

IMPACT OF HOME ECONOMICS-BASED ENTREPRENEURSHIP EDUCATION ON STUDENTS' BUSINESS SKILLS DEVELOPMENT IN SECONDARY SCHOOLS IN JOS NORTH METROPOLIS

Susan Eloyi Ochigbo

Department of Home Economics,

Federal University of Education Pankshin, Plateau State, Nigeria

susanochigbo@gmail.com

08034940480

ARTICLE INFO

Article no.: 002

Accepted Date: 03/02/2025

Published Date: 24/02/2025

Type: Research

ABSTRACT

This study examines the impact of Home Economics-based entrepreneurship education on students' business skills development in secondary schools in Jos North Metropolis. The study was necessitated by the inadequate entrepreneurial competencies among students, which hinder their self-reliance and economic productivity. The study was guided by three objectives and three research questions. The Experiential Learning Theory (ELT), propounded by David A. Kolb (1984, revised in 2014) was used as theoretical framework. Using a descriptive survey research design, a sample of 200 students was selected from 10 secondary schools through random sampling. Data were collected using a structured questionnaire and analyzed using mean scores and chi-square tests. Findings revealed that Home Economics-based entrepreneurship education significantly enhances students' financial management, creativity, problem-solving abilities and business preparedness. However, challenges such as inadequate funding, limited practical facilities, insufficient instructional time and a shortage of qualified teachers hinder its effective implementation. The study concludes that integrating hands-on entrepreneurship training into Home Economics curricula can significantly equip students with the skills needed for small-scale business ventures. It recommends increased government support, enhanced practical learning facilities and stronger collaboration between schools and the business community to maximise the potential of entrepreneurship education in secondary schools.

Keywords: Home Economic-Based, Entrepreneurship, Business Skills, Development, Secondary School, Students

INTRODUCTION

Entrepreneurship is the process of identifying, developing and bringing a business idea to life with the aim of generating profit and providing solutions to societal needs. It involves innovation, risk-taking and effective management of resources to ensure sustainability and growth. Entrepreneurs play a vital role in economic development by creating employment opportunities, enhancing productivity and fostering competition in the marketplace. According to Adebayo (2021), entrepreneurship serves as a catalyst for economic transformation, as it encourages self-reliance and reduces the burden on government employment schemes. The evolution of entrepreneurship has shown that it is not confined to a specific field; rather, it spans across various sectors, such as agriculture, manufacturing and services. Therefore, equipping individuals with entrepreneurial skills

is essential for fostering economic independence and national growth.

Entrepreneurship education refers to a structured program designed to equip individuals with the knowledge, skills and mindset necessary for initiating and managing business ventures. It encompasses various learning strategies, such as theoretical instruction, practical training and mentorship, to develop problem-solving abilities and innovative thinking. As highlighted by Eze (2020), entrepreneurship education aims to prepare students to become self-employed and contribute positively to society by reducing unemployment rates. This type of education is not limited to business studies alone; it cuts across multiple disciplines, providing learners with diverse opportunities to explore and exploit business potentials. Integrating entrepreneurship education into secondary school curricula is crucial in fostering early exposure to business principles

and enhancing students' readiness for economic engagement beyond formal education.

Home Economics-Based Entrepreneurship Education is a specialised area that integrates entrepreneurial principles into Home Economics, providing students with skills in food production, clothing and textile management, hospitality and other related fields. This approach enables learners to translate their Home Economics knowledge into viable business ventures. According to Okafor (2022), Home Economics-Based Entrepreneurship Education enhances students' financial literacy, creativity and management skills, which are essential for running successful businesses. By incorporating practical activities such as catering services, interior decoration and fashion design, students are exposed to real-world business experiences that prepare them for self-employment. This form of education is essential in equipping students with lifelong skills that promote self-sufficiency and economic empowerment.

The importance of Home Economics-Based Entrepreneurship Education cannot be overemphasised, as it plays a significant role in bridging the gap between theoretical knowledge and practical application. It fosters the development of technical and vocational skills, which are crucial for economic sustainability. According to Ibrahim (2021), integrating entrepreneurship education into Home Economics enhances students' capacity to create and manage businesses successfully. Furthermore, it encourages creativity, problem-solving abilities and financial independence, thereby reducing reliance on white-collar jobs. This educational approach also contributes to national development by promoting small and medium-sized enterprises (SMEs), which are key drivers of economic growth. As such, empowering students through Home Economics-Based Entrepreneurship Education can lead to increased innovation and improved economic stability.

Home Economics-Based Entrepreneurship Education significantly impacts students' business skills development in secondary schools, as it provides hands-on training and real-world business exposure. This approach helps students acquire essential business skills such as financial management, marketing strategies and customer relations. According to Ojo (2023), students who undergo this form of training demonstrate higher levels of business acumen and adaptability in the entrepreneurial landscape. By integrating entrepreneurship into Home Economics, students gain practical experience that prepares them for self-reliance and career success. Moreover, it enhances their ability to identify market opportunities and effectively manage resources, thereby fostering a culture of entrepreneurship among young learners. Consequently, Home Economics-Based Entrepreneurship Education is a vital tool for preparing secondary school students for economic participation and sustainable business ventures.

Statement of the Problem

Students' business skills development in secondary schools in Jos North Metropolis remains inadequate, as many students struggle with entrepreneurial competencies necessary for self-reliance and economic productivity. Specifically, their ability to identify business opportunities, manage finances and apply innovative strategies is limited. This situation is partly due to the traditional theoretical approach to teaching Home Economics, which does not sufficiently integrate practical entrepreneurship training. Several challenges hinder the effective development of students' business skills. These include inadequate instructional materials, lack of qualified entrepreneurship-oriented Home Economics teachers, insufficient exposure to real-life business environments and limited government support for entrepreneurship education. In response to these challenges, efforts have been made to improve entrepreneurship education within Home Economics curricula. Government policies have emphasised the need for practical learning and some schools have introduced business incubation projects. Workshops and skill acquisition programs have also been organised to enhance students' practical knowledge. However, these efforts remain inconsistent, poorly funded and largely theoretical, limiting their effectiveness. If these challenges persist, students will continue to graduate without essential business skills, leading to increased unemployment, economic dependency and a lack of innovation among young entrepreneurs. The potential for Home Economics to serve as a catalyst for self-employment and wealth creation will remain untapped, further exacerbating youth unemployment and economic stagnation in Jos North Metropolis.

The existing gap between the current state and the ideal lies in the insufficient implementation of practical entrepreneurship strategies within Home Economics education. While the subject has the potential to foster business skills, its delivery remains largely theoretical, preventing students from acquiring the hands-on experience needed for business success. Addressing this gap requires a structured integration of entrepreneurship-focused pedagogy, improved funding and stronger collaboration between schools and the business community.

Aim and objectives

The aim of this study is to examine the Impact of Home Economics-Based Entrepreneurship Education on Students' Business Skills Development in Secondary Schools in Jos North Metropolis. The specific objectives of the study are to:

1. examine the extent to which Home Economics-based entrepreneurship education enhances students' business skills development in secondary schools in Jos North Metropolis.

2. identify the challenges hindering the effective integration of entrepreneurship education into Home Economics in secondary schools in Jos North Metropolis.
3. assess the impact of practical entrepreneurship training in Home Economics on students' ability to start and manage small-scale businesses.

Research questions

The following research questions guided the study:

1. To what extent does Home Economics-based entrepreneurship education enhance students' business skills development in secondary schools in Jos North Metropolis?
2. What are the challenges hindering the effective integration of entrepreneurship education into Home Economics in secondary schools in Jos North Metropolis?
3. How does practical entrepreneurship training in Home Economics impact students' ability to start and manage small-scale businesses?

Theoretical Framework

The Experiential Learning Theory (ELT), propounded by David A. Kolb (1984, revised in 2014), serves as the theoretical framework for this study. ELT posits that learning occurs through experience and is a continuous process where knowledge is created by transforming experience into understanding. The theory is based on four key principles: Concrete Experience (learning by doing), Reflective Observation (analyzing experiences), Abstract Conceptualization (forming theories from experiences), and Active Experimentation (applying knowledge in real-life situations). In applying this theory to the present study, Home Economics-based entrepreneurship education provides students with hands-on learning experiences where they engage in practical business activities such as budgeting, product development, financial management, and marketing strategies. Through this experiential approach, students develop critical business skills, enhance creativity, improve decision-making abilities, and gain confidence in managing small-scale enterprises. By integrating practical entrepreneurship training into Home Economics, students are better prepared for economic independence, job creation, and self-reliance, making ELT a relevant framework for understanding how experiential learning enhances business skills development.

LITERATURE REVIEW

Concept of Home Economics in Secondary Schools

Home Economics is an academic discipline that equips students with essential life skills, focusing on areas such as nutrition, family living, clothing and textiles and home management. In Nigerian secondary schools, the subject aims to prepare students for effective family life and societal contribution. It emphasises practical knowledge,

enabling students to manage personal and family resources efficiently. The curriculum is designed to foster self-reliance and improve the quality of life for individuals and families (Adeyemi & Olatunji, 2020).

Despite its importance, Home Economics often faces challenges in Nigerian secondary schools. A study conducted in Enugu State revealed that a significant number of parents (74%) exhibited negative attitudes towards Home Economics education, perceiving it as less prestigious compared to other subjects. This perception contributes to the under-enrollment of students in Home Economics classes and affects the allocation of resources for its effective teaching. Additionally, many students are discouraged from pursuing Home Economics due to societal biases that prioritise science and technology-related subjects over vocational disciplines (Eze, 2020).

The negative perception of Home Economics is further compounded by systemic issues within the educational framework. Research indicates that the subject is often marginalised, with insufficient instructional materials and inadequate teacher training. The lack of well-equipped laboratories, outdated textbooks and insufficient funding further hinder the effectiveness of Home Economics education. These challenges limit students' opportunities to acquire practical skills essential for personal and professional development (Okafor, 2022).

To address these challenges, there have been calls for a reformation of the Home Economics curriculum in Nigeria. Emphasizing the integration of entrepreneurial skills and practical applications can enhance the subject's relevance and appeal. By aligning the curriculum with contemporary societal needs, Home Economics can play a pivotal role in equipping students with skills necessary for self-reliance and economic contribution. Experts suggest that incorporating modern instructional strategies and providing continuous professional development for teachers will help improve the perception and effectiveness of Home Economics in Nigerian secondary schools (Adebayo, 2021).

Home Economics-Based Entrepreneurship Education

Integrating entrepreneurship education into the Home Economics curriculum is a strategic approach to equip students with business acumen alongside traditional home management skills. This integration aims to foster an entrepreneurial mindset, enabling students to identify and capitalise on business opportunities within the domains of food and nutrition, textiles and family services. Such an approach not only enhances students' practical skills but also prepares them for self-employment and economic independence (Ifeoma & Uche, 2019).

A study conducted by Ogunleye and Salami (2020) found a significant impact on graduates' application of entrepreneurial skills. The research highlighted that graduates who underwent this integrated curriculum were better equipped to establish and manage their own

businesses, particularly in areas related to their field of study. This demonstrates the effectiveness of incorporating entrepreneurship into Home Economics at an early educational stage.

The integration of entrepreneurship into Home Economics education addresses the broader issue of youth unemployment in Nigeria. By providing students with the skills to create and sustain their own enterprises, this educational approach contributes to economic development and poverty alleviation. It empowers students to become job creators rather than job seekers, thereby playing a crucial role in national development. Research findings indicate that students who receive entrepreneurship training in Home Economics are more likely to start small businesses immediately after graduation (Emmanuel & Chukwu, 2021).

However, the successful implementation of Home Economics-based entrepreneurship education requires a supportive policy framework, adequate funding and continuous professional development for educators. Challenges such as outdated curricula, lack of instructional materials and insufficient practical exposure need to be addressed to maximise the potential benefits of this integrated educational approach. Policymakers must prioritise funding and curriculum reforms to enhance the quality and impact of Home Economics-based entrepreneurship education in secondary schools (Adamu & Yakubu, 2023).

Impact of Home Economics-Based Entrepreneurship Education on Students' Business Skills Development in Secondary Schools

The incorporation of entrepreneurship education into Home Economics curricula has a profound impact on students' business skills development in Nigerian secondary schools. This educational strategy equips students with practical skills and entrepreneurial competencies, enabling them to identify and exploit business opportunities within their communities. As a result, students develop critical thinking, problem-solving abilities and a proactive mindset essential for successful entrepreneurship (Olawale & Akinyemi, 2020).

Empirical studies have demonstrated the effectiveness of this integrated approach. Research conducted in North-East Nigeria revealed that graduates of the NCE Home Economics program, which includes entrepreneurship components, showed a significant application of entrepreneurial skills in their professional endeavours. These graduates were more likely to establish small-scale enterprises in areas such as catering, fashion design and interior decoration, directly applying the skills acquired during their education. This highlights the real-world benefits of integrating entrepreneurship education within the Home Economics curriculum (Omotayo & Udochi, 2021).

Furthermore, the integration of entrepreneurship education within Home Economics has been linked to increased innovation and creativity among students. By engaging in practical projects and business simulations, students learn to develop business plans, manage resources and navigate market dynamics. This experiential learning fosters a deeper understanding of business operations and enhances students' confidence in their entrepreneurial capabilities. A study in Lagos State found that students who participated in entrepreneurship-oriented Home Economics programs exhibited higher levels of creativity and problem-solving skills compared to their peers (Ibrahim, 2021).

The positive outcomes of this educational approach extend beyond individual skill development. By producing graduates equipped with entrepreneurial skills, secondary schools contribute to the broader economic development of their communities. These young entrepreneurs create employment opportunities, stimulate local economies and serve as role models, inspiring others to pursue entrepreneurial ventures. This ripple effect underscores the societal value of integrating entrepreneurship education into Home Economics curricula (Nwachukwu & Ogu, 2023).

However, challenges persist in the widespread adoption of this educational model. Issues such as inadequate funding, limited access to modern teaching resources and insufficient training for educators hinder the effective delivery of entrepreneurship education within Home Economics. Addressing these challenges requires collaborative efforts from educational authorities, policymakers and community stakeholders to ensure that students receive comprehensive and practical entrepreneurial training (Eze, 2020).

In conclusion, Home Economics-based entrepreneurship education plays a vital role in developing students' business skills in Nigerian secondary schools. By equipping students with both practical and entrepreneurial competencies, this integrated approach prepares them for successful careers and contributes to the economic advancement of their communities. To maximise its impact, concerted efforts must be made to overcome existing challenges and enhance the quality of entrepreneurship education within the Home Economics curriculum (Adediran & Okonkwo, 2024).

METHODOLOGY

This study used the descriptive survey research design. The population of the study consisted of 2,132 secondary school students offering Home Economics as a subject in Jos North Local Government Area. The sample of the study were 200 students selected from 10 secondary schools in the selected locality. The random sampling technique was used to select the sample schools and respondents. The instrument for data collection was a structured questionnaire titled "Impact of Home Economics-Based Entrepreneurship Education on Students' Business

Skills Development in Secondary Schools (IHEBESBSDSS)". The questionnaire was a four-point Likert scale comprising of 15 items. The instrument was validated by experts through face validity. A reliability coefficient of 0.89 was found through a pilot study. The instrument for data analysis was mean score and the chi-square was used to test hypotheses at 0.05 level of significance.

RESULTS

Analysing of Research Questions

Research Question One: To what extent does Home Economics-based entrepreneurship education enhance students' business skills development in secondary schools in Jos North Metropolis?

Table 1: Mean Score Showing the extent Home Economics-based entrepreneurship education enhances students' business skills development in secondary schools in Jos North Metropolis

S/N	Items	SA	A	D	SD	Total	\bar{x}
1	Home Economics enhances students' financial management skills.	102	36	46	16	622	3.11
2	Home Economics entrepreneurship education improves students' creativity and innovation.	48	108	20	24	580	2.90
3	Skills acquired from Home Economics help students in record keeping and inventory management.	42	100	34	24	560	2.80
4	Home Economics-based entrepreneurship education promotes problem-solving skills in business management.	36	124	32	8	588	2.94
5	The course prepares students to be self-reliant through business skill acquisition.	62	26	72	40	510	2.55

Table 1 above reveals that all the items are rated above the acceptance level of 2.50. This indicates that respondents agree that Home Economics-based entrepreneurship education significantly enhances students' business skills development. Specifically, it aids in financial management, boosts creativity and innovation, improves record-keeping and inventory management, promotes problem-solving in

business and prepares students for self-reliance through business skill acquisition.

Research Question Two: What are the challenges hindering the effective integration of entrepreneurship education into Home Economics in secondary schools in Jos North Metropolis?

Table 2: Mean Score Showing the Challenges Hindering Entrepreneurship Education in Home Economics

S/N	Items	SA	A	D	SD	Total	\bar{x}
6	Lack of adequate funding hinders effective entrepreneurship education in Home Economics.	104	20	40	36	592	2.96
7	Inadequate practical facilities limit skill acquisition in Home Economics entrepreneurship education.	176	8	4	12	748	3.74
8	Limited time allocated for practical entrepreneurship activities affects students' business readiness.	88	40	68	24	632	3.16
9	Theoretical emphasis in Home Economics reduces students' practical exposure.	124	20	44	12	656	3.28
10	Shortage of qualified teachers affects the effective integration of entrepreneurship education in Home Economics.	110	36	42	12	644	3.22

Table 2 above shows that all the identified challenges have mean scores above the acceptance level of 2.50. This suggests that respondents acknowledge significant barriers to the effective integration of entrepreneurship education in Home Economics. These challenges include inadequate funding, limited practical facilities, insufficient time for

hands-on entrepreneurship activities, excessive theoretical focus and a shortage of qualified teachers.

Research Question Three: How does practical entrepreneurship training in Home Economics impact students' ability to start and manage small-scale businesses?

Table 3: Mean Score Showing How Practical Entrepreneurship Training in Home Economics Impacts Students' Ability to Start and Manage Small-Scale Businesses

S/N	Items	SA	A	D	SD	Total	\bar{x}
11	Practical entrepreneurship training equips students with the necessary skills to start small-scale businesses.	66	104	8	22	610	3.05
12	Exposure to real-life business simulations in Home Economics boosts students' confidence in business management.	92	36	28	44	576	2.88
13	Entrepreneurship training in Home Economics enables students to identify and explore business opportunities.	158	42	0	0	798	3.99
14	Students trained in Home Economics entrepreneurship education develop a strong entrepreneurial mindset.	124	36	32	8	798	3.38
15	Hands-on entrepreneurship training in Home Economics prepares students to handle business challenges effectively.	140	8	32	20	660	3.30

Table 3 above reveals that all the items have mean scores above 2.50, indicating strong agreement among respondents that practical entrepreneurship training in Home Economics positively impacts students' ability to start and manage small-scale businesses. The training equips students with essential business skills, boosts their confidence, helps them identify and explore business opportunities, fosters an entrepreneurial mindset and prepares them to tackle business challenges effectively.

Hypotheses

Testing of Hypothesis

H₀₁: There is no significant relationship between Home Economics-based entrepreneurship education and students' business skills development in secondary schools in Jos North Metropolis.

Table 4: Chi-square test result of significant difference between Home Economics-based entrepreneurship education and students' business skills development.

Cells	f_o	f_e	Df	χ^2_{cal}	χ^2_{crit}	Decision
5	11	47.60	12	61.78	16.92	H ₀₁ Rejected

From the above table 4, the calculated value χ^2 61.78 is greater than the table value χ^2 crit 16.92 i.e. $61.78 > 16.92$. Therefore, the researcher rejected the null hypothesis and accepted the alternative hypothesis which states that there is a statistically significant relationship between Home Economics-based entrepreneurship education and students' business skills development in secondary schools in Jos North Metropolis.

Hypothesis two

H₀₂: There is no significant relationship between the challenges hindering the effective integration of entrepreneurship education and the implementation of Home Economics in secondary schools in Jos North Metropolis.

Table 5: Chi-square test result of significant relationship between the challenges hindering the effective integration of entrepreneurship education and the implementation of Home Economics in secondary schools in Jos North Metropolis.

Cells	f_o	f_e	Df	χ^2_{cal}	χ^2_{crit}	Decision
5	11	32.60	12	40.67	16.92	H ₀₂ Rejected

From the above table 5, the calculated value χ^2 40.67 is greater than the table value χ^2 crit 16.92 i.e. $40.67 > 16.92$. Therefore, the researcher rejected the null hypothesis and accepted the alternative hypothesis indicating there is a significant relationship between the challenges hindering the

effective integration of entrepreneurship education and the implementation of

Home Economics in secondary schools in Jos North Metropolis.

Hypothesis three

H₀₃: There is no significant relationship between practical entrepreneurship training in Home Economics and

students' ability to start and manage small-scale businesses.

Table 6: Chi-square test result of the significant relationship between practical entrepreneurship training in home economics and students' ability to start and manage small-scale businesses.

Cells	<i>f_o</i>	<i>f_e</i>	Df	<i>x</i> ² <i>cal</i>	<i>x</i> ² <i>crit</i>	Decision
5	6	16.40	12	361.33	16.92	H ₀₃ Rejected

From the above table 6, the calculated value x^2 361.33 is greater than the table value x^2 crit 16.92 i.e. $361.33 > 16.92$. Therefore, the researcher rejected the null hypothesis and accepted the alternative hypothesis indicating there is a significant relationship between practical entrepreneurship training in Home Economics and students' ability to start and manage small-scale businesses.

Discussion of Findings

The findings of this study reveal that Home Economics-based entrepreneurship education significantly enhances students' business skills development in secondary schools within Jos North Metropolis. Respondents strongly agreed that Home Economics fosters financial management skills, creativity, record-keeping, problem-solving and self-reliance through business skill acquisition. This aligns with the findings of Okoro and Etuk (2017), who emphasised that integrating entrepreneurship education into Home Economics equips students with essential business skills, enhancing their ability to manage financial resources, innovate and sustain entrepreneurial ventures. Their study highlights the role of Home Economics in bridging the gap between theoretical knowledge and practical business applications, reinforcing the current study's conclusion.

However, the study also identified significant challenges hindering the effective integration of entrepreneurship education into Home Economics. These include inadequate funding, limited practical facilities, insufficient time for hands-on activities, excessive theoretical focus and a shortage of qualified teachers. These findings are consistent with the study by Eze (2020), which reported that entrepreneurship education in Nigerian secondary schools faces substantial barriers, particularly due to inadequate resources and a lack of well-trained educators. Their study emphasised that overcoming these challenges requires policy intervention and increased investment in educational infrastructure to facilitate more practical-based learning experiences.

Furthermore, the study demonstrates that practical entrepreneurship training in Home Economics significantly impacts students' ability to start and manage small-scale businesses. The respondents agreed that hands-on training boosts confidence, fosters an

entrepreneurial mindset, helps students identify business opportunities and prepares them to handle challenges in business management. This finding is supported by Oviawe (2020), who found that students who undergo practical entrepreneurship training develop stronger business acumen, resilience and innovation skills. Oviawe emphasised that practical exposure enhances students' readiness for real-world business ventures, making entrepreneurship education a crucial component of Home Economics.

Conclusion

In conclusion, the study has shown that Home Economics-based entrepreneurship education plays a crucial role in enhancing students' business skills development by fostering financial management, creativity, problem-solving and self-reliance. However, its effective implementation is hindered by challenges such as inadequate funding, limited practical facilities, insufficient time for hands-on activities, excessive theoretical focus and a shortage of qualified teachers. Despite these challenges, the study confirms that practical entrepreneurship training in Home Economics significantly equips students with the necessary skills to start and manage small-scale businesses. Therefore, addressing these barriers through improved funding, enhanced teacher training and a greater emphasis on practical learning will further strengthen the impact of Home Economics on entrepreneurial development among secondary school students,

Recommendations

1. Given that inadequate practical facilities and insufficient funding hinder effective entrepreneurship education in Home Economics, the government and school administrators should allocate more resources to equip schools with modern practical facilities. This includes establishing well-equipped Home Economics laboratories and providing financial support to facilitate hands-on business simulations, ensuring students gain real-world entrepreneurial experience.
2. Since a shortage of qualified teachers negatively impacts the integration of entrepreneurship education into Home Economics, educational stakeholders should prioritise the recruitment and

continuous professional development of Home Economics teachers. Regular training workshops and certification programs should be introduced to enhance teachers' competence in delivering practical entrepreneurship education effectively.

3. To strengthen students' ability to start and manage small-scale businesses, the curriculum should place greater emphasis on practical entrepreneurship training, such as mentorship programs, business incubators and internships with local entrepreneurs. Schools should collaborate with business experts to provide students with exposure to real-life entrepreneurial experiences, fostering confidence and skill development

REFERENCES

- Adamu, M., & Yakubu, L. (2023). Challenges and prospects of Home Economics-based entrepreneurship education in Nigeria. *Journal of Vocational Studies*, 15(2), 112–130.
- Adebayo, T. (2021). *Entrepreneurship and economic transformation: The role of self-reliance in national development*. Lagos: Greenfield Publishers.
- Adediran, O., & Okonkwo, P. (2024). The role of Home Economics-based entrepreneurship education in economic development. *African Journal of Educational Research*, 19(1), 55–72.
- Adeyemi, S., & Olatunji, F. (2020). The significance of Home Economics in Nigerian secondary school education. *Nigerian Journal of Home Economics*, 12(1), 45–60.
- Emmanuel, P., & Chukwu, N. (2021). Entrepreneurship education and its impact on Home Economics graduates. *Journal of Entrepreneurial Studies*, 14(2), 203–219.
- Eze, P. (2020). *Entrepreneurship education and its impact on youth employment*. Enugu: Sunrise Publications.
- Ibrahim, M. (2021). *The integration of entrepreneurship education into Home Economics: A pathway to economic sustainability*. Kano: Bright Future Press.
- Ifeoma, C., & Uche, A. (2019). The importance of integrating entrepreneurship education into Home Economics. *Journal of Vocational and Technical Education*, 9(1), 88–102.
- Nwachukwu, L., & Ogu, E. (2023). The role of secondary schools in fostering entrepreneurial skills through Home Economics. *West African Journal of Education*, 16(3), 132–149.
- Ogunleye, J., & Salami, O. (2020). Entrepreneurship education within the NCE Home Economics program in Nigeria. *African Journal of Home Economics and Entrepreneurship*, 13(1), 74–90.
- Ojo, L. (2023). *Business skills development through Home Economics-Based Entrepreneurship Education in secondary schools*. Ibadan: Royal Academy Press.
- Okafor, C. (2022). *Home Economics-Based Entrepreneurship Education: Bridging the gap between theory and practice*. Abuja: National Research Institute.
- Okoro, C., & Etuk, G. (2017). *The role of Home Economics in entrepreneurship education: Bridging the gap between theory and practice*. *International Journal of Vocational and Technical Education*, 9(3), 112–125.
- Olawale, F., & Akinyemi, T. (2020). Business skills development through Home Economics-based entrepreneurship education. *Journal of Business and Technical Education*, 18(2), 215–232.
- Omotayo, J., & Udochi, C. (2021). Assessing the entrepreneurial outcomes of Home Economics education. *Nigerian Journal of Educational Research*, 14(1), 98–115.
- Oviawe, J. (2020). *Impact of practical entrepreneurship training on students' business skills development in Nigerian secondary schools*. *African Journal of Business and Education*, 7(1), 78–94.

Cite this Article: Ochigbo, S. E. (2025). Impact of home economics-based entrepreneurship education on students' business skills development in secondary schools in Jos North Metropolis. *Impact International Journals and Publications*, 1(1),6-13.