



SENIOR SECONDARY SCHOOL STUDENTS' PERCEPTION OF HOME ECONOMICS EDUCATION IN KATAGUM LOCAL GOVERNMENT AREA, BAUCHI STATE

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Abstract

The study investigated Senior Secondary School students' perception of Home Economics Education in Katagum Local Government Area, Bauchi State. The study adopted descriptive survey research design and employed stratified random sampling

Keywords

Home Economics Education, Perception, Students, Secondary School, Teachers technique to select the respondents. The target population was Senior Secondary Schools Students of Katagum Local

INTRODUCTION

Home Economics Education is one of the disciplines that are not attractive to Secondary School students in our contemporary society especially in Nigeria. The decline of interest in the subject is because of the misconceptions the society has about it. There is high tendency for both men or boys and women or Girls to view Home economics in different perspectives. Dike (2006) argues that the wrong perception of Home Economics dated back from the colonial era and that has made it difficult for the perception to change. Bound and Hapson (1989) stated that boys are more concerned with careers that will make quick money while girls tend to pay more

*Government Area, between perceptions of perception for enrolling
Bauchi State; and the students on their Home in Home Economics
sample size of 145 Economics Education Education. The study
respondents was used. teachers' methods of recommended that
The data of the study teaching. The teachers' government, non-
was derived from methods of teaching the governmental
questionnaire subject make it organization, parents
containing fifteen interesting to students, and teachers should
items. The study allow them to ask encourage more boys to
employed descriptive questions and enroll in Home
statistical analysis participate in Economics Education,
using the simple classroom activity to the subject should be
percentage method acquire skills their own. made a compulsory
Data analysis to answer The findings further subject for students of
the research questions showed significant secondary school and
while Chi-Square was gender influence on provision of Home
used to the test the students' perception Economics Education
hypotheses at 0. 05 towards Home laboratory equipment
level of significance. Economics Education in Public secondary
The findings revealed and also significant schools.
significant difference reasons on students'*

attention to future family improvement. Chaika (1999) on the other hand notes that women or girls view the subject as a mean to achieving concrete goal at home and society at large.

It is essential note about the role of parents, teachers and societal influences in addressing gender bias in Home Economics. Children both male and females are different and are unique individual with different needs, interests, educators, aspirations and goals in life. It is therefore, imperative educators of Home Economics must keep this in mind as they work on them to place them on good footing as they view Home Economics Education.

The good classroom environments are those with adequate equipment for teaching and learning, with motivated teachers who use standard teaching methodologies and have adequate facilities. It can be argued here that schools that do not meet this standard may not be able to provide good learning environment for proper leaning to take place.

The awakened perception towards the study of Home economics Education is as a result of the misconceptions about Home economics that it is as a preparatory course for becoming good house wives and course for females in tertiary institutions. From the colonial era till the discipline as been predominated omen and as such most students viewed it as a female's study or course. This misconception has cause much harm to contemporary society. It is from the sound footing that motivated the researcher to embark on this study.

Statement of the Problem

Home Economics Education in recent times has been viewed as women's subject. This perception leads to many students to enrol in other subjects especially boys. Students prefer medicine, law, engineering among other courses as being suitable for males rather than Home Economics Education. This perception towards the study of Home Economics Education is as a result of the misconceptions about subject. This study sets out to examine students' perceptions on teachers' method of teaching, gender influence on students' perception and reasons for enrolment in the subject.

Purpose of the Study

The purpose of this study is to evaluate Students' perceptions towards home economics education among senior secondary schools in Katagum local government area, Bauchi State. To achieve this broad goal, the specific objectives are to

- i. find perception of students on their home economics teachers' method of teaching in Katagum Local Government Area, Bauchi State Senior Secondary Schools.
- ii. assess the extent of influence of gender, on students' perception towards Home Economics Education in Katagum Local Government Area, Bauchi State.
- iii. identity reasons for enrolling in Home Economics Education in Katagum Local Government Area, Bauchi.

Research Questions

1. What is the perception of students on their home economics teachers' method of teaching in Katagum Local Government Area, Bauchi State, in Senior Secondary Schools?

2. To what extent does gender have on influencing students' perception towards home Economic Education in Katagum Local Government Area, Bauchi State in Senior Secondary Schools?
3. What are the reasons for students' perception enrolling in Home Economics Education in Katagum Local Government Area, Bauchi State in Senior Secondary Schools?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- Ho₁ There is no significant difference between perceptions of students on their Home Economics Education teachers' methods of teaching.
- Ho₂ There is no significant gender influence on students' perception towards Home Economics Education.
- Ho₃ There are no significant reasons on students' perception for enrolling in Home Economics Education.

Theoretical Framework

The study adopts Prospect theory which was developed by included two disciplines: SPsychology and economics. The theory is often known as SPycoeconomics. The theory was developed based on an analysis of a person's behaviour in economics decision-making between the two options. The prospect theory focuses on how the real decisions are taken based on descriptive approach (Meiriza, 2015). In this context, the theory is useful as it will provide the basis for students to viewed Home Economics Education on rational footing hence the theory emphasized rational decision making.

Literature Review

It is paramount to carry out review of literature in this study for better understanding of the conceptual framework and current research trend on students and teachers perception of Home Economics Education. To being with, scholars have viewed the concept of perception in different ways. Robbins (1993) defined perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. It can be deduced here that responses are influenced by several things such circumstances, education level, experience and so on while relationship is done through the sense organs: sight, hearing, touch, smell and taste that lead to valid perception.

Mohammed (n. d) investigated the perception of teacher and parents on the relevance of Home Economics Curriculum on the development of vocational skills. The findings revealed that teacher and parents have different perception about vocational Home Economics curriculum, they agree that vocational skill development occurred minimally in the curriculum. However teachers accept the usefulness of all the concepts listed in secondary school Home Economics Curriculum.

Wahome (2005) conduct a study on secondary school students' perception of Home Science subject in Nairobi Province. The findings showed that students were dissatisfied with the government policy to make Home Science subject an elective subject, and also as the subject have been viewed as women course. Since students value the subject a lot, the study recommended that the government of Kenya should make Home Science subject a core subject in secondary school.

Arubayi (2009) examined Students' appraisal of their satisfaction or dissatisfaction with learning experience in clothing and textiles in Tertiary Institutions in Delta State. The Findings showed that Home Economics students in Tertiary Institutions in Delta State expressed satisfaction with the learning experiences and the Institution of the students' influenced their level of satisfaction.

Arubayi (2009) investigated appraise of Home Economics students' perception of the Relevance of Consumer Education to Clothing Choice. Findings indicated that students' rating of their knowledge of Consumer Education was 100%. However, it was revealed that sex and class level influenced students perception of the relevance of Consumer Education to the clothing Choice. From the foregone, it clear students have different perception of Home Economics Education. However, students' perception in Home Economics Education the aspects of teachers' method of teaching has been neglected.

Methodology:

Research Design

The research design utilized in this study was a descriptive survey design which involved the collection of data in order to answer the research questions.

Sample/Participants

A stratified random sampling technique was used in selecting five public Senior Secondary Schools in Katagum Local Government Area of Bauchi State. A total number of 145 students were selected randomly to participate in the study. The

population for this study consisted of all Senior Secondary School students in public secondary schools in Katagum Local Government Area, Bauchi State.

Instruments

The instrument that was used for this study is a questionnaire and it is titled “Students’ Perception on Home Economics Education Questionnaire”. It was designed by the researcher to answer the research questions. The instrument was assessed by four-point scale preference thus: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1. The instrument contains fifteen (15) items drawn from three research questions.

Data collection

The researcher with the assistance of the home economics teachers in the selected schools administered 150 questionnaires to the students. The respondents filled the questionnaire in their various home economics classrooms. However, only 145 questionnaires were returned which was used for data analysis.

Data Analysis

The data analysis adopted for this study is descriptive statistical analysis. The simple percentage method was used to analyze the data using tables and simple percentage. The Chi-Square was used to test the hypotheses.

Results

Research Question 1: *What is the perception of students on their Home Economics teachers’ method of teaching in Katagum Local Government Area, Bauchi State, Senior Secondary Schools?*

Table 1 The Perception of Students on their Home Economics Teachers’ Method of Teaching in Katagum Local Government Area, Bauchi State.

S/NO	ITEM	SA 4		A 3		D 2		SD 1	
		N	%	N	%	N	%	N	%
	The Perception of Students on their Home Economics Teachers’ Method of Teaching in Katagum Local Government Area, Bauchi State.								
1.	Lesson taught by Home Economics Teachers are interesting.	86	59.3	59	40.7	0	0	0	0
2.	Teachers of Home Economics give students opportunity to participate in Home Economics lessons.	90	62.1	36	24.8	0	0	19	13.1

3.	Practical lessons are demonstrated by Home Economics teachers before students practice them	63	43.4	54	37.2	28	19.3	0	0
4.	Teachers of Home Economics allow students to learn new skills at their own ability	54	37.2	91	62.8	0	0	0	0
5.	Teachers allow students to ask questions when they do not understand	90	62.1	19	13.1	36	24.8	0	0

Source: Field Survey, 2019

The results from the above table (1) showed that lessons taught by Home Economics teachers are interesting with 59.3% and 40.7% of the respondents strongly agreed and agreed respectively. The results also indicate that teachers of Home Economics give students opportunity to participate in Home Economics lessons with 62.1% of respondents strongly agreed which form the highest percent of the respondents. The results also show that practical lessons that are demonstrated by Home Economics teachers before students help them to put into practice with 43.4% and 37.2% of the respondents strongly agreed and agreed respectively which form the highest and second percent of the respondents. The results from the above table also revealed that teachers of Home Economics Education allow students to learn new skills at their own ability with 37.2% and 62.8% of respondents strongly agreed and agreed respectively. The results further showed that 62.1% and 13.1% of the respondents strongly agreed and agreed respectively that teachers of Home Economics allow students to ask questions when they do not understand while 24.8% disagreed. This point to the fact that teachers always allow students to ask questions in areas they do not understand.

Research Question 2: *To what extent does gender have on influencing students' perception towards home Economic Education in Katagum Local Government Area, Bauchi State?*

Table 2 The Extent of Gender on Influencing Students' Perception towards Home Economics Education in Katagum Local Government Area, Bauchi State.

S/NO	ITEM	SA 4		A 3		D 2		SD 1	
		N	%	N	%	N	%	N	%
	The Extent of Gender on Influencing Students' Perception towards Home Economics Education in Katagum Local Government Area, Bauchi State.								

6.	Home Economics Education is for women.	45	31.0	18	12.4	9	6.2	73	50.3
7.	Home Economics Education is about cooking and sewing.	27	18.6	18	12.4	64	44.1	36	24.8
8.	Home Economics Education should be left to girls alone.	0	0	18	12.4	54	37.2	73	50.3
9.	Home Economics Education is for those who are academically weak.	36	24.8	11	7.6	0	0	98	67.6
10.	Boys should enroll in more challenging subjects like Medicine, Law and Accounting	9	6.2	27	18.6	36	24.8	73	50.3

Source: Field Survey, 2019

The results from the above table (2) showed that 50.3% of the respondents strongly disagreed that Home Economics Education is for women. This constitutes the highest percent respondents. It can be argued here that Home Economics Education is not just limited to women as some people conceived. The results further revealed that 44.1% and 24.8% of the respondents disagreed and strongly disagreed that Home Economics Education is about cooking and sewing while 18.6% and 12.4% of respondents strongly agreed and agreed respectively. The results indicate that 50.3% and 37.2% of the respondents strongly disagreed and disagreed that Home Economics Education should be left to girls alone while 12.4% of the respondents agreed. The results showed that 67.6% and 24.8% strongly disagreed and disagreed respectively that Home Economics Education is for those who are academically weak while 7.6% agreed. The results also revealed that 50.3% and 24.8% of the respondents strongly disagreed and disagreed respectively that boys should enrol in more challenging subjects like Medicine, Law and Accounting while 6.2% and 18.6% of the respondents strongly agreed and agreed respectively.

Research Question 3: *What are the reasons for students' perception enrolling in Home Economics Education in Katagum Local Government Area, Bauchi State?*

Table 3 Reasons for Enrolling in Home Economics Education in Katagum Local Government Area, Bauchi State.

S/NO	ITEM	SA 4		A 3		D 2		SD 1	
		N	%	N	%	N	%	N	%
Reasons for Enrolling in Home Economics Education in Katagum Local Government Area, Bauchi State.									
11.	It will help me to get a good job after school.	99	68.3	46	31.7	0	0	0	0

12.	It encourages me to develop my own academic interest.	92	63.4	53	36.6	0	0	0	0
13.	I was interested in the subject.	73	50.3	36	24.8	0	0	36	24.8
14.	I forced to do the subject.	0	0	0	0	54	37.2	91	62.8
15.	I needed something to do and nothing else was appealing.	0	0	36	24.8	27	18.2	82	56.6

Source: Field Survey, 2019

The results from the above table (3) showed that 68.3% and 31.7% of the respondents strongly agreed and agreed respectively that students enrol in Home Economics Education to help them to get a good job after school. The results revealed that 63.4% and 36.6% of the respondents strongly agreed and agreed that students enrol in Home Economics Education to encourage them to develop my academic interest. The results also indicate that 50.3% of the respondents strongly agreed that students were interested in the subject while 24.8% of the respondents both agreed and disagreed. The results showed that 37.2% and 62.8% of the respondents disagreed and strongly disagreed respectively that students were not forced to do the subject. This shows that students who enrolled in the subject were not forced to offer the subject.

Testing of the Hypotheses

In order to determine various kinds of students' perceptions on teachers' methods of teaching, gender influence and reasons on Home Economics Education among senior secondary school students in Katagum Local Government Area of Bauchi State a Pearson Chi-Square analysis was used to test the hypotheses to find out the result. The result is presented below:

Hypothesis 1: *There is no significant difference between perceptions of students on their Home Economics Education teachers' methods of teaching.*

Table 4 Pearson Chi-Square Perceptions of Students on Their Home Economics Education Teachers' Methods of Teaching

Chi-Square Tests					
	Value	Df	Asymptotic	Significance	(2-
			sided)		
Pearson Chi-Square	129.162 ^a	2	.000		
Likelihood Ratio	163.228	2	.000		

Linear-by-Linear Association	84.967	1	.000
N of Valid Cases	145		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.73.			
Source: SPSS Out Put 2019			

Results From table (4) indicate that there is significant difference between perceptions of students on their Home Economics Education teachers' methods of teaching. Pearson Chi Square value is $(\chi^2) = 129.162^a$ (df =2) $P < 0.05$. Therefore, the null hypothesis that states there is no significant difference between perceptions of students on their Home Economics Education teachers' methods of teaching should be rejected. When teachers of Home Economics Education adopt methods of teaching this will lead students' academic excellence in the subject.

Hypothesis 2: *There is no significant gender influence on students' perception towards Home Economics Education.*

Table 5 Pearson Chi-Square Gender Influence on Students' Perception towards Home Economics Education

Chi-Square Tests				
	Value	Df	Asymptotic	Significance (2-sided)
Pearson Chi-Square	175.167 ^a	9	.000	
Likelihood Ratio	209.117	9	.000	
Linear-by-Linear Association	105.159	1	.000	
N of Valid Cases	145			
a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is 1.12.				

Source: SPSS Out Put 2019

Results From table (5) revealed that there is significant difference that exists on gender influence on students' perception towards Home Economics Education. Pearson Chi Square value is $(\chi^2) = 175.167^a$ (df =9) $P < 0.05$. Therefore, the null hypothesis that states there is no significant gender influence on students' perception towards Home Economics Education should be rejected.

Hypothesis 3: *There are no significant reasons on students' perception for enrolling in Home Economics Education.*

Table 6 Pearson Chi-Square Reasons of Students' Perception for Enrolling in Home Economics Education

Chi-Square Tests				
	Value	df	Asymptotic	Significance (2-
			sided)	
Pearson Chi-Square	100.456 ^a	2	.000	
Likelihood Ratio	98.908	2	.000	
Linear-by-Linear Association	88.475	1	.000	
N of Valid Cases	145			

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.70.

Source: SPSS Out Put 2019

Results From table (6) showed that there is significant difference that exists on reasons on students' perception for enrolling in Home Economics Education. Pearson Chi Square value is $(\chi^2) = 100.456^a$ ($df = 2$) $P < 0.05$. Therefore, the null hypothesis that states there are no significant reasons on students' perception for enrolling in Home Economics Education is hereby rejected.

Discussion

The aim of this study was to evaluate Students' perceptions towards Home Economics Education among Senior Secondary School students in Katagum Local Government Area of Bauchi State. The sample of 145 was used. The findings reveal that there are significant students' perceptions on teachers' methods of teaching, gender influence on the subject and reasons for enrollment.

The results from the first hypothesis revealed significant difference between perceptions of students on their Home Economics Education teachers' methods of teaching. The findings of the study show that teachers' methods of teaching the subject make it interesting to students, allow them to ask questions and participate in classroom activity to acquire skills their own. The findings are contrary to Uwameiye (2015) who found out Home Economics teachers do not have good method of teaching, since they are unable to make home economics lessons attractive and interesting to students as well as unable to encourage, support and give room for individual differences in the course of teaching the subject. On the other hand, Moroye (2009) found out that teachers' practice in the classroom form an integral tool that guide the curriculum choices to influence

students' academic performance positively. In support of this Uwameiye (2015) argues that if teachers have a supportive and conducive working environment, a better students' academic achievement will definitely result.

The results from the second hypothesis show significant gender influence on students' perception towards Home Economics Education. The findings revealed that Home Economics Education is not limited to women and girls as well as those who are academically weak. The findings are in support of Wahome (2005) who found out that students were dissatisfied that the subject is women and also for those who are sound academically.

The results from the third hypothesis indicate the significant reasons on students' perception for enrolling in Home Economics Education. This findings show that there are reasons that motivate students to enrol in Home Economics Education in secondary school. These findings supported the claim of Audu and Abdulkadir (2009) that Home economics education is one of the disciplines which prepare students for the acquisition and development of skills, make them competent to acquire necessary skills to be efficiency in economics systems as well provide to be job providers rather than job seekers. In the same line of thought Lemechi

(2005) and Uko-Ayima (2005) stress that there are numerous business opportunities and entrepreneurial skills that Home Economics Education offers to students and people in general. Gamawa (2015) argues that Home Economics Education exposed students to the knowledge of technical and vocational training that are necessary for human development that provide accelerate job opportunities and alleviate poverty in the society.

Conclusion

This study unveiled the perceptions of students towards Home Economics Education in Senior Secondary Schools Katagum Local Government Area of Bauchi State. The study argues showed significant difference between perceptions of students on their Home Economics Education teachers' methods of teaching. The teachers' methods of teaching the subject make it interesting to students, allow them to ask questions and participate in classroom activity to acquire skills their own. The study argued that there exists significant gender influence on students' perception towards Home Economics Education. The study revealed reasons why students enrolling in Home Economics Education.

Recommendations

In view of the findings of the study, the researcher put forward the following recommendations:

1. The government, parents and teachers should encourage more boys to enroll in Home Economics Education especially for the sake of career choice in the present limited career choices, where men can be employed as chefs, caterers, tailors, and housekeepers. More parents should encourage their children to enroll in the subject.
2. Home Economics Education should be made a compulsory subject for students of secondary school.
3. Government, Non-Governmental Organizational and host community should provision Home Economics Education laboratory equipment.

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