

Research Article

Home Economics as Mechanism for Actualizing Nigeria's National Economic Empowerment Development Strategies

Oghenero Ruth Omorogieva* , Nkeiruka Nwabah

Department of Home Economics, University of Benin, Benin City, Nigeria

Abstract

Home Economics is a skill-oriented discipline with potential to address unemployment, poverty, and related social challenges in Nigeria. Despite the implementation of the National Economic Empowerment and Development Strategy (NEEDS), achieving its core objectives of poverty reduction, employment generation, and wealth creation, remains a challenge. This study therefore examined how knowledge and skills acquired in Home Economics can contribute to the realization of these objectives, particularly among youth. A descriptive survey design was adopted using a purposive sample of 1,199 undergraduate students from the Department of Vocational and Technical Education, University of Benin, Nigeria. Data was collected by the use of a structured questionnaire and analyzed using descriptive statistics. Findings revealed that over 70% of respondents agreed that skills acquired in Home Economics, such as catering, fashion design, interior decoration, bead making, and childcare can significantly promote poverty reduction, employment generation, and wealth creation. High levels of agreement were recorded across all three NEEDS objectives, indicating strong perceived relevance of Home Economics in economic empowerment. The study concludes that Home Economics is a viable mechanism for achieving key objectives of NEEDS. It recommends increased government support and enrollment in Home Economics programs to enhance skill acquisition, foster self-reliance, promote job creation, and reduce poverty and social vices associated with unemployment.

Keywords

Poverty Reduction, Wealth Creation, Curriculum Development, Unemployment, Societal Menace

1. Introduction

Home Economics as a multidisciplinary course geared toward empowerment and well-being of individual, families, and communities, was introduced into Africa through missionary activities in the first half of twentieth century [4, 22, 29]. It facilitates the development of attributes for lifelong learning for paid, unpaid, and voluntary work, as well as improved living conditions. This came at the time when approved educational system was encouraged to inculcate sellable skills for self-reliance, employment and wealth creation in

its curriculum [24]. In addition, Home Economics as a skills-oriented discipline, enables individuals to acquire relevant life skills that provide a framework for self-discovery and employment opportunities. Moreover, experts in Home Economics have applied their skills in various aspects of the subject to problems of unemployment, improving value orientation, and wealth creation at one point or another [14].

In Nigeria, there has been a radical and conscious effort by the government to implement a series of economic reforms to

*Correspondence: Oghenero Ruth Omorogieva (oghenero.omorogieva@uniben.edu)

Received: 12 April 2026; Accepted: 7 May 2026; Published: 28 May 2026



improving the economy and consequently reduce the level of unemployment and poverty. This led to formulation of various policies and programs with the intended aim of fast-tracking wealth creation, poverty reduction, employment generation, self-development, and childcare (Table 1). A recent initiative in this regard is the National Economic Empowerment Development Strategies (NEEDS) aimed at laying a solid foundation for sustainable poverty reduction, employment generation, wealth creation and value-oriented economy through government support in agricultural activities, industry development, small and medium scale enterprises (SME) as well as oil and gas [5, 23]. However, these policies and programs failed to achieve their aims because of government lack of enforcement of such policies and programs. More worrisome is the rising rate of unemployment resulting from unplanned economy and overdependent on oil and gas sector [27, 38].

NEEDS aimed at socio-economic life to reduce poverty and societal menaces through sustainable poverty reduction, employment generation, wealth creation and value oriented by involving the action of human and natural resources to produce goods necessary to satisfy the needs of the community [5]. Accordingly, the current study was to assess students' perception on the ability of Home Economics discipline to meet the goals of NEEDS through the acquisition of skills in the

areas of catering (food and nutrition), fashion design (clothing and textile arts), interior decoration (home management), bead making and child care in actualizing the first three objectives of NEEDS (poverty reduction, employment generation, and wealth creation). This is because study has shown that the involvement of students in policy making yield positive results in the transformation of educational sector and advancement of societal growth [13, 21, 35]. Further, students being stakeholders and beneficiaries of educational outcomes, as well as determinants of examination results would not be out of place to seek their opinion in policy formulation and implementation [21]. The outcome of the study will help advise government and stakeholders including parents and community opinion leaders in empowering youth and jobseekers on self-employment and sustainability through value orientation, wealth and job creation related to Home Economics [12, 22, 26]. This will eventually facilitate the attainment of NEEDS in relation to Sustainable Development Goals (SDGs). For example, in Kenya and Turkey, similar research was carried out to assess the involvement of students in policymaking. The outcome of the research showed that student involvement in decision-making enhances growth and development of society compared to when they are sidelined [13, 21].

Table 1. Some programs established by Nigeria Government to eradicate poverty and create wealth.

Programme Title	Main Objective (s)	Source/Citation	Year
Structural Adjustment (SAP)	Diversify the productive base of the economy and curtail dependence on oil. Achieve fiscal and balance payment viability and improve efficiency through private-led development.	[1, 32] https://nairametrics.com/wp-content/uploads/2013/04/Nigeria_proposal.pdf	June 1986
Operation Feed the Nation (OFN)	To bring about increased and self-sufficiency in food production in Nigeria.	[5] https://www.irglobal.com/article/impact-of-selected-agricultural-policies-and-intervention-programs-in-nigeria-1960-till-date/	May 1976
Family Economic Advancement Programme (FEAP)	The programme stressed on areas like health, education, women in development, agriculture, child welfare and youth development, disability, destitution, income generation.	[5] https://www.irglobal.com/article/impact-of-selected-agricultural-policies-and-intervention-programs-in-nigeria-1960-till-date/	1996
Family Support Program (FSP)	Stimulate and motivate rural women towards achieving better living standards. Encourage recreation and enrich family life; and inculcate the spirit of self-development in health, education, women in development, agriculture, child welfare and youth development, and income generation.	[5] https://www.irglobal.com/article/impact-of-selected-agricultural-policies-and-intervention-programs-in-nigeria-1960-till-date/	1994
Poverty Alleviation Program (PAP)	Employment generation.	[6]. file:///C:/Users/user/Downloads/47564-Article%20Text-59294-1-10-20091106.pdf	2000
National Economic Empowerment Development Strategies (NEEDS)	Poverty eradication, employment generation, wealth creation and value reorientation.	[5, 23] https://www.irglobal.com/article/impact-of-selected-agricultural-policies-and-intervention-programs-in-nigeria-1960-till-date/	1999

Programme Title	Main Objective (s)	Source/Citation	Year
National Poverty Eradication Program (NAPEP)	Reduction of poverty.	[36] http://www.napep.gov.ng/	2001
Micro Credit Scheme (MCS)	Poverty eradication.	[3] https://en.wikipedia.org/wiki/National_Poverty_Eradication_Programme	2005

2. Methodology

2.1. Participants and Procedures

This study was designed to assess the year 2 to 4 students of Home Economics students, and their cohorts in related disciplines found in the Faculty of Vocational and Technical Education, University of Benin, Nigeria. The study population was exposed to NEEDS through the required curriculum. The study used a survey in data acquisition because it is preferable when developing information about opinions, attitudes, and behavioral attribute of individuals within a population [8, 30].

The total number of participants was 1199 with ages ranging between fifteen and thirty years. The sample consisted of male ($n=517$) and female ($n=682$) students from the Department of Home Economics (majors included Business Education, Home Economics Education, Agricultural Education, and Industrial Technical Education). See Table 2 for sample characteristics. These consists of male and female second to final year students drawn from the Home Economics, University of Benin were purposely chosen because of their level of knowledge of Home Economics and the objectives of NEEDS. Just before the questionnaires were administered, participants were informed by the researcher in a group discussion about the purpose of the study. The participants were engaged with open-ended questions, which prompted participants to articulate their understating and experiences on the subject and how the answers generated can be applied to meet the first three objectives of NEEDS. These questions adhere to the guidelines put forward by Smith [34].

2.2. Measures

The instrument applied in the study was a structured questionnaire that included 15 questions about the ability of Home Economics sub disciplines to meet each of the first three objectives of NEEDS (poverty reduction, employment generation, and wealth creation). Students rated each item on a scale from “disagree” to “strongly agree.” The instrument was first tested to ascertain its reliability using Cronbach-alpha coefficient techniques after the certification by two senior faculty

members who were carefully selected from the Home Economics Department. Afterward, the questionnaire was conducted with 50 students who are part of the study population. Data were coded and analyzed using Cronbach-alpha, which gave a reliability coefficient of 0.753.

The questions regarding NEEDS included 1. To what extent can Home Economics actualize the objective of NEEDS in sustainable poverty reduction? 2. To what extent can Home Economics actualize NEEDS objective of sustainable employment creation? and 3. To what extent can Home Economics help actualize the objectives of NEEDS in sustainable wealth creation? The structured questionnaire was administered in a large auditorium to the respondents who answered the questions in pencil. The dataset generated was subjected to descriptive statistical analysis.

3. Results

Table 2. Demographic information of respondents.

Variables	Attributes	Frequency	Percent (%)
Age (years)	15-20	310	25.9
	21-25	786	65.5
	26-30	103	8.60
Sex	Male	517	43.10
	Female	682	56.90
Marital Status	Single	1158	96.60
	Married	41	3.40
Educational Attainment (Level)	Year 2	579	48.30
	Year 3	289	24.10
	Year 4	331	27.60

The results obtained on how Home Economics can facilitate the actualization of the first objective of NEEDS (poverty reduction) are presented in Tables 3, 4, and 5.

Table 3. Percentages of Agreement Regarding Poverty Reduction.

S/N	Sub discipline of Home Economics	NEEDS first objective (poverty reduction).	
		Strongly Agreed	Disagree
1	To what extent can catering skills eradicate poverty?	1,158 (96.55%)	41 (3.45%)
2	To what extent can fashion designing skills eradicate poverty?	1,095 (91.4%)	103 (8.6%)
3	To what extent can interior decoration skills reduce poverty?	1,054 (87.9%)	145 (12.1%)
4	To what extent can bead making skills eradicate poverty?	971 (81%)	228 (19%)
5	To what extent can childcare service skills help to eradicate poverty?	910 (75.9%)	289 (24.1%)

Regarding poverty reduction, the results show a strongly agreed range from 75.9% to 96.55% in each category of Home Economics sub disciplines. As for employment generation, the

percentages strongly agreed ranged from 51.7% - 94%. However, the lowest percentage addressed one's experience in helping others obtain jobs. Regarding wealth creation, percentages strongly agreed ranged from 86.2% - 100%.

Table 4. Percentages of Agreement Regarding Employment Generation.

S/N	Home Economics discipline	NEEDS second objective (employment generation)	
		Strongly Agreed	Disagreed
6.	To what extent can Home Economics skills help in skill acquisition?	1137 (94.8%)	62 (5.2%)
7.	To what extent have I been able to create jobs for others because of my knowledge in Home Economics?	620 (51.7%)	579 (48.3%)
8.	To what extent can Home Economics skills make one self-employed?	1034 (86.2%)	165 (13.8%)
9.	To what extent can Home Economics skills reduce unemployment?	1137 (94.8%)	62 (5.2%)
10.	To what extent can Home Economics skills generate employment?	1076 (89.7%)	123 (10.3%)

Table 5. Percentages of Agreement Regarding Wealth Creation.

S/N	Home Economics Discipline	NEEDS third objective (wealth creation)	
		Strongly Agreed	Disagree
11.	To what extent can Home Economics skills aid economic growth?	1199 (100%)	0 (0%)
12.	To what extent can Home Economics skills generate wealth?	1179 (98.3%)	20 (1.7%)
13.	To what extent can Home Economics skills make people self-reliant and independent financially?	1054 (87.9%)	145 (12.1%)
14.	To what extent can Home Economics knowledge lead to creation of wealth?	1054 (87.9%)	145 (12.1%)
15.	To what extent can training in Home Economics increase the capacity to generate wealth?	1034 (86.2%)	165 (13.8%)

4. Discussion

When individuals or groups of people are trained in fashion design, interior decoration, beads making and childcare services, they can set up private businesses as well as being employed to make money through the services rendered. For example, someone who is equipped with knowledge and skills in fashion design can make quality wear for sale, and as a result make money and overcome poverty. The results obtained in this study show that 91.4% of the respondents' buttress that the skills acquired in fashion design as an aspect of Home Economics can reduce poverty and increase wealth compared to 8.6% who disagreed. Similarly, 96.55%: 3.45% was obtained for catering; 87.9%: 12.1% for interior decoration; 81%: 19% for bead making and 75.9%: 24.1% for childcare respectively. Studies have shown that unemployment has a direct link with poverty. According to Gupta [18], unemployed people have no means of earning and as result cannot fulfill both personal and family basic needs. This will eventually lead to financial crisis, hunger, gloom, indebtedness, and stealing, self-pity, and in some terrible circumstances depression and suicide [25]. This was further justified in the work of Benson and Felix [7] that an unemployed person can only think of two things "commit crime or make effort to get out of poverty. Interestingly, one can be poor even when one is employed because all employees may not adequately meet their needs including that of their loved ones [25]. Therefore, to overcome poverty, one must be able to adequately meet his or her needs through sufficient earnings either by full-time employment or through fixed, casual, apprentice, and employment agency by acquiring the necessary skills to handle the responsibility attached to such office or duties [9, 15, 27].

According to the International Labour Organization [20], one of the strategies of generating employment is by implementing vocational and entrepreneurial skills programs for which Home Economics is an asset. In this study, Tables 4 and 5 revealed the contribution of Home Economics skills to employment generation and wealth creation respectively. Data generated shows a range of 51.6% - 94.8% positive response on how the study and acquisition of Home Economics skills can facilitate employment generation against 5.2% - 48.0% disclaimer. Conversely, 86.2% - 100% positive affirmation in contradiction of 0% - 13.8% for wealth generation recorded in this study. According to the study conducted by Curtain [10], revealed that increase in productivity and the quality of services rendering depends on the skills of the workforce in place. Japan and China for example took advantage of investing huge resources in training their workforce on life skills, which Home Economics provides; the outcome is amazing as both labour and economy grew by at least 10 percent a year [14]. Self-employed people through acquisition of skills contribute significantly to national Gross Domestic Product (GDP) by establishing small firms, which have potential for rapidly generating large numbers of new jobs and raising productivity to increase incomes, provided the right policy measures are in place to support them. This shows that investing in life skills provided

by courses like Home Economics will be a step in the right direction in meeting the objectives of NEEDS in sustainable job creation [17, 37]. This is because when employable skills are acquired, people get paid or become self-employed, which translates to poverty and unemployment reduction because people earn money, and they can meet individual and allied needs.

The third objective of NEEDS is to lay a solid foundation of wealth creation for every Nigerian. According to Advanced Learners English Dictionary 2003 edition, wealth is the possession of a large amount of money, property or other valuable things; although wealth means different thing to different people but overall, it is the general wellbeing of human affairs. When people are hired or self-employed, they earn money to meet their needs. However, wealth can only be generated when income exceeds expenditure; the unspent amount can be saved and subsequently invested in a small or medium scale business, which when properly managed, would yield more income [33]. Home Economics possesses the technical knowhow in equipping individuals with saleable skills for self-employment, self-reliance, and consequently creation of wealth through investment of excess earning [2, 10, 19, 17]. Study has shown that wealth is the opposite of poverty; if you are not employed and do not earn to meet your needs, you become poor. Conversely, when you are employed, you earn a living and consequently contribute to the welfare of your family, friends, and relatives as well as societal development. Investing savings will amount to earning more money, which will eventually translate to wealth creation [33]. Lamongan Regency, Indonesia was known for poverty. However, Gamawa [16]. applied the study of Home Economics in assessing the efficiency of individuals with respect to self-efficacy, self-esteem, life interest, and role behavior. He observed that people were better informed and as result developed life skills through training in Home Economics, which were applied in solving the long-aged issue of unemployment. The outcome of the training eventually led to poverty eradication in the study area through self-employment and wealth generation. Interestingly, application of Home Economics knowledge and skills is able to generate multiple employment because the trainee is able to set up a small scale business as well as translating the knowledge and skills to recruits personnel who will in turn set up their own business where they will equally employ and train others [11, 28, 31]. Under employment and unemployment are the primary sources of poverty leading to societal vices. In many countries, children as young as twelve (12) years of age are heads of families due to loss of their parent(s) or abandonment by wards. When such children and individuals are equipped with life skills through formal and informal education, they may become self-employed and or be hired to earn good pay to meet their daily needs as well as investing to create wealth. This will eventually result in poverty reduction and wealth creation because they are able to create employment through acquisition of life skills and earn good pay. When people are engaged, they have less time for thinking ill, consequently leading to reduction in societal vices.

Home Economics is one subject area in the field of Vocational Education that provides such skills through practical and theoretical training to become self-reliant and productive.

5. Conclusion

The results recorded in the study showed that acquisition of Home Economics knowledge and skills in catering; fashion design; interior decoration; bead making and childcare can help actualize the aim of NEEDS by supporting sustainable job creation, self-reliance/employment, poverty reduction and wealth creation. When people are employed and engaged with specific assignments, there will be visible economic growth and societal development. Therefore, Home Economics is an indispensable tool in actualizing the first three objectives of NEEDS. By and large, government should create an enabling environment and policies that will encourage the study of Home Economics at all levels of education to build skills that will facilitate employment and wealth generation and consequently reduce poverty and discourage social vices caused by unemployment and or under employment.

6. Recommendations

From the findings of the study, the following recommendations are put forward;

- 1) Government and educational authorities should integrate and expand Home Economics programs in secondary and tertiary institutions to promote practical skill acquisition relevant to employment and self-reliance.
- 2) Campaigns and guidance programs should be implemented to encourage young people to enroll in Home Economics, emphasizing its potential for entrepreneurship, job creation, and wealth generation.
- 3) Government and financial institutions should offer grants, soft loans, and microcredit schemes to graduates of Home Economics to enable them to establish small and medium-scale enterprises.
- 4) The Home Economics curriculum should be updated to include business management, innovation, and entrepreneurial skills to better equip students for self-employment and economic participation.
- 5) Policymakers should develop and enforce policies that support vocational training, including provision of modern facilities, equipment, and partnerships with industries to ensure practical exposure and sustainable skill development.

Abbreviations

NEEDS	National Economic Empowerment Development Strategies
SME	Small and Medium Scale Enterprises
SAP	Structural Adjustment Program
OFN	Operation Feed the Nation

FEAP	Family Economic Advancement Program
FSP	Family Support Programme
PAP	Poverty Alleviation Programme
NAPEP	National Poverty Eradication Program
MCS	Micro Credit Scheme

Acknowledgments

The authors sincerely acknowledge Osakpolor M. Omorogieva for the thorough proofreading of this manuscript and for the valuable suggestions that improved its clarity and quality.

Author Contributions

Oghenero Ruth Omorogieva: Conceptualization, Resources, Data curation, Formal Analysis, Funding acquisition, Investigation, Methodology, Visualization, Writing – original draft

Nkeiruka Nwabah: Methodology, Project Administration, Supervision, Validation, Writing – review & editing

Conflicts of Interest

No conflict of interest of any kind is associated with this article.

References

- [1] Abah, D., and Naakiel, P. W (2016). Structural adjustment programme in Nigeria and its implication on socio-economic development, 1980-1995². *Calabar Historical Journal*, 6(2), 2315-8816.
- [2] Abbas, M. Z (2014). Home Economics education: an instrument for alleviating poverty and job creation for economic development of African states and sustainable development in Nigeria. *World Educators Forum*, 1-13.
- [3] Agba, A. M., Ocheni, S., and Nkpoyen, F (2014). Microfinance credit scheme and poverty reduction among low-income workers in Nigeria. *Journal of Good Governance and Sustainable Development in Africa*, 2(1), 1-13.
- [4] Alabi, F (2015). The role of home economics in poverty alleviation for national development. *International Journal of Contemporary Applied Sciences*, 2(8), 72-80.
- [5] Attorneys, L (2020). Impact of selected agricultural policies and intervention programs in Nigeria- 1960-date. Retrieved online 28th December 2020. <https://www.irglobal.com/article/impact-of-selected-agricultural-policies-and-intervention-programs-in-nigeria-1960-till-date/>
- [6] Bello, R. A., Toyebi, G. O. A., Balogun, I. O., and Akanbi, S. B (2009). Alleviation programs and economic development in Nigeria: a comparative assessment of Asa and Ilorin west local gov. areas of Kwara State, Nigeria. *African Research Review*, 3(4), 283-297.

- [7] Benson, A., and Felix, E. O (2014). Assessment of extent of skill acquisition for self-reliance by students in Junior Secondary School in Oliafia education zone in Abia State, Nigeria. *International Conference on 21st Century Education at Dubai Knowledge, 2*, 10-20.
- [8] Brewer, G., and Hunt, C (2017). Exposure to the fashion industry: a design student perspective. *International Journal of Fashion Design, Technology and Education*, <https://doi.org/10.1080/17543266.20171298159>
- [9] Business Victoria (2023). Employment types and hiring options. State Government of Victoria. Retrieved online, <https://www.business.vic.gov.au/hiring-and-managing-staff/employment-types>
- [10] Curtain, R (2000). "Concept paper: identifying the basis for a youth employment strategy aimed at transition and developing economies", *United Nations Department of Economic and Social Affairs, Division for Social Policy and Development, New York*. <http://www.un.org/esa/socdev/youthemployment/1-curtain.pdf>
- [11] Curtain, R (2001). Youth and Employment: a Public Policy Perspective. *Development Bulletin, No 55*, pp 7-11.
- [12] Damole, O. T (2011). Emerging issues on universal basic education curriculum in Nigeria: implication for the science and technology component. *Pakistan Journal of Social Science*, 8(1), 62-68.
- [13] Dundar, S (2015). Students' Participation to the Decision-Making Process as a Tool for Democratic School. *Educational Sciences: Theory and Practice*, 13(2), 867-875. www.edam.com.tr/estp
- [14] Ejinkeonye, U. B., and Uloko, M. E (2010). Home Economics Education as instrument for achieving the 7-point agenda in Nigeria for national development. *Knowledge Review*, 21(1), 37-39.
- [15] Ewubare, M. U., Asarah, M. O (2017). Skill acquisition in vocational and technical education: a panacea for sustainable wealth creation -perception of college of education home economics students. *International Journal of Innovative Development and Policy Studies*, 5(4), 71-79.
- [16] Gamawa, A. I (2015). The role of Home Economics Education in alleviating poverty for sustainable development and human capacity building in Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies 2015*, 6(7), 325-330.
- [17] Grace, S. F (2012). Promoting Home Economics education for poverty reduction in Nigeria. *African Education Indices*, 4(1), 197-203.
- [18] Gupta, S (2019). What is the relationship between poverty and unemployment? Retrieved online at, <https://www.quora.com/What-is-the-relationship-between-poverty-and-unemployment>
- [19] Ikemelu, C. R (2010). Wealth creation and poverty alleviation in Nigeria: The role of information technology (IT). *African Research Review*, 4(4), 212-222.
- [20] International Labour Organization (2019). Generating employment. Accessed online, https://www.ilo.org/jobspact/policy/WCMS_DOC_GJP_ARE_EMP_EN/lang--en/index.htm
- [21] Mati, A., Gatumu, J. C., Chandi, J. R (2016). Students' involvement in decision making and their academic performance in Embu west sub-County of Kenya. *Universal Journal of Educational Research*, 4(10), 2300-2304.
- [22] Mberengwa, L. R., and Mthombeni, F. M (2017). Envisioning an African – centric higher education Home Economics curriculum for the 21st century in creating Home Economics future: the next 100 years' experience, *Chapter 17*. <http://www.tlu.ee/~jaana/Creating%20home%20economics%20futures/Chapter%2017-18.pdf>
- [23] McDonald, U. U., Iloanya, K. O., and Okoye-Nebo, C (2014). National Economic Emancipation and Development Strategy (Needs): A Springboard for Nigerian sustainable development. *Arabian Journal of Business and Management Review*, 4(5), 23–27.
- [24] Muafi, A. S. H., and Hendri, G (2010). The role of life skills training on self-efficacy, self-esteem, life interest, and role behavior for unemployed youth. *Global Journal of Management and Business Research*, 10(1), 132-139.
- [25] Muhammad, U. F., and David, J (2019) Relationship between Poverty and Unemployment in Niger State. *Journal Ilmu Ekonomi*, 8(1), 71-78.
- [26] National Bureau of Statistics (2017). Nigeria unemployment rate: in vanguard news. Accessed online 2017, www.vanguardngr.com
- [27] Nnorom, N., and Adegbesan, E (2018). Unemployed Nigerian increase from 3.3million to 20.9 million. *Vanguard Newspaper*, <https://www.vanguardngr.com/2018/12/unemployed-nigerians-increase-by-3-3m-to-20-9m-nbs/>
- [28] Obasanjo O (2023). An address delivered during the formal launch of the Nigerian Economic Empowerment Development and strategy (NEEDS) at the presidential Villa, Abuja, Nigeria. Accessed online 2023, at www.google.com
- [29] Oladokun, A (2020). Vocational Home Economics Education: A Veritable Tool for Self-Reliance, Poverty Eradication and Sustainable National Development. *Unizik Journal of Art and Humanities*, 21(3), <https://www.ajol.info/index.php/ujah/article/view/207299>
- [30] Olaitan, S. O., Eyo, E. O., and Sowande, K. A (2000). Research skills in education and social science. *Cape Publisher International ltd Owerri Nigeria*.
- [31] Omorogieva, O. R (2015). Home Economics as a tool for actualizing National Economic Empowerment and Development Strategies (NEEDS) in Edo State. *Bachelor of Science in Education Project, Department of Vocational and Technical Education, University of Benin, Nigeria*, p45.
- [32] Oyejide, T. A (1991). Adjustment with growth: Nigerian experience with structural adjustment policy reform. *Journal of International Development*, 3(4), 485-49.

- [33] Scheel, C (2007). Wealth creation in developing countries: linking techno-economic-social networks. EGADE, Tecnológico de Monterrey Av. *Fundadores y R. Tamayo Garza Garcia*, 66269, Nuevo Leon, MEXICO.
- [34] Smith, J. A (1995). Semi structured interviewing and qualitative analysis. in Gayle B. Hunt C. (eds). Exposure to the fashion industry: a design student perspective. *International Journal of Fashion Design, Technology and Education*, <https://doi.org/10.1080/17543266.20171298159>
- [35] Soundout, E. V. (2021). Policy making and meaningful student involvement. *Accessed on November 30*, <https://soundout.org/2015/04/15/policy-making/>
- [36] Wohlmuth, K., Alabi, R. A., Burger, P (2008). New growth and poverty alleviation strategies for Africa: B and regional perspectives. *LIT Verlag Münster*, 60-61.
- [37] World Bank (2001). World development report 2006/2001: attacking poverty. Washington, DC: Oxford University Press.
- [38] Kayode, A., Arome, S., and Anyio, S. F (2014). The rising rate of unemployment in Nigeria: the socio-economic and political implications. *Global Business and Economics Research Journal*, 3(1): 68-89. <http://www.journal.globejournal.org>