

**ENTREPRENEURIAL SKILLS ACQUISITION AND UTILIZATION
AMONG HOME ECONOMICS EDUCATION GRADUATES OF
AHMADU BELLO UNIVERSITY ZARIA, NIGERIA**

**BY
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**A DISSERTATION PRESENTED TO THE COLLEGE OF EDUCATION, OPEN,
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REQUIREMENTS FOR THE AWARD OF A DEGREE OF DOCTOR OF
PHILOSOPHY IN EDUCATIONAL MANAGEMENT OF KAMPALA
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OCTOBER , 2017

DECLARATION B

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DEDICATION

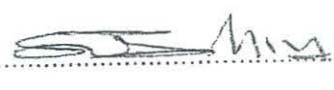
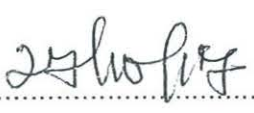
This thesis work is dedicated to Almighty God and to my Late Mother In-law

Hajiya Bara'atu Ayya Ajuji; May her soul rest in peace.

APPROVAL

This research was complied by AHMED RAKIYA, who has been under our supervision and guidance. Her work is now ready for submission.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABU	Ahmadu Bello University
CGP	Cumulative Grade Points
CI	Competitive Intelligence
CIEAT	Creativity Innovation Education and Training
COPS	Communities of Practice
CSA	Combined Simulation Approach
CT	Complexity Theory
EU	European Union
ICT	Information, Computer and Technology
IFHE	International Federation for the Home Economics
ISF	Innovation System Foresight
LT	Long Term
MPIC	National Pingtung Institute of Commerce
NCE	National Certificate in Education
NDE	National Directorate of Employment
NHCT	Nicolas Holt Creativity Test
NYSC	National Youth Service Corps
OLS	Ordinary Least Square
PLCC	Pearson's Linear Correlation Coefficient
QCA	Qualification and Curriculum Authority
SD	Standard Deviation
SIWES	Students' Industrial Work Experience Scheme
SMES	Small and Medium Enterprise Scales
SPSS	Statistical Package of the Social Science
SWQ	Scotland Wealthy Quality
WMB	Women Mean Business
UNCTAD	United Nation Conference on Trade and Development

ABSTRACT

In today's entrepreneurial age and with the increase in the number of graduates searching for work in the labour market, the need for entrepreneurship education and training in colleges and universities is increasing rapidly. Drawing upon Vrooms Expectancy Theory and Schumpeter Innovation Theory of Entrepreneurship, this study examined entrepreneurial skills acquisition and utilization among home economics education graduates of Ahmadu Bello University in Zaria Nigeria, where the following objectives were investigated; a) relationship between acquisition and utilization of innovation skills b) relationship between acquisition and utilization of creativity skills c) relationship between acquisition and utilization of foresight skills. The study employed mixed method research designs; both qualitative and quantitative approaches were used. Using a purposive sampling, 234 home economics graduates were selected and 37 staff of Ahmadu Bello University and 37 local government Administrators were randomly selected in the study. The data were analyzed using frequency, percentage, mean and standard deviation. Regression was used to test the effects of all the variables while Pearson's Linear Correlation Coefficient was used to test the relationship at 0.01 level of significance. The findings showed that correlation between innovation skills and utilization was highly significant. ($r = .700$, $\text{Sig} = 0.000 < 0.01$ level of significant). Similar findings regarding the relationship between creativity skills and utilization was highly significant. ($r = .700$, $\text{Sig} = 0.000 < 0.01$ level of significant). In the same vein, there is a high correlation between foresight skills and utilization. ($r = .726$, $\text{Sig} = 0.000 < 0.01$ level of significant). Based on the findings the following were the conclusions: that innovations, creativity and foresight were all significant but foresight emerged as the major predictor of skills utilization. It is recommended that there must be resource allocation by the university management for the mentoring of graduates after school. There must be a realistic target which will serve as a guide for home economics graduates to have focus on what is expected of them. Home economics graduates should attend and participate in workshops and conferences to acquire more skills in innovation, creativity and foresight. And the government should provide grants or loans to graduates to utilize the skills acquired in the university.

CHAPTER ONE

INTRODUCTION

The current rate of unemployment places an increase in the demand for graduates to have skills to compete in the global market. Higher institution in Nigeria offers a compulsory Entrepreneurship course to all students. It is expected that after graduation from the university the students will have acquired the skills and able to utilize them to become self-reliant. This chapter presents the background to the study, statement of the problem, purpose of the study, specific objectives, hypotheses, scope and significance of the study.

1.1 Background of the Study

The background of the study contains historical, theoretical, conceptual and contextual perspectives. The historical perspective shows the past and present overview of the variables; the theoretical perspectives show the theories employed in the study; the conceptual perspective give the definitions of the key variables, including their constructs or indicators; and contextual perspective show the problem on the ground which prompted the study.

1.1.1 Historical Perspective

Entrepreneurship programs are learned and embraced by many tertiary institutions in United State of America, East Asia, Latin America and Africa, but there is a concern that many training institutions offer very little entrepreneurial skills (Odia 2013). Entrepreneurial skills have become the magic bullet to solve a range of social and economic problems (Keep & Mayhew, 2010). Entrepreneurial Skills in Uganda, as observed by Techno Server, an international nonprofit business

development organization, implements a business training program called Women Mean Business (WMB) in four cities in central Uganda, namely Kampala, Entebbe, Jinja and Mukono (Fischer, Karlan and Startz ,2014).The training and mentoring programs in Uganda aim at helping female entrepreneurs develop the skills they need to run thriving businesses.

In Scotland, there is a remarkable consensus across political parties about the importance of entrepreneurial skills (Scottish Government 2010). According to Scotland Wealth Quality (SWQ) Consulting (2010), Scotland did not recognize the term skills utilisation and if employers have difficulty in knowing what it is, it is obvious that they have a difficulty engaging with it as government policy and adopting it as workplace practice.

In Nigeria at the beginning from 1908-1947 the British administration was more interested in producing administration assistants than entrepreneurs. It was hardly surprising, therefore, that emphasis was placed on literacy education and a university degree in education became a symbol of prestige. The basic need for entrepreneurial skills such as technology, agriculture and other practical subjects, particularly at the sub-professional level, was ignored. For this reason, training for qualifications other than theoretical degrees especially in technology was not popular. Various skills such as weaving, sculpturing, blacksmithing, carving, fishing, dress-making, catering, dyeing and farming were taught at the home by parents and guidance was given by elders to young ones.

Few mission schools in the 19th Century introduced farming, bricklaying and carpentry as part of the curriculum but these skills were not seriously regarded as

part of the western education. In fact the practice died out before the turn of the century except in the Blaise Memorial Industrial School in Abeokuta, which was founded by some Nigerians and West Indians; and the Hope Waddel Training Institute in Calabar established by the church missionary society (CMS) in 1895. Apart from those two schools, there was no formally organized technical or vocational education at the post primary or secondary school level.

Formal vocational education in various departmental training schools began between 1908 and 1985 in Nigeria. The entrepreneurial skills acquisition training was imposed in all the tertiary schools of Nigerian in the mid 1980s when the economy collapsed due to political instability and inconsistencies in the socio- economic policies of successive governments. This resulted in a very high youth and graduate unemployment (Arogundade 2011). Before graduates of tertiary institutions did not have sound knowledge and skills which would make them self- reliant. This led to the introduction and emphasis on entrepreneurial skills, owing to the belief that its introduction into tertiary education would lead to acquisition of skills that would enable its graduates to be self-reliant and consequently reduce unemployment (Odia, 2013).

The goals of Nigerian National Policy on Education (2008) is to provide technical knowledge and vocational skills necessary for agricultural, commercial and economic development, and to give training and impact on the necessary knowledge on entrepreneurship programmes. This gives graduates opportunities to secure employment at the end of the course or set-up their own business, become self - employed and be able to employ others. The responsibilities of entrepreneurship

programmes do not include the series of instructions only. They include preparation of students for successful and productive participation in the world of work, and this is increasingly being recognized worldwide as major responsibility of education system (Odia, 2013).

The Federal Republic of Nigerian Policy on Education (2008) states that one of the goals of Education in Nigeria is acquisition of appropriate skills, development of mental, physical and social abilities and competences for individual to live in and contribute to the development of the society. The policy also implies that any program that will qualify as education in Nigeria should not just offer certificate alone it must be work oriented. This will go a long way in solving unemployment problems. It will also empower the graduates to become relevant producers of goods and services as well as becoming sensible consumers.

However, Home Economics is a profession with more than a hundred years of global history as a vocational course. Celebration for the centennial of the establishment of the International Federation for the Home Economics (IFHE) peaked at the World Congress in 2008, and the American Association of Family and Consumer Sciences celebrated its centenary in 2009. Given these milestones which trumpet the longevity of the profession, it is timely to reflect on what could be regarded as one of the defining and enduring influences on the establishment, continued development, and the future of the field- the place and importance of generational theory.

1.1.2 Theoretical Perspective

The study employed Victor Vrooms Expectancy Theory (Tibamwenda, 2010) and Joseph Schumpeter Innovation Theory of Entrepreneurship (1947). Victor Vrooms theory posits that our behavior is based on the desirability of expected outcomes. If an individual puts skill and effort into doing something to achieve a goal such as creating a job then this individual is motivated. As this is a cognitive process theory it relies on the way home economics graduates perceive skills acquisition influencing their skills utilization. While Joseph Schumpeter innovation theory of entrepreneurship (1947), held entrepreneurship as one having major characteristics that includes innovation, foresight and creativity, he added that an innovation may have consisted of:

1. The introduction of a new product
2. The introduction of new method of production
3. The opening of the new market
4. The conquest of new source of raw materials
5. The carrying out of a new organization of any industry like the creation of monopoly.

These two theories of expectancy and innovation of entrepreneurship complement each other by focusing on how home economics graduates perceive the relationship between the skills they utilize and the skills they acquired from the university. The theories are applicable to this research work because home economics education is a vocational course that prepares graduates for self - reliance instead of seeking jobs (Lemchi, 2002). Therefore, home economics

graduates need to be motivated both on skills acquisition and skills utilization in order to be more creative, more innovative and to have foresight. Furthermore infusing home economic education with entrepreneurial skills is important.

1.1.3 Conceptual Perspective

The word entrepreneurship comes from the French word 'entreprendre' which indicates an act which the individual attempts, tries, and adventures or undertakes as an act of some sort. Osemeke (2012) view entrepreneurship as the process of creating something new with value by devoting the necessary time and effort. Entrepreneurial skills are the basic skills necessary to enable one start, develop, finance and succeed in home enterprise. According to Lemo (2013), entrepreneurial skills acquisition is the process that provides experience and skills that are suitable for entrepreneurial endeavors. Therefore, entrepreneurial skills acquisition equips graduates with entrepreneurial knowledge, competence and skills needed for one to be self- reliant (Pakpa 2013).

Entrepreneurial skills acquisition incorporate the total learning experience offered in the educational institutions that can provide knowledge, ideas and abilities to make judgment and be in a position to create goods and services in the area of home economics education, business education, industrial technical education, agricultural education and other courses. According to Ndumanya (2012) entrepreneurial skill acquisition is a specialized training given to students or trainees to acquire skills, ideas and managerial abilities and capabilities for self- employment than being employed for pay.

Entrepreneurial skills acquisition is conceptualized in this study as the gaining of innovative, creative, and foresight competences from entrepreneurial education. Innovation is defined as an imagination or formulation of a "new idea, device, or method". Creativity is the act of turning a new or imagined idea into reality and foresight is the act or ability of planning for future unforeseen events. Implementation or adopting the acquired skills into productive work is referred to as utilization. Effective skills utilisation refers to the matching of the skills possessed by workers and the skills needed to do the job and for effective skills utilization to happen, employees need to have the right skills in the first place and then have the opportunity to be able to use them in their work (Findly and Warhurst, 2012). Importantly, workers are enthusiastic about being able to use their skills better at work. After all, they have spent time, and often money to acquire those skills and so, welcome the opportunity to be able to use them.

Utilization of skills in home economics education means the matching of the skills possessed by graduates and the skills needed to do a job in any organization (Findly & Warhurst, 2012). Skills in home economics according to Ahmed (2010), includes catering skills, the study that teaches skills on how to handle food and eat a healthy diet, preparation of food and storage method that can preserve the nutritional content of foods. Nutrition is the intake of food considered in relation to the body's dietary needs. Good nutrition includes an adequate, well balanced diet combined with regular physical activity; it is a cornerstone of good health. Poor nutrition can lead to reduced immunity, increased susceptibility to disease, impaired physical and mental development, and reduced productivity.

Tailoring skills is the study that teaches skills on anything that covers, adorns and accessories for the body at the right time, occasion and whether. Tailoring involves teaching of skills on woving, knitting and sewing of vegetable, animal or synthetic materials enhanced by hand or machine to form threads, ropes and sheets of materials that can be used to create other products.

Housekeeping skills is the study of the process of preserving, protecting and maintaining a home, for the overall health, happiness and well-being of the family. The concept deals with teaching skills on strategies for achieving desired goals through planned activity.

Child development skills refers to the training given on how to deal with the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as an individual progresses from dependency to independency.

A home design skill is an area which trains on how to bring out the aesthetic, functional, economic, and socio-political dimension of a house. That means it deals with interior design of housing and what should be added to beautify a house according to needs and comfort of the family.

Home Economics Education is a study that offers numerous occupations for individuals. As a skill oriented course, it possesses the capability of equipping individuals with saleable skills that can equip them for self-employment. In addition it helps individual to attain a useful and satisfying life and to be self-reliance (Ahmed, 2010). Home Economics Education graduates are students that studied home economics in Diploma, Nigerian Certificate on Education, Bachelors Degree,

Masters or Doctor of Philosophy courses. It is presumed they have acquired home economics skills like catering, tailoring, Day care, and home design among others, for self employment. Home Economics Education is attached to entrepreneurial skills acquisition based on creativity, innovation and foresight.

1.1.4 Contextual Perspective

In today's world, the twin challenges of unemployment and poverty are facing graduates of tertiary institutions and professionals owing to the global economic meltdown and economic recessions in most countries including Nigeria. The government braces for these challenges through various programmes and entrepreneurial initiative (Odia, 2013). Unfortunately, the unemployment rate for 2011 stood at 23.9%, translating to about 40 million of the population and the average youth unemployment rate was at an appalling 46.5% (Lemo, 2013). Recently the National Bureau of Statistic (2016) put the unemployment rate in the first quarter of 2016 at 12.5%.

The current rate of unemployment in Nigeria and global growth in technology places increased demands for students to be skilful and productive. As part of the transformation agenda in the century, the Federal Government of Nigeria says it would develop skills acquisition and develop programmes for the Nigerian youth through the establishment of vocational schools. In regard to this, the Federal Government of Nigeria has recently approved 86 new innovation and vocational enterprising institutions to award National Innovative Diploma (NID) and National Vocational Diploma (NVD) to their graduates.

Kolawole (2012) reported further that government and private sectors need to generate more than 2.5 million jobs each year since around 60% of Nigerian graduates are unemployed. This shows clearly that the Nigerian graduates' unemployment situation is increasing drastically. Entrepreneurial skills acquisition remains the only viable option to create jobs to reduce unemployment, poverty and empower the graduates to develop businesses, pursue their dreams and contribute to overall productive capacity and national economic growth and development. Besides, the possession of entrepreneurial skills, knowledge and hard work, the graduates must utilize the skills acquired if they are to succeed. It is in line with this that the researcher wants to investigate the entrepreneurial skills acquisition and utilisation among the Home Economics Education graduates of Ahmadu Bello University Zaria, Nigeria.

1.2 Statement of the Problem

Despite the persistent cry by the populace of Nigeria and stakeholders for the introduction of entrepreneurial skills programmes into the undergraduates curriculum, it has always been observed that the majority of the graduates and especially those who have gone through little skills training and those expected to have acquired the skills for self-reliance and join the pool of entrepreneurs find it very difficult and impracticable to find their feet on ground being employed or self-employed. Oslar (2012) reported that the problem of graduates unemployment has not been resolved and youths in Nigeria are more agitated than ever which has led to crime and destruction of properties and life. Graduates in Nigeria, particularly in the Kaduna State, use whatever means available to try and make their living

conditions better. They pronounce their suffering known to government. As noted by Obata (2012) Nigeria is becoming a country that is unable to control the soaring unemployment rate of its teeming graduates despite the abundant economic and human resources at its disposal.

The major problem is that some graduates acquire skills but do not utilize them outside university, and other graduates have inadequate skills acquisition, which include improper and half baked skill training- known as instructional series of skill training at the Universities, lack of financial resources, managerial ability, and lack of marketing experience, lack of entrepreneurial pedagogy and these affect their utilization and lead to unemployment. Are the home economics graduates also victims of these problems despite acquiring necessary skills for creative work? This prompted the researcher to carry out a study that looked at what type of relationship exists between entrepreneurial skills acquisition and utilization among the home economics graduates of Ahmadu Bello University, Zaria in Kaduna State of Nigeria.

1.3 Purpose of the Study

The study investigated the relationship between entrepreneurial skills acquisition and utilization among the home economics graduates of Ahmadu Bello University Zaria, Nigeria.

1.3.1 Specific Objectives

The following were the specific objectives:

1. To identify the relationship between acquisition and utilization of innovation skills of Home Economics Graduates of Ahmadu Bello University Zaria, Nigeria.

2. To examine the relationship between acquisition and utilization of creativity skills of Home Economics Graduates of Ahmadu Bello University Zaria, Nigeria.
3. To assess the relationship between acquisition and utilization of foresight of Home Economics Graduates of Ahmadu Bello University Zaria, Nigeria.

1.4 Research Questions

Based on the objectives stated above, the following research questions are formulated:

1. Does acquisition relate to utilization of innovation skills among home economics graduates?
2. Does acquisition relate to utilization of creativity skills among home economics graduates?
3. Does acquisition relate to utilization of foresight skills among home economics graduates?

1.5 Hypotheses

The following alternative hypotheses are formulated for appropriate testing in the study; the hypotheses are intended to answer research questions 1, 2, and 3:

H₁: There is significant relationship between acquisition and utilization of innovation skills among the home economics graduates.

H₂: There is significant relationship between acquisition and utilization of creativity skills among the home economics graduates.

H₃: There is significant relationship between acquisition and utilization of foresight skills among the home economics graduates.

1.6 Scope of the Study

The scope of the study includes geographical scope, conceptual scope and theoretical scope.

1.6.1 Geographical Scope

The study was carried out in Northern part of Nigeria, specifically in Kaduna State and Ahmadu Bello University Zaria. Kaduna state has 23 local governments from three senatorial zones. Eight local government areas of Kaduna state were selected for the study because they have a large number of home economics graduates of Ahmadu Bello University Zaria. Ahmadu Bello University Zaria was established in 1962 by the government of the then northern region of Nigeria, to impart knowledge and learning to men and women without discrimination on the grounds of race, religion or political belief.

Ahmadu Bello University has grown to become the largest and most influential and diverse university in Nigeria, consisting of 82 academic department. 12 faculties and 12 research institutes and specialized centers. The university offers undergraduate and postgraduate courses in diverse fields as administration, law and education, among others. Home economics department is in the faculty of education under the vocational and technical education. It was established in 1977.

The issue of vocational and entrepreneurship emphasized that skills development and work oriented training needs to be given priority at all school levels, to promote employment generation without reliance on white collar job among the educated population in Nigeria. This study chooses to investigate only graduates of home economics education from this university because it has a large number of graduates, both at diploma, bachelors, masters and PhD level.

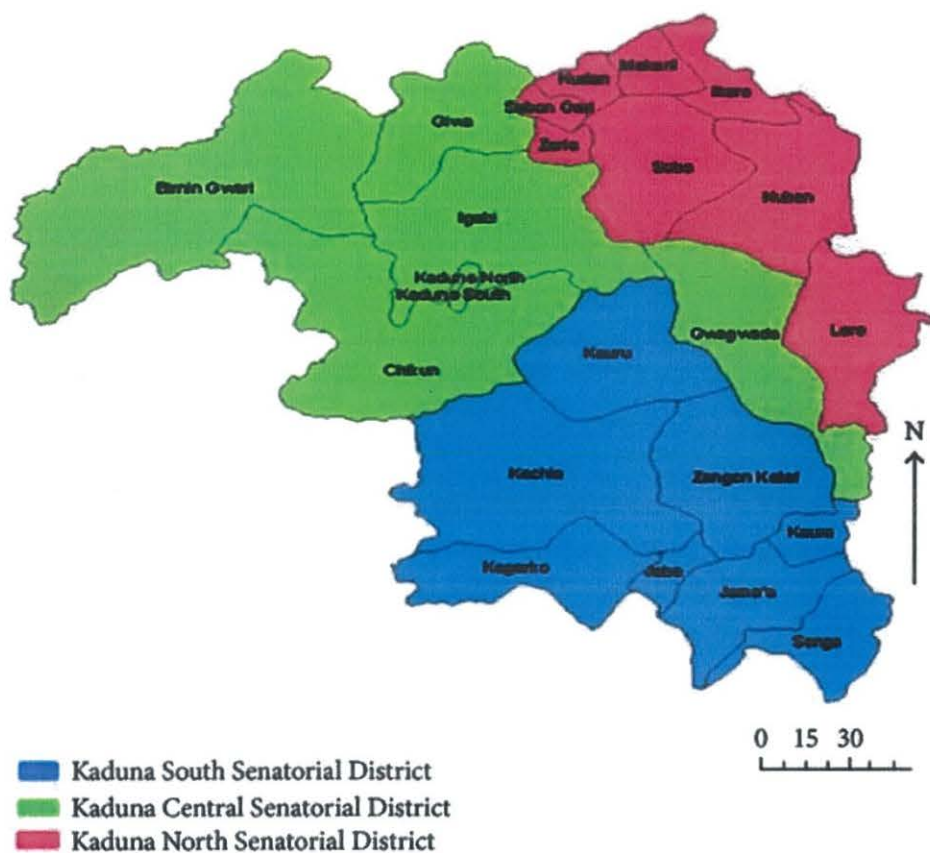


Figure 1 : Showing Kaduna State Map

1.6.2 Content Scope

The study focused on the entrepreneurial skills acquisition and utilization among home economics graduates of Ahmadu Bello University Zaria, Nigeria from 2006-2016. The time frame was chosen for easy accessibility of graduates. The entrepreneurial skills for this study included Innovations, Creativity, and foresight.

Whereas utilization of skills in home economics education included catering, tailoring, housekeeping, child development, and home Design.

1.6.3 Theoretical scope

The theories employed in the study were Victor Vrooms Expectancy Theory and Joseph Schumpeter Innovation Theory of Entrepreneurship. Vrooms theory suggests that when one puts a skill and effort into doing something with expectations to achieve a goal like creating a job then the individual is motivated. This theory is applicable to this study in order to see how entrepreneurial skills acquisition influences the home economics graduates towards skills utilization. On the other hand Joseph Schumpeter innovation theory of entrepreneurship, viewed entrepreneurship as having major characteristics that include innovation, creativity and foresight. Schumpeter's theory was employed in this study in order to use the indicators for entrepreneurial skills as variables for the study.

1.7 Significance of the Study

Home Economics Education is concerned with solving societal problems and preparing an individual to fit into the world. Therefore, the findings of this study will be beneficial to the following stakeholders:

Administrators

The findings of this study will help the administrators to make policies on how to improve entrepreneurial skills acquisition and utilisation of students.

Kaduna State Government

The Kaduna state government will make use of the findings of this study to investigate the immediate problems of graduates especially those who acquire skills but fail to utilize them in order to give the necessary assistance.

Curriculum planners

The findings of this study will be a basis for curriculum planners to review and improve other curricula which will emphasis more on practical skills especially for those courses where graduates lack adequate skills.

Scholars

The findings of the study will serve as a guide for academicians to mentor their graduates and guide them on how to become self employed.

Researchers

The findings of the study can be a source of information to researchers and academicians.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical review, conceptual framework, related studies and gaps identified. In particular, the chapter reviews important concepts of innovation, creativity, foresight, and skills utilization. Subsequently, empirical studies that explain the relationships between predictor and dependent variables were reviewed toward the development of the research model and hypotheses.

2.2 Theoretical Review

There are many theories on motivation that are related to this study. Among them is Maslow Theory of Motivation which is known as "Maslow Hierarchy of Needs". This theory brought a new face to the study of human behavior. Maslow was inspired by greatness in the minds of others, and his own special contribution to the field of motivational psychology led to the creation of the concept of humanistic psychology. This is based on belief that humans are not simply blindly reacting to situations, but try to accomplish something greater. According to this theory human beings have five needs and these needs must be satisfied firstly at lower level. At this level the individual needs a simply but basic, such as physiological needs, security needs, love and belonging needs, self esteem needs and self actualization needs.

Douglas (1957) agrees with Maslow's theory of needs as perhaps the most well known scholar on motivation. Maslow's needs on hierarchy contributes into a "cogent articulation of the basic assumptions of the organizational behavior

perspectives" (Ott, Parkes and Simpson 2007). But Douglas outlined two theories on how managers view motivation and hence treat employees with it. Each theory is a managerial assumption regarding employees. Douglas' main point seems to be depending on the accepted assumption on motivation; those beliefs tend to be a self fulfilling prophecies on how to motivate employees for effective and efficient productivity.

In contrast theory X holds that workers are viewed as lazy, self interested, gullible, and thus predicated the assumption that they need to be guided and controlled. Managers who have these assumptions believe that it is their job to structure their subordinates work. This assumption can lead to mistrust and eventually cause diseconomies of scale. This theory is well aligned with the works of Taylor (1911) as they focus on organizations as purely rational systems (Scott and Davis, 2007). Theory Y is almost in complete contrast to theory X". Theory Y managers make assumptions that people in the work force are internally motivated, enjoy their labour in the company, and work to better themselves without a direct "reward" in return. Theory Y considered being one of the most valuable assets to the company and truly driving the internal workings of the corporation. Also theory Y states that these particular employees thrive on challenges that they may face, and relish on bettering their personal performance. Workers additionally tend to take full responsibility for their work and do not require the constant supervision in order to create a quality and higher standard product.

However this study employed Victor Vroom's Expectancy Theory. Vroom's theory assumes that behaviors results from conscious choices among alternatives

whose purpose is to maximize pleasure and minimize pain. This theory of expectancy deals with motivation and management where Vroom suggests that the relationship between people's behavior at work and their goals is not as simple as was first imagined by other scientists. Tibamwenda (2010) viewed this theory with belief that individuals have different sets of goals and they can be motivated as a result of a positive correlation between skills acquisition and their utilization. Vrooms realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities.

Another theory employed in this study is Joseph Schumpeter Innovation Theory of Entrepreneurship which holds entrepreneurship as one having major characteristics of innovation, foresight and creativity. He added that an innovation may consist of:

1. The introduction of a new product
2. The introduction of new method of production
3. The opening of a new market
4. The conquest of a new source of raw materials
5. The carrying out of a new organization of any industry like the creation of monopoly.

According to Schumpeter, it is the introduction of new product and the continual improvements in the existing ones that lead to development. The entrepreneurship takes place when entrepreneur creates new products and introduces a new way to make products and discover a new way of making things in an organization. This theory gives indicators that are important for an entrepreneur to possess skills which

serve as a guide and enable one to succeed as an entrepreneur. This theory is applicable to this research work because home economics education is a vocational subject that prepares individuals for self-reliance and be able to create jobs instead of seeking for jobs (Lemchi, 2002). Therefore, infusing home economic education with creativity, innovation and foresight is important for entrepreneurial skills acquisition and utilization.

2.3 Conceptual Framework

The conceptual framework predicts that the entrepreneurial skills acquisition has an effect on the home economics skills utilization. The model illustrates a causal relationship from the independent variables (entrepreneurial skills acquisition) to dependent variables (home economics skills utilization). The model also assumes that confidence, originality, aesthetic judgment and competence on the home economics skills utilization moderate entrepreneurial skills acquisition.

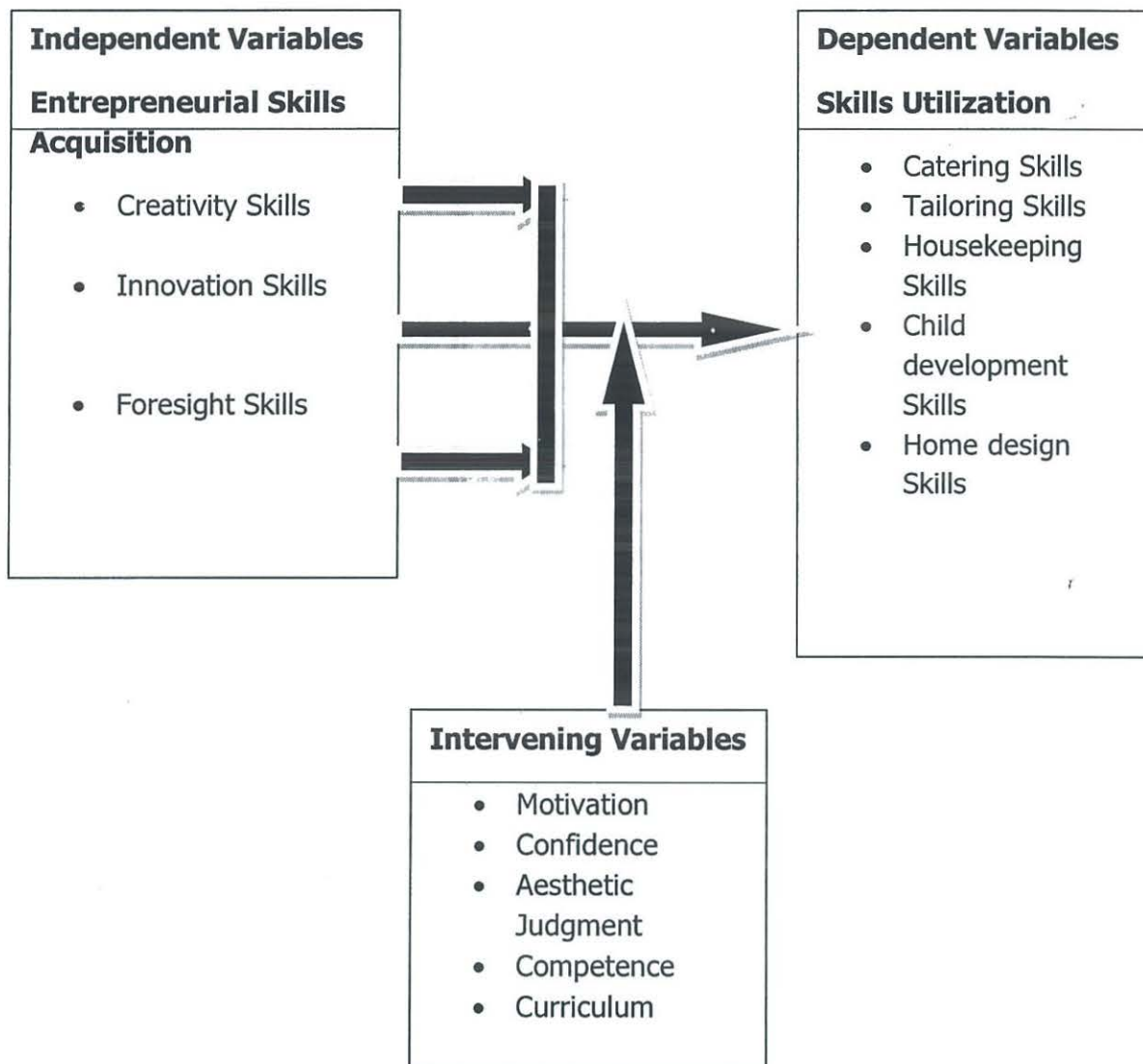


Figure 2 : Conceptual Framework on Relationship between Entrepreneurial Skills Acquisition and Utilization

Source: Akintoye 2008, Kibbuka 2014

The diagram above shows the relationship between entrepreneurial skills acquisition (IV) and utilization of skills (DV). It also shows the intervening variables which may influence skills utilization. The framework predicts that the entrepreneurial skills acquisition has an effect on the home economics skills

utilization. The model illustrates a causal relationship between the independent variables (entrepreneurial skills acquisition) and dependent variables (utilization skills). The model also assumes that confidence, aesthetic judgment, competence and curriculum of the home economics skills utilization moderate the entrepreneurial skills acquisition.

The intervening variables are variables that join or relate the independent and dependent variables. The intervening variables for this study involved motivation, curriculum, confidence, aesthetic judgment and competence. Motivation refers to a means or ways that can be taken to arouse someone's interest towards work. Motivation is one of the intervening variables for this study that relate the entrepreneurial skills and skills utilization. Motivation serves as a means of catching the interests of the home economics graduates to be innovative, creative and to have foresight towards their work and that makes them more efficient and more productive.

Home economics graduates need to have confidence and competence in their work and the curriculum also serves as a guide to prepare them for proper training towards innovation, creativity, foresight and skills utilization. It enables them to produce original things with an aesthetic judgment in a different form apart from how it used to be done or produced before.

2.4 Related Studies

The related studies were reviewed under the entrepreneurship, acquisition and utilization of innovation skills, acquisition and utilization of creativity skills and acquisition and utilization of foresight skills.

2.4.1 Entrepreneurship Skills

According to Aminu (2008), entrepreneurship skills refer to the ability to create something new with value, by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence. Nwoye in Ibrahim, Mandara and Soba (2008) defines entrepreneurship skills as the quality and characteristics normally expected of a successful entrepreneur. It includes perception of new economic opportunities, taking initiatives, creativity, and innovation, the ability to turn a given course and situation to practical account and acknowledging that failure is possible. On the other hand, Leebaert in Ezeudu (2008) defined entrepreneurship skills as a process of organizing, managing, and assuming risks of a business.

On the other hand, Ezeudu (2008) described entrepreneurial skills as a practical programme of human capital development inputs aimed at increasing the supply of adequately trained entrepreneurs who are motivated to make a success out of business. Thus, entrepreneurial skills acquisition is the education for and about training on business. An entrepreneurial skill is also defined by Bolarinwa (2001) in Ezeudu (2008) as a means of providing training, experience, and skills that are suitable for entrepreneurship endeavors. Entrepreneurial skills therefore prepare graduates with the entrepreneurship knowledge, competence and skills needed to be self-reliant. To support that statement Nwoye (2007) stated that entrepreneurial skills refers to the training and other support services incorporate within a structured programme designed to assist individuals and groups interested in becoming

entrepreneurs (self-employed) and starting small business. Therefore, the development of entrepreneurship skills in Home Economics Education as a science course is urgently required in view of the growing graduate unemployment and the many advantages which hold for the development of the country.

The inability of graduates to meet up with their professional obligations had put Nigeria in unfortunate state in terms of underdevelopment, economic depression, unemployment and lack of entrepreneurship skills. Science courses have since been looked upon as the bedrock for any technological, entrepreneurial and nation development of which Home Economics is among them. In Nigeria today graduates the streets in search of white-collars jobs yet they are deficient in the skills required for the jobs. On the other hand, they find it very difficult and impractical to start their own business or to be self-employed.

The students' Industrial Work Experience Scheme (SIWES), which was introduced by the National Policy of Education (FRN, 2008) has not helped the graduates to be self-employed or employable (Ezeudu, 2008). The type of entrepreneurship training now offered by the National Youth Service Corps (NYSC) scheme is too short and inadequate. However, the National Directorate of Employment (NDE) gives some days of instruction on entrepreneurship development. He further opined the recipients of the training work efficiently and effectively. However, this is not enough and the timing is not appropriate. There is need for students to have proper training in school and affiliation with other business establishments so that they can be fully equipped before they graduate.

This calls for the development of a structured entrepreneurship skills through Home Economics Education. Teachers who are custodians of curriculum must be actively involved in the implementation of such curriculum for them to ensure that the skill is passing to the students. Entrepreneurship skills acquisition as a programme of human capital development aimed at increasing the supply of adequate, trained entrepreneurs who were motivated to succeed in business. Entrepreneurship Education should therefore prepare students with entrepreneurial skills to develop through Home economics education. However it was presumed that the entrepreneurial skills curriculum of home economics is adequate and of the required standard and properly taught.

Entrepreneurship skills acquisitions are relevant skills and competency that enables an individual to seek and run an enterprise successfully. Rychen and Salagnik (2003) noted that entrepreneurial skills are acquired training that emphasize the acquisition and development of approximate knowledge and skills that will enable the individuals to maximize the resources around him within the limits of his capability. Entrepreneurial skills acquisition consist of effective utilization of ideas, information and facts that help learners develop competencies, marketing, services, or being productive employees of organizations (Olibie and Obidike, 2008).

The world has become economy – driven and economic prosperity requires entrepreneurial skills. Students need exposure to practical work- experience situation in order to be proficient in any job they may be working towards. Theory alone would not make for the desired level of proficiency (Mkpa, 2003). Furthermore, Mkpa observed that a recent World Bank report has scored Nigerians so low in the

possession of skills related to the fields in which they belong and are presented as unfit for the labor market and the larger society.

Taking a look at today's world of work, Home economics teachers must be well groomed, highly organized, energetic, self-motivated, possess brilliant interpersonal skills, possess good numerical and quantitative skills, computer literate, calm and thorough, have a high capacity to cope with pressure, possess excellent strategic thinking ability, show evidence of excellent communication skills, ready to take challenges to work to deadlines and demonstrate the desire/capacity to learn and develop (Obanya, 2007).

Home economics teachers need to lay a foundation for students to acquire the skills for income generation and self-empowerment, self-reliance and job competency, resources utilization and management of life-coping skills. They should also instill a life of commitment to work motivation, taking risks, making decision on financial situation, having self- confidence in themselves, courage, endurance, power of creating co-operation and taking personal responsibilities. These characteristics when taught would enable an individual to assess him or herself to know the extent to which he/she can operate as an entrepreneur. Where some deficiencies are discovered, the individual can improve the skills through training and practical work to enable him/her to be self-reliant and influence others.

According to Ukeje (1990) what the teachers know and can do make a great difference but what he cannot can be an irreplaceable loss not only to the students but also to the nation. Ukeje further stressed that a good teacher can impart good education with good entrepreneurial skills. This proposition presumes that the

Nigerian Home Economics teachers are upright, dedicated, well-informed, knowledgeable, inspiring and positive-oriented at all levels of learning. Confirming what Ukeje said, Ifeakor (2005) emphasized that what a student knows depends on his/her teacher, what the teacher knows or does not know, what he believes or does not believe and what he does or does not do.

Therefore, entrepreneurial skills strategies should be employed to improve the abilities of people in performing tasks to reduce poverty, enhance self-reliance and improve lives. So entrepreneurial skills for Home Economics Education teachers refers to the strategies, skills and roles through which they are trained to improve their competence in teaching- learning activities especially on imparting entrepreneurial skills to students (Ifeakor and Anekwe, 2008).

The above literature confirms that entrepreneurial skills must be part of the curriculum for all courses especially for home economics so that it will prepare the students to compete in the global market after graduation.

2.4.2 Acquisition and Utilization of Innovation Skills

Innovation always starts with the analysis for sources of new opportunities. Sources will have different importance at different times, depending on the context of conceptual and perceptual innovation. Those who want to be innovators must go out and look, ask, and listen. Successful innovators work out systematically and look at potential users to study their expectations, their values and their needs. Effective innovation is simple with focus. It should do only one thing otherwise it confuses people. Effective innovations start small.

According to Wheatly (1994) innovation is fostered by information gathered from new connections, from insights gained by journeys into other disciplines or places, from active collegial networks and fluid open boundaries. It arises from organizing circles of exchange of information which is not just accumulated or stored but created. Knowledge always generates new connections that were not there before.

Therefore, for any innovation to succeed the innovator must seek for information concerning the innovation in terms of money, mode or brand, operation and care. However, an idea does not become an innovation until it is widely adopted and incorporated into people's daily lives.

But according to Okafor (2009) most people resist change which is a key part of innovation. Convincing other people that your idea is a good one by enlisting their help and in doing so they see the usefulness of the idea. Business throughout the world is experiencing what can be legitimately described as a revolution such as rising energy and material costs, fierce international competition, new technologies, increasing use of automation and computers. All these are major challenges which demand a positive response from the entrepreneur and management if the business is to survive and prosper.

Innovation calls for special entrepreneurial and management skills, the cooperation of a committed workforce, finance and a climate which will create the optimum overall conditions to encourage success. (Okpara, 2007). So for home economics graduates they must learn how to be innovative in order to succeed in their own business.

Joseph Schumpeter (1934) believes that innovations create a new commercial product or service which is the key force in creating new demand and entrepreneurs bring the innovations to the market. This destroys the existing markets and creates new ones which will in turn be destroyed by even newer products or services.

Alonge (2010) describe Home Economics as a combination of innovative development, healthy life style, social responsibility, sustainable development, use of resources and cultural heritage. The innovation in home economics focus on nutrition education and food culture, family studies, consumer and environmental issues all based on human aspects and everyday life.

Also Ahmed (2010) identifies a philosophical shift in practice and pedagogy for home economics with positive outcomes for students. This shift includes encouraging students to clarify their own ideas, make their own decisions, use critical analysis, reflect on their learning, use research tools and strategies, explore issues, and encourage discussions, group work and ensuring higher order tasks involving the generation, application, analysis, and synthesis of ideas. In addition, Ahmed (2010) continued that despite the many variances between countries on how home economics is implemented, there are clear unifying themes that Home Economics is responsive to change and changing times require new ways of thinking.

Innovation is important not only in business but also in the education sector especially in home economics education which is a vocational course that aims at providing essential skills to students. The skills that the students acquire before

graduation, like innovation skills, can help them gain employment or start with their own business and employ other people.

In the face of the changing situation of the economy where unemployment is the order of the day, home economics education trains students on how to utilize the skills they acquired in the university for today's living. But, Anyakoha, (2006) makes a remark that one of the greatest challenges of home economics is to determine the issues that pose various forms of challenges and threats to individuals, families and society at large and address them most appropriately. The greatest challenge the society is presently facing is unemployment which leads to poverty, robbery and others crimes.

This can be addressed by entrepreneurial skills acquisition so that students of home economics can be self-reliant after graduation which means they can create jobs for themselves and not depend on others for employment. Fortunately, home economics as a vocational subject offer several opportunities in both small and medium scale business that gives the individual an opportunity for gainful self-employment such as: catering skills, tailoring skills, housing keeping skills, child development skills and home design skills.

On the other hand, Ermira (2014) conducted a study on innovation, SMEs, and entrepreneurship education related to them in Europe. The objective of this study was to show the necessity of entrepreneurship education in the higher education in Albania as a very important way to promote creativity and innovation of self-employment in the social and economic context where they live. At the same time, this study aims to identify how higher education forms the entrepreneurship

mentality and how much self- confidence instills students in the higher education institutions.

Innovation skills in home economics education provide individual with the necessary skills and tools for further creative work. The innovation skills can be utilized by home economics graduates to become productive, effective and efficient in their work.

The research on "The Innovation and Entrepreneurship of College Students' Education Evaluation Based on Analytic Hierarchy Process" was done by Lixian, Juan, Xue and Minghu (2016) at North China University of Science and Engineering. In this study an Analytic Hierarchy Process and Grey Theory were used to carry out the quantitative evaluation of the innovation and entrepreneurship education of North China University of Science and Technology. The evaluation process takes into account the different factors that influence innovation and entrepreneurial skills acquisition. The findings showed that if the students focus on reflecting the current socio-economic situation of the country then the development of innovation and entrepreneurship for the students has a significant impact.

The Ministry of Education in cooperation with the Ministry of Science, Technology and Innovation in Denmark (2004) conducted a research on innovation, entrepreneurship and a culture of independence in the Danish education system. In this study the Minister of Education and Minister of Science, Technology and Innovation introduced a general strategy for developing and strengthening a culture of entrepreneurial skills acquisition and innovation in the educational system. The strategy takes into account the needs of different education programmes. It spans

from the primary and upper secondary schools' which focus on developing personal qualities such as creativity, inventiveness and independent problem solving skills. These qualities are needed for higher education courses for both practical skills and general subjects such as management, organization and marketing. The findings of this study suggest that the strategy should function as a general framework for promoting innovation and entrepreneurship. The strategy must provide a coherent framework for practical implementation of the government's aims.

The research study conducted in Denmark was related to this study since it gives emphasis on the culture of entrepreneurship and innovation. It shows that innovation and entrepreneurship are important areas to be taught to the students not only in business courses but in all subject areas at different levels of education. In teaching home economics students innovations and entrepreneurship must be part of the curriculum so that students are trained how to be innovative so that they can become good entrepreneurs.

A case study was conducted from rural India by Yadav and Goyal (2014) on "User Innovation and Entrepreneurship" . This study explores rural user innovation and entrepreneurship in a developing country like India. Using multiple case study research method, they study cases of five rural user innovations in detail. The study looked into the evidence of user innovation and user entrepreneurship. They focused primarily on rural India because 70% of the Indian population lives in rural areas. Then they try understanding the phenomenon in detail and examining the unique manifestations of User Innovation Theory in the Indian context. The findings help propose a framework for enabling rural innovation and entrepreneurship. In addition

to poverty alleviation, the study found that there was a positive social impact on the lives of rural entrepreneurs and their community. So training people in the community on innovation and entrepreneurship helps in poverty alleviation. The same applies to home economics students that when they are taught and trained properly in school they become more productive after graduation.

In Taiwan, Yu-ming, Chihsiang, Huang-san and Ching-jung (2008) conducted a case study on "Creativity, Innovation and Entrepreneurship". The purpose of this study was to explore the most important competitive elements of knowledge economy: creativity, innovation, and entrepreneurship (C.I.E). In this knowledge age, the change in knowledge is continuously followed by the fast pace of innovation. With outdated knowledge, teaching materials will not be able to create a competitive advance environment. Therefore, teachers need to constantly employ creativity to pursue innovation and develop the spirit of imagination in the course based on the fundamental knowledge. This study focused on how imagination can be applied in "creativity problem solving". In the course there were three classes with a total number of 102 students. Students from different faculties with different thinking style were grouped by heterogeneous teams. In the team they learned from the special designed imaginative course and interacted with each other followed by the instruction of the collaboration of learning in their own specific field to produce a creative and innovation product with full imaginative power from the initiative phase of product design and product promotion.

In the current trends of teaching especially in home economics education teaching materials and teaching strategies must be updated and skills acquisition

and utilization emphasized. In this way, students in this course are trained how on to acquire and utilize their skills after graduations.

Smile (2014) conducted a study in Ghana entitled "Entrepreneurship Education Towards an Innovative Approach". Over two decades the introduction of the entrepreneurship education in polytechnics in Ghana has been a compulsory course but little assessment has been done on the teaching and learning. The finding of the study was expected to contribute to existing empirical knowledge regarding the teaching and learning of entrepreneurship in higher educational institutions in Ghana. The evaluation criterion of entrepreneurship education was based on what was taught, how it was taught and the context in which the entrepreneurship education is taking place in the polytechnics. It was primarily found that entrepreneurship education in the polytechnics involves more of theoretical and foreign knowledge importation than the development of practical skills which can be applicable to the Ghanaian education system. It was concluded that innovative approaches to teaching and learning of entrepreneurship reflect the needs of the local education system. Like in Ghana, Nigerian education system must also focus on teaching innovations and how it is utilized. When students learn the mechanics of utilizing innovation then the problem of employment is reduced.

During the United Nations Conference on Trade and Development (UNCTAD; 2010) on "Entrepreneurship education, innovation, and capacity-building in developing countries" the important role of education at all levels which focus in developing entrepreneurial attitudes, skills, behaviors and in building innovation capabilities was highlighted. It presented an overview of approaches to

entrepreneurship education to enable policy makers to formulate, monitor and evaluate national policies to inspire and enable individuals to start and grow entrepreneurial ventures. It discussed the need to ensure efficient integration of entrepreneurship education into entrepreneurship strategies and policies.

Also in Greece, Chatzidiakou, Mavrogiorgi and Nassiopoulou (2015) conducted a study on "Training Future Entrepreneurs: Students' Perspectives on Entrepreneurship and Innovation Initiatives". The purpose of this study was to identify the perceptions and aspirations of future entrepreneurs regarding innovation and entrepreneurship. The findings suggest that innovation and entrepreneurship were considered to be important issues by most students regardless of the department in which they belong, while a "hands-on" approach seems to be more favorably supported than a purely theoretical one. The findings also suggest that active students of the technological educational institute of Athens consider the education on entrepreneurship and innovation essential to their future initiatives. Most of them claim that hands-on rather than theoretical training is more significant and believe that the educational programs and seminars should have a firm connection to the conditions met in the "real world". Furthermore, their suggestions include not only established educational methods such as courses and seminars but also original ideas about collaboration between students and the use of digital technologies for educational purposes. Their ideas and aspirations are influenced much by the current complexities and uncertainties related to the economic crisis.

Another research was conducted by Anusca, Romina and Yves (2009) on "Innovation and Creativity in Education and Training in the European Union (EU)

Member States : Fostering Creative Learning and Supporting Innovative Teaching". This study provides an overview of the theoretical foundations for creativity and innovation in the context of education. It emphasizes the need to encourage the development of pupils' and students' creative and innovative potentials. The study has argued that creativity and innovation are strongly interrelated in which creativity is strongly linked to learning and innovation teaching. It analyzes the role and potential of ICT and in particular social computing in fostering creativity and innovation in education. The students especially in home economics education must be computer- literate in order to be competitive in the global market and can utilize innovation to the fullest.

The study conducted by Youtie and Shapira (2008) on "Building An Innovation Hub: A Case Study of the Transformation of University Roles in Regional Technological and Economic Development Innovation" examined the role of the university from performing conventional research and education functions to serving as an innovation-promoting knowledge hub through the case of Georgia Institute of Technology. This case was discussed in the context of state efforts to shift the region from an agricultural to an industrial innovation-driven economy. Central to the transformation of Georgia Institute of Technology as a knowledge hub is the emergence of new institutional leadership, programmes, organizational forms and boundary- spanning roles that mediate among academic, educational, entrepreneurial, venture capital, industrial and public spheres. Comparisons between Georgia Institute of Technology experiences and those of university roles in selected other catch-up regions in the Southern United States highlight the importance of

network approaches, capacity building, technology – based entrepreneurial development and local innovation system leadership. Insight on the transformation of Universities and the challenges of fostering a similar transformation in regional economies are offered. Creating a technological hub for home economics students in educational institutions that offer home economics education is very important. It gives a good opportunity for the students with the supervision of their mentors to develop their skills and enable them to utilize effectively.

2.4.3 Acquisition and Utilization of Creativity Skills

Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena and to generate solutions. Creativity involves two processes and thinking and producing. According to Youtie and Philip (2008) creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings awareness on what was previously hidden and point to new life. A product is creative when it is novel, that is it's original and appropriate.

Creativity has been identified as one of the most distinct of human attributes. It is indeed a special case of problem solving in which originality is emphasized. Achor (2014) defines creativity as the disposition to make and recognize valuable innovations. It manifests itself in the ability of the individual to create his own symbols of experience. A person is said to be creative if he has the ability to combine or rearrange established patterns of knowledge in a unique fashion. Creativity is the fundamental premise and genesis of entrepreneur activity and is not exclusive right possession of a chosen few. It is in all human beings in varying

degree. However, training has been found to increase the manifestation of creative abilities (Ihensekhein and Cas-Ogiegbaen, 2014). It is one of the major functions of home economics education to inculcate the skills of creativity among the students especially for the acquisition and utilization of entrepreneurial skills.

In line with that Onu (2014) has the opinion that there is a link between creativity and entrepreneurship, hence creativity and entrepreneurial skills can be learned. Home economics education focuses on entrepreneurship through training on various task and entrepreneurial skills in home economics programme for employment of their students after graduation. Some of the major areas of emphasis in home economics include catering skills, tailoring skills, housekeeping skills, child development skills, housing design. These areas are creative in nature and lead to a wide range of occupation for home economics graduates making them to become self- reliant, self- employed and employers of labor.

Furthermore creativity has been associated with the uniqueness of Home Economics Education in many areas that involve development of new ideas or products. Oyindoyin (2013) notes that researchers in the area of creativity have used terms such as innovation, novelty, imagination, discovery, newness, ingenuity, uniqueness/unusualness, intuition and invention to describe the nature of creativity in any area of life and not just in art. So creativity in home economics is a systematic process that involves critical thinking, in order to produce newness or uniqueness in a product.

However, Lopes (2012) stated that creativity is a process by which something new is produced that involves a mental process that enables one to see things in a

new and unusual perspective, to see problems that no one may even realize it exist and come up with new and effective solutions to the problems. It is the ability to create something from personal feelings and experiences. If a student graduates in Home Economics Education it is presumed that the student has acquired creativity skills which are key to job opportunities. To become creative in home economics it is necessary to discipline the mind and to learn to operate with open mind to new things (Ihensekhein and Cas-Ogiegbaen 2014). This is done by overcoming the natural barriers to the mind and start to challenge the various approaches to situations.

Though creativity cannot be taught, it can be developed in people by using planned strategies and techniques. Home Economics is a study that offers numerous occupations for individuals. As a skill oriented course, it possesses the capability of equipping individuals with saleable creative skills that can be applied for self-employment. It can also be used to attain a useful satisfying life and to be self-reliant. (Ahmed, 2010).

The role of Home Economics instructors is very important for fostering entrepreneurial skills acquisition and creativity among students. Odo (2011) suggests the following five steps for nurturing creativity on entrepreneurial skills acquisition and utilization among students; (1). Be respectful to unusual questions (2). Be respectful to imaginative unusual ideas (3). Show your students that their ideas have value (4). Occasionally provide opportunity for students to do something for practice without the fear of evaluation (5). Let students evaluate good or bad, and

do not point out consequences in experiment beforehand. In evaluation try to link causes with consequences.

In the same vein, Odo (2011) viewed the teachers' role in furthering student's creativity as a productive and nurturing one. These roles consist of the following phases or steps; (1) Inspiration. (2) Stimulation (3) Psychological Safety and Freedom (4) Guided discovery and (5) Encouragement. He continued that a great advantage of experiment is that it enables the students to have firsthand experience of the gradual development of the events and the working of the inherent principles therein. A well- directed experiment can generate in the students plenty of new ideas and thus pave way for further experiment and creative art.

Home Economics Education provides so many job opportunities. In support of this, Grolby (2010) noted that there is no private enterprise without an element of domestic work. Thus, all the work performed by the Home Economics graduates need initiation and creativity that will add beauty, longevity, health and durability of a product apart from the old knowledge of the product known by the people.

However, the researcher viewed that appropriate learning methods that can be used to enhance creativity in the individual can be through laboratory, inquiry, brainstorming and problem solving. These methods of learning will emphasize on the development of initiatives and independent thought with divergent thinking. The emphasis is on allowing learners to explore and find out things for themselves as a basis for developing creative abilities.

While Chiduma and Emelue (2011) identified entrepreneurs' net- working, through attending seminars, workshops and conferences, watching relevant

television programmes, subscribing to relevant magazines, mentors providing practical guides for self-employment as ways through which students can acquire creative entrepreneurial skills. Home economics education should provide opportunities for student to have this mentorship.

Meanwhile Alonge (2010) identify the indigenous textiles and craft in Nigeria that home economists produced adding creativity through the use of raw items such as; (1) Tie and dye/Batik (2) weaving of mat (3) cane and textiles (4) pottery making of flower vase and pots for interior decoration (5) beads work of key holders, necklace, bags, and bangles among others. Other skills that involve creativity in home economics education includes (1) making of throw pillow production (2) soap production (3) air freshener production (4) wall hangers production (5) curtain holders production (6) pastry production (7) pomade production (8) footman production (9) bed sheet production and (10) table mats production among others. The creativity skills in Home economics Education prepares the graduates to be self-reliance and employer instead of being employed in the society.

Home economics education is one of the key players in entrepreneurial skills acquisition and utilization. It has important role in reducing massive graduate unemployment and the social menace which it represents. This is in line with Achor (2012) who defines Home Economics Education as a self-reliance oriented field of study whose central theme hinges on the improvement of the lives of everyone in the society. It is a vocational course that aims at helping people develop desirable

social attitude and skills necessary for the world of work, resourcefulness and ability to adapt to life's changing situation.

Home Economics Education operated within the realms of the National Policy on Education (2008), for self- reliance and gainful employment through functional education. It is the educational process which prepares an individual for successful family and community living. It is also a form of education that imparts an individual with all the necessary knowledge, skills, values and attitudes that are essential to ones all round successful development which emulates improving one's creativity in life.

In addition (Ahmed, 2010) regard Home Economics Education as a system of education that focuses on the trading of skills, encourage creativity and demanding the expert or professional use of hands and brain. Akunnaye (2012) also viewed Home Economics Education as being concerned with the ways in which the quality and content of individual and family life can be enhanced through utilization of skills and material resources. The knowledge of Home Economics Education equips an individual with skills and develops creativity, patience and artistic ability.

According to Ihensekhein and Cas-Ogiegbaen (2014) to possess skills is to demonstrate the habit of thinking and creativity in a specific activity in such a way that the process becomes natural to the individual through repetition or practice. Home Economics Education as a field of study teaches an individual to develop his/her creativity which is the avenue for many job opportunities and reduce the socio-economic problems and high rate of unemployment.

Also Akunnaye (2012) viewed skills as those that will enable the individual to maximize the resources around him within the limits of his capabilities. Home Economics Education is inter-disciplinary, multi-disciplinary and trans- disciplinary. It is a field of study with various marketable skills that can ensure self-reliance and management. Mbah (2001) labels home economics education as the peoples' profession because it is a multidisciplinary functional delivery system. While Achor (2012) opines that home economics education is a means through which the individual may led to a stronger growth and development thus enabling him to take responsibilities in the family and society, it implies the ability of an individual to utilize the skills gained or acquired in the university and be able to relate it to real life situations and find solutions to problems.

Home Economics Education is associated with creativity skills utilization development and this helps to reduce unemployment, poverty and income inequality for individual and families to be happy, healthy and more successful in their lives (Cowen 2011). By contrast jobs in which skills are under-utilized are de motivating, alienating, lessen job satisfaction and lower the level of well- being (Helliwell & Huang, 2010).

A study conducted by Ozioko (2006) in Nigeria was on "Promoting Entrepreneurship Through Developing Creativity". The findings of the study show that there is a need to promote entrepreneurship through developing creativity in every individual to uplift his/her life. While Abe (2006) conducted a research on "Creativity and Entrepreneurship: Role in Business and Economic Empowerment in Nigeria". This study examines creativity as an important attribute which enables an

individual to conceptualize, create, develop and produce successful new product ideas. It also stresses the role of creativity on entrepreneurship in economic development. It reviews the factors that inhibit creativity in Nigeria and highlights strategies to employ the development of creative capacity and attitude of individuals.

Another research was conducted by Kuan (2012) in San Antonio, USA on "Play, Imagination, and Creativity: - A Brief Literature Review. The study examined the ultimate goal for education which is meant to help students develop their capabilities and in turn to maximize their potential into practical uses in everyday life. Teachers believed that creativity is important and must be developed in order to be equipped to face the challenges in the fast changing world. By doing so it hoped to provide some useful insight for educators to bring the concept of creativity into the classroom.

A study was conducted on "Creative Learning and Innovative Teaching" by Romina, Anusca, Kirsti and Yves (2013). In this study teacher, stakeholders and other experts tried to review the curriculum on how creativity and innovation can be included in the teaching in all levels of education. The study found out the relevance of teaching creativity and innovation and they have decided that it must be compulsory in all schools in Europe. Based on five major areas for improvement were proposed: curricula, pedagogies and assessment, teacher training, ICT and digital media, and educational culture and leadership to enable creative and innovative teachings in schools the study highlights the need for action at both national and European level to bring about the changes required for an open and

innovative European educational culture based on the creative and innovative potentials of the future generation.

However, in another research on "Enhancing Creativity in Entrepreneurship Through Home Economics Education in Nigeria" by Achor (2014), the concern of this study was on fostering creative entrepreneurship through the instrumentation of entrepreneurship education. According to this study entrepreneurship education should help individuals develop their ability or disposition to be innovative and original entrepreneurs. The concept of creativity, entrepreneurship education and home economics education are explored.

Furthermore, the role of home economics education in fostering creative entrepreneurship is highlighted. Strategies were made on curriculum, teachers' and student activities that would enhance creative entrepreneurship education. The submission of this study is that entrepreneurship education is relevant to the extent that it is creative. Home economics education, as a vocational course in Nigeria, is capable of empowering individuals to be great entrepreneurs. However, home economics education should be repositioned to train students to develop creative entrepreneurial tendencies.

Another study was conducted in Austin, Texas on Factors Affecting Creativity: "Perspectives from Home Economics Teachers and Student Teachers". The purpose of the study was to identify factors that home economics educators believe affect the creative process. Interviews were conducted with 17 teachers and student teachers and then analyzed their perceptions on how the creative process influences creativity. Results indicated that participants thought creative process as an ability

to freely express personality and new ideas. The exchange of ideas with others, support and encouragement, and tasks requiring divergent thinking are believed to promote innovation. Lack of time, fear, and stereotyping are thought to suppress creativity. The study concluded that care should be taken to ensure opportunity for creative – thinking and teachers should exchange ideas to build a supportive network. Student teachers should be encouraged to engage in creative projects, taught about the nature of creativity, and should learn the ways they can establish facilitating conditions in their work.

Also Hsiang (2013) conducted a study on Creativity, Innovation And Entrepreneurship Education in the University” in Taiwan. The study focused on creative campus environment and entrepreneurship education. A case study was used and the program “Application Program of Academic Innovation and Creativity” was introduced in National Pingtung Institute of Commerce (NPIC) Public Business College in Taiwan. The program “Application Program of Academic Innovation and Creativity” was in line with the Taiwan’s government policy and industry trends, emerging service industries by applied information and communication technology through innovation and entrepreneurial activity. The findings of the study was a foundation for ongoing research in creativity. It consolidate the theoretical knowledge by strengthening ICT application, local features and educational practice of a creative college education in Taiwan.

Meanwhile, a study was conducted by Jo (2009) of Korean students’ creativity in science using structural equation modeling. The purpose of this study was to explore the dynamic interaction among four components (scientific proficiency,

intrinsic motivation, creative competence, context supporting creativity) related to scientific creativity under the framework of science creativity. The results showed that scientific proficiency and creativity and creative competence correlates with scientific creativity. Intrinsic motivation and context components do not predict scientific creativity. There is a relationship between scientific proficiency and scientific creativity and creative competence and scientific creativity.

Another study conducted by Byron (2009) in South Africa entitled, "The Nurturing of Creativity in the History of Classroom Through Teaching Methods – The Views of Teachers and Learners". The results revealed that the nurturing of creativity has not yet become reality in the history classroom. It was disconcerting to note that direct instruction dominates the teaching and learning history and that very little opportunity for practical experience interaction during teaching and learning exists.

However, in the study conducted on the "Relationship Between Creativity and Academic Achievement of Business Administration Students in Southwestern Polytechnics, Nigeria", the relationship between students' creativity and academic achievement as measured by the CGPA scores was investigated. It showed that the higher the students' creativity, the lower the CGPA score. A creative person may not necessarily be a high achiever in school. In searching for people to carry out tasks that involve high creativity, the level of academic achievement should not be the only requirement for selection.

A study was conducted by Diki (2013) on "Creativity for Learning Biology in Higher Education at Claremont Graduate University". The purpose of the study was

to describe the types of creativity that can be applied by university students to learn biology. Creativity is a skill that can be applied by biology students effectively. In this study, the main idea is defining an implementation of creativity to support undergraduate students in understanding the subject of biology. The findings of this study suggested skills of creativity to include defining problems, analogies, proposing treatment of unexpected results and testing hypotheses. These are the required skills for the students to foster their creativity. The creative activities cover the classroom activities, online learning biology, definition of creativity, and methods of application of creativity methods in learning biology. Though the study is not on home economics education, it shows that creativity can be taught in any course which can influence student performance. In home economics education when creativity is taught to the students it will be very beneficial to them since they can use creativity to improve their lives in future.

In the study conducted in London on the "An Analysis of Research And Literature on Creativity in Education", it found out the different factors that affect the development of creativity of pupils such as the qualifications of teachers and curriculum. While Andre (2013) conducted a study on "The Influence of Creativity on Entrepreneurship: The Portuguese Case". The main goal of this study was to understand the relationship between creativity and entrepreneurship in the Portugal context. The result showed little evidence of the influence of creativity on the birth of new firms in Portugal while pointing to the relevance of agglomeration effects for new firm formation.

A study conducted by Karlyn (2005) on "The Source of Innovation and Creativity " and commissioned by the National Centre on Education and Economy, it determined the skills of the American workforce. The study represents a comprehensive summary of current research and theory on the sources of innovation and creativity both in individuals and organizations. It concluded that the educational system can best foster creativity and innovations to the students which can be useful to the workforce in the US in the context of the new global economy.

On the other hand, Daniel, Karl and Henrik (2015) conducted a study in Sweden on "Creativity in Entrepreneurship Education". The purpose of this study was to use social cognitive theory to investigate entrepreneurial intent among participants in graduate entrepreneurship programs. The students' creative potential was tested whether it is related to his/her intentions to engage in entrepreneurship. The findings showed that there was high score on a creativity test and prior entrepreneurial experiences are positively associated with entrepreneurial intentions, whereas perception of risk has a negative influence. It also indicated that exercises in creativity can be used to raise the entrepreneurial intentions of students in entrepreneurship education. Heterogeneity in creative styles among students also point to the problems of a "one-size-fits-all" approach to entrepreneurship education.

Since different students have different creative styles, the school management should review the curriculum, teaching methods and learning process to cater for the individual differences of students so that they can develop their full potential on both creativity and innovations which they can utilize after graduation.

2.4.4 Acquisition and Utilization of Foresight Skills

Foresight is a human attributes that allows us to weigh up the pros and cons, to evaluate different courses of action and to invest in possible future. The process of strategic foresight encompasses broadening our perception of what future possibilities may unfold and therefore, considering various situations beyond our normal line of sight. According to neurobiologists, Dr. Calvin and Dr. Ingvar, the human brain is hard wire in its drive to envision and plan for future events. Unlike other animals whose planning is hormonal and driven by seasonal patterns, the human brain is capable of planning decades ahead, able to take account of extraordinary contingencies far more irregular than the seasons. To recall that contrary to predicting the future strategic, foresight centers on the principle of back casting from an anticipated future, back to the present, using both scientific and intuitive techniques and frameworks (Mack, 2010). However without foresight one will steer into the future blindly unable to visualize the total picture and the possible consequences of our actions or inactions.

Strategic foresight is a critical human competence on how people develop and refine utilization of skills. One technique for enhancing strategic foresight on utilization of skills is to engage in regular scenario like planning-outlining two or three potential futures on various possibilities and rehearsing on how to respond to each scenario. In starting scenario planning one needs to outline several steps that can help to build robust plans which include the following; (1). Identify a focal issue and then build outward toward that position (2). Outline those forces that can

influence the outcome of the scenario and (3). Review those forces that are most important to a scenario and those that are most uncertain

Foresight is one of the most important factors in any organization. According to Panagiotakopoulos (2013), it is one of the five factors that determine the existence of any organization as they put foresight on an equal footing with men, money, machines, and morale. The ingredients of utilization of skill lies within foresight and the internalized drive toward dominant thought of the moment (Rabby, 2010). Foresight is directly linked to individual performance that gain from organization performance and as a catalyst for all individual employees working for an organization to enhance their working performance or to complete task in much better ways than they usually do.

Any organization can operate because of people working for it and each person contributes toward achieving the ultimate goal of an organization. Panagiotakopoulos (2013) concluded that factors affecting staff utilization of skills is at a period where the financial rewards lead to stimulate employee's performance. Similarly, Dysvik and Kuvaas (2010) concluded that intrinsic foresight was the strongest predictor of turnover intention and relationship between mastery-approach goals and turnover intention.

As to Kuo (2013) a successful organization must combine foresight and utilization of internal employees to respond to external changes and demands which promptly show the organization's value. Foresight is the heart of every productive and successful business thriving in an organizational culture and hardworking people collaborate passionately to produce great result (Gignac and Palmer, 2011).

Foresight is one of the skills which must be taught to home economics students to develop their ability to plan for the future. It can also help them to utilize the skills to enhance their performance in the organization where they work or in their own business. Vuori and Okkonen (2012) stated that foresight helps to share knowledge through an intra-organizational social media platform which can help the organization to reach its goals and objectives.

According to Park (2010), foresight can have a monetary incentive which acts as a stimulus for greater action and inculcates zeal and enthusiasm towards work and helps an employee in the recognition of his/her achievement. Moreover Beretti, Figuières and Grolleau (2013) discussed that foresight based on monetary incentives was used to build a positive environment and maintain a job interest that is consistent among the employees and offer a spur or zeal in the employees for better skills utilization and performance. Other dimensions of foresight that can influence skills utilization can be on training, job transfer, job satisfaction, promotion, achievement, working condition, appreciation, job security, recognition, and social opportunities.

In the study conducted by Wales (2010) entitled, "The Impact of Foresight on Entrepreneurship" as reported by Martin Rhisiart and Dylan Jones- Evans (2015). The study addressed the link between foresight and entrepreneurship. It set out an enterprise vision built on engaging ideas and views of range of economic and social actors and recommended a program of interventions to help develop an entrepreneurship culture. The entrepreneurship Action Plan was developed after the vision was set. Over the years until 2005, entrepreneurship activity grew

significantly. However, a loss of focus on entrepreneurship in the years between 2005 and 2011 was due to institutional factors and lack of foresight renewal which was accompanied by a decline in entrepreneurial activity. Wales (2010) created a legacy that foresight exercise was an antecedent to the development of entrepreneurship policy and notable growth in entrepreneurial activity.

While Rhisiat M. Dylan J. E (2010) conducted a research "Entrepreneurship as Foresight: A Complex Social Network Perspective on Organizational Foresight". This study addressed the relationship between foresight and entrepreneurship. It characterizes the foresight as inherent in entrepreneurial activity situated within particular discourse or Communities of Practice (COPs) in a range of structures. The argument was based on the use of Complexity Theory (CT) which provides insight into the dynamics of entrepreneurial activity.

A Multilevel Model (MM) characterizing emergent structures within the entrepreneurial domain is presented as an extension of existing CT, which entrepreneurship is characterized as the practice of foresight relating to the structure. The model is grounded in two case studies of entrepreneurial ventures in high velocity business environments, airline services, and sound system accessories. An empirical model Experiments, Reflexivity, Organizing Domains, and Sensitivity (EROS) was developed to reflect entrepreneurial process at the level of the individual, the firm, and inter – firm connections and the interactions between them. The notion of the COPs was used to deepen the analyses, examining how the layers of the MM are constituted through the foresight inherent in entrepreneurial activity over time. As well as presenting a coherent theoretical understanding of the

entrepreneurial landscape there are practical implications for policy – makers and educators wishing to improve entrepreneurial foresight.

Joseph (2007) carried out a research on "Nurturing of Strategic Foresight: The Ubuntu Perspective". The study draws ideas from African humanistic philosophy of Ubuntu with existing approaches to propose alternative ways of nurturing strategic foresight in practice. Delineating Ubuntu as a transient organizing philosophy, they show how the integration of Ubuntu in everyday organizing could enhance relational pluralism, and in turn strategic foresight. Embarking on some mild speculative expedition based on ideas from Ubuntu they also outline some activities and organizing routines of team leaders that may contribute to encouraging employees to enact 'foresight' actions in their situated practice.

Emilo, Joaquin, Marybel & Francisco (1999) conducted a study on, "The Art of Entrepreneurial Foresight" in Spain. The study aimed to present an analysis of entrepreneurial activities that emphasize anticipation and the art of future exploration and in so doing it identified important aspects of entrepreneurship as aesthetic or creative activities. The study concentrated on the qualities required for a successful "booster" function (motivation, ambition, innovation, cooperation, pro activeness). Proactiveness and innovation both require thinking and creativity, while foresights establish the artistic aspects of these important components of entrepreneurial activities. The findings of the study link the entrepreneurial functions to capacity and anticipation and establish the need for entrepreneurs to acquire competencies in the area of forecasting that are usually associated with artistic endeavors.

In similar vein, Joseph (2007) carried out a research in Australia on "Towards an Integral View of Entrepreneurship". The study found that there is connection between entrepreneurship and foresight. A foresight skill is so important that everybody must acquire it in order to be productive in their lives.

In another study conducted by Joseph (2007) on Foresight and Entrepreneurship: A Literature Review", anecdotal evidence was collected from masters of entrepreneurship and innovation students who undertook subjects within the strategic foresight program at Swinburne University and suggests that foresight has something to offer to entrepreneurs. This experience has shown that strategic foresight can offer the ability to learn to "see things differently" which is something that budding entrepreneurs find is very attractive and useful. Foresight can be identified as occurring at three levels: individual, strategic and social. (1) Individual foresight is used every day to prepare for eventualities, prevent perceived risks and prospect for opportunities. Future thinking at this level is a natural human capacity and one which can be 'turned on' in people who have lost it. (2) Strategic foresight aims to use individual foresight in organizationally useful ways. It is the application of future thinking in groups. The definition of organization/group is very broad in this context as it encompasses all people who come together for a common purpose. Strategic foresight also operates in-depth, asking questions about the hidden underlying structures not just the visible surface trends. (3) Social foresight is the application of future thinking which in a socially useful way and it can be used to help equip organizations and communities with the ability to make decisions and to manage complex and difficult situations. There are other attributes that can be

learned such as skills around opportunity recognition, which can be fostered through foresight.

Similarly, another research was conducted on "Foresight, Social Innovation and Entrepreneurship: Some Issues for Education in Swinburne University, Australia". In this study the exploration of the intersections between foresight, innovation and entrepreneurship has consistently raised issues with respect to education. The study outlines the explorations that possess specific challenges for those wanting to educate in the intertwined fields of foresight, social innovation and entrepreneurship. The study addresses the complexities inherent in Trans – disciplinary education and potentially provides understanding of the challenges, tensions, and possibilities in the interplay between foresight, innovation and entrepreneurship. It shows that foresight, innovation and entrepreneurship are interrelated. The foresight and innovation skills are very important in entrepreneurship. To be a successful entrepreneur one must possess these skills.

In the study carried out by Oner, (2010) on "Foresight – Are We Looking in the Right Direction?" was first presented at the Second International Conference on Organizational Foresight at the University of Strathclyde Graduates School of Business. The practice of competitive intelligence (CI) and foresight attempts to prevent strategic surprise by noticing and attending to signals earlier. Postmodern thinking usefully informs CI or other foresight activities to better see the unseen and spot excluded voices. The study concluded by suggesting serendipity as a possible

approach to ultimately help see with new eyes and adopting a deliberately adopting sideways look at one's business context to enhance foresight towards the future.

In United States, Heidings, Felder, Kimpel, Best and Schraudner (2015) conducted a study on "Shaping Future: Adapting Design Know-How to Reorient Innovation Towards Public Preferences". Public acceptance is vital to innovation and shaping the future has developed an original participatory foresight methodology that is centered on design know-how and promotes innovative forms of preference articulation.

On the other hand, Miguel, Patricia and Nuno (2006) conducted a research on "Fear of Foresight: Knowledge and Ignorance in Organizational Foresight". The study discussed the changes occurring in the field of organizational foresight. The analysis results from viewing foresight from two different perspectives (1). as centered on the future or on the present and (2). as macroscopic analysis or microscopic practice. Foresight is a complex process amenable to different understanding often portrayed as a technical and analytic process. Foresight is a human process permeated by dialectic between the need to know and the fear of knowing. It is one of the important skills which is very vital if one wants to be a successful entrepreneur. In home economics education acquiring foresight skills by the students equips them to be good entrepreneur in the future.

As to Mette, Lauge and Peter (2016) who conducted a research on "Interactive Foresight Simulation" in Denmark, the study showed how Combine Stimulation Approach (CSA) was used to examine different outsourcing/back sourcing strategies to evaluate the risks and address unforeseen problems in a more

interactive way than what is often observed in practice in companies or sectors. It demonstrates how it is possible to work proactively using this strategy to narrow the knowledge gap between strategic, tactical and operational levels of an organization.

In the study conducted by Marc and Denise (2015) in Europe with a title, "The Practice of Foresight in Long Term Planning", researchers and practitioners agree that foresight is an ability to foresee how the future might unfold; it is an important strategic capability for effective Long Term (LT) planning. However, few have systematically integrated the practice. The findings encourage managers and researchers to view long – term planning as an ongoing integration of implemented and envisioned strategies within emerging alternative future. Such an approach stimulates strategic entrepreneurship and prepares the organization for engaging in future environments.

In Denmark Rene, Cinzia and Eelko (2015) conducted a study on "Corporate Foresight: An Emerging Field With A Rich Tradition". The goal of the study was to provide an overview of the state of the art major challenges and to identify development trajectories. Corporate foresight refers to a practice that permits an organization to lay the foundation for a future competitive advantage. Based on this study two mature themes, namely, Organizing corporate foresight and Individual and collective cognition. The corporate foresight can serve as a foundation to practice in an organization in a competitive manner.

Meanwhile, Allan and Dannemand (2014) conducted a research in Denmark on "Innovation System Foresight". The study contributes to the building of

theoretical underpinnings of foresight, explores the co - evolution of the academic field of innovation studies and the practice and concept of foresight. The study illustrates that foresight is important in understanding innovation and currently foresight is in a catching – up process vis- a vis innovation studies by gradually incorporating the implications of a systematic understanding of innovation. This study concludes that the concept of innovation system foresight (ISF) constitutes an improved integration of the contemporary understanding of innovation into foresight. Furthermore, the study explores four preliminary implications of ISF on the conceptual design of foresight, including the goal of foresight, system definition and boundary setting, participation of actors, and finally methods for mapping the present.

“Foresight and the third mission of Universities: The Case for Innovation System Foresight” was a study conducted in Denmark by Kalle, Allan and Per Dannemand (2014). This study aimed to prove that innovation system foresight (ISF) can significantly contribute to the third mission of universities by creating an active dialogue between universities, industries and society. The findings showed that foresight contributes to the third mission of universities, particularly to the research and development and innovation dimensions through the development of joint understanding of the agendas and future needs of stakeholders. In addition, foresight enables education to design possible solutions to address identified needs.

2.5 Gaps Identified

In the course of literature survey for the purpose of this study, the following gaps were identified:

- A lot was done on entrepreneurial skills acquisition globally, but less related to home economics education as the literature and past studies indicated.
- Most of the studies conducted related to this study were done on entrepreneurial skills acquisition with other variables but not with skills utilization.
- Most studies in Nigeria studied other entrepreneurial skills but not creativity skills, innovation skills and foresight skills, and not specific to home economics graduates. But this study dig out new information related to entrepreneurial skills acquisition and utilization among home economics graduates.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the method employed to collect data for the study. Specifically, the chapter covers the research design, target population, sample size, sampling procedure, research instrument, validity, reliability, data collection procedure, data analysis, ethical consideration and limitations of the study.

3.2 Research Design

The study employed a cross sectional mixed methods research design whereby responses of the respondents were collected at once in order to reduce the time and cost involved. The results represented all the home economics graduates from Ahmadu Bello University, Zaria in Kaduna State. Inferential statistics involving Pearson Linear Correlation methods was used to determine the generality of the raised assumptions, to find the relationship between the independent variable and the dependent variable. The study also used qualitative and quantitative research approaches using questionnaires and interview guide as instruments for collecting data. The quantitative data gives the perceptions of the respondents on the relationship of the variables while the qualitative data gives the in- depth information about the study.

3.3 Target Population

A total of 1232 was the population of the study. These include 147 administrative staff (both academic and non academic staff), 937 home economics graduates from 2006 to 2016 of Ahmadu Bello University and 148 were eight local government administrative staff. These respondents (staff and home economic graduates of

Ahmadu Bello University and local government administrators) were chosen because they could provide information on the skills acquisition and skills utilization of the home economics graduates of Ahmadu Bello University.

3.4 Sample Size

Sloven's formula was used to determine the minimum sample size for the study. Table 3.1 shows the data. For details see appendix 11.

Table 3:1 Showing the Target Population and Sample Size

Target Group	Target Population	Sample size
Administrative (academic and non academic staff) of Ahmadu Bello University	147	37
Administrators of the eight local government	148	37
Home economics graduates of Ahmadu Bello University from 2006 – 2016	937	234
Total	1200	308

Source: Home Economics Department Records book of staff and graduation book, Ahmadu Bello University, Zaria and Local Government Commission Board Kaduna State, Nigeria

3.5 Sampling Procedure

The following inclusive criteria were used to select the respondents of the study using purposive sampling (a) Male or female graduates of home economics from 2006 – 2016 and random sampling on staff (academic and non academic) of Ahmadu Bello University, Zaria and administrators of the 8 local government selected for the study. Random sampling was also used to select 5 respondents from each category for the qualitative data who are not part of those that were selected for the quantitative study.

The researcher requested for a list of administrators, staff (academic and non academic) from home economics department and the list of Home economics graduates from 2006 – 2016. The list of local government and administrators were collected from the Local Government Commission Board of Kaduna State. Questionnaires were distributed to the qualified respondents, more than the minimum sample size in anticipation to low retrieval of the questionnaires. The list of 2006-2016 home economics graduates guides the researcher to select the 8 local governments with large number of the graduates. These graduates were located on Home Economics Association meeting day which differs from each local government.

3.6 Research Instruments

The researcher used primary data to source for information, through questionnaire and interview guide

A. Questionnaire

For the purpose of this study a structured questionnaire was used for data collection from the respondents, both for home economics graduates and the administrators of Ahmadu Bello University and the Local government administrators.

The questionnaires contained 55 items divided into five parts, namely; A, B, C, D and E. Section A contains the demographic characteristics of the respondents, such as gender, age and qualification. Section B contains 10 questions on creativity, section C contains 10 questions innovation, section D contains 10 on foresight and section E contains 15 questions on skills utilization. The response mode on the questionnaires on both dependent and independent variables were indicated as; Strongly Agree (4), Agree (3), Disagree (2), Strongly Agree (1). Questionnaire was used in this study in order to gather quick information from the large number respondents in a short time, especially for the home economic graduates who were difficult to locate.

B. Interview guide

In addition to the questionnaire, interview was administered to ABU Administrators, LGA Administrators and home economics graduates. This was necessary as the researcher believed that they have adequate information that was needed for the study. Interview is a verbal questioning and for the purpose of this study the interview guide consisted of twelve (12) items used to collect additional data. The interview took about of 5 – 7 minutes each and it was face- to- face interview but recorded through the phone. Interview was used to strengthen the result obtained from the quantitative data using a Likert scale questionnaire. The interview was appropriate to the respondents because it gave them freedom to express their ideas without any restrictions as the interview had open-ended questions.

3.7 Validity

The questionnaire was validated by two home economics lecturers of Ahmadu Bello University, Zaria and two educational management lecturers of Kampala International University, Uganda. A copy of the drafted questionnaire was given to them for the purpose of validation in the following areas: Content validity value and content acceptable value for appropriateness and for consistency. The validity indicated a value of 0.89 and 89% average. This means the instrument is valid. According to Kahooza (2000) if validity is above 50% the instrument is valid. For details see appendix III.

3.8 Reliability

For the reliability of the instrument, the data collected from the study was subjected to a Cronbach reliability coefficient of 0.850. A reliability coefficient is considered reliable if its coefficient lies between 0.5 and +1, and the closer it is to 1 the more reliable it is, and the closer to 0 the less reliable. In an attempt to determine the internal reliability of the instruments used, Cronbach alpha co-efficient were calculated.

Table 3:2 shows that the Cronbach alpha co-efficient for creativity, innovation, foresight, and skills utilization scales were 0.826, 0.787, 0.821, and 0.903, respectively. According to Nunnally (1978), a Cronbach's alpha coefficient of 0.70 or higher is deemed to be acceptable. Thus, we conclude that the instruments adapted in this study are reliable since the Cronbach alpha for each variable was higher than 0.70. For details see appendix IV.

Table 3:2 Reliability Statistics

	Cronbach Alpha	Number of Items
Creativity	.826	10
Innovation	.787	10
Foresight	.821	10
Skills utilization	.903	15

3.9 Data Gathering Procedure

An introductory letter was obtained from the College of Education, Open Distance and e- Learning, Kampala International University for the researcher to solicit approval to conduct the study. After getting the approval the researcher requested for the list of staff (academic and non academic), and home economics graduates from 2006- 2016 of Ahmadu Bello University. The researcher also requested for the list senior of administrators of 8 local governments from local government commission board in Kaduna State. The researcher selected and briefed the research assistants with reference to sampling procedures, questionnaires and data collections. Then questionnaires were reproduced for distributions. The home economics graduates were accessed on the day of their association meeting at each local government, and also the administrators of that local government were also accessed on the same day with the graduates. However, the administrators of Ahmadu Bello University were accessed in their offices both for the questionnaire and the interview. The respondents were requested to answer the questions

completely and not to leave any part unanswered. On retrieval, two hundred and seventy nine (279) questionnaires were retrieved that were valid and answered.

3.10 Data Analysis

The data collected was analyzed statistically using the statistical package of the social science (SPSS). Frequency and percentages were used for demographic characteristics of respondents, while mean and standard deviation were used to analyze the perceptions of the respondents on innovations, creativity and foresight. Inferential statistics involving Pearson Linear Correlation Coefficient (PLCC) statistical analysis was used to determine the relationships between independent and dependent variables at 0.01 level of significance and regression was used to test the effects of independent variable on the dependent variable. The following mean ranges were used to arrive at the mean of the individual indicators and interpretation.

Mean	Range	Response mode	Interpretation
3.50 -	4.00 -	Strongly agree	Very high
2.50 -	3.44 -	Agree	High
1.50 -	2.44 -	Disagree	Low
1.00 -	1.24 -	Strongly disagree	Very low

3.11 Qualitative Data

Data collected from the interview was also presented and discussed under each objective in order to supplement the quantitative data and also help in making the analysis clearer and more meaningful to readers. The qualitative data was collected through verbal interview with the respondents on the research topic. Questions were set in a simple way and it also demanded simple answers. The

answers were analyzed through content analysis presented in the form of quotations under the analysis of each objective.

3.12 Ethical Considerations

Ethics are the principles guiding the researcher in the conduct of this study that involved ensuring the independence of the research participants and guarding against anything that would hurt respondents. The following measures were therefore taken to ascertain the observance of ethics:

1. All the questionnaires were coded to provide anonymity to respondents.
2. The study acknowledged all sources consulted.
3. The findings of the research were presented in a generalized manner.
4. The study made the respondents to sign the informed consent form.
5. Respondents took part in the study voluntarily.
6. The study avoided questions on personal identity.

3.13 Limitations of the Study

The following threats may have affected the validity of the research findings:

1. The correlation between the entrepreneurial skills acquisition and skills utilization was computed at 0.01 level of significance. Hence 1% margin of error was claimed as acceptable in view of extraneous variables that were beyond the researcher's control such as respondent's honesty, personal biases and uncontrolled setting of the study.
2. The study is specifically restricted to home economics education graduates of Ahmadu Bello University Zaria, Nigeria from 2006 to 2016.
3. The study was limited to only home economics graduates of Kaduna state, Nigeria

4. Not all of the questionnaires that were distributed to the respondents were retrieved.

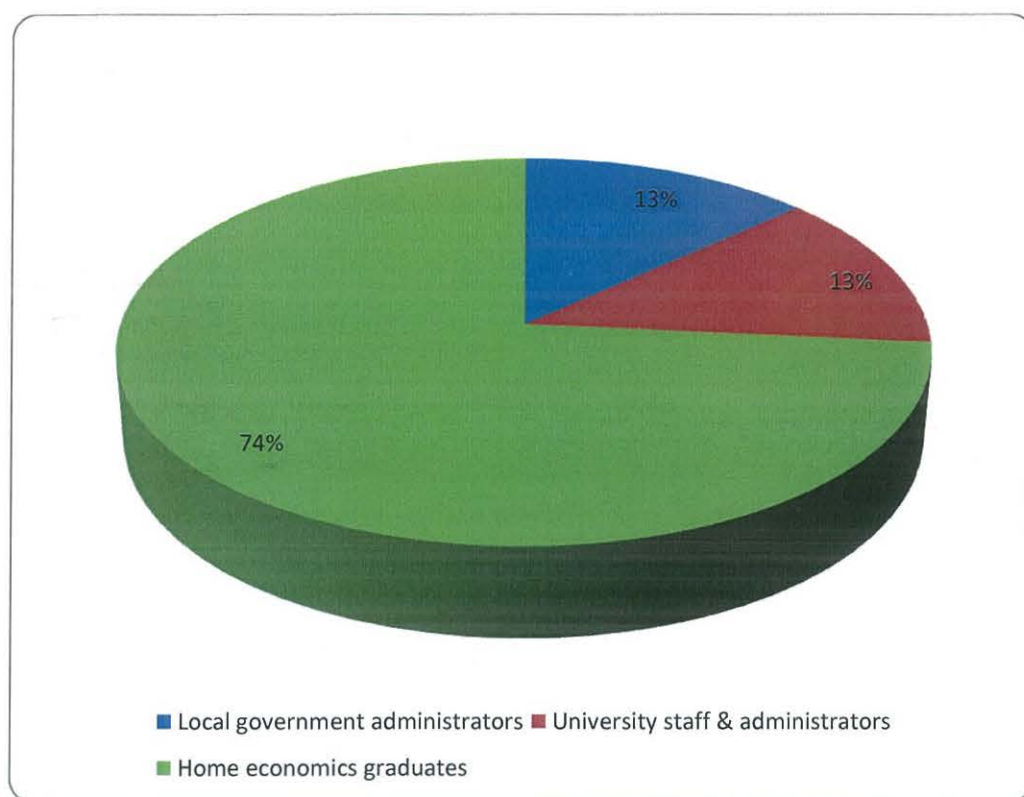
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of data analysis using SPSS. The chapter begins by reporting the results of sample distribution across three categories of respondents. The demographic profile of the respondents was presented. Results of the descriptive statistics for all the variables are reported and the main results of the study are presented according to objectives, research questions and the hypotheses.

4.1 Sample Size Distribution Across Three Categories of Respondents

The respondents of the study were 279 comprising home economics graduates, Local government administrators and university staff and administrators. As shown in Fig.3, out of the 279 respondents', the majority were home economics graduates (74%), government Administrators (13%) and University staff and administrators (13%) respectively.



**Figure 3: Sample Size Distribution by Respondents by Categories
(n=279)**

4.2 Demographic Profile of the Respondents

Table 4.1 shows the results in frequency and percentage distribution on gender, age, level of education, local government of the respondents and departments in which the respondent works.

Table 4.1 : Sample Distribution by Demographic Profile of the Respondents (n = 279)

Respondents		Category of respondent					
		Local government administrators		University staff & administrators(Home economics)		Home economics graduates	
1. Gender	Females	15	40.5%	37	100%	16	7.8%
	Male	22	59.5%			189	92.2%
2. Age	20-39	17	45.9%	22	59.5%	101	49.3%
	40-59	18	48.6%	12	32.4%	96	46.8%
	60 & above	2	5.4%	3	8.1%	8	3.9%
3. Level of education	Nigerian certificate in education	10	27.0%			78	38.0%
	Diploma	8	21.6%			-	-
	Bachelors degree	12	32.4%	15	40.5%	81	39.5%
	Masters	6	16.2%	12	32.4%	36	17.6%
	Ph.D	1	2.7%	10	27.0%	10	4.9%
4. Local government the respondent works in	Unemployed					10	3.5%
	Zaria	5	13.5%			57	20.4%
	Soba	4	10.8%			27	9.6%
	Kaduna North	5	13.5%			31	11.1%
	Kaduna South	5	13.5%			21	7.5%
	Sabon Gari	5	13.5%			43	15.4%
	Jamaa	5	13.5%			34	12.1%
	Kachia	4	10.8%			29	10.3%
	Kauru	4	10.8%			27	9.6%
5. Department in which a respondent works	Unemployed					9	4.4%
	Health department of the local government	7	18.9%			18	8.8%
	Education department of the local government	12	32.4%			100	48.8%
	Agriculture department of the local government	8	21.6%			31	15.1%
	Home economics department	10	27.0%	37	100%	9	4.4%
	Women Centre					31	15.1%
	Other					7	3.4%

The gender distribution in Table 4.1 shows that the majority of the local government administrators were male (59.5%) while the female were 40.5%. This shows that the male dominated the local government, while the University staff and administrators (Home economics) were all (100%) females. This indicated that all the administrators and staff of Home Economics Education Department are female. Also this is the same with the home economics graduates, because the results show that the majority were female (92.2%) and males were 7.8%. It shows that those who were enrolled in the home economics course were females, as it regarded for females only. It's only later that some courses like entrepreneurship education, consumer education, textile designing among others were also included in home economics courses.

About 48.6% of the local government administrators were between 40-59 years of age which is adulthood, while 45.9% were between 20-39 years old which is early adulthood and 5.4% were 60 years old and above. This shows that most of the local government administrators were in their late adulthood, which shows that they can handle the work well as mature persons. For the University staff and administrators the majority (59.5%) were in the early adulthood between the age of 20-39 years which suggests that university staff and administrators are in their prime years and considered energetic to do their job. On the otherhand, 32.4% were between 40-59 years old and 8.1% were between 60 years old and above, but most of the University staff and administrators retire at the age of 60.

For the home economics graduates, 49.3% were in their early adulthood between 20 – 30 years old. It means most of them graduated from University some

years ago. About 46.8% were between 40-59 years old, which is in their late adulthood and (3.9%) were 60 years old and above.

As for the level of education, most of the local government administrators (32.4%) were bachelors degree holders, (27.0%) were NCE, (21.6%) diploma holders, (16.2%) were masters (32.2%) degree holders, (16.4%) and (2.7%) a PhD holder. This means that local government administrators were qualified in their positions as they met the required qualifications. In contrast, for the 40.5% university staff and administrators who were bachelors degree holders, (32.4%) had masters' degree, 27.0% were PhD holders and none was a diploma holder or NCE holder.

In terms of Departments in which a respondent works under the sample of Local government administrators, 32.4% work in the Education department. This is followed by 27% of those who work in Home economics department. Next to this were respondents who work in the Agriculture department of the local government, which represents 21.6% of all the respondents. There were relatively small proportions of respondents who work in the Health department of the local government (18.9%). Conversely, under the sample of University staff and administrators, Table 4.1 Above shows that all the respondents, representing (100%) work in Home economics department.

Finally, under the sample of home economics, respondents who work in the Education department of the local government represent a higher proportion with 48.8% or 100 respondents. This is followed by respondents who work in Agriculture department of the local government and Women Centre with 15.1% each. Table 4.1

above further indicated that only 8.8% of the respondents work with Health department of the local government and 4.4% of the respondents' work in Home Economics Department. A similar number of the respondents (4.4%) reported that they are self employed.

As to the Local government where the Home Economics graduates are working, 20.4% worked in Zaria Local government, 9.6% worked in Sabo Local government, 11.1% worked in Kaduna north Local government, 7.5% worked in Kaduna south local government, 15.4% work in Jama'a Local government, 12.1% work in Sabon Gari Local government, 10.3% work in Kachia Local government, 9.6% work in Kauru Local government and 3.5% were self employed. As to the local government where the local administrators work , both Zaria, Kaduna North, Kaduna South, Sabon Gari and Jama'a have each (13.5%) respectively. While Kachia, Kauru and Soba have (10.8%) each respectively.

Table 4.2: Frequency and Percentage of the Respondents Area of Specialization

6.Area of specialization	Local government administrators		University administrators and staff	
Education	12	32.4%		
Public administration	10	27.0%		
Accounting	6	16.2%		
Home Economics Education	9	24.3%	37	100%

As to the area of specialization of the respondents, Table 4.2 indicated that for the Local government administrators' 32.4% of the respondents claimed that their area of specialization is education. This is followed by 27% respondents who reported Administration as their area of specialization, 24.3% respondents reported

Home Economics as their area of specialization. There were relatively small proportions of respondents who claimed Accounting as their field of specialization (16.2%). On the other hand, regarding University staff and administrators' sample, it revealed that all the respondents (100%) reported Home Economics Education was their field of specialization.

Table 4.3: Frequency and Percentage Of the Respondents (Home Economics Graduates) As to Area of Specialization and Level of Income

Characteristics		Category of respondent	
		Home economics graduates	
7.Area of specialization (home economics graduates)	Food and nutrition	frequency	Percentage
		47	23.3%
	Clothing and textiles	27	13.4%
	Home management	96	47.5%
	Child development	32	15.8%
8.Level of income (home economics graduates)	Not working	10	5.3%
	96000-146000	69	36.5%
	147000-187000	29	15.3%
	198000-248000	26	13.8%
	249000-299000	24	12.7%
	300000 & above	31	16.4%

Furthermore, for respondents under the Category of home economics, table 4.3 shows that most of the graduates which represents 47.5% mentioned Home management as their area of specialization. 23.3% reported Food and nutrition as their area of expertise. This is followed by Child development specialist (15.8%). Finally, 13.4% of the respondents specialize in Clothing and textiles.

As to the level of income of the respondents, Table 4.3 showed that most of the respondents under the category of home economics (36.5%) reported their income between N96000 and N146000 (Naira). This is followed by those whose income ranged between N300000 and above. Table 4.3 also indicated that 15.3% of the respondents have their income between N147000 and N187000 and another 13.8% have income that ranged between 198000 and 248000. There is a relatively small proportion of those respondents (12.7%) whose income ranged between N249000-N299000.

4.3 Relationship Between Acquisition and Utilization of Innovation Skills Among Home Economics Graduates

While creativity has been concerned mainly with generating new or original ideas, innovation in the present study refers to the application of new ideas in order to produce something new and useful (Patterson, Kerrin, & Gatto - Roissard, 2009). Creativity in this study was measured using a well-established scale adapted from the literature. In particular, questionnaires were administered to the research participants to elicit their responses. All respondents provided their answers to questions based on a four point Likert scale, ranging between 1 = strongly disagree and 4 = strongly agree. Their responses were analyzed using means as indicated in table 4.4

Table 4.4: Descriptive Statistics on Respondent's Perceptions on Innovation Skills Displayed by Home Economics Graduates (n=279)

	Category of Respondents									Total		
	Local government administrator			University staff & administrators			Home economics graduate					
	M	I	SD	M	I	SD	M	I	SD	M	I	SD
Home economics graduates with innovation skills equipped them to be innovative and creative to solve problems	3.5	VH	0.6	3.2	H	0.7	3.4	H	0.7	3.4	H	0.7
Home economics graduates who acquired innovation skills help them to succeed in life	3.5	VH	0.6	3.4	H	0.6	3.4	H	0.6	3.4	H	0.6
Home economics graduates who are innovative have the ability to grow and competitive on the global market	3.3	H	0.6	3.5	VH	0.5	3.3	H	0.7	3.4	H	0.6
Home economics graduates who have acquired Innovation Skills the have opportunity to come up with new ways of doing things	3.4	H	0.5	3.4	H	0.6	3.4	H	0.7	3.4	H	0.7
Home economics graduates use their innovative skills to apply technological skills to be productive	3.3	H	0.7	3.2	H	0.8	3.3	H	0.7	3.3	H	0.7
Home economics graduates with innovation skills makes them good entrepreneurs	3.3	H	0.6	3.1	H	0.8	3.3	H	0.7	3.3	H	0.7
Home economics graduates with innovative skills gives them confidence to get employment	3.4	H	0.6	3.4	H	0.6	3.5	VH	0.7	3.4	H	0.6
Home economics graduates who are equipped with innovative skills create jobs for themselves and for others	3.2	H	0.7	3.3	H	0.8	3.2	H	0.7	3.2	H	0.7
Home economics students acquired innovative skills through constant practical's and training	3.3	H	0.6	3.5	VH	0.6	3.3	H	0.7	3.3	H	0.7
Home economics graduates with innovative skills get government jobs easily and join with other business in their own way and not depending on others	3.4	H	0.6	3.5	VH	0.6	3.4	H	0.7	3.4	H	0.7
Overall Mean/SD	3.4	H	0.6	3.4	H	0.7	3.4	H	0.7	3.4	H	0.7

Note: I =Interpretation, M= Mean, SD= Standard deviation, VH = Very High; H = High

Table 4.4 shows the descriptive statistics on respondent's perceptions on innovation skills displayed by Home Economics Graduates. For Local government administrators the item which states that "Home economics graduates with innovation skills can equip them to be innovative and creative to solve problems" had a mean of 3.5 which is interpreted as very high. While items "Home economics graduates who acquired innovation skills help them to succeed in life" is interpreted as very high with another mean of 3.5. Item on "Home economics graduates who are innovative has the ability to grow and be competitive the in global market" have mean of 3.3 which is interpreted as high. "Lecturers should encourage innovation and originality in students by giving them practicals, "Home economics graduates who have acquired innovation skills have the opportunity to come up with new ways of doing things" have a mean of 3.4 which means high. While the University staff and administrators, the item on "Home economics graduates with innovation skills can equip them to be innovative and creative to solve problems" had a mean of 3.2 which is interpreted as high.

Other items on "Home economics graduates who are innovative has the ability to grow and be competitive the global market" "Home economics students acquired their innovative skills through constant practical's and trainings" and "Home economics graduates with innovative skills get government jobs easily and join with other business in their own way and not depending on others" has a mean of 3.5 respectively which is very high. For the home economics graduates on item "Home economics graduates with innovation skills makes them good entrepreneurs" has 3.5 mean, which is very high. The item on "Home economics graduates with innovation

skills can equip them to be innovative and creative to solve problems", "Home economics graduates who acquired innovation skills help them to succeed in life", "Home economics graduates who are innovative has the ability to grow and be competitive in the global market", "Home economics graduates who have acquired innovation skills have the opportunity to come up with new ways of doing things", "Home economics graduates with innovative skills get government jobs easily and join with other business in their own way and not depending on" all these items have 3.4 mean respectively, which indicates high for the items.

By looking at the interpretations above, it revealed that all the ten items used for the innovation scale in this study were highly perceived by the respondents (overall mean=3.4; SD=0.7). In the same vein, results indicate that respondents in each category, namely: Local government administrators, University staff & administrators, as well as Home economics graduates have higher perceptions on items relating to innovation. Accordingly, the means and standard deviations were (mean=3.4; SD=0.6), (mean=3.4; SD=0.7), and (mean=3.4; SD=0.7) for Local government administrators, University staff & administrators, and Home economics graduates, respectively.

The impact of the overall SD value of the three categories of the respondents is not wide, 0.6, 0.7 and 0.7 respectively. This shows that the majority of the opinion agree that there is a relationship between the independent variable and the dependent variable. A graphical representation of these results is further depicted in Figure 4.

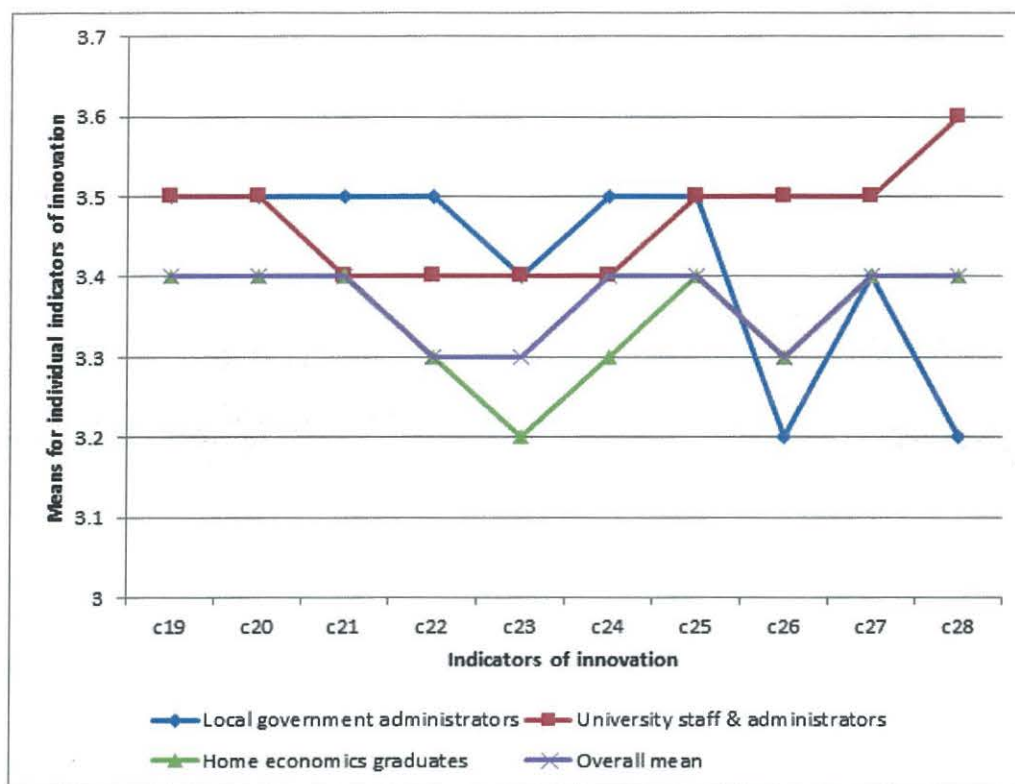


Figure 4: Means showing the Innovation Skills Utilization by Category of Respondents

Figure 4 shows that the three categories of respondents namely University staff and administrators, Local government administrators and home economics graduates have higher scores on all the ten innovation items with overall mean of 3.4 respectively. This means that most of them believe that home economics graduates innovation skills means coming up with new ways of doing things that can be utilized either for salaried jobs or for self employed.

4.4. Correlation Between Acquisition and Utilization of Innovation Skills

As to whether a relationship exists between acquisition and utilization of innovation skills, the results are presented in Table 4.5 below.

Table 4.5: Correlation between Acquisition and Utilization of Innovation Skills

		Skills utilization	Acquisition of Innovation
Skills utilization	Pearson Correlation	1	.700(**)
	Sig. (2-tailed)		.000
	N	279	279
Acquisition of Innovation	Pearson Correlation	.700(**)	1
	Sig. (2-tailed)	.000	
	N	279	279

**Correlation is significant at the 0.01 level (2-tailed).

Table of 4.5 indicated a strong and significant positive relationship between acquisition and utilization of innovation skills, the r value equals to 0.7000204 which was rounded up to 3 digit ($r = 0.700$; $p < 0.01$). The table interpretation was based on Cohen's (1988) guideline for interpretation of the strength of the correlation.

4.5 Hypothesis Testing

Research Question: Does acquisition of innovation relate to utilization of innovation skills among home economics graduates?

H2: There is a significant relationship between acquisition of innovation and utilization of innovation skills among the home economics graduates.

This hypothesis of the study was tested using a linear regression at $P \leq 0.01$ level of significance. Table: 4.6 show the results and interpretation of the regression model.

Table: 4.6 Regression Summarizing the Combined Effect of Skills Acquisition and Utilization of Innovation Skills

	Un Coefficients B	standardized Std. Error	Standardized Coefficients Beta	T	Sig.
(Constant)	.843	.158		5.332	.000
Acquisition of Innovation	.766	.047	.700	16.323	.000
F=266.440	p-value=.000				
R=.700	R-Squared=.490 Adjusted R-squared=.488				

As indicated in Table: 4.6 Acquisition of innovation had a significant positive relationship with skills utilization where (β) = 0.766, $t = 16.323$, $p = 0.000$. Hence, the hypothesis one which says "there is a significant relationship between acquisition and utilization of innovation skills among the home economics graduates" was accepted at $0.000 < 0.01$ level of significance. The R- square value is .490 which means that other factors remaining constant, 49% of the skills utilization is accounted for by innovation.

4.6 Qualitative Data Analysis on the Relationship Between Acquisition and Utilization of Innovation Skills Among Home Economics Graduates

The results of the qualitative data were analyzed using the content analysis and the responses of the three categories of respondents show that skills acquisition influences utilization of innovation skills among home economics graduates. When the local government administrators were asked, whether home economics

graduates who acquired innovation skills do come up with new ways of doing things in their jobs.

The responses was that *"Home Economics graduates who acquired innovation skills help by coming up with strategic plans on how to utilize the modern technological equipments to meet the necessary demands"*

While the university administrators said *"Yes Home Economics trained on innovative skills that can equip them with many opportunities of coming up with new ways of doing things"*

And the home economic graduates said, *"The innovative skills acquired always guide us on how to come up with something new, to can enhance our efficiency and yield our production '.*

However, on the second question that says: Home Economics graduates that acquired innovation skills makes them to become good entrepreneurs. The Local government administrators said, *"yes the home economics graduates with innovative skills always come out with unique productions different from others, and this attracts more customers to their products.*

In line with that question the University administrators said *"The Home economics graduates had been equip with innovative skills that can enable them to put more efforts on customers demand"*

The Home economics graduates said, *"The world is dynamic, always changing according to global demand, the innovative skills acquired help us to embrace innovation and become good entrepreneurs"*

Based on the above statements on relationship between skills acquisition and utilization of innovation skills displayed by the home economics graduates the results indicated that the responses of the respondents on qualitative data agree with the quantitative findings which show a positive relationship between acquisition and utilization of innovation skills.

4.7 Relationship Between Acquisition and Utilization of Creativity Skills Among Home Economics Graduates

In an attempt to gain a better understanding of respondents’ perceptions toward acquisition and utilization of creativity skills among the home economics graduates, ten questions were used based on extensive review of literature. All questions in the creativity scale were rated using a four point Likert scale, where 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; and 4 = strongly agree. Given that the researcher was interested in a composite score for each construct investigated in the present study, means were used to analyze the data on this scale (Boone & Boone, 2012). The self-ratings of respondents’ acquisition and utilization of creativity skills are indicated in Table 4.7, as well as depicted in Figure 4.7. Furthermore, for easy interpretation, the following mean ranges were used to arrive at the mean of the individual indicators in this study:

Mean range	Response mode		Interpretation
3.50 - 4.00	-	Strongly agree	- Very high
2.50 - 3.44	-	Agree	- High
1.50 - 2.44	-	Disagree	- Low
1.00 - 1.44	-	Strongly disagree	- Very low

Table 4.7: Descriptive Statistics on Respondents Perceptions on Creativity Skills Displayed by Home Economics Graduates (n= 279)

	Category of Respondents											
	Local government administrators			University staff & administrators			Home economics graduates			Total		
	M	I	SD	M	I	SD	M	I	SD	M	I	SD
Views on Acquisition of Creativity Skills												
Home economics graduates acquired creativity skills that help them to become self-reliant	3.5	VH	0.8	3.7	VH	0.5	3.6	VH	0.6	3.6	VH	0.6
Home economics graduates who have acquired creative skills can create jobs for themselves and others	3.3	H	0.8	3.5	VH	0.5	3.5	VH	0.6	3.5	VH	0.6
Home economics graduates use creativity skills to produce new products	3.4	H	0.7	3.4	H	0.5	3.4	H	0.7	3.4	H	0.7
Home economics graduates with creativity skills can compete in the /regional and global market	3.4	H	0.6	3.4	H	0.7	3.3	H	0.8	3.3	H	0.7
Home economics graduates with creativity skills are more productive and competitive	3.4	H	0.7	3.5	VH	0.8	3.5	VH	0.6	3.5	VH	0.6
Home economics graduates use their creativity skills to find new trends and opportunities	3.4	H	0.6	3.3	H	0.6	3.4	H	0.6	3.4	H	0.6
Home economics graduates with creative skills can join other relevant organizations to enhance their skills and find a salary job or do business	3.4	H	0.6	3.2	H	0.5	3.3	H	0.7	3.3	H	0.7
Home economics graduates use creativity in their productions to be more attractive to customers	3.3	H	0.8	3.3	H	0.7	3.4	H	0.6	3.4	H	0.6
Creativity helps home economics graduates develop their potential to be entrepreneurs	3.4	H	0.7	3.3	H	0.7	3.4	H	0.6	3.4	H	0.6
Developing creativity skills among home economics graduates is a way forward to solve problems of unemployment	3.3	H	0.6	3.6	VH	0.5	3.4	H	0.7	3.4	H	0.7
All Mean/SD	3.4	H	0.7	3.7	VH	0.5	3.5	VH	0.7	3.5	VH	0.7

Note: I = Interpretation, M = Mean, SD= Standard deviation, VH = Very High, H = High

Table 4.7 shows the respondents' perception on acquisition and creativity skills of the home economics graduates. For Local government administration the item which states that "Home economics graduates who have acquired creative skills can create jobs for themselves and others", "Home economics graduates use creativity skills to produce new products" and "Home economics graduates who acquired and utilized creativity skills can compete in the local/regional and global market" has a mean of 3.3 which means high respectively.

While the university staff and administrators the item on "Home economics graduates acquired creativity skills that helps them to become self-reliant" has a mean of 3.7, which is very high and the item that said "Home economics graduates who acquired and utilized creative skills can join other relevant organizations to enhance their skills can a salary job or do business" has a mean of 3.2 which is high", and "Utilizing creativity skills among home economics graduates is a way forward to solve problems of unemployment" has a mean of 3.6 which is very high and on the item which stated that "home economics graduates who are creative can compete in their Local/regional and global market has a mean of 3.3 which is also high respectively.

Results in Table 4.7 indicated very high respondents' perceptions levels on all items relating to acquisition and utilization of creativity skills (Overall mean = 3.5; SD= 0.7). All the three categories of respondents reported very high level of acquisition and utilization of creativity skills, specifically university staff and administrators were top on the list (mean = 3.7; SD=0.5). This is followed by Home Economics graduates (mean = 3.5; SD=0.7) and Local government administrators

(mean = 3.4; SD=0.7). These results indicated that respondents who acquired skills are creative enough to be self-reliant, productive and competitive, and can develop their potentials, as well as find new trends and new opportunities, among others. This shows that the majority of the opinion agree that there is a relationship between the independent variable and the dependent variable. A graphical representation of these results is further depicted in Figure 5.

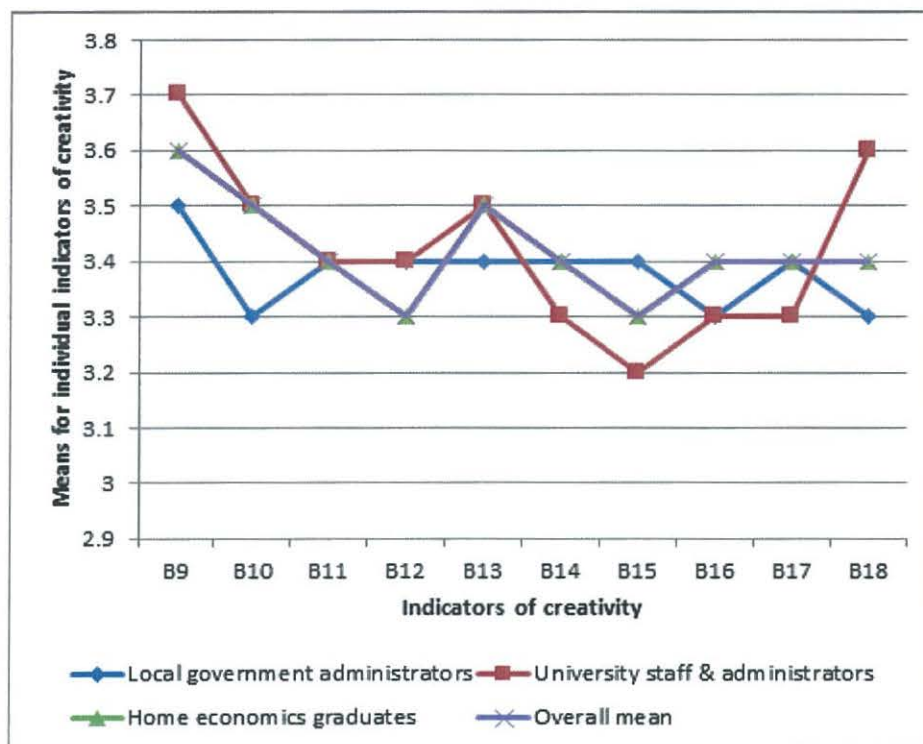


Figure 5: Means of Individual Indicators of Acquisition and Utilization of Creativity skills by Category of Respondents

Figure 5 shows that university staff and administrators have highest mean (3.7) on “Home economics graduates acquisition of creativity skills helps them to become self-reliant” followed by home economics graduates and local government

administrators with a mean of 3.6 and 3.5 respectively. The University staff and administrators believe that acquisition and utilization of creativity skills helps home economics graduates to be more self reliant while the graduates are not as optimistic as the university administrators and staff.

4.8 Correlation Between Acquisition and Utilization of Creativity Skills Among the Home Economics Graduates

Before presenting the results of the correlation analyses, it is imperative to note that the interpretation of correlation coefficient was based on Cohen's (1988) guideline as follows:

$f r = -.10$ to $+.29$ small (weak)

$f r = .30$ to $+.49$ medium (moderate)

$f r = .50$ to 1.0 large (strong)

The results of the Pearson correlation between acquisition and utilization creativity skills are shown in table 4.8

Table 4.8 Correlation Between Acquisition and Creativity Skills

		Utilization	
		Skills utilization	Acquisition of creativity
Skills utilization	Pearson Correlation	1	.700(**)
	Sig. (2-tailed)		.000
	N	279	279
Acquisition of creativity	Pearson Correlation	.700(**)	1
	Sig. (2-tailed)	.000	
	N	279	279

** Correlation is significant at the 0.01 level (2-tailed).

As can be seen from Table 4.8, the r value was 0.7007702 rounded up to three digits it became 0.700. The results of the correlation indicated a strong significant positive relationship between acquisition and utilization of creativity skills among the home economics graduates ($r = 0.700$; $p < 0.01$). The result also shows that the more level of skills acquisitions increases the more the level of creativity skills utilization increases.

4.9 Hypothesis Testing

Research Question: Does acquisition relate to utilization of creativity skills among the home economics graduates?

H_1 : There is a significant relationship between acquisition and utilization of creativity skills among the home economics graduates.

The hypothesis of the study was tested using regression analysis at $p \leq 0.01$ of significance. Table 4.9 shows the regression analysis of the relationship between acquisition and utilization of creativity skills

Table: 4.9 Regression Summarizing the Effect of Skills Acquisition on Utilization of Creativity Skills (DV)

	Un Coefficients B	standardized Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	.833	.159		5.245	.000
Acquisition of creativity	.753	.046	.700	16.317	.000
F=266.252	p-value=.000				
R=.700	R-Squared=.490 Adjusted R-squared=.488				

As indicated in table 4.9 a significant positive relationship between acquisition of creativity and utilization of creativity skills was found where $(\beta) = 0.753$, $t = 16.317$, $p = 0.000$ accordingly. The R-squared value is .490 which means that other factors remaining constant, 49% of utilization is accounted for by creativity skills. The results also indicated that hypothesis two which stated "There is a significant relationship between acquisition and utilization of creativity skills among the home economics graduates" was accepted because $0.000 < 0.01$ which is the level of significance.

4.10 Qualitative Data Analysis on the Relationship Between Skills Acquisition and Utilization of Creativity Skills Among Home Economics Graduates

An interview was conducted for qualitative data. The interviewees were randomly selected from each category of the respondents. All the interviewees were not part of those who answered the questionnaire. This was done in order to gather more reliable answers that may be compared with the quantitative data. Content analysis was used to analyze the qualitative results.

Based on the interview, when the local government administrators were asked "is it true that Home economics graduates who acquired creativity skills are more productive and competitive". They said that

"That's true because acquisition and utilization of creativity skills adds value to individual life and that of others; it gives room for full utilization of skills that leads to more productivity and completion".

While when the same question was asked to the university administrators most of them said that:

"Both acquisition and utilization of creativity skills helps graduates to find ways about obstacles. It helps to secure the world from problem and enhance productivity and it encourages self-reliance and self-confidence"

But when the home economic graduates were asked that question, their answer was:

"Acquisition and utilization of creativity skills helps in divergent thinking in all aspects of life. It allows freedom of initiation of new ideas that will enhance productivity and it makes work interesting"

When the home economics graduates were asked on which skills they are utilizing most apart from government jobs that enhance their socio economic development, they said they are into business of:

"Snacks production, making children apparel, soaps and cream production, tailoring services, housing designing, catering service and day care services among others".

Based on the above statements from the responses of the interviewees it shows clearly that the qualitative data supported the quantitative results which shows a positive relationship between acquisition and utilization of creativity skills .

4.11 Relationship Between Skills Acquisition and Utilization of Foresight Skills Displayed by Home Economics Graduates

The next construct examined in this study was foresight skills. It could be recalled that foresight in this study has been defined as an ability to see through the apparent needs or problems to measure developments before they become trends or to see patterns before they fully emerge, and to grasp a strategic plans for future social demands that are likely to shape the direction of business or programs.

Therefore, in this study, foresight was also measured using ten items after extensive review of the literature. All respondents rated items in the foresight scale using a four point Likert scale, ranging between 1 = strongly disagree and 4 = strongly agree. Their responses were analyzed using means as indicated in table 4.10 (See also Figure 4). For interpretation of their responses, the same numerical values and descriptions as described for Table 4.10 were employed.

Table: 4.10 Descriptive Statistics on Respondents Perceptions on Foresight Skills Displayed by Home Economics Graduates (n=279)

Items on Acquisition of Foresight Skills	Category of Respondents									Total		
	Local government administrators			University staff & administrators			Home economics graduates					
	M	I	SD	I	R	SD	M	I	SD	M	I	SD
Home economics graduates with foresight have the ability to use the skills in their work business.	3.5	VH	0.6	3.5	VH	0.5	3.4	H	0.7	3.4	H	0.7
Home economics graduates who have acquired the skills of foresight can use the skills to plan for future endeavors	3.5	VH	0.6	3.5	VH	0.7	3.4	H	0.6	3.4	H	0.6
Home economics graduates with foresight can use their innovation and creativity skills to come up with new projects	3.5	VH	0.7	3.4	H	0.5	3.4	H	0.6	3.4	H	0.6
Home economics graduates who acquired skill of foresight can be useful in their line of work	3.5	VH	0.6	3.4	H	0.7	3.3	H	0.7	3.3	H	0.7
Home economics graduates must learn to develop their foresight skills in order to be involved and be part of any business	3.4	H	0.7	3.4	H	0.8	3.2	H	0.8	3.3	H	0.7
Home economics graduates can use his/her foresight skills to think and plan any activity which benefits her/him	3.5	VH	0.7	3.4	H	0.6	3.3	H	0.7	3.4	H	0.7
Home economics graduates with good foresight get better jobs	3.5	VH	0.7	3.5	VH	0.7	3.4	H	0.7	3.4	H	0.7
Home economics graduates with a good foresight can plan and be ready for any unforeseen situation	3.2	H	0.8	3.5	VH	0.6	3.3	H	0.6	3.3	H	0.6
Home economics graduates with foresight have an opportunity to be successful in life	3.4	H	0.7	3.5	VH	0.6	3.4	VH	0.7	3.4	VH	0.6
Home economics graduates with good foresight can join any organization or business	3.2	H	0.7	3.6	VH	0.6	3.4	H	0.6	3.4	H	0.6
Overall Mean/SD	3.4	H	0.6	3.4	H	0.7	3.4	H	0.7	3.4	H	0.7

Note: I= Interpretation, M= Mean, SD=Standard Deviation, VH = Very High, H = High

Table 4.10 above indicates the respondents' perceptions on foresight skills displayed by Home Economics Graduates. For Local government administrators, the item which states that "Home economics graduates with foresight have the ability to use the skills in their work or business," "Home economics graduates who have acquired the skills of foresight can use the skills to plan for future endeavor" and "Home economics graduates with foresight can use their innovation and creativity skills to come up with new projects" has a mean of 3.5 which means it is very high respectively. On the other hand the items that asked for "Home economics graduates with a good foresight can plan and be ready for any unforeseen situation" and "Home economics graduates with good foresight can join any organization or business" has means of 3.2 which is high.

While the university staff and administrators on the item "Home economics graduates with good foresight can join any organization or business" has a mean of 3.6 which is very high, the item that said "Home economics graduates who have acquired the skills of foresight can use the skills to plan for future endeavor" and "Home economics graduates with foresight has an opportunity to be successful in life" has mean of 3.5 respectively among others which is also very high".

In similar manner the home economics graduates respondents to item which stated "Home economics graduates with good foresight get better jobs", "Home economics graduates with good foresight can join any organization or business" and "Home economics graduates with foresight can use their innovation and creativity skills to come up with new projects" has mean of 3.4 which is high respectively. On the other hand, the item "Home economics graduates who acquired the skill of

foresight can be useful in their place of work” and “Home economics graduates with a good foresight can plan and be ready for any unforeseen situation” has 3.3 which indicates that it is also high.

However the results in Table 4.10 signify that respondents rated their level of foresight highly, and this is confirmed by the overall mean of 3.4; SD=0.7. Similarly, results indicated that high level of foresight for each category of the respondents with University staff and administrators having the highest mean of 3.5 and standard deviation of 0.6. This was followed by the remaining two categories of the respondents, namely: the local government administrators and home economics graduates having mean = 3.4 and SD=0.7 respectively. A graphical presentation of these results is further depicted in Figure 7.

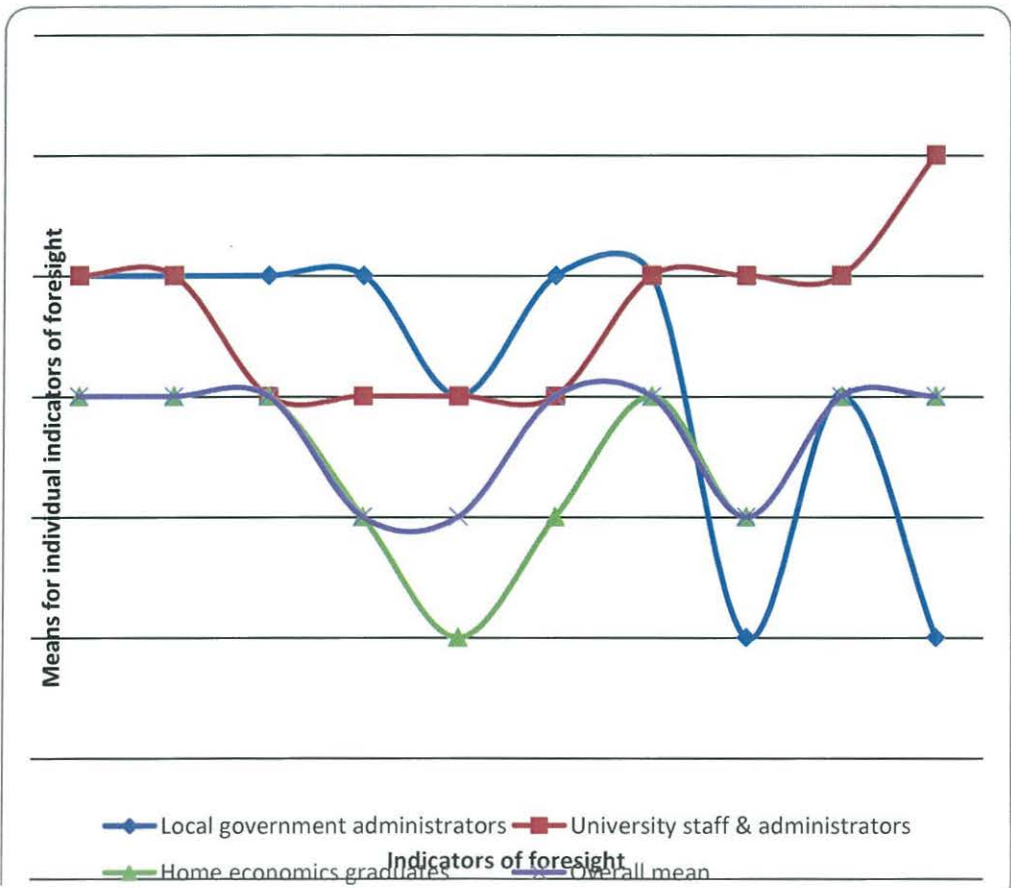


Figure 6: Means for Individual Indicators of Foresight by Category of Respondent

4.12 Correlation between Acquisition and Utilization of Foresight Skills

Table 4.11 below presents the result of correlation between acquisition and utilization of foresight skills displayed by the home economics graduates

Table 4.11 Correlations Between Acquisition and Utilization of Foresight Skills

		Skills utilization	Acquisition of Foresight
Skills utilization	Pearson Correlation	1	.726(**)
	Sig. (2-tailed)		.000
	N	279	279
Acquisition of Foresight	Pearson Correlation	.726(**)	1
	Sig. (2-tailed)	.000	
	N	279	279

** Correlation is significant at the 0.01 level (2-tailed).

The results in the present study also established a strong and significant positive relationship between foresight and skills utilization ($r = 0.726$; $p < 0.01$). This implies that an increase in foresight would lead to a corresponding increase in skills utilization.

4.13 Hypothesis Testing

Research Question: Does acquisition of foresight skills relate to utilization of foresight skills among home economics graduates?

H₃: There is a significant relationship between acquisition of foresight skills and utilization of foresight skills among the home economics graduates.

The hypothesis of the study was tested using regression at $P \leq 0.01$ level of significance. Table: 4.12 shows the interpretation of the strength of the correlation coefficient.

Table: 4.12 Regression Summarizing The Combined Effect of Acquisition and Utilization of Foresight Skills (DV)

	Un Coefficients B	standardized Std. Error	Standardized Coefficients Beta	T	Sig.
(Constant)	.823	.148		5.563	.000
Acquisition of Foresight	.765	.044	.726	17.579	.000
F=309.017 p-value=.000					
R-					
R=.726	Squared=.527	Adjusted R-squared=.526			

Table: 4. 12 also established a strong significant positive relationship between acquisition and utilization of foresight skills, where $(\beta) = 0.765$, $t = 17.579$, $p = 0.000$. The R- squared value is .527 which means that other factors remaining constant, 53% of skills utilization is accounted for by foresight. In the same vein,

hypothesis three which stated that "There is a significant relationship between acquisition and utilization of foresight skills among the home economics graduates" was accepted at $0.000 < 0.01$ level of significance.

4.14. Qualitative Data Analysis on the Relationship Between Acquisition and Utilization of Foresight Skills

The interview on the three groups of respondents on foresight and skills utilizations, shows that all the respondents agree that foresight skills is important in both acquisition and skills utilization and can be a guide for home economics graduates to plan ahead for whatever they want to do in future.

Based on the interview where the local government administrators were asked on whether Home economics graduates with foresight has the ability to use the skills in their work or business, the answer was:

"Yes they usually come up with the best decision on how to manage both human and Non-human resources effectively; they also encourage seeking new knowledge or future demands through the internet".

When the university administrators and staff were asked on the same question, their response was that;

"Home economics education equip; students with foresight skills, which have to do with good strategy of planning, implementation and evaluation of the end product".

While the home economics graduates have this to say on the same question asked;

"We make use of the acquired foresight skills to predict the future by looking at the situation at hand or by using previous experience, and this enable us to plan for the future demand before it arises".

However, the responses of all the three categories of respondents on all the questions that asked concerning the relationship between acquisition and utilization of foresight skills, shows that the qualitative data supports the quantitative data, which says there is relationship between acquisition and utilization of foresight skills among the home economics graduates.

4.15 Respondents Perceptions on Level of Skills Utilization by Home Economics Education Graduates

The dependent variable examined in this study was skills utilization. Skills utilization was measured fifteen items based on the three objectives. As indicated in Table 4.13, 4.14 and 4.15, on each table five items were asked for the respondents to estimate the level of acquisition and skills utilization (innovation, creativity and foresight) displayed by home economics graduates to maximize their performance. All respondents rated items in the skills acquisition and utilization skills scale using a four point Likert scale, ranging between 1 = strongly disagree and 4 = strongly agree. Their responses were analyzed using means as indicated in table 4.13 (See also Figure 8). For interpretation of their responses, the same numerical values and descriptions as described for Table 4.13 were employed.

Table 4.13: Respondents' Perceptions on Utilization of Innovation Skills by Home Economics Graduates (n=279)

Innovation skills utilization items				Category of Respondents						Total		
	Local government administrator s			University staff & administrator			Home economics graduates					
	M	I	SD	M	I	SD	M	I	SD	M	I	SD
1. Home economics graduates utilize the innovation skills acquired in the university to put their careers into action as desired.	3.4	H	0.6	3.6	VH	0.6	3.5	VH	0.7	3.5	VH	0.7
2. Home economics graduates utilize the skills they acquired on innovation to be self-reliant and productive through housing designs, tailoring, catering and others	3.4	H	0.7	3.4	H	0.5	3.4	H	0.7	3.4	H	0.7
3. Home economics graduates who have innovative skills get a good paying jobs easily	3.4	H	0.6	3.5	VH	0.6	3.2	H	0.7	3.3	H	0.7
4. Home economics graduates with good and well developed innovative skills can share their knowledge with others by through trainings and seminars	3.5	VH	0.7	3.4	H	0.6	3.3	H	0.7	3.3	H	0.7
5. Home economics graduates who have acquired innovation skills can improve their performance in their career by introducing new strategies	3.4	H	0.6	3.4	H	0.7	3.4	H	0.7	3.4	H	0.7
Overall Mean/SD	3.4		0.6	3.5		0.6	3.4		0.7	3.4		0.7

Note: I = interpretation, M=Mean, SD=Standard Deviation, VH = Very High,

H = High

Table 4.13 shows the respondents perception on innovation skills utilization display by the home economics graduates. For Local government administrators on the item which states that "Home economics graduates utilize the innovation skills acquired in the university to put their careers into action as desired", "Home economics graduates utilize the skills they acquired on innovation to be self-reliant and productive through housing designs, tailoring, catering and others" "Home economics graduates who have innovative skills get good paying jobs easily" and "Home economics graduates who have acquired innovation skills can improve their performance in their career by introducing new strategies" have a mean of 3.4 respectively which is interpreted as high. On the other hand, item on "Home economics graduates with good and well developed innovative skills can share their knowledge to others by giving trainings and seminars" is interpreted as very high with a mean of 3.5.

While the University staff and administrators response on the item "Home economics graduates utilize the innovation skills acquired in the university to put their careers into action as desired" had a mean of 3.6 which is interpreted as very high. The item on "Home economics graduates who have innovative skills get good paying jobs easily" had a mean of 3.5 which is also very high. Items on "Home economics graduates utilize the skills they acquired on innovation to be self-reliant and productive through housing designs, tailoring, catering and others," "Home economics graduates with good and well developed innovative skills can share their knowledge with others by giving training and through seminars," and "Home

economics graduates who have acquired innovation skills can improve their performance in their career by introducing new strategies", all have a mean of 3.4 respectively which is interpreted as high.

The home economics graduates' response for the items on the "Home economics graduates utilize the innovation skills acquired in the university to put their careers into action as desired", "home economics graduates utilize the skills they acquired on innovation to be self-reliant and productive through housing designs, tailoring, catering and others", and "home economics graduates who have acquired innovation skills can improve their performance in their career by introducing new strategies" had a mean of 3.4 respectively which is high. The item on "Home economics graduates with good and well developed innovative skills can share their knowledge with others by giving training and through seminars" has a mean of 3.3 which is high, and item on "Home economics graduates who have innovative skills get good paying jobs easily" has 3.2 which is interpreted as high.

Results in Table 4.13 signify that respondents rated the level of innovation skills utilization display by home economics as high, and this is confirmed by the overall mean of 3.4; SD=0.7.

Table 4.14: Respondents' Perceptions on Utilization of Creativity Skills by Home Economics Graduates (n=279)

Creativity skills utilization items				Category of Respondents						Total		
	Local government administrators			University staff & administrators			Home economics graduates					
	M	I	SD	M	I	SD	M	I	SD	M	I	SD
1. Home economics graduates who acquire and develop creative skills can be of advantage to others	3.4	H	0.7	3.5	VH	0.6	3.4	H	0.7	3.4	H	0.7
2. Home economist graduates who acquire creative skills can plan for new products with confidence	3.3	H	0.7	3.4	VH	0.8	3.5	VH	0.7	3.4	H	0.7
3. Home economics graduates can properly utilize the creative skills they acquired to motivate others	3.5	VH	0.7	3.6	VH	0.6	3.4	H	0.7	3.4	H	0.7
4. Proper utilization of creative skills by the home economics graduates gives them better opportunity to have their own business like catering and housekeeping, among others	3.2	H	0.6	3.4	H	0.6	3.5	H	0.6	3.4	H	0.6
5. Home economics graduates can utilize the acquired creative skills to be self employed and to create jobs for others	3.4	H	0.7	3.6	VH	0.5	3.2	H	0.7	3.3	H	0.7
Overall Mean/SD	3.4		0.7	3.5		0.6	3.4		0.7	3.4		0.7

Note: I = interpretation, M=Mean, SD=Standard Deviation, VH = Very High,
H = High

Table 4.14 shows the respondents perception on creativity skills utilization display by the home economics graduates. For Local government administrators the item which states that "Home economics graduates can properly utilize the creative skills they acquired to motivate others" had mean of 3.5 which is very high. But for the items on "Home economics graduates who acquired and develop creative skills can be of advantage to others" and "Home economics graduates can utilize the acquired creative skills to be self employed and create jobs for others" have a mean of 3.4 respectively, which is high. The item on "Home economist graduates who acquired creative skills can plan for new products with confidence" had a mean of 3.3, which is also high, and the last item on "Proper utilization of creative skills by the home economics graduates gives them better a opportunity to have their own business like catering and housekeeping, among others", has a mean of 3.2 which is interpreted as high.

On the response of the University staff and administrators, the items on "Home economics graduates can properly utilize the creative skills they acquired to motivate others" and " Home economics graduates can utilize the acquired creative skills to be self employed and to create jobs for others" had a mean of 3.6, which is interpreted as very high. Item on "Home economics graduates who acquired and develop creative skills can be of advantage to others" had a mean of 3.5 which is also very high. In addition, items on "Home economist graduates who acquired creative skills can plan for new products with confidence" and "Proper utilization of creative skills by the home economics graduates give them better opportunity to

have their own business like catering and housekeeping, among others", all have a mean of 3.4 respectively, which is interpreted as high.

Moreover on the side of the home economics graduates for the items on the "Home economics graduates who acquired and develop creative skills can be of advantage to others", "home economist graduates who acquired creative skills can plan for new products with confidence", "home economics graduates can properly utilize the creative skills they acquired to motivate others" and " proper utilization of creative skills by the home economics graduates gives them better a opportunity to have their own business like catering and housekeeping, among others" had a mean of 3.4 respectively which is high. Then item on "Home economics graduates can utilize the acquired creative skills to be self employed and create jobs for others" has a mean of 3.2, which is interpreted as high.

Results in Table 4.14 show that respondents rated the level of creativity skills utilization display by home economics as high, and this is confirmed by the overall mean of 3.4; SD=0.7.

Table 4.15: Respondents' Perceptions on Utilization of Foresight Skills by Home Economics Graduates (n=279)

Foresight Skills Utilization Items	Category of Respondents									Total		
	Local government administrators			University staff & administrators			Home economics graduates					
	M	I	SD	M	I	SD	M	I	SD	M	I	SD
Home economics graduates can utilize the acquired foresight skills to plan for the future demands of the country	3.4	H	0.7	3.3	H	0.7	3.4	H	0.7	3.3	H	0.7
Home economics graduates with foresight skills can be at an advantage over the others in terms of finding a job or other work opportunities	3.5	VH	0.6	3.4	H	0.5	3.5	VH	0.6	3.5	VH	0.6
Home economics graduates with acquired foresight skills can have a better opportunity compared to others in terms planning future endeavor	3.4	H	0.6	3.4	H	0.7	3.5	VH	0.7	3.4	H	0.7
Home economics graduates with acquired foresight skills can help in solving unemployment problem	3.4	H	0.6	3.5	VH	0.6	3.4	H	0.7	3.4	H	0.7
Home economics graduates who acquired foresight skills can contribute to their economic development, their families and the society at large.	3.4	H	0.7	3.3	H	0.7	3.4	H	0.7	3.4	H	0.7
Overall Mean/SD	3.4		0.6	3.4		0.6	3.4		0.7	3.4		0.7

Note: I = interpretation, M=Mean, SD=Standard Deviation, VH = Very High,
H = High

Table 4.15 above shows the respondents' perception on foresight skills utilization. The response of the Local government administrators on the item which states that "Home economics graduates with foresight skills can be of advantage

over the others in terms of finding a job or other work opportunities" had a mean of 3.5, which is interpreted as very high. Items, "Home economics graduates can utilize the acquired foresight skills to plan for the future demands of time", "Home economics graduates with acquired foresight skills can have a better opportunity compared to others in terms planning future endeavor", "Home economics graduates with acquired foresight skills can help in solving unemployment problem" and "Home economics graduates who acquired foresight skills can contribute to the economic development of themselves, their families and the society at large" have a mean of 3.4 respectively, which means high.

Also the University staff and administrators response on the item on "Home economics graduates with acquired foresight skills can help in solving unemployment problem" had a mean of 3.5, which is very high. For the items which say "Home economics graduates with foresight skills can be of advantage over others in terms of finding a job or other work opportunities" and "Home economics graduates with acquired foresight skills can have a better opportunity compared to others in terms planning future endeavor" has a means of 3.4 respectively, which is interpreted as high. Also concerning the item on "Home economics graduates with foresight skills can be of advantage over others in terms of finding a job or other work opportunities" and "Home economics graduates who acquired foresight skills can contribute to the economic development of themselves, their families and the society at large" has a mean of 3.3, which is interpreted as high.

Items on "Home economics graduates with foresight skills can be of advantage over others in terms of finding a job or other work opportunities" and

"Home economics graduates with acquired foresight skills can have a better opportunity compared to others in terms of planning future endeavors" had a mean of 3.5, which is very high. Items on "Home economics graduates can utilize the acquired foresight skills to plan for the future demands of time", "Home economics graduates with acquired foresight skills can help in solving the unemployment problem" and "Home economics graduates who acquired foresight skills can contribute to the economic development of themselves, their families and the society at large" has a mean of 3.4 respectively, which is high.

Based on the interpretations above, it is indicated that all the items used the foresight skills utilization scale in this study. In the same vein, the results indicated that respondents in each category, namely: local government administrators, University staff & administrators, as well as home economics graduates' response on foresight skills utilization display by the home economics graduates was with an overall mean of 3.4; SD=0.7 .

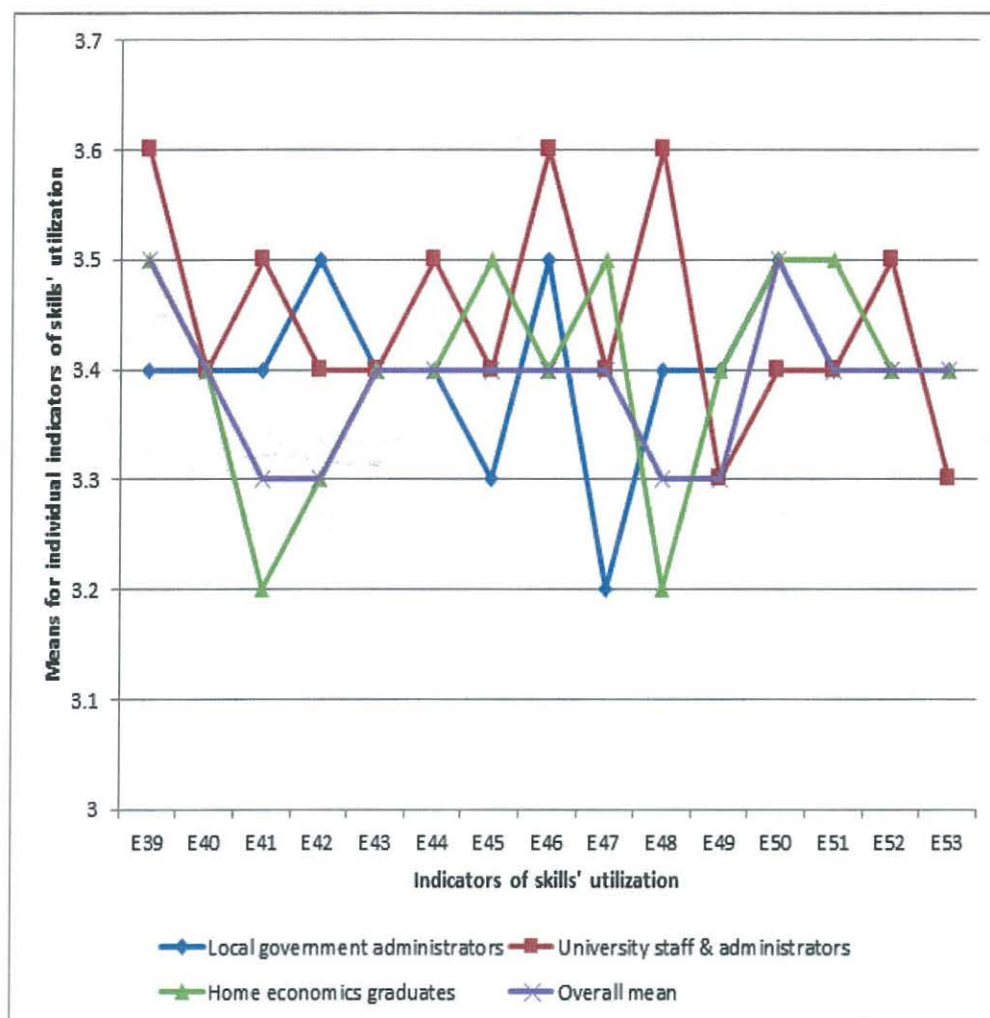


Figure 7: Means of Individual Indicators of Acquisition and Skills Utilization by Category of Respondent

4.16 Qualitative Data Analysis on Skills Utilization Among Home Economics Graduates

During the interview with the Local government administrators, when they were asked how they assess the Home economics graduates on utilization of the innovation skills acquired in the university into their careers, most of the respondents replied that, *"Home economics graduates displayed proper utilization of innovative skills towards their respective careers and they usually attended workshops and acquire more knowledge"*.

0.01) Hence, Hypotheses 2 was supported. Finally, this study also established a significant positive relationship between acquisition and utilization of foresight skills, ($\beta = 0.37$, $t = 5.83$, $p < 0.01$). As such, Hypotheses 3 was fully supported.

Regarding the regression model given below

$$Y = \delta_0 + \delta_1 (x_1) + \delta_2 (x_2) + \delta_3 (x_3) + E$$

Where Y = Skills utilization

$\delta_1 - \delta_3$ = coefficients

$x_1 - x_3$ = independent variables

E = Error term

It fit the research model contribution, firstly, results in Table 4.14 showed $F=148.829$ and $p\text{-value}=0.000$, which are conventionally used to ascertain the Goodness Fit of the research model. In other words, model fit indicates how well a model fits the data. $F > 1.96$ and $p\text{-value} < 0.001$ indicates that the model fits the data. Therefore, the results presented in Table 4.14 suggest that the theoretical model in this study fits the data very well ($F= 1.96$ and $p\text{-value} < 0.001$).

To examine the contribution of the research model, coefficient of determination was calculated. Coefficient of determination, which is also known as the R-squared, indicates the percentage of variance in the dependent variable that can be explained by the independent variables. While an acceptable R-squared value depends on the research context, Falk and Miller (1992) suggest 0.10 or 10% as a minimum acceptable R-squared value. Table 4.14 presents the R-squared values of the research model. As shown in the Table the coefficient of determination for the research model was 0.619. This suggests that the three sets of independent

variables (creativity, innovation, foresight) collectively explain 62% of the variance in skills utilization.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of major findings, conclusions and recommendations based on the findings of the study. Areas for further research are highlighted in this chapter.

5.1 Discussion of Findings

The main purpose of this study was to investigate the relationship between entrepreneurial skills acquisition and skills utilization among home economics education graduates of Ahmadu Bello University Zaria, Nigeria. This study was guided by three specific objectives which were ; 1. To identify the relationship between acquisition and utilization of innovation skills by home economics graduates of Ahmadu Bello University Zaria, Nigeria. 2. To examine the relationship between acquisition and utilization of creativity skills by home economics graduates of Ahmadu Bello University Zaria, Nigeria. 3. To analyze the relationship between acquisitions of foresight skills by home economics graduates of Ahmadu Bello University Zaria, Nigeria. The findings of the study are discussed hereunder.

5.2 Relationship between Acquisition And Utilization of Innovation Skills Among Home Economics Graduates.

The findings of this study revealed that acquisition and utilization of innovation skills are important factors which guide the home economics graduates in the management of resources. Innovation has to do with the global demands for change. It is the application or implementation of new methods and ideas in the

production of something new and useful. The findings also indicated a strong significant positive relationship that exists between acquisition and utilization of innovation skills among the home economics graduates. Most of the respondents agree on how the home economics graduates were displaying the innovative skills they acquired from the university.

In the same direction, many scholars agree that innovation leads to problem solving and can be of competitive advantage and growth (Achor, 2012 & Odo, 2011). Blom, Hellenthal, Van Rijnsouw & Warmen Hoven (2006) supported the statement on innovation as patents, improvements in the process or producing new products. It is an evidence of a successful knowledge output strategy.

However, based on other studies linking innovation and entrepreneurial performance, some scholars support the claim that innovation is positively associated with rapid growth and development of enterprises (Roper, 1997; Wynarczyk and Thwaites, 1997; Moore, 1995). A more recent study conducted by Hall & Bagchi-Sen (2002) found a positive relationship between new product innovation and branded products and total revenue growth, but only within the biotechnology industry. The findings of this study show clearly that innovation has achieved a balance of desired outcomes and objectives of entrepreneurial skills acquisition and utilization among home economics education graduates of Ahmadu Bello University Zaria, Nigeria. In support of the findings Toner (2011) indicated that the predominant incremental nature of innovation in most companies point towards the role of the broader workforce in the identification, pursuit and exploitation of

business opportunities by young and obviously educated entrepreneurs throughout the world.

However, Balunywa (2000) showed that the biggest problem hindering success of innovative scholarship throughout the world is the lack of managerial skills among graduates based on the operational or organizational managerial abilities required in production, sales and finance. Alonge (2010) described home economics as a combination of innovative development, healthy life style, social responsibility, sustainable development and use of resources and cultural heritage. Also Ahmed (2010) identifies a philosophical shift in practice and pedagogy for home economics, with positive outcomes for students. This shift includes: encouraging students to clarify their own ideas, make their own decisions, use critical analysis, reflect on their learning, use research tools and strategies, explore issues, and encourage discussions, group work, and "ensuring higher order tasks involving the generation, application, analysis, and synthesis of ideas". To emphasize the need for entrepreneurial skills acquisition and utilization, Ermira (2014) viewed the necessity of entrepreneurship education in the higher education in Albania as a very important way to promote creativity, innovation for self-employment in the social and economic context where they live.

Moreover, the Ministry of Education in cooperation with the Ministry of Science, Technology and Innovation Denmark, (2004) introduced a general strategy for developing and strengthening a culture of entrepreneurship and innovation in their educational system. The strategy takes into account the needs of different education programmes. From the analysis of this study in chapter four and related

literatures, it is clear that acquisition and utilization of innovation skills by home economics graduates can lead to innovative thinking in managing the education sectors that are engaged in productive entrepreneurship through constant practice.

5.3 Relationship between Acquisition and Utilization of Creativity Skills by Home Economics Graduates

The findings show that most of the local government administrators, university staff and administrators and home economics graduates strongly agree that acquisition and utilization of creativity skills are important among the home economics graduates of Ahmadu Bello University Zaria. Developing creativity in students through home economics education is a way forward to solve problems of unemployment of graduates in Nigeria with a high response.

The result of Pearson Linear Correlation between acquisition and utilization of creativity skills shows a strong significant positive relationship between creativity and skills utilization when ($r=0.700$ and $p= < 0.01$). Based on the research question that says "Does acquisition relate to utilization of creativity skills among the home economics graduates?" and the hypothesis which stated there is a significant relationship between acquisition and utilization of creativity skills, the hypothesis was accepted positively quantitatively as ($\beta = 0.31$, $t = 5.00$ and $p =0.00$). In line with that the qualitative data supported the quantitative findings where the respondents responded positively on the relationship between acquisition and utilization of creativity skills. From both the quantitative and the qualitative data the majority of the home economics graduates utilized the skills they acquired from the university to get jobs or self employed. It also shows that the home economics graduates who

were not part of the graduates who have acquired the skills but do not utilize them outside the university, are roaming about looking for jobs.

Also based on the present study, several prior empirical evidences has shown that high creativity helps both male and female educated entrepreneurs to become self-reliant (Abe, 2006; Kuan, 2012; Ozioko, 2006, Liao, Wu, Hu &Tsuei, 2009). For instance, Daniel, Karl and Henrik (2015) found evidence of positive association between entrepreneurial intentions among participants in the graduate entrepreneurship program in Sweden. According to Ihensekhein and Cas-Ogiegbaen (2014) to possess creativity skills is to demonstrate the habit of thinking and creating a specific activity in such a way that the process becomes natural to the individual through repetition or practice.

Based on the overall mean and standard deviation it can be shown that the level of acquisition and utilization of creativity skills displayed by home economics education graduates of Ahmadu Bello University Zaria, Nigeria, is high, indicating high chances of success. Therefore, there is need for more encouragement through mentorship after graduation to boost the morale of home economic education graduates to become masters of the game of entrepreneurship that can enable them to develop good business plans. This is in support of (Balunywa, 2000; Ha, Lo & Wang, 2016). Ha, Lo and Wang, (2016) who observe that a good business plan which is a by-product of resource allocation is essential for developing a business opportunity to success.

Adequate skills acquisition are very critical at the beginning of entrepreneurial ventures. According to Cho & Korte, (2014) and Tubigi & Alshawi

(2015) acquisition of creativity skills motivate towards the entrepreneurial endeavors and to move on from other management practices to knowledge management in small and medium enterprises. In another study conducted by Onu (2014) a strong link between creativity and entrepreneurship was found hence every definition of entrepreneurship ends with the word creativity and both creativity and entrepreneurial skills can be learned through experience or subsequent practice. Creativity skills always guide the home economics graduates to come up with new management ideas for themselves and for the organization.

In support Ozioko, (2006) viewed the importance of promoting entrepreneurship through developing creativity and Abe (2006) also stresses the role of creativity skills in entrepreneurship play in economic development. Also Rychen and Salagnik (2003) noted that entrepreneurial skills require training that emphasize the acquisition and development of approximate knowledge and skills that will enable the individual to maximize the use of the resources around within the limits of his or her capacity. Therefore, based on a variety of empirical evidence in prior studies, it shows that there a relationship between acquisition and utilization of creativity skills.

5.4 Relationship Between Acquisition and Utilization of Foresight Skills Among Home Economics Graduates

The third objective was to assess the relationship between acquisition and utilization of foresight skills. Based on the analysis, it is clear that foresight skills utilization was rated highly by most of the respondents. This is confirmed by the average mean and standard deviation of 3.4 and 0.7 respectively. These findings are

generally in agreement with the findings of Thang, Quang and Son (2013) who found that knowledge utilization processes is affected by a combination of leadership, teamwork, corporate culture and human resource management.

Other studies also view success in foresight skill acquisition and utilization as the ultimate source of a firm's sustainable competitive advantage (Drucker, 2002; Barney, 1991; Nonaka & Takeuchi, 1995; Grant, 1996; Sveiby, 1997). From the findings of this study, it is clear that adequate skills acquisition has great impact on skills utilization among home economics graduates. Similarly, several previous studies found knowledge utilization and subsequent foresight skills to encourage the interpersonal exchange of ideas, experiences and the questioning of established patterns (Ichijo & Kohlbacher, 2008; Nonaka and Toyama, 2002). However, an increasing number of firms in emerging markets such as Nigeria and China are exploring foresight skill utilization and knowledge management strategies to meet the future demands. In support Szulanski (2000) Akpotu & Lebari (2014) agree that organizations, managers and employees exist in the society that is influenced by the underlying societal principles regarding knowledge creation and skills utilization. Hence, obstacles are normally documented based on research in knowledge management. Inadequate skills utilization among the less successful women entrepreneurs in South Africa, in contrast the current study found a higher level of foresight skill utilization among the home economics graduate entrepreneurs in Nigeria. The higher level of skills utilization among the home economics graduates may be attributed to their behavioral and educational pattern of foresight, shaped in

the way of their educational attainment of being accommodating in home economics entrepreneurship.

In agreement with that, several studies found out that Nigerian entrepreneurs are welcoming and accommodating with good interpersonal relationship (Ahmed, 1998; Akpotu & Lebari, 2014). However, much needs to be done to achieve the highest level of skill utilization, which is only possible through experience on the job and training (Akpotu & Lebari, 2014). Although formal training is highly important in entrepreneurship, culture also plays a leading role in shaping the behavior and profitability of an enterprise. For instance, 70% of successful small scale entrepreneurs in Nigeria never had any formal education or training but succeeded as a result of determination and constant practice. However, this study found that home economics graduates who acquired and utilized foresight skills perform better in managing both human and non human resources in an organization and when they are self employed.

5.6 Conclusions

The following conclusions were drawn based on the findings:

- ▶ It was found that the level of acquisition and utilization of innovation skills among home economics education graduates of Ahmadu Bello University Zaria, Nigeria was generally high, indicating high chances of success.
- ▶ The study revealed that acquisition and utilization of creativity skills has achieved balanced and desired outcomes and objectives of entrepreneurship education among home economics graduates.

- ▶ The level of acquisition and utilization of foresight skills display by the home economics graduates was attributed to their behavioral and educational pattern of foresight.

5.5 Recommendations

From the findings of this study, the researcher proposes the following recommendations for action to be considered in order to yield more efficient results by the home economics graduates and more productions.

- There is need for proper resource allocation by the University management for mentoring of graduates after school. This will give guidance and enable the graduates to utilize the skills acquired effectively.
- There is need for realistic utilization target, this will serve as a guide for home economics education graduates to have focus on what is expected of them
- The government should provide grants or loans to graduates to utilize the skills acquired in the university.
- Home economics education graduates need to be attending and participating in workshops, conferences and seminars for them to acquire more on innovation, creativity and foresight skills.

5.7 Suggestions for further research

- The Role of University Management in the promotion of home economics education graduates towards the rapid acceptance of entrepreneurship throughout Nigeria.
- A comparative study between Nigerian University's home economics education graduates and Ugandan home economics graduates.

- Challenges of entrepreneurial skills acquisition and utilization among the home economics graduates in Northern Nigeria.
- The need for entrepreneurial skills acquisition by the Nigerian home economist. A case study of Federal colleges of education in North-West zone political states, Nigeria.

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APPENDIX I

TRANSMITTAL LETTER



**KAMPALA
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4th August 2016

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

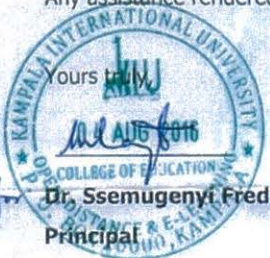
RE: INTRODUCTION LETTER TO CONDUCT RESEARCH IN KADUNA STATE.

Mrs. Rakiya Ahmed (PhDEM45541/143/DF) is a bonafide student of Kampala International University pursuing a PhD in Educational Management. She is currently conducting a field research for her thesis entitled "Entrepreneurial Skills Acquisition and Utilisation among Home Economics Graduates" of Kaduna State, Nigeria"

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,


Dr. Ssemugenyi Fred
Principal

"Exploring the Heights"

APPENDIX II

COMPUTATION OF SAMPLE SIZE

Sloven's formula

$$N = \frac{N}{1 + N(e)^2}$$

Where

N = required sample size

N = the known population size(1800)

e = the level of significance (0.05)

Therefore in order to get the sample size

$$n = 1200 / 1 + 1200 (0.05)^2$$

$$n = 1200 / 1 + 1200 \times 0.05 \times 0.05$$

$$n = 1200 / 1 + 1200 \times 0.0025$$

$$n = 1200 / 1 + 3$$

$$n = 1200 / 4 = 300$$

To calculate for each target population

Administrators of Ahmadu Bello University =

$$150 / 1200 \times 300 = 37.5$$

Administrators Local Government

$$150 / 1200 \times 300 = 37.5$$

Home economics graduates

$$900 / 1200 \times 300 = 225$$

$$\text{Total} = 300$$

APPENDIX: III
COMPUTATION OF VALIDITY

L₁	L₂	L₃	L₄
48/55	45/55	50/55	52/55

Interpretation:

L₁ & L₂ = Lecturers at Ahmadu Bello University - Zaria, Nigeria

L₃ & L₄ = Lecturers at Kampala International University - Kampala, Uganda

CVI = $\frac{\text{Number of valid items}}{\text{Total Number of items in the questionnaire}}$

$$48/55 + 45/55 + 50/55 + 52/55 = 195/220$$

$$= 0.89$$

APPENDIX: IV

COMPUTATION OF RELIABILITY

SPSS was used with the given Formula to get the Cronbach alpha Co-efficient Values for Innovation, Creativity and Foresight.

$$\alpha = \frac{k}{k-1} \frac{(1 - \sum \delta^2 k)}{\delta^2}$$

Where:

$\sum \delta^2 k$ = the sum of the variances of the items in the questionnaire

δ = standard deviation of the items in the questionnaire

k = Number of items in the questionnaire

APPENDIX V
LETTER TO THE RESPONDENTS

KAMPALA INTERNATIONAL UNIVERSITY
COLLEGE OF EDUCATION, OPEN, DISTANCE AND e-LEARNING

I am a PhD candidate in Educational Management undertaking a dissertation entitled Entrepreneurial Skills Acquisition and Utilization Among Home Economics Graduates of Ahmadu Bello University Zaria in Kaduna State, Nigeria.

In view of this, I request you to participate in this study. Kindly answer this questionnaire without leaving any question unanswered. Please be assured that the information you given will be used for academic purpose only.

Before answering this questionnaire kindly read and sign the informed consent form given.

Thank you very much in advance.

Yours Faithfully.

.....

Ahmed Rakiya

APPENDIX VI
INFORMED CONSENT

I am giving my consent to be part of the research study of Ahmed Rakiya that will focus entitled Entrepreneurial Skills Acquisition and Utilization Among Home Economics Graduates of Ahmadu Bello University Zaria in Kaduna State, Nigeria

I am assured of privacy, anonymity and confidentiality and that I will be given an option to refuse participation and the right to withdraw my participation anytime. I have been information that the research is voluntary and that the result will be given to me if I ask for it.

Initial:

Date:

APPENDIX VII
RESEARCH INSTRUMENTS
Questionnaires

PART A

DEMOGRAPHIC CHARACTERISTIC OF THE RESPONDENT (.....)

Instruction: please tick [✓] the appropriate response

1. Gender
 - a) Male
 - b) Female

2. Age
 - a) 20-39 (early adulthood)
 - b) 40-59 (middle adulthood)
 - c) 60 and above (late adulthood)

3. Area of specialization in home economics
 - a) Food and nutrition
 - b) Clothing and textiles
 - c) Home management
 - d) Child development

4. Please indicate the type of entrepreneurial skills you acquired
 - a) Food and nutrition skills
 - b) Clothing and textiles skills
 - c) Home management skills
 - d) Child development skills
 - e) Housing and design skills.

5. Level of education
 - a) Home economics certificate
 - b) Bachelors degree in home economics

- c) Masters in home economics
- d) PhD in home economics

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6. Which local government do you work

- a) Zaria
- b) Soba
- c) Kaduna north
- d) Kaduna south
- e) Others specify [.....]

7. As a staff I work in

- a) Health department of the local government
- b) Education department of the local government
- c) Agric department of the local government
- d) Women centre of the local government
- e) Other department specify [.....]

8. Level of income

- a) 96000-146000
- b) 147000-187000
- c) 198000-248000
- d) 249000-299000
- e) 300000 and above

PART B

Direction: This section presents the items on entrepreneurial skills acquisition which is divided into creativity, innovation and foresight. It also includes items on acquisition of skills. You are kindly requested to indicate your response using the response mode:

Strongly agree – 4

Agree – 3

Disagree – 2

Strongly Disagree – 1

PART B

SA	A	DA	SD
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INNOVATION

1. Home economics graduates with innovation skills equipped them to be innovative and creative to solve problems
2. Home economics graduates who are innovative have the ability to grow and be competitive on the global market
3. Home economics graduates who acquired innovation skills help them to succeed in life
4. Home economics graduates who have acquired Innovation Skills have the opportunity to come up with new ways of doing things
5. Home economics graduates use their innovative skills to apply technological ways to be productive
6. Home economics graduates with innovation skills makes them good entrepreneurs
7. Home economics graduates with innovative skills gives them confidence to get employment
8. Home economics graduates who are equipped with innovative skills create jobs for themselves and for others
9. Home economics students acquired their innovative skills through constant practical's and training
10. Home economics graduates with innovative skills get government jobs easily and join with other business in their own way and not depending on others

Part C

SA A DA SD

CREATIVITY

- 11.Home economics graduates acquired creativity skills that help them to become self-reliant
 - 12.Home economics graduates who have acquired creative skills can create jobs for themselves and others
 - 13.Home economics graduates use creativity skills to produce new products
 - 14.Home economics graduates with creativity skills can compete in the local/regional and global market
 - 15.Home economics graduates with creativity skills are more productive and competitive
 - 16.Home economics graduates use their creativity skills to find new trends and new opportunities
 - 17.Home economics graduates with Creative skills can join other relevant organizations to enhance their skills and can find a salary job or do business
 - 18.Home economics graduates use creativity in their productions to be more attractive to customers
 19. Creativity helps home economics graduates develop their potential to be good entrepreneurs
 - 20.Having creativity skills among home economics graduates is a way forward to solve problems of unemployment
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PART D

SA	A	DA	SD
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FORESIGHT

- 21.Home economics graduates with foresight have the ability to use the skills in their work or business.
 - 22.Home economics graduates who have acquired the skills of foresight can use the skills to plan for future endeavour.
 - 23.Home economics graduates with foresight can use their innovation and creativity skills to come up with new projects
 - 24.Home economics graduates who acquired the skill of foresight can be useful in their place of work
 - 25.Home economics graduates must learn how to develop their foresight skills in order to be involved and be part of any business
 - 26.Home economics graduates can use his/her foresight skills to think and plan any activity which benefits her/him
 - 27.Home economics graduates with good foresight get better jobs
 - 28.Home economics graduates with a good foresight can plan and be ready for any unforeseen situation
 - 29.Home economics graduates with foresight has an opportunity to be successful in life
 - 30.Home economics graduates with good foresight can join any organization or business
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PART E

	SA	A	DA	SD
Skills Utilization items (INNOVATION)				
31.Home economics graduates utilize the innovation skills acquired in the university to put their careers into action as desired.				
32. Home economics graduates utilize the skills they acquired on innovation to be self-reliant and productive through housing designs, tailoring, catering and others				
33.Home economics graduates who have innovative skills get a good paying jobs easily				
34.Home economics graduates with good and well developed innovative skills can share their knowledge with others through trainin and seminars				
35.Home economics graduates who have acquired innovation skills can improve their performance in their career by introducing new strategies				

SA	A	DA	SD
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Skills Utilization Items (CREATIVITY)

36. Home economics graduates who acquired and develop creative skills can be of advantage to others
37. Home economist graduates who acquire creative skills can plan for new products with confidence
38. Home economics graduates can properly utilize the creative skills they acquired to motivate others
39. Proper utilization of creative skills by the home economics graduates gives them better opportunity to have their own business like catering and housekeeping, among others
40. Home economics graduates can utilize the acquired creative skills to be self employed and to create jobs for others
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SA	A	DA	SD
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Skills Utilization Items (FORESIGHT)

41. Home economics graduates can utilize the acquired foresight skills to plan for the future demands of time
42. Home economics graduates with foresight skills can be at an advantage over the others in terms of finding a job or other work opportunities
43. Home economics graduates with acquired foresight skills can have a better opportunity compared to others in terms planning future endeavours
44. Home economics graduates with acquired foresight skills can help in solving unemployment problem
45. Home economics graduates who acquired foresight skills can contribute to their economic development, their families and the society at large.
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APPENDIX: VIII

INTERVIEW GUIDE

Objective: One

- i. Innovation has to do with change for development; do the home economics possess and display any innovative skills?
- ii. How do the home economics graduates acquire more innovation skills apart from the ones they acquired from the university?
- iii. As a home economics graduate do you embrace the opportunity to develop your innovation skills? If yes
- iv. How and why?

Objective: Two

- v. How can you assess the performance of the home economics graduates in terms of acquisition and utilization of creativity skills?
- vi. Do you think the home economics graduates have acquired creativity skills in for future needs?
- vii. Are the home economics graduates coming up with any creativity ideas for the success of the organization?
- viii. Mention some creativity display by the home economics graduates?

Objective: Three

- i. A foresight skill has to do with predicting and planning for future demand, how can you assess the home economics graduates in terms of planning?
- ii. What concerns do you have about entrepreneurial skills acquisition and utilization?
- iii. What steps have the home economics graduates taken to reduce the unemployment problem?
- iv. What challenges do you think is affecting the acquisition and utilization of skills by the home economics graduates?

APPENDIX: IX

TABLES OF VARIATIONS

Variations in the Index of Creativity by the Three Categories of Respondents

	N	Mean	Std. Deviation	F-statistic	p-value
Local					
government administrators	37	3.39	.55		
University staff & administrators	37	3.42	.25	.055	.946
Home economics graduates	205	3.42	.40		

Variations in the Index of Innovation by the three Categories of Respondents

	N	Mean	Std. Deviation	F-statistic	p-value
Local					
government administrators	37	3.35	.49		
University staff & administrators	37	3.34	.28	.015	.985
Home economics graduates	205	3.34	.41		

Variations on the Index of Foresight by the three Categories of Respondents

	N	Mean	Std. Deviation	F-statistic	p-value
Local government administrators	37	3.41	.52	1.369	.256
University staff & administrators	37	3.47	.28		
Home economics graduates	205	3.35	.42		

Variations on the Index of Skills' Utilization by the Three Categories of Respondents

	N	Mean	Std. Dev	F-statistic	p-value
Local government administrators	37	3.39	0.50	.053	.948
University staff & administrators	37	3.43	0.23		
Home economics graduates	205	3.40	0.46		

Gender Differences in Creativity, Innovation, Foresight, and Skills

Utilization

	Gender	N	Mean	Std. Deviation	t-value	p-value
Creativity	Male	50	3.43	0.46	0.203	0.839
	Female	229	3.41	0.40		
Innovation	Male	50	3.39	0.42	0.815	0.416
	Female	229	3.33	0.40		
Foresight	Male	50	3.42	0.44	0.884	0.378
	Female	229	3.36	0.41		
Skills utilization	Male	50	3.47	0.42	1.093	0.275
	Female	229	3.39	0.44		

Age Differences in Creativity, Innovation, Foresight, and Skills Utilization

		N	Mean	Std.	t-value	p-value
				Dev		
Creativity	20-39	140	3.44	0.42	0.612	0.543
	40-59	126	3.39	0.38		
	60 & above	13	3.42	0.56		
Innovation	20-39	140	3.36	0.40	0.302	0.739
	40-59	126	3.33	0.39		
	60 & above	13	3.28	0.57		
Foresight	20-39	140	3.39	0.41	1.678	0.189
	40-59	126	3.38	0.41		
	60 & above	13	3.17	0.59		
Skills utilization	20-39	140	3.39	0.45	0.224	0.799
	40-59	126	3.42	0.41		
	60 & above	13	3.35	0.61		

**Area of Specialization Differences in Creativity, Innovation, Foresight and
Skills Utilization**

		N	Mean	Std. Dev	F	Sig.
Creativity	Education	33	3.4	0.5	1.19	0.321
	Administration	12	3.5	0.3		
	Accounting	7	3.1	0.7		
	Home economics	22	3.4	0.3		
Innovation	Education	33	3.4	0.4	1.16	0.332
	Administration	12	3.4	0.3		
	Accounting	7	3.1	0.6		
	Home economics	22	3.4	0.3		
Foresight	Education	33	3.5	0.4	1.40	0.249
	Administration	12	3.5	0.3		
	Accounting	7	3.1	0.6		
	Home economics	22	3.5	0.3		
Skills utilization	Education	33	3.4	0.4	0.62	0.603
	Administration	12	3.4	0.2		
	Accounting	7	3.2	0.8		
	Home economics	22	3.4	0.3		

**Area of Specialization Differences (Home Economics Graduates) in
Creativity, Innovation, Foresight and Skills Utilization**

		N	Mean	Std. Deviation	F	Sig.
Creativity	Food and nutrition	47	3.52	0.32	2.68	0.048
	Clothing and textiles	27	3.44	0.44		
	Home management	96	3.34	0.45		
	Child development	32	3.48	0.26		
Innovation	Food and nutrition	47	3.45	0.35	4.51	0.004
	Clothing and textiles	27	3.33	0.38		
	Home management	96	3.24	0.45		
	Child development	32	3.48	0.28		
Foresight	Food and nutrition	47	3.40	0.37	0.89	0.446
	Clothing and textiles	27	3.29	0.43		
	Home management	96	3.32	0.46		
	Child development	32	3.42	0.32		
Skills utilization	Food and nutrition	47	3.50	0.35	1.75	0.158
	Clothing and textiles	27	3.37	0.43		
	Home management	96	3.35	0.51		
	Child development	32	3.50	0.26		

**Perception on Home Economics Curriculum Differences in Creativity,
Innovation, Foresight and Skills Utilization**

		N	Mean	Std. Dev	F- statistic	p- value
Creativity	Excellent	28	3.5	0.5	3.175	0.019
	Very good	21	3.4	0.3		
	Good	19	3.4	0.3		
	Fair	4	2.7	0.8		
	Poor	2	3.6	0.1		
Innovation	Excellent	28	3.4	0.5	2.176	0.081
	Very good	21	3.4	0.3		
	Good	19	3.4	0.3		
	Fair	4	2.8	0.5		
	Poor	2	3.5	0.2		
Foresight	Excellent	28	3.4	0.5	2.261	0.071
	Very good	21	3.5	0.3		
	Good	19	3.5	0.3		
	Fair	4	2.9	0.8		
	Poor	2	3.4	0.2		
Skills utilization	Excellent	28	3.4	0.5	1.132	0.349
	Very good	21	3.5	0.2		
	Good	19	3.4	0.3		
	Fair	4	3.0	0.8		
	Poor	2	3.5	0.1		

Type of Entrepreneurial Skills Acquired by Home Economics Graduates

Differences in Creativity, Innovation, Foresight and Skills Utilization

		N	Mean	SD	F-statistic	p-value
Creativity	Food and nutritional skills	53	3.5	0.4	1.62	0.171
	Clothing and textiles skills	30	3.4	0.5		
	Home management skills	74	3.4	0.4		
	Child development skills	32	3.5	0.3		
	Housing and design skills	16	3.3	0.6		
Innovation	Food and nutritional skills	53	3.4	0.4	1.71	0.148
	Clothing and textiles skills	30	3.3	0.4		
	Home management skills	74	3.3	0.4		
	Child development skills	32	3.4	0.3		
	Housing and design skills	16	3.3	0.6		
Foresight	Food and nutritional skills	53	3.4	0.4	0.54	0.709
	Clothing and textiles skills	30	3.3	0.5		
	Home management skills	74	3.3	0.4		
	Child development skills	32	3.4	0.3		
	Housing and design skills	16	3.3	0.5		
Skills utilization	Food and nutritional skills	53	3.5	0.4	1.06	0.375
	Clothing and textiles skills	30	3.4	0.5		
	Home management skills	74	3.3	0.5		
	Child development skills	32	3.5	0.3		
	Housing and design skills	16	3.4	0.6		

Level of education Differences in Creativity, Innovation, Foresight and Skills Utilization

		N	Mean	SD	F-statistic	p-value
Creativity	NCE	93	3.4	0.5	1.00	0.409
	Diploma	10	3.4	0.3		
	Bachelors degree	106	3.5	0.4		
	Masters	54	3.4	0.4		
	PhD	16	3.4	0.4		
Innovation	NCE	93	3.3	0.4	1.34	0.257
	Diploma	10	3.3	0.3		
	Bachelors degree	106	3.4	0.4		
	Masters	54	3.3	0.4		
	PhD	16	3.2	0.4		
Foresight	NCE	93	3.3	0.4	0.68	0.607
	Diploma	10	3.4	0.2		
	Bachelors degree	106	3.4	0.4		
	Masters	54	3.4	0.4		
	PhD	16	3.4	0.4		
Skills utilization	NCE	93	3.3	0.5	1.78	0.132
	Diploma	10	3.3	0.2		
	Bachelors degree	106	3.5	0.4		
	Masters	54	3.4	0.4		
	PhD	16	3.3	0.4		

Place of Work Differences in Creativity, Innovation, Foresight and Skills

Utilization

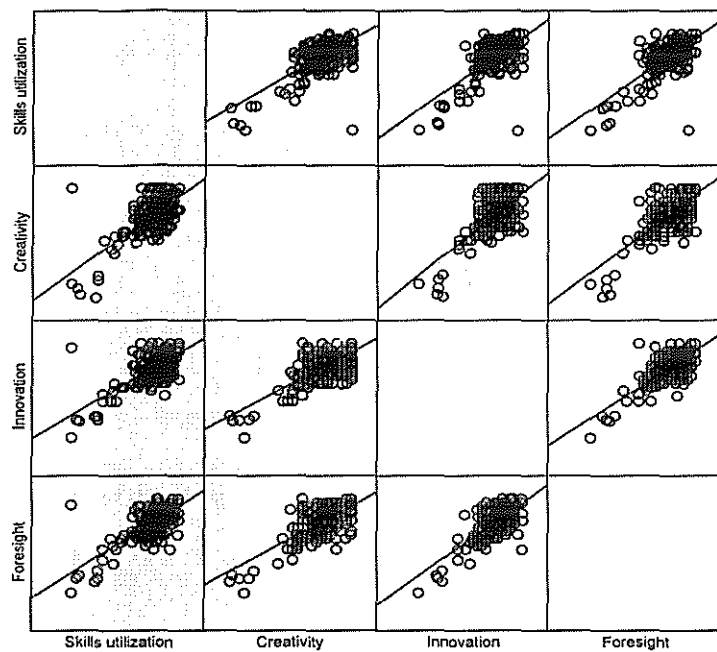
		N	Mean	SD	F-statistic	p-value
Creativity	Unemployed	4	3.4	0.5	0.89	0.500
	Zaria	141	3.4	0.5		
	Soba	26	3.5	0.3		
	Kaduna North	33	3.5	0.4		
	Sabon Gari	36	3.4	0.2		
	Kaduna South	8	3.5	0.2		
	Other	31	3.5	0.3		
Innovation	Unemployed	4	3.4	0.4	0.63	0.705
	Zaria	141	3.3	0.5		
	Soba	26	3.3	0.3		
	Kaduna North	33	3.5	0.5		
	Sabon Gari	36	3.3	0.3		
	Kaduna South	8	3.3	0.3		
	Other	31	3.3	0.3		
Foresight	Unemployed	4	3.5	0.4	0.49	0.813
	Zaria	141	3.4	0.5		
	Soba	26	3.3	0.3		
	Kaduna North	33	3.4	0.5		
	Sabon Gari	36	3.4	0.3		
	Kaduna South	8	3.2	0.3		
	Other	31	3.4	0.3		
Skills utilization	Unemployed	4	3.4	0.5	0.64	0.694
	Zaria	141	3.4	0.5		
	Soba	26	3.4	0.3		
	Kaduna North	33	3.5	0.4		
	Sabon gari	36	3.4	0.2		
	Kaduna South	8	3.5	0.3		
	Other	31	3.5	0.3		

**Student and Staff Motivation Differences in Creativity, Innovation,
Foresight and Skills Utilization**

		N	Mean	SD	F- statistic	p- value
Creativity	Prompt payment of salary	17	3.34	0.58		
	Staff training	30	3.37	0.43	0.76	0.522
	Funding practical in the					
	University	16	3.46	0.32		
	Giving incentives	11	3.55	0.26		
Innovation	Prompt payment of salary	17	3.27	0.42		
	Staff training	30	3.37	0.44	1.30	0.283
	Funding practical in the					
	University	16	3.27	0.31		
	Giving incentives	11	3.54	0.32		
Foresight	Prompt payment of salary	17	3.38	0.54		
	Staff training	30	3.46	0.42	0.19	0.901
	Funding practical in the					
	University	16	3.44	0.32		
	Giving incentives	11	3.48	0.37		
Skills utilization	Prompt payment of salary	17	3.37	0.44		
	Staff training	30	3.37	0.45	0.67	0.573
	Funding practical in the					
	University	16	3.43	0.27		
	Giving incentives	11	3.55	0.28		

**Home Economics Graduates' Level of Income Differences in Creativity,
Innovation, Foresight and Skills Utilization**

		N	Mean	Std. Dev	F-statistic	p-value
Creativity	Not working	10	3.44	0.33		
	96000-146000	69	3.48	0.37	3.02	0.012
	147000-187000	29	3.35	0.29		
	198000-248000	26	3.34	0.41		
	249000-299000	24	3.58	0.31		
	300000 & above	31	3.24	0.48		
Innovation	Not working	10	3.31	0.31		
	96000-146000	69	3.37	0.41	1.72	0.132
	147000-187000	29	3.32	0.33		
	198000-248000	26	3.23	0.42		
	249000-299000	24	3.54	0.28		
	300000 & above	31	3.30	0.48		
Foresight	Not working	10	3.38	0.34		
	96000-146000	69	3.40	0.40	1.69	0.138
	147000-187000	29	3.32	0.33		
	198000-248000	26	3.22	0.43		
	249000-299000	24	3.49	0.35		
	300000 & above	31	3.26	0.50		
Skills						
utilization	Not working	10	3.45	0.37		
	96000-146000	69	3.44	0.44	2.54	0.030
	147000-187000	29	3.44	0.34		
	198000-248000	26	3.30	0.46		
	249000-299000	24	3.64	0.25		
	300000 & above	31	3.28	0.50		



Linear relationship between the DV and the IVS