

ESSENTIAL TECHNICAL SKILLS REQUIRED BY HOME ECONOMICS TEACHERS IN SECONDARY SCHOOLS

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Abstract

The study was designed to find out the essential technical skills required by Home Economic teachers with particular reference to secondary schools teachers in Orumba South L.G.A of Anambra State. The population of the study comprised of 15 principals and 30 Home Economics teachers in Secondary schools of Orumba South L.G.A. 4 points likert scale questionnaires was used for data collection while percentage and mean were used to analyse the data. Findings include that some of the teachers were not qualified to teach the subject and they required skills in food preparation, home decoration, consumer education, construction of fabrics, crocheting, braiding, garment construction, wearing etc. Some of the factors militating against the use of technical skills include poor qualifications, lack of lab facilities, equipment and fund. Ways of improving the technical skills of the Home Economic teachers includes amongst others, organizing workshops, seminar, in service training and provision of facilities/equipments.

Home Economic according to Medulu (1998) is the application of many sciences and arts towards achieving a healthy and happy home. It is an interdisciplinary subject which must incorporate both boys and girls. The teaching of Home Economics should move with today's rapidly changing of world. The subject heads the teachers to know how people learn and what influences their learning.

Qualitative and functional education is not possible without quality teacher. National Policy on Education (NPE, 2004) stated that all the teachers in our educational institutions from primary to secondary schools, to university will be professionals.

In line with this, Okolo (2002) stated that the teachers of Home Economics Education in Secondary schools should have technical skills so as to produce students with improved positive attitude towards Home Economics. Those who have sustained interest with adequate knowledge in Home Economics can apply them scientifically in managing the home and society.

Skills, according to UNESCO (2006) are the ability to show understanding of the nature, interest, adequate knowledge of the subject. Chukwu (2003) in his contributions stated that the post primary school teachers need skill in the specialized subject matter. He went further to outline the technical skills required by teachers as follows:

- a. teachers must know enough to analyse and evaluate text books/materials.
- b. Search for knowledge
- c. Know enough to synthesis and use of knowledge

It is generally known that education unlocks the door to modernization but it is not often realized and appreciated that it is the teacher who determines what actually happens in the classroom. It is he who translates policies into practices and theories action (Ukeje, 1989), Undoubtedly, the quality and skill teachers of any subject and the methodology employed affect the student's reaction to the subjects. It is poor pedagogical skills that compel Home Economics teachers to restrict their activities to the classroom. It is therefore imperative that the teachers needed the technical knowledge and skills to provide. Their

students with up-to-date preparation for the current technology in the world of work. Home economics teachers should have a command of high level proficiency in contents and in pedagogy so as to impart the appropriate skills needed in home economics, programmes.

It was generally believed that the responsibility of successful implementation of any educational programme lies sequels with the classroom teachers and administration. This is so because in the final analysis, it is the teacher who creates a favourable environment for the students, classroom and academic performance and social adjustment.

It is still discovered that the graduates of Home Economic are half baked or not interested in the subject. The question that comes to mind now is, does it mean that Home Economics is not an interesting subject or is it that the teachers handling the subject are not skilled enough.

Although many of the teachers may be dedicated but their own deficiencies in academic background and technical skill set a limitation of their performance and to the student's achievement. Hence it becomes imperative to develop technical skills along the lines with educational objectives. The study therefore was designed to determine the essential technical skills required by Home Economics Teachers in secondary Schools.

Problem of the Study

Since the introduction of the 6-3-3-4 system of education in Nigeria, a lot of factors seem to militate against the smooth running of the system one of which is non-availability of qualified teachers in the secondary school subjects of which Home Economics is one of them. This lack of Home Economics teachers led schools through the help of PTA to employed non-technically unskilled teachers of Home Economics to teach the subject. These unqualified and incompetent teachers find it difficult to achieve the ~~aim of Home Economics Education in secondary schools, the study therefore was designed to find out the~~ *Essential Technical Skills Required by Home* essential technical skills required of Home Economics teachers in secondary schools of Orumba South L.G.A.

Purpose of the Study

The study was designed to:

1. Examine and make appraisal of the human resource for Home Economics education in secondary schools.
2. determine the essential technical skills requires by Home Economics teachers to teach the subject
3. identify the factors against the use of the technical skills
4. determine the ways of improving the technical skills of home economics teachers.

Research Questions

The following research questions guide the study

1. What are the qualification of Home Economics teachers employed in secondary schools in Orumba South L.G.A?
2. What are the essential technical skills required of Home Economics teachers in teaching in secondary schools?
3. What are the factors militating against the use of the skills?
4. How can the skills of the Home Economics teachers be improved?

Significance of the Study

The findings of the study will help the government and educational planners to know the much needed skills by the Home Economics teachers and incorporate them in their training programs. The Home Economics teachers will be exposed on the ways of improving their teaching skills.

Research Method

Design of the Study

The design used in the study was survey design

Population – the population of the study comprises of all the principals and the home economics teachers in the 15 secondary schools of Orumba South Local Government Area. There are a total of 15 principals and 30 home economics teachers in Orumba South L.G.A. (Statistics Unit Orumba South Headquarter Umunze).

Sample for the Study

All the 15 principals and 30 Home Economics teachers were involved thus, no sample was done.

Instrument for Data Collection

A structured questionnaire was the instrument for data collection. The questionnaire consists of the modified four point likert scale of strong agree (SA), Agreed (A) Disagreed (D) and Strongly Disagreed (SD). Nominal value were assigned to the scale items as follows:

Strongly Agreed	(SA)	=	4
Agreed	(A)	=	3
Disagree	(D)	=	2
Strongly Disagreed	(SD)	=	1

Validation of the Instrument

The instrument was validated by two experts in Home Economics education. The items were securitized and items identified ambiguous for the respondents were re-written while the irrelevant were eliminated from the items.

Reliability of the Instrument

The study was presented to five (5) principals and 10 Home Economics teachers in secondary school of Umunneochi Local Government Area of Abia State. Cronbach alpha was used in determining the reliability of the instrument and the reliability of 0.86 was obtained

Method of Data Analysis

Percentage, frequency and mean were used to analyze the data. To determine the cut off point, the nominal values are added up and divided by the number of scaling items thus $4+3+2+1 = 10 = 2.50$. Questionnaire items that received a mean response of 2.50 and above were accepted while item with a mean less than 2.50 were rejected.

Result

Table 1: Frequency and Percentage Distribution of Home Economics Teachers Based on Qualification.

Qualification	No of teacher's frequency	Percentage
M.ed	-	-
M.Sc. (Home Econs)	2	6.7
B.Sc (home Econs)	4	13.3
B.ed	-	-
HND	2	6.7
NCE	20	66.6
OND	-	-
Others	- 2	6.7
Total	30	100

From table 1 above, it is seen that NCE holders constitute 66.6% of the teachers while teachers with B.Sc followed 13.4%, 6.7% of the teachers hold M.SC, 6.7% hold HND and 6.7% posses other qualifications.

Essential Technical Skills Required by Home...

Table 2: Mean Responses of Respondents on Essential Technical Skills Required of Home Economics Teachers

S/No	Items	SA	A	D	SD	N	X	Remark
1.	Identifying various aspects of food	45	-	-	-	45	4.00	Agreed
2.	Acquisition of management and supervisory skills	20	25	-	-	45	2.56	Agreed
3.	Ability to communicate effectively using oral and written skills.	45	-	-	-	45	4.00	Agreed
4.	Identifying the various food preparation methods	15	30	-	-	45	3.33	Agreed
5.	Posses skills necessary for effective management of homes	30	15	-	-	45	3.67	Agreed
6.	Posses skills of beautifying the rooms and house	45	-	-	-	45	4.00	Agreed
7.	Be conversant with consumer education	12	33	-	-	45	3.27	Agreed
8.	Acquire adequate information on the various equipment for usage in the home	45	-	-	-	45	4.00	Agreed
9.	Ability to construct fabrics by means of needle	13	32	-	-	45	3.20	Agreed
10.	Posses skills of crocheting	36	19	-	-	45	4.47	Agreed
11.	Posses skills of braiding	45	-	-	-	45	4.00	Agreed
12.	Garment construction	45	-	-	-	45	4.00	Agreed
13.	Weaving	40	5	-	-	45	3.89	Agreed
14.	Take inventory of school home economics equipment	37	8	-	-	45	3.82	Agreed
15.	Ability to maintain in home economics laboratory	45	-	-	-	45	4.00	Agreed
16.	Ability to embark in textile production such as dyeing, printing.	30	15	-	-	45	3.67	Agreed
17.	Ability to access facilities and equipment required in the school.	35	10	-	-	45	3.78	Agreed
18.	Ability to budget and forecast	45	-	-	-	45	4.00	Agreed

All the items in table 2 had mean values above the cut-off point of 2.50 which means that the respondents agreed on them as the essential technical skills required by Home Economic teachers.

Academic Excellence

Table 3: Mean Responses of Respondents on Factors Militating Against the Use of Technical Skills.

S/No	Items	SA	A	D	SD	N	X	Remark
1.	Poor qualifications of Home economics Teachers	10	35	-	-	45	3.22	Agreed
2.	Lack of Home Economics laboratory/workshop	45	-	-	-	45	4.00	Agreed
3.	Lack of teaching equipment facilities	45	-	-	-	45	4.00	Agreed
4.	Inadequate fund	30	15	-	-	45	3.67	Agreed
5.	Inefficiency on the part of Home Economics teachers.	40	5	-	-	45	3.89	Agree

The items had mean values of 3.22, 4.00, 3.67 and 3.89 respectively. These mean values are above the cut-off point of 2.50 which show that the respondents agreed on them.

Table 4: Mean Responses of Respondents on Ways of Improving the Technical Skills of Possessed of Home Economic Teachers

S/No	Items	SA	A	D	SD	N	X	Remark
1.	Organizing workshop and seminars for home economics teachers	23	22	-	-	45	3.51	Agreed
2.	Provision of home economics facilities equipment to schools	45	-	-	-	45	4.00	Agreed
3.	In-service training to home economics teachers	30	15	-	-	45	3.67	Agreed
4.	Allocation of enough fund for home economics practical	45	-	-	-	45	4.00	Agreed
5.	On the job training of young teachers	40	5	-	-	45	3.89	Agreed

Items in table 4 had mean values above the cut off point of 2.50 which imply that the respondents agreed on them as a way of improving the technical skills possessed of Home Economics teachers in secondary schools.

Discussion

Data in table 1 revealed that NCE Home Economics teachers are more in number. This is because they constitute 66.6% of the teachers. It is noted that 6.7% who do not possess relevant qualification teach Home Economics in the secondary schools. Research Question 2 sought to find out the essential skills required by Home Economics teachers in the secondary school. Results of the study revealed that all the essential skills are necessary by teachers. The findings are in line with that of Okolo (2002) who stated that a good Home Economics teacher must have a thorough knowledge of his subject area. Data in table 3 indicate that factors militating against the use of technical skills by Home Economics teachers include ~~poor qualifications, lack of teaching equipment/facilities, inadequate fund and inefficiency on the part of the teachers.~~ *Essential Technical Skills Required by Home* Ude (2006) stated that one of the factors militating against the teaching of Home Economics in secondary schools is lack of teaching materials, equipment and facilities and this makes the learning of the subject difficult and frustrating.

Data in table 4 showed that ways of improving the technical skills of Home Economics teachers include organizing workshops/seminars, in service training, on the job training, provision of facilities/equipment and allocation of enough fund. The results are in the line with what Ozigi (1979) who stated that school equipment and tools are essential aids to effective teaching and learning; they are the teachers tools. Also, Okolo (2002) opined that teachers acquired the essential skills through participation training, on the job training, seminar and conferences.

Conclusion

There is the need to improve the essential skills of Home Economics teachers and this, should be done through in-service courses workshops and seminars. They require these essential skills so as to move the students towards the achievement of the aim of 6-3-3-4 system of education.

Recommendation

Based on the findings, the following were recommended:

1. Workshops, seminars and in service training should be provided for the secondary school Home Economics teachers.
2. Only qualified and professional home economics teachers should be employed to teach the subject.
3. There should be regular supervision of Home Economics teachers to ensure that the essential skills are utilized.
4. Home Economics education in secondary schools should be adequately funded by the government.

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