industries, innovation and infrastructure; reduced inequalities; sustainable cities and community; responsible consumption and production; climate action; life below water; life and land; peace, justice and strong institution; and partnership for goals (United Nations, 2017; Nilsson, 2017). These formed fundamental goals that provide a framework for shared action that focused on people, planet and prosperity.

There is no doubt Home Economics Education plays a central role for actualization of SDGs through entrepreneurship education. Interestingly, entrepreneurship provides room for self employment that pave way for poverty reduction and unemployment. Entrepreneurship as viable tool in the hand of youths will be useful to address most of SDGs which include ending of poverty; zero hunger; good health and well-being; quality education; gender equality; clean water and sanitation; decent work and economic growth; industries, innovation and infrastructure; responsible consumption and production. The above mentioned SDGs are integral parts of Home Economics Education taught at Secondary Schools in Nigeria, particular in Katagum Local Government Area of Bauchi State. Concerted efforts of acquiring entrepreneurship skills in School (Secondary Education) will place students on the high footing after graduation to revival national economy which is useful for actualization of SDGs in Nigeria.

Statement of the Problem

Entrepreneurship plays a critical role in reviving a nation's economy that is relevant to achieving SDGs in the country. Youths need to be encouraged to acquire entrepreneurship education so that they can become entrepreneurs who can contribute tremendously to the actualization of SDGs in Nigeria.

In addition, due to the increasing problem of unemployment in Nigeria and desire to achieve SDGs in the year 2030, there is a need to empower to youths to acquire entrepreneurship skills for developing national economy. Possessing entrepreneurship skill is paramount requisite in the hands of youths to tackle economic challenges. This study argues that entrepreneurship education is relevant for achieving vision 2030 of SDGs in Nigeria.

Purpose of the study

The purpose of this study is to investigate the role of Home Economics Education as a tool for promoting entrepreneurship among youths for achieving SDGs in Katagum LGA of Bauchi State. In achieving this broad goal, the specific objectives are to:

- i. identify available entrepreneurship opportunities Home Economics Education offers in actualizing SDGs in Katagum LGA, Bauchi State.
- ii. find out challenges for setting up small scale entrepreneurship business centres in Katagum LGA, Bauchi State that hinder actualization of SDGs.
- iii. point out strategies for setting up small scale entrepreneurship business centres among youths to actualize SDGs in Katagum LGA, Bauchi State.

Research Questions

- i. What is the available entrepreneurship opportunities Home Economics Education offers in actualizing SDGs in Katagum LGA, Bauchi State?
- ii. What are challenges for setting up entrepreneurship businesses in Katagum LGA, Bauchi State?
- iii. What are fundamental strategies for setting up entrepreneurship small scale business among youths to actualize SDGs in Katagum LGA, Bauchi State?

Theoretical Framework

This study is anchored on Dependency theory of development. The theory argues that, for the Third World Countries to be developed there is need to stop the exploitation of their resources by the First World Countries. The theory emphasizes that Third World countries can attain development if they are not perpetually depending on the trade relationship established with the First World countries. The dependent theorists believe that underdevelopment of the Third World countries is as a result of imperialism, colonialism and exploitation by the First World countries (Katsina, 2012).

In the context of this study, the theory is relevant because it serves as motivational tool to encourage youths to strive so as to establish entrepreneurship centres without necessarily depending on external sources

for support capable of achieving SDGs. This theory will encourage youths to develop or devise ways of making them independent.

Literature Review

The concept of entrepreneurship education has been discussed by different scholars; however, these scholars had highlighted and pointed out basic perspectives that look common in the general sense. Meziobi (2013) views the concept as an educational process that creates in an individual the ability and skills to become self-reliant and overcome the dynamic challenges posed by the hash economy of the nation. Students have encountered several challenges for acquisition of entrepreneurship skills. Some of these challenges include, inadequate time allotted for practical courses, inadequate facilities, low interest, high cost of financial demand, no good motivation to acquire among others (Uwameiye, 2019). The instructors also encountered challenges for teaching entrepreneurship in schools, these include; uninteresting methods of teaching, non-utilization of modern learning methods to teach practical lesson, utilization of lecture methods to teach practical courses (Uwameiye, 2019). Uwameiye (2019) suggests adequately funding, monitoring and supervising the teaching and learning of Home Economics Education programmes as ways of handling the challenges both students and teachers encountered in acquiring and teaching of entrepreneurship skills in schools.

Entrepreneurship has been identified as one of the tool for achieving SDGs through trading as noted by United Nations (2015: paragraph 79) thus:

With appropriate supporting policies, infrastructure and an educated work force, trade can also help to promote productive employment and decent work, women's empowerment and food security, as well as a reduction in inequality, and contribute to achieving the sustainable development goals.

The United Nations (2015) emphasized the need to integrate sustainable development into trade policy at all levels by international trade and investment offers opportunities that requires complementary actions at the national level, strengthen domestic enabling environments and implement sound domestic policies and reforms conducive to realizing the potential of trade for inclusive growth and sustainable development. This can be achieved through engaging youths through entrepreneurship.

Significantly, entrepreneurship which is one of the ways of promoting trade may function as a means of implementation for attaining the SDGs through public revenue generation. As regards the public sector, trade policy could be used to raise the public revenue. A government can raise revenues, for instance, via: (i) imposing tax on imported goods and services (i.e. tariff revenues); (ii) imposing tax on exported goods and services (e.g. export tax); and (iii) claiming certain proceeds from commodity exports. Such trade-related taxes can carry a significant weight in the public revenue of low-income countries that face limited capacity of public revenue collection (Alouis & Gideon, 2013). The revenue raised by trade-related measures can constitute around 10–25 per cent of the total public revenue of low-income countries (Cagé & Gadenne, 2014). Using trade policy for raising public revenue however comes with the risk of causing trade distortion to the domestic market, which reduces welfare of different segments of people in the society (United Nations, 2015).

Akpan, Unung and Usoroh (2014) investigated the influence of entrepreneurial skills (technical, handiwork and teamwork) on students' interest in Home Economics. Findings of the study revealed significant difference in technical, handiwork and team work skills and students' interest in Home Economics. The researchers recommend the training programmes should be organized for Home Economics teachers by the State Universal Basic Education Board (SUBEP) to equip them with the necessary entrepreneurial skills that can promote students' interest in the subject.

Muhammad (2018) investigated the impact of entrepreneurial skills acquisition on Home Economics students' performance in junior secondary schools in Kaduna State, Nigeria. Findings revealed that entrepreneurial skills acquisition had positive impact on the performance of home economics students in Junior Secondary Schools; skills acquisition also has its impact on the performance of urban and rural among home economics students in Junior Secondary Schools of Kaduna state.

Ogunlana (2018) examined the role of entrepreneurship as the driver of economic growth. The study analysed challenges faced by business start-ups or small and medium enterprises (SMEs). The author discovered that entrepreneurship can play a significant role in achieving economic growth for the country to overcome her economic crisis. The revealed that entrepreneurship can generate employment, innovation, increase production, and diversify the economy source of revenue while fostering the development

of small and medium enterprises in Nigeria. The author proposed proper policy coordination and stability, provision of necessary infrastructure, and reforms in the educational curriculum to orientate people to be self-reliant to be upheld. Asogwa and Arinze (2017) studied the impact of entrepreneurship development on economic growth. The purpose of the study was to determine the extent entrepreneurial activities impacts the standard of living of the people, to ascertain the impact of multiple taxation on entrepreneurial activities and to examine the extent entrepreneurial activities create job employment for the people. The findings of the study showed that entrepreneurial activities create job opportunities which subsequently enhance the standard of living of the people and therefore, concludes that the role of entrepreneurial activities on economic development because it enhances the socio-economic well-being of the people.

Materials and Methods

This study employs survey research design. Survey design is a systematic empirical inquiry in which the independent variable is not subject to manipulation. The advantage of this research design is to study large population by a representative sample.

The area of study that was used for the research was Katagum Local Government Educational Area of Bauchi State. Ten Public Secondary Schools were used in the study. A sample of 250 Senior Secondary School Home Economics students drawn from the entire population was used. Purposive Simple random sampling technique was used to select the sample for the study. The sampling technique was chosen in order to obtain a true representation of the population. The sample was divided among the ten public schools which 25 sample size was used in each of the school. The sampling technique was chosen to ensure that the sample was equally divided among the ten schools since those schools did not have equal number of students.

The instrument used for data collection was a researcher-developed (questionnaire, Home Economics Education, Entrepreneurship and Sustainable Development Goals Questionnaire (HEEESDGQ). The questionnaire was divided into three sections. Each section has seven items that made up of twenty-one items.

To ensure validity and reliability of instrument, the instrument was subjected to face validation by three experts of Home Economics Education. Twenty copies of the instrument were administered to respondents who were not part

of the sample. Cronbach Alpha formula was used to analyse the data. A reliability coefficient index of 0.75 was obtained and based on that, the instrument was adjudged reliable.

The researcher with the assistance of the Home Economics Education teachers in the selected schools administered 150 questionnaires to the students. The respondents filled the questionnaire in their various home economics classrooms and were collected at spot.

The study adopted descriptive statistical analysis. The simple percentage method was used to analyze the data using tables and simple percentage.

Result

Table 1 Showing the Available Entrepreneurship Opportunities Home Economics Education offers in actualizing SDGs in Katagum Local Government Area, Bauchi State

S/NO	ITEM	SA		A		D		SD	
		4		3		2		1	
		N	%	N	%	N	%	N	%
	Available Entrepreneurship Opportunities Home Economics Education offers in actualizing SDGs in Katagum Local Government Area, Bauchi State.								
1.	Home Economics Education provides numerous opportunities to be self employed after school.	175	70	75	30	0	0	0	0
2.	Home Economics Education lesson teaches students how to make snack production like cake, pies, breads and doughnuts	150	60	100	40	0	0	0	0
3.	Home Economics Education lesson does not teaches students how to set up Poultry, fish and other animal rearing business.	50	20	50	20	125	50	25	10
4.	Home Economics Education lesson teaches students how to set up laundry and dry cleaning small scale business	100	40	150	60	0	0	0	0
5.	Home Economics Education teaches students how to set up interior decoration business.	175	70	75	30	0	0	0	0
6.	Home Economics Education curriculum for senior secondary school does not include the teaching of Cream and pomade making to students.	25	10	0	0	150	60	75	30
7.	Home Economics Education teaches students to acquire skill of tailoring skills and how to set up a tailoring centre.	200	80	50	20	0	0	0	0

Source: Field Survey, 2020

Results from the above table (1) revealed that majority of the respondents which constitutes 70% and 30% of strongly agreed and agreed respectively accept that Home Economics Education provides numerous opportunities to be self employed after school. The results also indicate that 60% and 40% of the respondents strongly agreed and agreed respectively that Home Economics Education lesson teaches students how to make snack production like cake, pies, buns and doughnuts. The results also showed that majority of the respondents which constitutes 50% disagreed that Home Economics Education lesson does not teach students how to set up Poultry, fish and other animal rearing business. The results further revealed that 40% and 60% of the respondents strongly agreed and agreed that Home Economics Education lesson teaches students how to set up laundry and dry cleaning small scale business. The results also showed that 70% and 30% of the respondents strongly agreed and agreed that Home Economics Education teaches students how to set up interior decoration business. The results revealed that majority of the respondents which constitute 60% disagreed that Home Economics Education curriculum for senior secondary school does not include the teaching of Cream and pomade making to students. The results also indicate that 80% and 20% of the respondents strongly agreed and agreed that Home Economics Education teaches students to acquire skill of tailoring and how to set up a tailoring centre.

Table 2 Showing the challenges of Setting up Entrepreneurship Businesses in Katagum Local Government Area, Bauchi State

S/NO	ITEM	SA		A		D		SD	
		4		3		2		1	
		N	%	N	%	N	%	N	%
	The challenges of Setting up Entrepreneurship Businesses in Katagum Local Government Area, Bauchi State actualize SOGs.								
8.	Lack of capital constraint youths to set up entrepreneurship centre after graduation.	150	60	75	30	25	10	0	0
9.	High payment of taxes by government discourage youth to set up entrepreneurship business centres	25	10	150	60	50	20	25	10
10.	Irregular power supply for using electronic materials.	50	20	125	50	75	30	0	0
11.	High cost of rent stores in the strategic places makes youth not to think of establishing entrepreneurship business centre by youths.	75	30	125	50	25	10	25	10

12.	Most youths are not creative	50	20	150	60	50	20	0	0
13.	No good motivation to acquire entrepreneurship skill by the youths.	50	20	175	70	25	10	0	0
14.	Poor entrepreneurial managerial know-how by youths.	50	20	150	60	25	10	25	10

Source: Field Survey, 2020

Results from the above table (2) revealed that majority of the respondents which constitutes 60% of respondents strongly agreed that Lack of capital constraint youths to set up entrepreneurship centre after graduation, 30% of respondents agreed while 10% disagreed. Results also showed that majority of the respondents which is 60% agreed that high payment of taxes by government discourage youth to set up entrepreneurship business centres, 10% of the respondents strongly agreed while 20% and 10% of the respondents disagreed and strongly disagreed. Results further indicate majority of the respondents which is 50% agreed irregular power supply for using electronic materials. Results revealed that majority of the respondents, 50% and 30% of the respondents agreed and strongly agreed respectively that high cost of rent stores in the strategic places makes youth not to think of establishing entrepreneurship business centre by youths. The results further showed that majority of respondents which constitute 60% and 20% of the respondents agreed and strongly agreed respectively that most youths are not creative and it constitutes challenge for youth to set up entrepreneurship business. The results indicate that no good motivation to acquire entrepreneurship skill by the youths constitute challenge to setting up of entrepreneurship which majority of the respondents which constitute 70% agreed, 20% strongly agreed while 10% disagreed. The results revealed that 60% of the respondents which is majority of the respondents agreed that poor entrepreneurial managerial know-how by youths constitute challenge for setting up of entrepreneurship.

Table 3 Showing Strategies for Setting up Small Scale Entrepreneurship Business Centres among Youths to Actualize SDGs in Katagum LGA, Bauchi State

S/NO	ITEM	SA		A		D		SD	
		4		3		2		1	
	The Strategies for Setting up Small Scale Entrepreneurship Business Centres among Youths to Actualize SDGs in Katagum LGA, Bauchi State.	N	%	N	%	N	%	N	%
15.	Government and Non-Governmental Organization should provide loan to youths to set entrepreneurship centres	175	70	75	30	0	0	0	0

16.	Youths should attend seminars on entrepreneurship to gain insight on setting up entrepreneurship centres.	225	90	25	10	0	0	0	0
17.	Recruiting competent Home Economics teachers to teach entrepreneurship education at secondary school level.	100	40	150	60	0	0	0	0
18.	Curriculum designers to develop entrepreneurial activities for Home Economics classes, with respect of achieving sustainable development goals.	75	30	175	70	0	0	0	0
19.	Critical thinking and ability to organise a new business should be cultivated by youths.	225	90	25	10	0	0	0	0
20.	Informal Entrepreneurship Education and Training given to uneducated youths is relevant to achieving sustainable development goals.	200	80	50	20	0	0	0	0
21.	Media channels such radio and television should provide information to the youths on where and how to get entrepreneurship training, financial and technical assistance.	150	60	75	30	25	10	0	0

Source: Field Survey, 2020

Results from above table (3) indicate that 70% and 30% of the respondents strongly agreed and agreed respectively that Government and Non-Governmental Organization should provide loan to youths to set entrepreneurship centres. Similarly, the results also revealed that 90% and 10% of the respondents strongly agreed and agreed that youths should attend seminars on entrepreneurship to gain insight in setting up entrepreneurship centres. Results showed that 40% and 60% of the respondents strongly agreed and agreed that recruiting competent Home Economics teachers to teach entrepreneurship education at secondary school level is strategy for achieving SDGs. The results revealed that majority of the respondents which constitute 70% agreed that curriculum designers to develop entrepreneurial activities for Home Economics classes, with respect of achieving sustainable development goals while 30% of the respondents strongly agreed. The results also indicate that 90% and 10% of respondents strongly agreed and agreed that critical thinking and ability to organise a new business should be cultivated by youths to set up entrepreneurship business to achieve SDGs. Results further showed majority of the respondents 80% strongly agreed that informal

entrepreneurship education and training given to uneducated youths is relevant to achieving SDGs while 20% of the respondents agreed. Results revealed that 60% of the respondents strongly agreed that media channels such radio and television should provide information to the youths on where and how to get entrepreneurship training, financial and technical assistance, 30% of the respondents agreed while 10% of the respondents disagreed.

Discussion

The first research question hinges on available opportunities Home Economics Education offers to youths to set up entrepreneurship centre to actualize SDGs in Katagum Local Government Area. The findings revealed several opportunities Home Economics Education offers to youths in Katagum Local Government Area. These opportunities include snack production such as cake, pies, buns and doughnuts, poultry, fish and other animal rearing business, laundry and dry cleaning, interior decoration, cream and pomade making, tailoring among others. The findings of this study are in line with the studies of Ndem and Akubue (2018). According to the authors, entrepreneurship provides students with the various opportunities to self-employed and self-reliant.

The second research question focuses of the challenges of setting up entrepreneurship centres to achieve SDGs. The findings of the study revealed some of the fundamental challenges that hinders youths to set up entrepreneurship centres in Katagum Local Government Area, Bauchi State: Lack of capital, high payment of taxes, irregular power supply, high cost of rent stores in the strategic places, most youths are not creative, no good motivation to acquire entrepreneurship skill, poor entrepreneurial managerial know-how by youths to mention but a few. The findings of the study confirmed with the findings of Emeka and Ile (2013), Ogunlana (2018) and Nwaokaomah (2018) have identified several challenges of setting up entrepreneurship centre.

The third research question aims at strategies for setting up entrepreneurship centres achieve SDGs in Katagum Local Government Area, Bauchi State. These strategies include the following provision of loan to youths by government and non-government organizations, attending seminars on entrepreneurship, recruiting competent Home Economics teachers to teach entrepreneurship education, inclusion of entrepreneurship education into educational curriculum especially at secondary school level, critical thinking and ability to organise a new business by youths, informal entrepreneurship education and training

given to uneducated youths, media channels such radio and television should provide information to the youths on where and how to get entrepreneurship training, financial and technical assistance among others. The findings of the study agreed with the earlier studies carried out by Uwameiye, (2019) who enumerated some of the fundamental strategies for setting up entrepreneurship ventures.

Conclusion

The study unveiled useful insights how Home Economic Education can felicitate SDGs through entrepreneurship education among youths of Katagum Local Government Area, Bauchi State. The study highlighted some of the available opportunities Home Economics Education offers to youths to set up entrepreneurship centre to actualize SDGs in Katagum Local Government Area. These opportunities include snack production such as cake, pies, buns and doughnuts, laundry and dry cleaning, interior decoration, cream and pomade making, tailoring among others. The study also showed the challenges for setting up entrepreneurship centres that can contribute to actualization of SDGs in the country. In bid to address these fundamental challenges that are slowing down establishment of entrepreneurship centres, the study established strategies for setting up entrepreneurship centres that will speedily contribute to actualization of SDGs in Katagum Local Government Area, Bauchi State. The study argues that entrepreneurship education is a vibrant tool in the hands youths for achieving SDGs.

Recommendations

In view of the above discussions, the study made the following recommendations:

1. Entrepreneurship education should be made compulsory in primary and throughout secondary schools. This will help to enrich intellectual initiative of youths to be creative to achieve SDGs in the country.
2. Only graduates in Home Economics should be allowed to teach Home Economics at the secondary school for effective entrepreneurial skills acquisition and utilisation of skills.
3. Government should equip Secondary Schools with physical facilities, modern equipment and laboratories in the different areas of Home Economics.
4. Government and non-governmental organizations should empower youths through provision of loan scheme to set up their small scale entrepreneurship business centres.
5. Teachers in the system should be trained, and retrained to be updated with new skills, new methodology and technology in the area of entrepreneurship and Home Economics teaching and learning.

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