

CAPACITY BUILDING NEEDS OF SECONDARY SCHOOL GRADUATES FOR EFFECTIVE ENTREPRENEURSHIP IN GUSAU, ZAMFARA STATE.

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Abstract

The purpose of this study was to investigate the entrepreneurial capacity building needs of secondary school graduates in selected Home Economics related enterprises for self-reliance in Gusau town Zamfara State. The study was guided by five(5)research questions. Survey research design adopted for the study .The population of the study was fifty (50) respondents that were made up of 20 Home economic graduate teachers and 30 literate registered fast food entrepreneurs. A questionnaire was used for data collection. The instrument was validated by 3 Home Economics experts. Data were analyzed using mean. The study revealed the need for entrepreneurial capacity building of secondary school graduates in selected Home Economics related enterprises in fast food. The study therefore recommended all the identified entrepreneurial capacity building needs of secondary school graduates in selected Home Economics related enterprises to be integrated in the curriculum either self or paid employment by students on graduation.

Key Words: *Entrepreneurship, Capacity Building, Needs, Secondary School Graduates, Home Economics Enterprises.*

Introduction

The thorniest social and economic problems currently facing Nigeria as a nation include, the myriad of youths unemployment and restiveness, poverty, insecurity, increasing demands for improved standard of living among others. This calls for an educational system that will equip individuals with the requisite competences in entrepreneurship for self-reliance and economic independence. The development of these competencies is an important function of educational institutions at both secondary and tertiary levels. Secondary education offers such opportunities for secondary school graduates to becoming self-reliant.

Secondary education is the education which children receive after primary education and before the tertiary stage. The broad goal of secondary education is to prepare the individual for useful living within the society and higher education by providing technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development (FGN,2014). Home economics education programmes offered at the secondary school level offer students the opportunities for acquiring the needed entrepreneurial competences for self-employment ventures. The National Policy on Education (2014) emphasized the inclusion of vocational Home economic subjects in secondary school curriculum such as Clothing and Textiles, Food and Nutrition and Home Management as core subjects.

Home economics is a skill-oriented field of study noted for its capacity for equipping learners with saleable skills that make for self-reliance, paid employment and small business (Lemchi in Awo 2010). It is a field of study of professions situated in the human science that draws from a range of disciplines to achieve optimal and sustainable living (IFHE, 2009). Home economics places a higher premium on entrepreneurial competencies with the purpose of enhancing capacity building of students in solving youths unemployment problems and self-employment generation. There is a wide range of business opportunities for secondary school graduates in Home Economics entrepreneurship.

Entrepreneurship is defined as the establishment of a new business that uses innovation to enter existing markets and to grow by creating new demands while also taking market shares away from existing suppliers (Ozioko in Awo and Munira, 2019). It involves the recognition of opportunities in the form of needs, wants, problems and challenges and the use of resources to implement innovative ideas for new thoughtful named business that will enhance their success. Entrepreneurship is creating a new thing with value by devoting the required time, assuming the accompanying psychic and social risks and receiving the rewards of personal satisfaction.

Entrepreneurship capacity building of secondary school students in Home Economics related enterprise has become imperative in the face of gross unemployment of secondary school and tertiary institutions graduates and the radical reduction in the availability of paid employment. When a student cannot satisfactorily demonstrate knowledge and capacity in identified home economics enterprises, such as food and nutrition, it is an indication of a need. This need is the difference between the capacities actually possessed by students and what they are expected to possess at the end of their training programmes. This need calls for capacity building.

Capacity is a standardized skill or set of skills for an individual to properly perform a specific job. It is the ability to do something well, measured against a standard especially ability acquired through experience or training (Encarta in

Enete, Amusa and Eze, 2009). Capacity is a state of being functionally adequate or having sufficient knowledge, judgment, skills or strength in carrying out a particular job or task (Olaintan, Alaibe, and Eze in Awo and Ukonze 2012). Capacity can be viewed as essential knowledge and skills obtainable in a profession and those which the profession in the field must possess and be able to demonstrate at optimal level of acquisition and functioning.

Entrepreneurial capacity building needs of secondary school graduates in selected Home economics related enterprise in the context of this study is regarded as the knowledge, skills (capacity) and attitude required by students after years of training in secondary schools to identify business opportunities, stimulate creativity and transferring ideas into practical and economic activities for maximized output. This is achievable when the entrepreneurial capacities required by the students are identified and improved upon in the existing school curriculum, most specifically in Food and Nutrition Home Economics programmes.

Purpose of the study.

The major purpose of the study was to investigate the entrepreneurial capacity building needs of secondary schools graduates in a related Home economic enterprise in Gusau, Zamfara State. Specifically, the study sought to identify:

1. Entrepreneurial capacity building needs of secondary school graduates in starting a fast food enterprise.
2. Entrepreneurial capacity building needs of secondary school graduates in preparing and service fast food enterprise.
3. Entrepreneurial capacity building needs of secondary school graduates in hygiene practice of fast food enterprise.
4. Entrepreneurial capacity building needs of secondary school graduates in marketing fast food enterprises.

Research questions.

The following questions were proposed for the study.

1. What are the entrepreneurial capacity building needs of secondary school graduates in starting a fast food enterprise?
2. What are the entrepreneurial capacity building needs of secondary school graduates in preparing and serving fast food?
3. What are the entrepreneurial capacity building needs of secondary school graduates in hygiene practices in fast food enterprise?
4. What are the entrepreneurial capacity building needs of secondary school graduates in marketing fast food?

Methodology

Design of the study

A survey research design was adopted for me study

Population for the study

The study was conducted in Gusau Town, Zamfara State. The population of the study was 50 respondents. The respondents were made of all the 50 Home Economic graduated teachers and all the 30 registered fast food Educated entrepreneurs. The population was small and therefore the entire population was used, hence no sampling was required.

Instrument for Data collection

A 44 items of a 4 point rating scale questionnaire was developed for the various capacity building needs of secondary school graduates in a specific purpose of the study line and was used for data collection. The needed scale had a 4 point response, Highly Needed(HN), Averagely needed(AN), SLIGHTLY Needed(SU)and Not Needed (NN) with a corresponding value of 4,3,2 and 1 respectively. The instrument was face validated by three (3) expert, two(2)from Home Economics Department and one (1) from School of Business Education Federal College of Education (Technical) Gusau, Zamfara State.Their correction input and suggestions were used for the production of the final copy of the questionnaire.

Data collection and Analysis Techniques.

One hundred and ten (50) copies of the questionnaire more administered. These comprised 20 Home Economics graduate teachers from all the secondary schools in Gusau, both public and private and 30 registered educated fast food entrepreneurs. All the 50 copies of the questionnaire were properly administered completed and returned. Data were analyzed using mean scores. A mean rating of 2.50 was regarded as not needed.

Finding of the study.

The finding of the study are presented by in tables 1-4 based on the specific purpose.

Table 1: mean response of home economic teachers and registered fast food entrepreneurs on entrepreneurial capacity building needs of secondary school graduates in Home Economic related entrepreneurs.

S/No	Entrepreneurial planning capacity building needs in fast food enterprises	\bar{x}	Remarks
1.	Formulate specific objectives for fast food enterprise	4.12	Needed
2.	Survey and locate fast food where there is high demand.	4.37	Needed
3.	Identify the right cooking and service equipment	3.48	Needed
4.	Identify the appropriate human resources and training.	4.11	Needed
5.	Register fast food enterprise with NAFDAC, CAC State and Local Government Authorities.	3.97	Needed
6.	Make budget for the take off	4.25	Needed
7.	Identify the source of finance	3.84	Needed
8.	Plan and arrange resources logically and most efficient use of resources.	3.87	Needed
9.	Identify suitable and appropriate record keeping	4.14	Needed
10.	Draw schedule of activities	3.82	Needed
11.	Revise objectives periodically as occasioned by changes in market demand and supply.	3.88	Needed
N = 50		\bar{x} = Mean.	

Table 1 reveals that the Home Economics graduate teachers and registered fast food educated enterprises agreed on all the eleven (11) entrepreneurial planning capacity building needs of secondary school graduates in Home Economics related enterprise. The eleven (11) needed entrepreneurial planning capacity building needs had their mean value range of 3.48 to 4.37 on items number 3 and 2 respectively, which was above 2.50 mean rating.

Table 2: mean response of Home Economics of teachers and registered fast food educated entrepreneurs in meal on entrepreneurial capacity building needs preparation and service by secondary school graduates in Home Economics related enterprise.

S/No	Entrepreneurial capacity building needs meal preparation services	\bar{x}	Remarks
1.	Knowledge of different commodity market for the purchase of different food commodities	3.11	Needed
2.	Knowledge of preparation of foods, cleaning, picking and washing during meal preparations	3.70	Needed
3.	Knowledge of weights and measurements of foods	3.48	Needed
4.	Knowledge of recipes and recipe yields	2.64	Needed
5.	Knowledge of various methods of cooking foods	4.27	Needed
6.	Knowledge of and use of cooking and service equipment	2..88	Needed
7.	Knowledge of food portion controls	4.12	Needed
8.	Knowledge of food costing	3.75	Needed
9.	Knowledge of right temperature in serving food	4.21	Needed
10.	Knowledge of food packaging for take-away	3.34	Needed
11.	Knowledge of food presentation and service	3.33	Needed

N = 50

\bar{x} = Mean.

Table 2 reveals that Home Economics graduate teachers and registered fast food educated entrepreneurs agreed on all the eleven (11) entrepreneurial capacity building needs in meal preparation and service by secondary school graduates in Home Economics related enterprise. The eleven(11) needed entrepreneurial capacity building needs in meal preparation and service had their value range of 2.64 to 4.27 on items four (4) and five (5) respectively which was above 2.50 mean rating.

Table 3 Mean response of Home Economics graduate teachers and registered fast food educated entrepreneurs on entrepreneurial capacity building needs in fast food hygiene by secondary school graduates in Home Economics related enterprise.

S/No	Entrepreneurial capacity building needs in Hygiene Practices in fast food enterprise	\bar{x}	Remarks
1.	Purchase wholesome foods in environmentally who some shopping centres	4.35	Needed
2.	Maintenance of personal hygiene by hand washing with soap before preparing and serving food	3.98	Needed
3.	Preserve meat covered in refrigerator or cold larder	3.88	Needed
4.	Cover cuts, boils, sores or abrasions, burns, scalds on any part of the body with water proof plaster	4.21	Needed
5.	Large pieces of frozen meat must be completely thawed before cooking	3.24	Needed

6.	Cover food always to avoid contamination	4.32	Needed
7.	Avoid direct contact with cooked food as much as possible to avoid food contamination	4.14	Needed
8.	Hot water best suits all washing – ups	3.89	Needed
9.	Rinse kitchen utensils well before drying them on rack	4.11	Needed
10.	Frequent cleaning of the kitchen, surfaces, equipment, premises utensils and environment	3.91	Needed
11.	Sort wastes in refuse bins, dispose regularly, wash and clean bins regularly	4.18	Needed

N = 50 **\bar{x} = Mean.**

Table 3 reveals that Home Economics graduate teachers and registered fast food educated entrepreneurs agreed on all the eleven (11) entrepreneurial capacity building need in fast food hygiene by secondary school graduates in Home Economics related enterprises. The eleven (11) needed entrepreneurial capacity building needs in fast food hygiene had their mean value range of 3.24 to 4.35 on items five (5) and one (1) respectively which was above 2.50 mean rating.

Table 4 Mean responses of Home Economics graduate teachers and registered fast food educated entrepreneurs on entrepreneurial capacity building needs in marketing fast food by secondary school graduates in Home Economics related enterprises.

S/No	Entrepreneurial capacity building needs in marketing fast food	\bar{x}	Remarks
1.	Analyze marketing opportunities	4.24	Needed
2.	Identify marketing channels	3.25	Needed
3.	Determine the media to use for advertisement to attract customers attention	3.84	Needed
4.	Conduct market studies/survey to determine customers for products.	3.46	Needed
5.	Determine the use of promotional mix effectively (the 4ps)	4.21	Needed
6.	Determine appropriate prices for products and keep appropriate records	4.41	Needed
7.	Maintain a customer oriented philosophy	3.75	Needed
8.	Market and package products decently and attractively	4.16	Needed
9.	Determine current and future market trends in sales	4.22	Needed
10.	Select products line of entering the market	3.49	Needed
11.	Always appraise marketing strategies	4.13	Needed

N = 50 **\bar{x} = Mean.**

Table 4: reveals

The eleven needed entrepreneurial capacity building needs in marketing fast food had their value range of 3.25 to 4.24 on items two(2)and eight(8) respectively which was above 2.50 mean rating. The table shows that Home Economics teachers and registered fast food entrepreneur agreed on all eleven (11)entrepreneurial capacity building needs in making fast food by secondary school graduates in Home Economics related enterprise. The eleven (11) needed entrepreneurial capacity building needs in marketing fast food had their value range of 3.25 to 4.24 on items two (2) and eight (8) respectively which was above 2.50 mean rating.

Discussion of Findings.

The result of the study reveals that all the Home Economics graduate teachers and registered fast food educated entrepreneurs agreed on all the forty four (44) entrepreneurial capacity building needs of secondary school graduates as need for success in fast food enterprise. The study affirms the assertion of Ajala and Olaitan (2010) that exposure to a variety of knowledge and skills are facilitated through experience that is meaningful.

In table 1, the study identified eleven (11) entrepreneurial planning capacity building needs in fast food enterprise by secondary school graduates in related Home Economic enterprise. All were considered as required need by the respondents. Location of fast food where there will be high demand had the highest mean of 4.37. The study on planning capacity building needs of secondary school graduates in Home Economic related enterprise is in agreement with the opinions of Olaitan and mama, in Awo, and Munira (2019) who asserted that drawing up a business programme plan for procurement of facilities, including raw materials are viral skills for successful business enterprise.

In line with this study, they also itemized manning activities as formulation of specific objectives of the enterprise, revising the objectives periodically, drawing up programme plan budgeting, procurement of inputs and identity source of finance or credit for the enterprise.

In agreement with this study, the World Health Organization (WHO) (1996) in Anozie (2010) observed that any unlicensed fast food handlers operating outside the laws and authorities often lack the necessary resources to prevent their operations. It was noted that licensing food vendors helps in identifying employed persons in such enterprises, the type of foods sold and opportunity to train food handlers in food safety.

The finding of the Gericke, et al (2005) affirms this study that equipment and or infrastructure, the number of different types of equipment and the degree of maintenance needed for materials and equipment, the ease with which they can be acquired should also be assessed. Food and drug administration (2000) also stressed the need to ensure the use of correct equipment by food handlers.

In table 2, the study identified eleven (11) entrepreneurial capacity building needs in meal preparation and service by secondary school graduates in Home Economics related enterprise. All the items were considered as needs by the respondents. Knowledge of the various methods of cooking had the highest mean of 4.27. This study is in agreement with the assertion of Uko-Aviomoh (2006) that time management and temperature nutrient manipulation for varieties of products and proper cooking method to minimize nutrient loss is in line with this study. The author further stressed the need for food costing to enhance the profit margin of each sale, the food eating environment should be neat, beautiful and fast food should be neatly and attractively packaged with appropriate serving styles.

In table 3, the study identified eleven (11) entrepreneur capacity building needs in fast food hygiene practices by secondary school graduates in Home Economics related enterprise. All were considered as required needs by the respondents. The purchase of wholesome foods in environmentally wholesome shopping centers has the highest mean of 4.35. This study is agreement with Uko-Aviomoh (2006) who asserted that hygienic food handling should include personal hygiene, cleaning of food working surfaces, kitchen hygiene and proper method of waste disposal. The author is in consonance with the study which reiterated the need to purchase good quality and wholesome foods from a neat food handler located in a clean environment, free from refuse dump, stagnant water or gutter, or urine or excrement stench and flies. This study is also in agreement with the United Nations (2004) in Anozie and Anyakoha (2008) who stated that thorough hand washing with soap and water is essential before preparing and serving food to reduce contamination. Awo (2005) in line with the study asserted that open wounds must always be covered with a waterproof dressing in order to minimize the transmission of bacteria.

In table 4, the study identified eleven (11) entrepreneurial capacity building needs in marketing fast food by secondary school graduates in Home Economics related enterprises. All were considered as required. All were consider as needs by the respondents. Analysis of market opportunities has the highest mean of 4.24. The study is in consonance with the study of Obiyai and Ekubo (2011) who asserted that skills in marketing include; advertise products, identify customers to patronize, maintaining good customer relationship, keep record of sales and revenue, provide good leadership and net working, fix moderate and appropriate prices; periodically suit current market situations, recognize business opportunities and identify market channels. The findings also agreed with the work of Stanton (2002) who observed the marketing skills required by an entrepreneur as; ability to identify marketing areas; advertise and fix prices based on cost of production and market situations; sell products; and keep accurate record of products. The findings and opinions of other researchers on all entrepreneurial capacity building needs in Home

Economics related enterprise by secondary school graduates, have added value to the findings of this study.

Conclusions

Based on the findings of this study, four (4) basic entrepreneurial capacity building needs in Home economics related enterprises are required by secondary school graduates. They include planning; meal preparation and service; fast food hygiene practices and marketing, with 44 corresponding entrepreneurial capacity building items. If these entrepreneurial capacity needs are infused into Home economics curriculum module specification for secondary school graduates training, they will be able to set-up and run their own fast food enterprises efficiently as self-employed which will consequently reduce to an extent, the problems of youths unemployment and poverty in Gusau and by extension, Zamfara State Nigeria.

Recommendations.

Based on the findings of the study, the following recommendation were made.

1. Identified entrepreneurship capacity needs should be integrated into secondary school curriculum and module specification for Home Economics related enterprise in food and nutrition.
2. Relevant, quality and functional facilities and consumable materials should be provided for food and nutrition laboratory of secondary schools for effective teaching and learning of entrepreneurial capacity in fast food enterprise.
3. Government and administrations of secondary schools should ensure routine re-training of teachers to acquaint them with skills in modern technology for effective transmission of practical skills to learner.
4. Regular workshops, seminars and field trips should be organized by the college to complement the learning experiences of learners in the school setting.

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