



Teachers' Perception on Constraints of Effective Teaching and Learning of Home Economics in Secondary Schools in Delta State

¹Okadigwe John Chukwujekwu and ²Rhoda Uzoamaka Iyegbu

¹Department of Vocational Education (Home Economics Unit),
Delta State University, Abraka

²Department of Home Economics,
Federal College of Education (T), Asaba

ABSTRACT

The study was designed to examine teachers' perception on constraints of effective teaching and learning of Home Economics in Secondary Schools in Delta State. Two research questions and one hypothesis guided the study. The population comprised of 87 teachers of Home Economics in secondary schools in Delta State. Stratified random sampling technique was used to obtain a sample of 45 respondents. Data was collected from respondents using structured questionnaire and hypotheses were tested at 0.05 level of significance using t-test. The results of the analysis revealed that most school administrators do not prioritize Home Economic as a subject, teachers of Home Economics are difficult to get, most persons teaching the subject are not trained in the discipline, it is difficult to teach Home Economics in integrated form, among others. Teachers of Home-Economics percept that the constraints of instructional materials in teaching Home Economics in secondary schools in Delta State were: Instructional materials are very expensive for schools to acquire, insufficient instructional material, unavailability of audio-visual aids, no improvising of instructional material. The study recommended that the government should intensify its efforts at training more Home Economics teachers to fill the existing vacuum. The government should ensure to provide instructional materials in Home Economics, both in rural and urban areas of the State. Teachers of Home Economics should improvise instructional material when needed as it will facilitate teaching/learning process

Keywords: Teachers, Constraints, Home Economics

INTRODUCTION

Home Economics is an aspect of Vocational Education, a skill-oriented subject that can offer learners acquisition of skills for enhancing their capability for self-employment. Home Economics draws its knowledge from the sciences, humanities and arts. It uses human and material resources for positive effect on homes and families. The objective of teaching Home Economics is to help individuals live a purposeful and satisfying life through wise use and management of their human and available material resources (Millicent, 2010). As a field of study, it offers numerous occupational opportunities for self-reliance. The knowledge of Home Economics helps to strengthen the understanding of interconnectedness of dependence, independence and inter-dependence, within families and society. These Home Economics learning experiences enable students to develop competencies, making connection between their daily lives and their future world.

Home Economics is taught at the junior secondary school level of the Nigerian education system under the Universal Basic Education programme, as an integrated subject, which comprises Food and Nutrition, Clothing and Textile, and Home Management. At the senior secondary level, Food and Nutrition, Clothing and Textile, and Home Management are taught as separate subjects. This, as Olaitan (1996)

noted, is to enable students to explore a vast array of occupations in the field before making a career choice. Anyakoha (2012) added that the essence of separating the components of Home Economics is to ensure that students specialize in the fields of their choice. To teach Home Economics as a subject in secondary school for acquisition of skill requires trained personnel who are competent, material resources and funds said Shehu (2010). Consequently, Shehu (2010) observed that there are insufficient number of Home Economics teachers to teach technical skills and sometime complete absence of Vocational and Technical Education (VTE) teachers and training facilities. This situation calls for urgent need to devise strategies for improving the teaching –learning of Home Economics.

Addressing the challenge Mohammed (2012), said skills can only be learnt under the guidance of skilled tutors. Teachers use material resources to inculcate necessary skills to learners. Agbo (2000) and Nwabudike (2009) discovered that no effective teaching and learning can take place without materials, equipment and tools related to the skills to be learnt. Acquiring of skills in Home Economics by Secondary School students involve responses that can be learned, potentially be refined with practice giving the right condition. Consequently, observations have been made on the use of untrained Home Economics teachers in secondary schools. Home Economics as a subject is taught in classrooms instead of laboratories, without equipment and tools using normal classroom teaching method and/or discussion. This study therefore sought to examine teachers' perception regarding the present situation facing the Teaching and learning of Home Economics in secondary schools in Delta State.

Objectives of the study

The main purpose of the study is to examine Teachers' perception on constraints of effective teaching and learning of Home Economics in Secondary Schools in Delta State. Specifically, the study sought to:

1. Find out the perception of teachers on unavailability of Home economic teachers in secondary schools in Delta State?
2. Find out teachers perception of teachers on availability of instructional materials in teaching Home Economics in secondary schools in Delta State?

Research Questions

The following research questions guided the research work

1. What are teachers' perceptions on unavailability of Home economic teachers in secondary schools?
2. What are teachers' perceptions on availability of instructional materials in teaching Home Economics in secondary schools in Delta State?

Hypothesis

HO₁: There is no significant difference between the mean ratings of teachers of Home economics in urban and rural areas on teachers' perceptions on availability of instructional materials in teaching Home Economics in secondary schools in Delta State

METHODOLOGY

The study adopted descriptive survey research design. The population is 87 teachers of Home Economics in secondary schools in Delta State. Stratified random sampling technique was used to obtain a sample of 45 respondents. Fifteen respondents were selected from secondary schools in the three Senatorial Districts in Delta State

The instrument was validated by experts and reliability coefficient of 0.91 was obtained using the test-retest method. The value was high enough to support the use of the instrument in the research (Inomiesa, 1993). Forty copies (88.9%) of the questionnaires distributed were duly returned.

Items with mean weight of 2.50 and above were accepted while items with less mean weight were rejected. The questionnaire was coded with nominal values designed for each response that was expected from the respondents. Each of the items was scored on the basis of the following code. The items are on 4 point scale of strongly agreed (SA), Agreed (A), Disagreed (D), strongly disagreed (SD). The data were analysed using means, standard deviation while t-test was used to analyse the hypothesis

RESULTS**Research Question 1***What are teachers' perceptions on unavailability of Home economic teachers in secondary schools?***Table 1: Teachers' perceptions on unavailability of Home economic teachers in secondary schools (N= 40)**

S/N	Statement items	Mean	S.D	Remark
1	Teachers who studied Home Economics are difficult to find in schools	3.13	0.86	Agree
2	Most teachers of home economics in schools did not study the discipline	2.98	0.93	Agree
3	Teachers of Home economics are sometimes diverted to teach other subjects	2.75	1.01	Agree
4	There are usually no competent person to teach Home Economics in schools	2.13	0.97	Disagree
5	It is difficult for teachers to handle Home economics because of its integrated form	3.05	0.82	Agree
6	Most school administrator don't prioritize Home Economic as a subject	2.88	1.00	Agree
7	The use of instrument to teach scare teachers from teaching Home-Economics	1.91	0.98	Disagree

Source: Field Work, 2019

The result in Table 1 shows the statement items had a mean range of 1.91 to 3.13. Most of item means were above the cut-off of 2.50. Items 4 and 7 were below the cut-off value of 2.50 and were disagreed. This implies that the respondents agreed that most of the identified items were reason for unavailability of Home Economic teachers in secondary schools. The standard deviations of the statement items ranged from 0.82 to 1.01, which indicated that the respondents' responses were close to one another.

Research Question 2*What are teachers' perceptions on constraints of instructional materials in teaching and learning Home Economics in secondary schools in Delta State?***Table 2: Teachers' perceptions on constraints of instructional materials in teaching Home Economics in secondary schools (N= 40)**

S/N	Statement items	Mean	S.D	Remark
1	Instructional materials are insufficient	2.88	0.65	Agree
2	Instructional are obsolete	2.97	0.86	Agree
3	There is no Home-Economics laboratory in the School	2.63	0.76	Agree
4	No form of audio-visual aid is available for learning	3.03	0.93	Agree
5	Teachers rarely improvise instructional to teach Home Economics	3.09	0.91	Agree
6	Access to materials for improvisation is difficult	2.09	0.83	Disagree
7	Instructional material for Home Economics cannot be improvised	1.89	1.00	Disagree
8	Instruction material are very expensive for schools to acquire	3.12	0.73	Agree
9	It is very difficult to use the instructional materials to teach Home Economics	2.05	0.69	Disagree

Source: Field Work, 2019

The result in Table 2 shows the statement items had a mean range of 1.89 to 3.12. Most of the item means were above the cut-off of 2.50. Items 6, 7 and 9 were below the cut-off value of 2.50 and were disagreed. This implies that the respondents agreed that most of the identified items were perceptions of teachers on constraints of instructional materials in teaching Home Economics in secondary schools. The standard deviations of the statement items ranged from 0.65 to 1.00, which indicated that the respondents' responses were close to one another.

Hypothesis

HO₁: There is no significant difference between the mean ratings of teachers of Home economics in urban and rural areas on teachers' perceptions on availability of instructional materials in teaching Home Economics in secondary schools in Delta State

Table 3: t-test analysis of the mean responses of teachers of Home economics in urban and rural areas on teachers' perceptions on constraints of instructional materials in teaching Home Economics in secondary schools in Delta State

Location	N	Mean	SD	t-value	t-tab	Decision
Urban	28	2.90	0.74	2.06	202	Rejected
Rural	12	2.79	0.78			
Total	40					

Source: Field Work, 2019

Table 3 shows the t-test summary analysis of mean responses of teachers of Home economics in urban and rural areas on teachers' perceptions on constraints of instructional materials in teaching Home Economics in secondary schools in Delta State. The data showed that the t-value was greater than the t-tab at 0.05 level of significance. This indicates that there is significant difference between the mean ratings of urban and rural areas on teachers' perceptions on constraints of instructional materials in teaching Home Economics in secondary schools in Delta State. Therefore the null hypothesis is rejected.

DISCUSSION OF RESULTS

Teachers' perceptions on unavailability of Home economics teachers in secondary schools

The result in Table 1 indicated that the teachers of home-economics perceive constraints facing availability of teachers in home economics to include that: Most school administrators do not prioritize Home Economic as a subject, Teachers of home economics are difficult get, most persons teaching the subject are not trained in the discipline, it is difficult to teach Home Economics in integrated form, amongst others. The finding is in consonance with the opinion of Mberengwa (2004) that, the insufficient quantity of teachers Home-Economics have the tendency to influence teaching negatively with its implications on performance. Azih (2001) also found that the quality of teachers in Nigerian secondary schools is so low. Poor quality teaching

is a problem that adversely affects learning because Anyakoha (2002) made it clear that what students learn cannot go beyond what their teachers are able to present them. Several research reports such as Olaitan and Mbah (2001), Osisefo (2004) and Uko-Aviomah (2005) indicated that students' poor performance at the end of a school year is attributable to factors relating to the skill and effectiveness of the teachers. If teachers are weak in content knowledge and pedagogical competence so vital for effective learning, then the limits of achievements of learners will equally be weak.

Teachers' perceptions on constraints of instructional materials in teaching Home Economics in secondary schools

The result in Table 2 indicated that the teachers of home-economics perceive that the constraints of instructional materials in teaching Home Economics in secondary schools in Delta state are that: Instruction materials are very expensive for schools to acquire, insufficient instructional material, unavailability of audio-visual aids, no improvising of instructional material, instructional material are expensive. The findings is line with the findings of Arubayi and Joy (2011) who found that inadequate instructional materials, lack of improvisation and utilization of teaching aids, as well as inadequate laboratory constituted problems to the teaching and learning of Clothing and Textile. Ogwo and Oranu

(2006) also found that inadequate instructional materials and unwillingness of teachers to improvise is a great impediment to Home Economics instruction. The researcher believes that teachers of Home Economics can improvise materials, or rather exploit objects and situations in the classroom for teaching different aspects of Home Economics.

Hypothesis

The result in Table 3 showed that there is significant difference between the mean ratings of urban and rural areas on teachers' perceptions on constraints of instructional materials in teaching Home Economics in secondary schools in Delta State. Location of the respondents may be a contributing factor to the difference in significance as the government concentrate more providing infrastructure for schools urban areas than rural areas.

CONCLUSION

The findings showed that Teachers of Home economics in the State is of the perception that Home Economics Teacher are difficult to due to priority school administrators give to the subject in schools. Some of the persons teaching the subject are not trained or qualified in the field which may lead to poor performance of students in the subject. The unavailability, expensive and unable to improvise instructional material by teachers for Home economics is another major constraint facing the subject in secondary school in Delta State. These teaching and learning constraints are capable defeating the objective of teaching Home Economics in secondary school which is equipping students to be self reliant in the society.

RECOMMENDATIONS

1. The government should intensify its efforts at training more Home Economics teachers to fill the existing vacuum.
2. School administrators should give priory to Home Economics like other subject as English and Mathematics
3. The government should ensure to provide instructional materials in Home Economics, both in rural and urban areas of the State.
4. Teachers of Home Economics should improvise instructional material when needed as it will facilitate teaching/learning process.

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