EFFECTIVENESS OF HOME ECONOMICS EDUCATION INSTRUCTIONAL MATERIALS IN SENIOR SECONDARY SCHOOLS IN KATAGUM LOCAL GOVERNMENT AREA, BAUCHI STATE

OKONMAH FAITH C
Department of Home Economics, School of Vocational and Technical Education, Aminu Saleh College of Education, Azare Bauchi State.

Abstract
The study examined effectiveness of Home Economics Education instructional materials among Senior Secondary School Students of Katagum Local Government Area, Bauchi State. The study adopted descriptive survey research design and employed stratified random sampling technique to select the respondents. The target population was Senior Secondary School

Keywords: Education, Home Economics Education, Instructional Materials, Students, Teachers

INTRODUCTION
Instructional materials are indispensible for promoting students’ academic performance in teaching and learning in any subject in an academic environment. The teaching and learning of Home Economics Education among students of Senior Secondary Schools in Nigeria need to be approached and handled properly. This is because of the importance of the subject as it contributes tremendously to human and national development. Therefore, it has become imperative to use appropriate instructional materials in teaching and learning of the subject. It is from this understanding that scholars like Ajayi (2000) argue for appropriate usage of instructional materials in teaching students of Senior Secondary Schools in the country. The importance of instructional materials in enhancing effective
Students of Katagum Local Government Area, Bauchi State and the sample size of 150 respondents was used. The data of the study was derived from a questionnaire containing fifteen items. The findings of the study showed that there are significant impacts of instructional materials on students’ academic performance in Home Economics Education among senior secondary schools. The study showed that improvisation of instructional materials improves teaching and learning process, arouse student’s interest by giving them something practical to see and also to find things out themselves, encourage both students and teachers to be more creative, innovative and original in their studies. The instructional materials serve as motivating factor for achieving students’ academic performance in Home Economics Education. The study recommends that government, host community, and non-governmental organizations should provide instructional materials; teachers should make use of instructional materials for every lesson and periodical training for effective usage of instructional materials by teachers should be implemented in schools.

Teaching and learning of Home Economics Education cannot be undermined due to the positive impact it has on the level of students’ assimilation. Teaching and learning of Home Economics Education in Senior Secondary Schools without instructional materials will yield little or no result. Scholars argue that there are serious scarcities of facilities for teaching of Home Economics at all levels of education (Okpala & Ode 2001, Kochher 2012, Isola, 2010). There is no doubt that secondary schools in Katagum Local Government Area of Bauchi State are seriously lacking instructional materials. As a result, teaching and learning of Home Economics Education is not achieving maximum outcome. The use of instructional materials is pivotal to the teaching of Home Economics Education because it is a vocational subject and it cannot be taught abstract. The need to involve the learner through the use of various instructional materials is paramount as it aimed at bring about meaningful instruction.
Kochher (2012) argues that instructional materials are significant tools that are useful in learning and teaching. Instructional materials are objects or devices that assist the teachers to present their lessons logically and sequentially to the learners (Isola, 2010). Relatively, Oluwagbohunmi and Abdu Raheem (2014) note strongly that instructional materials are such that are used by teacher to explain and make learning of subjects matter understandable to students during teaching and learning process. The effectiveness of instructional materials of teaching and learning process in Home Economics Education cannot be over emphasized. From the researcher’s survey research has not been carried out on this area in Katagum Local Government Area, Bauchi State. This study therefore, examines the effectiveness of Home Economics Education instructional materials in Katagum Local Government Area of Bauchi State.

**Statement of the Problem**
Instructional materials are pivotal in enhancing effective learning of Home Economics Education. However, the outcome of students’ academic performance in the subject is seriously at stake due to availability of instructional materials. Researchers discovered the problems of inadequate instructional materials as one of the major problems that lead to poor academic performance of students in Home Economics Education (Okpala & Ode, 2001; Edet, 2001). This is one of the reasons that lead to poor academic performance of Senior Secondary School students of Home Economics Education Katagum Local Government Area, Bauchi State. This has become imperative for this study to be carried out.

**Purpose of the Study**
The purpose of this study is to investigate effectiveness of Home Economics Education instructional materials among students of Senior Secondary Schools in Katagum Local Government Area, Bauchi State. In achieving this broad goal, the specific objectives are to:

1. investigate the impact of instructional materials on the academic performance of students in Home Economics Education in senior secondary schools in Katagum Local Government Area, Bauchi State.
2. find out the extent at which teachers of Home economics education make use of instructional materials in Katagum Local Government Area, Bauchi State.
3. find out whether teachers’ improvise instructional materials in teaching Home Economics Education in Senior Secondary Schools in Katagum Local Government Area, Bauchi State.
Research Questions

1. What impact does availability of instructional material has on students’ academic performance in Home Economics Education in senior secondary schools in Katagum Local Government Area, Bauchi State?
2. To what extent do teachers use instructional materials in teaching Home Economics Education in senior secondary schools in Katagum Local Government Area, Bauchi State?
3. How do teachers of Home Economics Education improvise instructional materials in teaching of Home Economics Education in senior secondary schools in Katagum Local Government Area, Bauchi State?

Theoretical Framework

The study adopted the Materials First-Rational Model and Opportunity Model of Lesson Plan. The theory was propounded by Belland (1981) and it was later revised by Ibe-Bassey (2012). The theory argues that the teacher must organize resources which would facilitate learning among the learners. It encourages the use of events of instruction. Theory further states that the systematically designed and produced materials can teach on their own. It helps students to develop the right habit of performing all learning activities in their logical sequences.

In this context, the theory is relevant because it will encourage teachers to make use of instructional materials in teaching of Home Economics Education which will influence students to learn systematic and logical as the interact with the instructional materials.

Methodology:

Research design

This study adopts survey design of the descriptive type. This design is adopted for this study because the researcher intends to elicit responses from a specific population through the use of questionnaire as a survey research instrument. Survey design, is very useful because it has a wide range of scope and coverage; hence generalization is possible, to investigate the effectiveness of Home Economics Education instructional materials among Senior Secondary Schools in Katagum Local Government Area of Bauchi State.

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 150 students were selected randomly to participate in the study.
Instruments
The instrument that was used for this study is a questionnaire and it is titled “Home Economics Education instructional materials Questionnaire”. It was designed by the researcher along with the variables under study and the question it contains is drawn from the research questions. The questionnaire is an instrument designed to assess “Effectiveness of Home Economics Education Instructional Materials in Senior Secondary Schools in Katagum Local Government Area, Bauchi State”. 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. The questionnaires were returned which was used for data analysis.

Data Analysis
The data collected from the study was subjected to descriptive statistical analysis. The simple percentage method was used to analyze the data to examine “Effectiveness of Home Economics Education Instructional Materials in Senior Secondary Schools in Katagum Local Government Area, Bauchi State” using tables and simple percentage.

Results
Table 1 The Impact of Instructional Materials on the Academic Performance of Students in Home Economics Education in Senior Secondary School.

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEM</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students have a better understanding of Home Economics Education concepts anytime instructional materials are used in the class.</td>
<td>90</td>
<td>60</td>
<td>40</td>
<td>0</td>
</tr>
</tbody>
</table>

2. The use of instructional materials arouses students’ interest in the learning of Home Economics Education.  
   
3. Students can learn Home Economics Education better without the use of instructional materials.  
   Students find the class interesting when their Home Economics teacher makes use of instructional materials.  
   The use of instructional materials helps students to remember what they have been taught in home Economics Education.  

Source: Field Survey, 2019  
The results from the above table (1) revealed that 60% and 40% of the respondents strongly agreed and agreed respectively that students have a better understanding of Home Economics Education concepts anytime instructional materials are used in the class. The results also indicate that 56% and 40% strongly agreed and agreed respectively, the use of instructional materials arouses students’ interest in the learning of Home Economics Education while 4% of the respondents disagreed. This shows the importance of instructional materials to students. The results from the above table further show that 42% and 34% of respondents strongly disagreed and disagreed respectively that Students can learn Home Economics Education better without the use of instructional materials while 12% of the respondents both strongly agreed and agreed. Moreover, results from the table above indicate that 76% and 24% of the respondents strongly agreed and agreed respectively that Students find the class interesting when their Home Economics teacher makes use of instructional materials. 72% and 28% of the respondents strongly agreed and agreed respectively that the use of instructional materials helps students to remember what they have been taught in home Economics Education.

Table 2 The Extent at which Teachers of Home Economics Education make use of Instructional Materials in Katagum Local Government Area, Bauchi State.  

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEM</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Extent at which Teachers of Home Economics Education make use of Instructional Materials in Katagum Local Government Area, Bauchi State.</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
</tbody>
</table>


Does your Home Economics Education teacher make use of home economics instructional materials in the class? 42 28 66 44 42 28 0 0

Does your Home Economics Education teacher make use of instructional materials for every topic he/she teaches you? 12 8 30 20 93 62 15 10

Do you think your Home Economics Education teacher makes use of instructional materials for every topic he/she teaches you? 30 20 9 6 81 54 30 20

Does your Home Economics Education teacher ask you questions based on the instructional materials used in the class? 63 42 78 52 9 6 0 0

Do you think Home Economics Education teacher does not want to use instructional materials during lesson? 36 24 69 46 24 16 21 14

Source: Field Survey, 2019

The results from the above table (2) revealed that 44% of the respondents agreed, 28% of the respondents both strongly agreed and disagreed that Home Economics Education teacher make use of home economics instructional materials in the class. This points to the fact that teachers of Home Economics Education make use of instructional materials when delivery their lesson in the class. The results also indicate that 62% of the respondents disagreed that Home Economics Education teachers do not make use of instructional materials for every topic, while 20%, 8% and 10% of the respondents agreed, strongly agreed and strongly disagree respectively. 52% and 42% of the respondents agreed and strongly agreed that Home Economics Education teacher ask students questions based on the instructional materials used in the class while 6% of the respondents disagreed. It can be argued here that teachers asked students question based on the kind of instructional materials used during the lesson. The results also revealed that 24% and 46% of the respondents strongly agreed and agreed respectively that Home Economics Education teacher does not want to use instructional materials during lesson contrary 16% and 14% of the respondents disagreed and strongly disagreed.

Table 3 Teachers’ Improvise Instructional Materials in Teaching Home Economics Education in Senior Secondary Schools in Katagum Local Government Area, Bauchi State

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEM</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Teachers’ Improvise Instructional Materials in Teaching Home Economics Education in Senior Secondary Schools in Katagum Local Government Area, Bauchi State</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
</tbody>
</table>
11. Adequate improvisation of instructional materials improves teaching and learning process in Home Economics Education.

12. Home Economics Education teachers are lacking skills for improvising instructional Materials

13. Teacher’s improvisation of instructional materials will arouse student’s interest by giving them something practical to see and do also to find things out themselves.

14. Improvisation of instructional materials encourages students and teachers to be more creative, innovative and original.

15. Improvisation would promote local sourcing of instructional materials thus encouraging and sustaining creativity and innovativeness among teachers and learners.

Source: Field Survey, 2019

The results from the above table (3) showed that 60% and 30% of the respondents strongly agreed and agreed respectively that adequate improvisation of instructional materials improves teaching and learning process in Home Economics Education while 10% of the respondents disagreed. It is important to note that instructional materials when used appropriate have greater influence for improving teaching and learning of Home Economics Education. The result further revealed that 38% and 26% of the respondents disagreed and strongly disagreed that Home Economics Education teachers are lacking skills for improvising instructional Materials; 12% and 20% of the respondents strongly agreed and agreed. The results also indicate that 70% and 14% of the respondents strongly agreed and agreed respectively that teacher’s improvisation of instructional materials arouse student’s interest by giving them something practical to see and also to find things out themselves while 16% of the respondents disagreed. The provision of instructional materials to students in the class during lessons increases students’ interest in learning. The results from the above table further showed that 70% and 14% of respondents strongly agreed and agreed respectively that improvisation of instructional materials
encourages both students and teachers to be more creative, innovative and original in learning and teaching of Home Economics Education while 16% of the respondents disagreed. Moreover, results from the table above indicate that 60% and 28% of the respondents strongly agreed and agreed respectively that improvisation would promote local sourcing of instructional materials thus encouraging and sustaining creativity and innovativeness among teachers and learners of Home Economics Education on the contrary 6% of the respondents disagreed and strongly disagreed respectively.

Discussion
The first research question examined the impacts of availability of instructional materials on students’ academic performance in Home Economics Education among senior secondary schools in Katagum Local Government Area, Bauchi State. The findings revealed that Students have a better understanding of Home Economics Education concepts anytime instructional materials are used in the class and also the use of instructional materials arouses students’ interest in the learning of Home Economics Education. This showed that appropriate use of instructional materials help student to understanding Home Economics Concepts and also arouses students’ interest in learning of the subject. This study confirmed the study carried out Tella (2007) that instructional materials used by Home Economics Education teacher during class lesson arouses students’ interesting in understanding Home Economics Education concepts. The findings showed that students cannot learn Home Economics Education better without the use of instructional materials. This study is in line with study conducted by Igbemi (2005) that students are not acquiring adequate skills as expected in Home Economics Education as a result of inadequate supply of instructional materials. Findings of the study revealed that students find the class interesting when their Home Economics teacher makes use of instructional materials also that the use of instructional materials helps students to remember what they have been taught in home Economics Education. This supports the view of Tella (2007) who asserts that making use of any instructional material pave way to students to have full knowledge of the material, prepare the environment where it will be used as well as attract attention, arouse, motivate and provide the rationale in the beginning, middle or end of a lesson.

The second research question focused on the extent teachers use instructional materials in teaching Home Economics Education in Senior Secondary Schools in Katagum Local Government Area, Bauchi State. The findings of the study showed that Home Economics Education teachers make use of instructional materials in
teaching students in senior secondary schools in Katagum Local Government Area, Bauchi State. The findings also indicate that Home Economics Education teachers do not make use of instructional materials for every topic. This finding is in line with what Usman (2016) opined that teachers tend to rate the use of instructional materials in most of their teaching exercises and some of these materials are not usually available for teachers’ use. This makes most teachers cling to verbal instruction as the only way to impart knowledge to students.

The third research question hinged on how teachers of Home Economics Education improvise instructional materials in teaching senior secondary school students in Katagum Local Government Area, Bauchi State. The findings showed that improvisation of instructional materials improves teaching and learning process, arouse student’s interest by giving them something practical to see and do also to find things out themselves, encourages students and teachers to be more creative, innovative and original as well as promote local sourcing of instructional materials thus encouraging and sustaining creativity and innovativeness among teachers and learners. These findings are in line with Alapa (n. d) that adequate provision and utilization of instructional materials of Home Economics education have astonishing power of attracting and holding students’ attention.

Conclusion
This study unveiled the effectiveness of Home Economics Education instructional materials in teaching and learning process. The study argues that there are significant impacts of instructional materials on students’ academic performance in Home Economics Education among senior secondary schools. The study shows that students have a better understanding of Home Economics Education concepts, arouse their interest and learn better when instructional materials are used. Instructional materials serve as motivating factor for achieving students’ academic performance in Home Economics Education. The study revealed the extent in which Home Economics Education make use of instructional materials delivery their lessons. The study showed that improvisation of instructional materials improves teaching and learning process, arouse student’s interest by giving them something practical to see and do also to find things out themselves, encourage students and teachers to be more creative, innovative and original in their studies.

Recommendations
In view of the major findings of the study, the study put forward the following recommendations:
1. Government and host community should provide basic instructional materials to equip Home Economics Education laboratories in public secondary schools in Bauchi State.

2. Non-Governmental Organizations should assist in the provision of training materials for the teaching and learning of Home Economics Education.

3. Home Economics Education teachers should be encouraged to use instructional materials for every lesson in the class. This should not only reflect in their lesson plans.

4. Home Economics teachers should be trained periodically how to effective use Home Economics Education instructional materials during class lessons.

References


Kochhar, S.K (2012). The teaching of social studies: New Delhi India. Sterling publications private limited

