

**PARTICIPATION OF HOME ECONOMICS STUDENTS AND THE INFLUENCE  
OF STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES) ON  
ENTERPRENEURSHIP IN UMUDIKE LOCAL GOVERNMENT AREA OF ABIA  
STATE**

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**Abstract**

The study investigates the involvement / participation of Home Economics students in industrial work experience scheme (SIWES) and its influence on their interest in entrepreneurship. Four research questions were answered. The sample was made up of the one hundred and twenty-nine (129) part-time and B.ED (Regular and sandwich) Home Economics students in Michael Ukpapa University of agriculture Umudike, Abia state, Nigeria who had participated in SIWES. The questionnaire was used for data collection and frequencies and percentages used for data analysis findings which showed that a large majority of the students desired having their own businesses. It was also found that SIWES participation influenced student's interest in entrepreneurships and SIWES placement had influences on their preferred enterprises. Six reasons were given for desiring to be in entrepreneur; and recommended that special emphasis should be placed on SIWES. Duration of SIWES should be increase for adequate participation. That a large sample should be used in conducting the same study and a study involving students from all subject areas in vocational and technical education should be conducted based on the findings of the study. The paper concluded that participation in SIWES has influence on the student's interest in entrepreneurship because of the exposure and motivation gotten from the scheme desiring to be entrepreneur being free from unemployment, keeping busy and making regular income.

**Key words:** Participation, Industrial Training Fund, Home Economics, Entrepreneurship, Experience.

## **Introduction**

Home economics draws knowledge from many other subjects uses the knowledge drawn from other subjects to build up its own body of knowledge. Home Economics is an all-embracing subject area that focuses on the welfare of individuals and the family (Nwankwo,2003). It is a vocational and skill based subject which prepares individuals for gainful employment good family living self-employment and self – reliance. Home Economics education provides students with the appropriate knowledge and skills to meet the challenges of its goals which are based on the enhancement of the quality of life of individuals and the families (Madichie and Nnubia, 2010). Home Economics among other subjects equips individuals for entrepreneurship. Entrepreneurship involves self-employment and ownership or establishment of one's own business. An entrepreneur may be one who create a business, establishes it and nurses it to growth and profitability (Onyebueke and Chonogor, 2020); may also take over an existing business from the owner and continue to build it.

A study by Nwankwo (2003) on employment options of Home Economicsa NCE and B.(Ed) graduates in Abia and Rivers state (n-350) revealed that the subjects combined paid employment with 83 percent of the respondents had restaurant 75 percent were engaged in sewing /tailoring business 76 percent were in fashion designing, 72 percent confectionaries and drinks, 19 percent make and sell soap And body care products while 35 percent were into merchandising (textiles), and 10 percent owned daycare/nursery schools. Other enterprises mentioned included, laundry- mat, ornamented gardening, drapery/home decoration and a toy shop. These Home Economics engaged in various activities of self-reliance, and some of them had two or more enterprises. While, 33 percent of them were full-time Home Economics in Business, that is they were fully self-employed. In another study by Ebob (2020) on preferred self employment options of home economics graduates in Imo state and Anambra state, she found that the respondents were interested in a variety of Home Economics related enterprises with food related enterprises topping the list is laundry-mat the least preferred. Home Economics and entrepreneurship share a common boundary of self-employment and self-enhance.

Entrepreneurship is the art or science of innovation and risk taking for profit in business. It is also the quality of being an entrepreneur while an entrepreneur is a person who organizes and

operates a business venture and assumes much of the associated risk. It is a person who organizes a risky activity of any kind and acts substantially in the manner of a business entrepreneur. Entrepreneurship has some advantages for the individual. It brings about high psychic income is a sense of fulfillment and satisfaction which is regard, comes from running ones business. Entrepreneurship develops self confidence in the individual. Uwameiye and Clark (2019). Found that vocational students were afraid to establish their own business when they were not exposed to entrepreneurship. They recommended that entrepreneurship education should be integrated in vocational education so that students would gain confidence through the entrepreneurial experience. Entrepreneurship helps one achieve economic independence, have earning power, have regular cash flow and be a proud self employment individual. The individual is sure of the next meal and is happy being an employer etc.

Entrepreneurship success does not end with starting a business and acquiring home economics knowledge and skills some competences are needed. These include being hardworking, creative, initiative, a high achiever, having self confidence, managerial skills and good management style (Anaele, 2018). Stand forth and Muske cited in Lankard (2021) adds that the individual must be risk-taking be receptive to suggestions and criticisms, resourceful and able to identify opportunities. Hartigan and Billimoria, (2005) cited in Nwankwo (2016) noted that motivation to excel, courses adaptability, determination, reliability and commitment are important traits.

Besides developing these human resources and competences for successful entrepreneurship, some tangible levels of knowledge have to be addressed. The individual is to be exposed to proper record keeping, office management, business psychology, simple accounting, and maximization of profit without betraying honesty. The acquisition of knowledge or skill of doing things is important and application of such learning to an appropriate situation.

According to Management Unlimited (2018:7) Learning “has limited value unless it is put into practice. In the high of the above home economics students, like their counterparts in other vocational discipline in the universities in Nigeria, are subjected to six months industrial trainings. SIWES or Industrial Training is a system whereby students learn occupational skills in small-scales enterprises out of the school system. They are exposed to on-the job training Nwankwo (2003) According to Ogunmola (2020) cited in Nwankwo (2003). SIWES is a

medium by which students are exposed to the realities of the world of work in their chosen disciplines. SIWES beings the students already equipped with theoretical and practical in- class knowledge with the realities of actual practices in a given work place (Anyakoha 2008). SIWES exposes students of universities and tertiary institutions to relevant industry-based skills which are needed for a smooth transition from a school to world of work. It also helps students in developing competence for the creation of self employment in facing job challenges (Chonogor and Onyebueke, 2017). They further stated that when students take part in SIWES, they are exposed to conditions that motivate them to cultivate ideas of self-reliance which is important in reducing unemployment.

The participate stay in this work outfit for a given number of months, usually 16-20 weeks for the students, working and learning by direct participation. This is a direct exposure the practice experience. SIWES can be done in the hostels, restaurant, textile mill, clothing outfit, nursery school etc. the students are supervised by a qualified lecturers. This kind of practice may motivate students into considering going into similar occupation upon graduation.

Participation of Home Economics students in industrial works experience is part or aspect of home economics. This paper attempts to examine the participation of home economic and the influence of Students Industrial Work Experience (SIWES) on entrepreneurship in Umudike local government of Abia state. The choice of students in participating of home economic students during industrial attachment shows students' area of interest thereby influencing their choice of entrepreneurship skill. Nwankwo (2003) says, entrepreneurship is an art or science of innovation and risk taking for profit in business. Industrial work experience is a system whereby students learn occupational skills in small-scale enterprises out of the school system. Industrial work experience as a medium by which students are exposed to the realities of the world of work in their chosen discipline. Although there is a bulk literature on the participation of home economics students and the influence of Students Industrial Works Experience (SIWES) on entrepreneurship in Umudike local government area of Abia state is relatively few. This paper looks in this direction to fill in this gap thereby contributing to scholarship.

The main purpose of the study was to investigate the participation of Home Economics students and the influence of Students Industrial Work Experience in Entrepreneurship.

Specifically the study determined:

1. Ways through which participation in SIWES by home economics students influence their interest in entrepreneurship
2. Student's reasons for wanting to be entrepreneurs.
3. The perception of students on the qualities expected of an entrepreneur.
4. How SIWES placement of the students influence their preferred entrepreneurial interest.

The study sought answers to the following research questions:

1. In what ways does participation of Home economics students in SIWES influence their interest in entrepreneurship?
2. What are the student's reasons for wanting to be entrepreneurs?
3. What are the students perception on the qualities expected of an entrepreneur?
4. In what way does SIWES placement of students influence their preferred entrepreneur/enterprise?

## **METHODS**

Area of the study: the study was conducted in Umudike Local Government Area of Abia state. The town is about twenty kilometer from Michael Okpara University of Agriculture Umudike and harbours' the only University of Agriculture owned by Federal Government in Abia.

## **FINDINGS**

Finding show that 70 Percent of the respondents did their SIWES with fashion designing outfits, 15 percent in sewing institute, five percent in hostel, catering and related outfits.

Hundred percent (100%) of the respondents indicated interest establishing their own businesses. When asked the aspect or types of business they were interested in 5 percent said owning a restaurant 15 percent said having a sewing institute, two percent indicated interest in daycare, five percent in interior decoration, five percent said fashion designing while another three percent said floral garden/horticultural garden and ten percent said snacks mobile canteen. Their responses overlapped as some respondents indicated interest in two types of enterprises. Food related enterprises topped the list as was the case with Eboh (2000)

findings. The major's findings of the study are reported under research questions and are presented on tables 1- 4.

### RESEARCH QUESTION 1

#### **In which way does participation of home economics students in SIWES influence their interest in entrepreneurship?**

Table 1: Yes responses on influence of SIWES on interest in entrepreneurship. Influence of SIWES on interest

	f	%
	N = 129	
Exposed me to practical experience	25	20
Developed my interest	99	80
Made me aware of opportunities	111	90
Have me self confidence	74	60
Dispelled doubt of success	105	85
Acquire more knowledge and skill	62	50
Exposed me to the possibility of success as an individual	93	75

The table above shows that 92% of the respondents said SIWES exposed them to a money making venture, 90 percent said it made them aware of a possible opportunity. It dispelled doubt of success for 85percent while 80 percent said it developed their interest in entrepreneurship. For 60 percent of the respondent, it gave them self-confidence 75percent said that it exposes them to the reality of the possibility of succeeding. In response to research question participation in SIWES had influence on interest of students in entrepreneurship.

### RESEARCH QUESTION 2

#### **What are the student's reasons for wanting to be entrepreneurs?**

Table 2: Percentage responses on reasons for wanting to be an entrepreneur.

Reasons:	f	%
	N = 129	
Want to be self-employed	123	95
Freedom from stress of being subordinate	43	35
To make money / regular cash	129	100
Freedom from worry about employment	81	90
To keep busy	103	80
Provide employment for others	26	20
Proud of being an owner/boss	126	98
Sense of satisfaction	101	78

The respondent gave six reasons for wanting to be an entrepreneur as shown on table 2. The reasons include desire to be self-employed (95%), to make money (100%); free from worry

about employment (90%) and sense of satisfaction (78%). In response to research question 2, the students gave six reasons for desiring to be an entrepreneur.

**RESEACH QUESTION 3**

**What are the student’s percent perceptions of the qualities expected of an entrepreneur?**

Table 3. Percentage yes responses of expected qualities of an entrepreneur

Expected of an entrepreneur

Expected qualities of an entrepreneur

	F	%
	$\cap = 129$	
Hard work	129	100
Commitment	116	90
Innovative	52	50
Risk-taking	65	50
Self-confidence	90	70
Good management ability	129	100
High achievement	65	50
Creativity	58	45
Resourcefulness	77	60
Drive	26	20

The students were further asked if they knew the qualities expected of an entrepreneur. Their responses are shown on tables 3. The respondents identified seven qualities expected of a managerial ability (100%), commitment (90%), and high achievement (50%).

#### RESEARCH QUESTION 4

##### **In what ways does SIWES placement of the students influence their preferred enterprise?**

Table 4: Percentage 'yes' responses of influence of SIWES placement on Entrepreneur choice.

	f	%
	N= 129	
Influence of SIWES placement on desired enterprise	116	90
Made me develop keen interest in that type of enterprise		
Made me know how lucrative that business in	110	85
Have me more insight into the business	103	80
Acquired more practical experience	52	40
Exposed me to some interesting techniques	52	40
Dispelled fear of failure	77	60
Have me some assurance of success in the business	84	65
Hot inspiration to aspired	71	55

Based on their views, the particular place the SIWES was done helped them develop keen interest in that type of enterprise (90%) knows how lucrative the business is (85%); gave me insight into the business (80%) and dispelled fear of failure (60%). Sixty-five percent (65%) said it gave them assurance of success in the business and inspired them to aspire (55%). In response to research question 4, SIWES placement of these students has influenced the choice of desired enterprise for 90% percent of them.

Based on the views of the respondents, the particular place the SIWES was done helped them develop keen interest in that type of enterprise (90%); know how lucrative the business is 85%. Gave me insight into the business 80% and dispelled fear of failure 60% sixty-five percent said it gave them assurance of success in the business and inspired them to aspire (55%). In response to research question 4, SIWES desired enterprise for 90% of them.

#### **Discussion**

Findings showed that participation in SIWES has influence on Home Economics



Students interest in entrepreneurship. It exposed the students to money making venture, made them aware of possibilities, dispelled doubts about success, developed their interest in entrepreneurship and gave self-confidence. These findings in agreement with Chonogor and Onyebueke (2017) which motivate them into having private business and Anaele (2018) noted that self-confidence was important in Entrepreneurship.

The students asked their reasons for desiring to be an entrepreneur, the following reasons were given by the students to be self employed, freedom from stress of being a subordinate, make regular income (money), to keep busy, not worried about unemployment, be a proud proprietor and sense of satisfaction. There is in line with Weaver and Headerson (2019) views which said that entrepreneurs brought about high psychic income on desired qualities of an entrepreneur, the respondents agreed on some expected qualities which are hardwork, commitments risk-taking, self-confidence, good management ability, high achievement and resourcefulness. These qualities were in and agreement with Anaelee (2018). Hartigan and Billimoria (2005). In line with the findings Uwarneige and Clerk (2018) opined that students should be made to gain confidence through entrepreneurial experiences. The respondents, however did not feel that being innovative, and creative were important qualities.

The choice of students SIWES placement has some influence on the type of business they want to embark on. This was because of the exposure, inspiration and enhanced interest on the knowledge acquired during the SIWES. A few of them indicated interest in additional enterprises outside the area of SIWES. To the students, the influence of their place of SIWES did not limit their interest and choice

## **Conclusion**

Base on the finding of the study, it is concluded that the participant in SIWES has influence on students' interest in entrepreneurship because of the exposure and motivation got from the scheme. The students' reasons for desiring to be an entrepreneur includes freedom from unemployment, keeping busing and making regular in business the result of the findings showed that the respondents are aware of some qualities expected of an entrepreneur. The students' placement for SIWES affects the student interest for a similar enterprise. However, one can also have additional business of interest and choice

### **Recommendations**

Base on the findings the following recommendations are made.

1. Emphasis should be placed on SIWE.
2. Duration for the programme should be increased for adequate participation and coverage.
3. The sixteen weeks duration is not enough for the participants to get in-depth knowledge and skills they needed.

A study involving students from all subject areas in vocational and technical and other relevant disciplines as a large sample be used in conducting the study.

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