

Implementation of Home Economics Curriculum in Private and Public Secondary Schools in Plateau State, Nigeria.

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Abstract. The school is one of the important agents of instruction which diffuses education from one generation to another in order to realize the goals of humanity. One of the objectives of the Nigerian government as well is to instil the right type of value and attitude for the existence of the individual and the society at large. Thus, the classroom teacher is expected to provide learning experiences through the process of curriculum implementation. This study examines the implementation of home economics curriculum in secondary schools in plateau state with the aim of identifying some of its challenges. A descriptive survey research design was used for the study. A sample of 71 teachers was drawn from thirty six different secondary schools from three Local Government areas of Plateau State. Three research questions were answered while one hypothesis was formulated and tested at 0.05 level of significance. A multi-stage sampling technique was used to draw out the sample from the population of study. A structured Questionnaire was developed for the purpose of data collection. Data were Analyzed using frequencies distribution and percentages for availability and none availability of equipment. Mean and standard deviation were used for the level of implementation of home economics curriculum while t-test was used to test the hypothesis at 0.05 level of significance. The results revealed that both the old and new Home Economic curriculum was available in many of

the schools and was appropriate in terms of goals and content but found weak in its method of implementation; teaching method used in implementing the curriculum was mainly theoretical because there were no adequate laboratories, tools and equipment for proper effective teaching of Home Economics. The students' entrepreneurial competency was suggestively low as there were no substantial production of marketable goods and services as prove of practical knowledge. The study recommended that curriculum developers should reposition home economics curriculum from a predominantly theoretical contents to a more practical orientation for sustainable development.

Keyword: Home Economic, Curriculum, Implementation, Private, Public

1. Introduction

A six year secondary education is not entirely new in Nigerian educational system. A close study of the various education edicts in Nigeria indicated that different structures had been operated at different periods in Nigeria, since the education code of 1926. The school is one of the agents of education which transmits societal education from one generation to another in order to realize the goals of society based on progressive educational systems anchored upon

what are perceived as values and norms (Danladi, 2006). One of the objectives of National policy on education (NPE, 2014) is to inculcate the right type of value and attitude for the survival of the individual and the Nigeria society. The classroom teacher is expected to provide learning experience through the process of curriculum implementation. Curriculum is a series of experiences provided to students and developed using element of the curriculum processes, STAN (1988).

According to Dalandi (2006), the principles of school curriculum include comprehensiveness in providing different kinds of experiences which enable learners to acquire different skills such as information processing, intellectual skills, social skills, motor skills, aesthetic capabilities and pedagogical skills. It can be seen here that curriculum aims at the total educational development of the individual through the acquisition of skills, knowledge and attitudes. The senior secondary school curriculum is designed with a comprehensive core curriculum structured to broaden student's knowledge and outlook.

Home economics as a vocational subject is one of the basic subject which can provide necessary background for students wishing to offer vocational subjects in higher education. As noted by international council for science, one of the biggest challenges facing government today is how to build human capacity to achieve the goal of sustainable development (Yiljika, 2014).

According to Adeleke (2006), the poor implementation of Secondary School Curriculum in Nigeria has caused the missing link between the goals of Nigeria Education and the achievement of the goals. Hence, the situation needs to be addressed and the curriculum be repositioned in such a way that learners will be exposed to various career opportunities by laying more emphasis on practical skill, especially in home economics education. Entrepreneurship education is needed to make student's learning more self-reliant. Uko- Aviomoh (2006) emphasized that vocational aspect of home economics includes proper skill development, financial education

and effective time management, prudent planning and human relations. Illoeje (2000) states that the different areas of home economics have career options that can keep the graduates gainfully employed where they cannot find paid employment. These include interior decoration, toys and gift shop, dress making clothing merchandising, tie and dye, food caterers, snacks and confectionaries. Home economics embodies the dynamics of change as we move through the new millennium, society and indeed individuals need the knowledge, skills and attitudes developed in the study of home economics for sustainable development.

Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Home economics institute of Australia, 2002; Women in colleges of education, 2013). Yiljika (2014) opined that sustainable development improves the quality of life for all the earth's citizens without increasing the use of natural resources beyond the capacity of the environment to supply them indefinitely. This expectation can only be achieved through appropriate curriculum design. Home economics is a field of knowledge that provides the learners with sense of belonging through acquisition of various skills during the course of study.

The philosophy of home economics is centered on the acquisition of knowledge and skills that can be applied for purposeful living. The present senior secondary school curriculum is not capable of providing quantitative and practically skilled minds that is much needed for the realization of the nation's quest for development. Tihamiyu and Okonmah (2001) asserted that a functional curriculum has such qualities as integrative relevance, comprehensiveness, balance, functionality and instructionally flexible in nature for changes to occur in learners. These can be obtained and attained if only the curriculum is repositioned. Curriculum is not syllabus of intention but what happens in real situations. The senior secondary school curriculum should aim at the total educational development of the individual through the acquisition of skills, knowledge and attitudes for school leavers that are terminating

their education at secondary school level. There is a burning desire for national development as envisioned in the mission and purpose of the National Economic Empowerment and Development strategy (NEEDS, 2006). Education is centered to sustainable development and strengthen nation. Home Economics Teacher Association in Nigeria (2002), advocated for home economist to teach vital and culturally integrated theory for human capacity building. It also identifies the present challenges for home economists as sustaining a better quality of life and conveying life competences; the learning experiences should meet the needs of the students who should be both male and female.

Home Economic Education is dynamic as it provides the necessary balance in bringing together theoretical understanding and addressing every day problem practically. It contributes to empowering people to become active and informed members of society with respect to both living independently and having good interpersonal relations students develop an understanding of the interdependence of their everyday living with that of other human beings and broader issues related to ecological sustainability. It is relevant to the societal needs but the practical aspect need to be intensified in order to develop skills and competence of learners. This is why this study has become necessary at this time.

The secondary school curriculum as presently implemented in Nigeria is far from achieving the goals of Secondary educational system (Obanya, 2004; Obanya, 2004; Babafemi, 2007; Dike, 2009). These researchers noted that the National Policy on Education was well structured and the contents were adequately defined but wrongly implemented. Their Investigations showed that students' potentials are not properly channeled as schools lack basic infrastructural facilities necessary for effective curriculum implementation, there are inadequate specialist teachers, and where available, focus more on theoretical aspect leaving out the practical component. For home Economics to realize its potentials in making students self-reliant and contribute to intellectual development of the

nation, teaching and learning of craft should be reordered at the senior secondary school curriculum level. This is the concern of this research paper.

1.2 Research Questions

The following research questions guided the study:

- What are the academic qualifications of teachers teaching Home Economic in the schools?
- What are the Areas of Home Economic Specialization of the Teachers?
- How adequate are the instructional materials for the Teaching of Home Economics.
- What is the level of implementation of Home Economics Curriculum in Public and Private Secondary Schools in Plateau State?

1.3 Hypothesis of the Study

Ho₁: There is no significant difference in the perception of teachers in public and private Secondary Schools on the implementation of Home Economics curriculum in Plateau State.

2. Methodology

Multistage sampling technique and sample size. In stage 1, simple random sampling technique was used to select 1 Local Government Area from each zone.

This gave rise to 3 Local Government Areas namely, Jos North, Mangu and Langtang North selected for this study. Stage 2, stratified sampling technique was used to 6 private and 6 public schools from each of the selected Local Government Areas making 36 secondary Schools. Purposive sampling technique was used in stage 3 to select 2 teaches that are in charge of Home Economics from each School.

2.1 Validity and Reliability of the Instrument

The instrument used for the data collection was subjected to face and content validity by consulting experts in the field of Home

Economics education. Test re-test was carried out at interval of two weeks with thirty teachers in charge of Home Economics education who are not part of this study to ascertain the reliability of the instrument. Pearson Product Moment Correlation was used to estimate reliability coefficient. The result of 0.75 and above is termed reliable for the instrument.

2.2 Measurement of Variables

Age of teachers, household size and number of students in each classroom were measured at ratio level while gender, qualification status, ethnicity, religion, adequacy of instructional materials and availability were measured at nominal level. Resources and School facilities, and rate of inspectorate visit to the Secondary Schools were measured at ratio level. Challenges facing full implementation of Secondary School Home Economics curriculum were measured on a 3-point rating scale as very serious (3), Serious (2) and not serious (1). The aggregate scores were estimated while the average score and standard deviation was calculated. Values above mean score were termed as serious challenges while values below mean scores were not a challenge.

2.3 Data Analysis

Descriptive statistics such as frequencies distribution, mean and standard deviation were

used for the objectives while inferential statistics such as independent sample t-test was used to test the hypothesis of the study.

3. Results

The distribution of respondent across the Local government are two teachers per School and a total of six teachers per Local government making a total of twelve respondent in private and public Secondary Schools in Langtang North, Mangu and Bassa Local Government Areas of Plateau State. A total of 36(50.7%) of the teachers were from public Schools and 35(49.3%) were from private Schools, with age distribution ranges between 29(40.8%) of the teachers were between age group 20-25years old, 21(29.6%) were between age group 26-30years old, 17(23.9%) were between age group 31-35 years and 4(5.6%)were between age group 35years and above. The distribution of teaching experience of teachers: 10(14.1%) had 1-2years teaching experience, 28(39.4%) had 3-4years teaching experience and 33(46.5%) had 5years and above teaching experience of which 30(42.3%) of the teachers teaches SS1 and 41(57.7%) of the teachers teaches SS2. This result reveals that majority of the teachers had 5years and above teaching experiences and taught SS2 classes.

Research Question 1:What are the academic qualifications of teachers teaching Home Economic in the schools?

Table 1: Academic Qualifications of Teachers Teaching Home Economic in Public and Private Secondary Schools

Teachers Academic Qualification	Public	Private	Total
NCE	10(14.08)	17(24.82)	27(38.90)
HND	11(15.49%)	6(8.31)	17(23.90)
B.Sc./B.Ed. and above	15(21.13)	12(16.87)	27(38.90)
Total	36(50.70)	35(49.30)	71(100)

Source: field data 2018

The teacher quality distribution: **27 (38.9%)** were NCE teachers consist of 10(14.08%) from Public Schools and 17(24.82%) from Private Schools: **17(23.9%)** were HND holders: 11(15.49%) from Public Schools and 6(8.31%) from Private Schools, and **27(23.9%)** were B.Sc. /B.Ed. and above holders teachers consist of 15(21.13%) from Public Schools and 12(16.87%) from Private Schools. This result shows that majority of the teachers were HND and B.Sc. /B.Ed. and above holders that teaches Home

Economics in both private and public secondary schools in the three local government areas as shown in table 1.

Research Question 2: What are the Areas of Home Economic Specialization of the Teachers?

Table 2: Areas of Home Economic Teachers Specialization in the Secondary Schools

Teachers 'Area of Specialization	Frequencies	Total
Food and Nutrition	17	23.90
Home Management	27	38.90
Clothing and Textiles	9	12.7
Child Development	2	2.8
Others	10	14.1
Total	71	100

Source: Field Data 2018

The areas of Home Economics Teachers specialization comprises of 17(23.9%) from Food and Nutrition, 27(38.0%) from Home Management, 9(12.7%) from Clothing and Textiles, 2(2.8%) from Child Development and 10(14.1%) from other areas. This results shows that majority of the teachers specialize in Home management followed by food and nutrition as shown in table 2.

Research Question 3: How adequate are the instructional materials for the Teaching of Home Economics

Table 3: Areas of Home Economic Teachers Specialization in the Secondary Schools

Instructional materials in Area Specialization	Low	Moderate	High	Total
Food and Nutrition	0	12(70.59)	5(29.41)	17(100)
Home Management	2(7.41)	23(85.19)	2(7.41)	27(100)
Clothing and Textiles	3(33.33)	4(44.44)	2(22.22)	9(100)
Child Development	1(50.00)	1(50.00)	0	2(100)
Others	0	5(50.00)	5(50.00)	10(100)
Total	22(30.99)	45(63.38)	14(19.72)	71(100)

Source: Field Data 2018

Table 3 reveals the adequacy of instructional materials for the Teaching of Home Economic across the various areas of specifications, majority of the teachers 45(63.38%) of the respondents indicated to a moderate extent with Home Management having the highest frequency, 22(30.99%) of the respondents indicated to a low extent with child development having the highest, and 14(19.72%) of the respondents indicated to a high extent with others having the highest. This implies that to a moderate extent instructional material for the Teaching of Home Economic across the various areas of specifications is adequate.

Research Question 4: What is the level of implementation of Home Economics Curriculum in Public and Private Secondary Schools in Plateau State?

Table 4a: Implementation of Home Economic Practical's

Home Economic Practical's	Agreed	Disagreed	Total
At least once a Week	47(65.71)	24(34.29)	71(100)
Once every Month	31(44.29)	40(55.71)	71(100)

Source: Field Data 2018

Based on the level of curriculum implementation based on students practical, majority of Home Economics teachers responses, 65.71% agreed and 34.29% disagreed with the statement that students perform practical at least once a week. 55.71% disagreed and 44.29% agreed with the statement that student perform practical once every month. This result show that majority of Home Economic students had practical's at least one a week.

Table 4: Home Economic Implementation Level across Local Government Areas

Home Economic Practical's	Low	Moderate	High	Total
Langtang North Public	5(7.04)	7(9.86)	0	12(16.90)
Langtang North Private	4(5.63)	1(1.40)	6(8.45)	11(15.50)
Mangu Public	2(2.80)	10(14.29)	0	12(16.90)
Mangu Private	1(1.40)	11(15.71)	0	12(16.90)
Bassa Public	4(5.63)	0	8(11.43)	12(16.90)
Bassa Private	6(8.45)	6(8.45)	0	12(16.90)

Source: Field Data 2018

Table 5 shows the level of implementation of Home Economics curriculum comparatively in public and private Secondary Schools. Based on the level of Home Economics Curriculum Implementation, majority in Langtang North public Secondary Schools is 7(9.86%) which is moderate. Langhtang North private Secondary Schools 6(8.45%) is high. Mangu public Secondary Schools 10(14.29%) moderate, Mangu private Secondary Schools 11(15.71%) is moderate. Bassa private Secondary Schools 6(8.45%) is both low and moderately implemented and in Bassa public Secondary Schools with 8(11.43%) is highly implemented. The results also shows that in Langtang North private Secondary School with 6(8.45%) and Bassa public Secondary Schools with 8(11.43%) were able to implemented the Home Economics Curriculum to a high extent.

Hypothesis 1: There is no significant difference between the level of Home Economics Curriculum implementation in Public and Private Secondary Schools

Table 5: Summary of t-test on the implementation level of Home Economics Curriculum in Public and Private Secondary Schools across the Local Government Areas

School Type	N	Mean	SD	df	t-cal	t-tab	p-value
Public	36	29.54	2.86	69	0.836	1.671	0.406
Private	35	28.97	2.85				

P-value>0.05

Table 6 revealed the summary of t-test Analysis on the implementation level of Home Economics Curriculum in Between Public and Private Secondary Schools across the Local

Government Areas. The results revealed the t-test Analysis of the significant difference between level of Home Economics Curriculum implementation in Public and Private Secondary

Schools. The SPSS output showed that public Schools had a mean of score of 29.54 with a standard deviation of 2.86 whereas the private Schools has a mean score of 28.97 with a standard deviation of 2.85. In addition, the calculated value of t was 0.836 while p -value was 0.406. Since the p -value is greater than 0.05, it meant that there was no significant difference between the level of Home Economics Curriculum implementation in Public and Private Secondary Schools. Therefore, the researcher accepts the null hypothesis and rejects the alternative hypothesis

4. Discussions

Acquisition of western education in Nigeria does not necessarily guarantee automatic employment in private and public sectors. This according to some researchers like Danladi (2006) and Adeleke (2006), is because the Nigerian labor market is already crowded with many unemployed graduates. For some of these graduates to be employed, they have to poses competent practical skills in their areas of specialization. The principles of secondary school curriculum include comprehensiveness in providing different skills such as intellectual skill, motor skills, aesthetic capacities and pedagogical skills among many others. Results of this research work showed that the teachers of home economics in the areas of study had NCE/HND, Bachelors and other higher certificates in home economics but just as Adeleke (2006) noted, the poor implementation of the curriculum contents has caused the missing link between the goals of Nigerian Education and the achievement of the goals. One of the major reasons as seen in table three and similar studies (Alabi, 2006; NEEDS, 2006; Akende, 2007; Tihamiyu, and Okonmah, 2008, may be lack of competent teachers in some specific areas of specializations.

Home Economics is a unique vocational course because it has a dual function of preparing persons for certain wage earning occupations and open doors to many job opportunities for its graduates to the numerous skills which should have been acquired during the course of study to avert unemployment (Akande, 2013; Yiljika,

2014). However, it has not been found to be so in some Private and Public Schools in Plateau State. The content of Senior Secondary curriculum is adequate for achieving the set objectives but practical aspects needed for learner capacity building is inadequate. The results of the present study (table 5) showed that there was no significant difference between the level of Home Economics Curriculum implementation in Public and Private Secondary Schools. Other works cited in this study (Yijika, 2004; Tihamiyu, and Okonmah, 2008) also shows similar results in the various schools (Private or Public). This may be due to lack of laboratories and also financial inadequacy of the Private and Public Schools.

Although practical hours are spelt out, but time allocated for it is inadequate and that had limited many teachers from giving in their best (Ofoha, Uchegbu and Anyikwa (2009). For example, personal experiences of the researchers in teaching home economics subjects shows that the time allocated for practical's is not enough to carry out useful projects like fashion design, cookery, other arts and crafts. Moreover, some schools do not have standard home economics laboratories (tables 4 and 5). A pedagogical aspect is also being neglected due to lack of teachers in these areas of specialization.

In order to achieve the goal of sustainable development, Home Economics Curriculum at all levels needs to be repositioned to provide for differences in talents as well as bringing together theoretical and practical knowledge to address everyday challenges.

5. Conclusion

Home Education, is no doubt an interventionist approach to solve unemployment problem plaguing Nigeria. Youths are decaying in joblessness despite the supported secondary education which ought to prepare them for useful living in the society. Home education is a combination of personal development, healthy lifestyles, social responsibility and sustainable development and use of resources and cultural heritage. A well implemented curriculum within School system is a sure guarantee for national development.

6. Recommendations

Towards improving the secondary school home Economics curriculum, the following recommendations are hereby suggested:

- Home Economics curriculum developers should reposition home economics curriculum from a predominantly theoretical contents to a practical orientation responsive for sustainable development.
- Emphasis should be laid on the pedagogy aspect of home Economics as it assists individuals to make wealth, enhance status fame for sustainable development.
- Home Economics future image should be redeemed by making the subject compulsory at the Secondary School education.
- Home economics is very costly programme to operate and thus the three tiers of government should ensure that up-to-date for the use of home economics department equipment's and facilities are supplied throughout the country.
- A range of value knowledge, skills and ideas should be developed by schools administrators by collaborating with local talents within their respective communities to boost creativity and invention.
- A more generous allocation and imaginative use of resources on programme of research and development that seek to evaluate Secondary School curriculum.

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