23

LECTURERS PERCEPTION ON STRATEGIES FOR REVAMPING HOME ECONOMICS EDUCATION FOR MEETING THE NEEDS OF E-LEARNING IN NIGERIA

ASSUMPTA AMAKA OKOYE
Federal College of Education (Technical), Umunze,
Anambra State.

UZOMA IFECHUKWU OKOYE
Federal College of Education (Technical), Umunze,
Anambra State.

And

IFEYINWA BESSIE CHIDOLUE
Federal College of Education (Technical), Umunze,
Anambra State.

Abstract

The study investigated the lecturer's perception on strategies for revamping Home economics Education in colleges of Education for meeting the needs and challenges of e-learning. Three research questions and three Null hypotheses guided the study. The study was conducted in two colleges of Education in Anambra state that offer Home economics Education. The population of the study comprises of 22 Home economics lecturers. The instrument for data collection was structured questionnaire constructed using four point scales. Data collected from the study was analyzed using mean to answer the research questions while the hypothesis was tested at .05 level of significance using t-test statistics. The results revealed that area of Home economics that needed e-learning includes food and Nutrition, clothing & textile floriculture Horticulture e.t.c. challenges facing the use of e-learning in Home education includes among others lack of fund, High cost of e-learning facilities, poor ICT policy strategies for revamping Home economics Education to meet the needs of ICT includes adequate funding, training & retraining of Home economics lecturers e.t.c. the study recommended among others

that there is need for Government to fund education adequately, colleges to purchase generating sets for light key words: Lecturers, strategies, Home economics, e-learning, challenges.

The introduction of information and communication technology into the world has influenced all aspects of education. Education today has become a large global market with aggressive players in place for countries willing to invest in ICT. The result is the involvement of countries around the world to use ICT as a great tool to improve and update the educational sector that will benefit the younger generation. According to Okeke (2017) ICT have powered the level of education in the world so much that teaching can take place from distances through on-line services. Thus the emergence of the internet learning is called e-Learning. E-learning comprises all forms of electronically supported learning and teaching involving the computer and network which enabled transfer of skills and knowledge (Wikipedia, 2011).

Hedged and Hayward (2004) defined e-learning as an innovative approach for delivering electronically mediated, well- designed, learner centered and interactive learning environment to anyone, any place by integrating the internet and digital technologies.
ICT in education is the wholesome integration of modern telecommunication particularly the internet into the education system. With ICT in schools education is made more productive by making instructions more powerful more scientific and real. It gives room for independent and individual study. ICT's are applied in many fields of education including Home economics education.

Home economics is the dynamic field of study whose primary aim is the improvement of the lives of individuals, families and the society at large. (Nwankwo, 2003) stated that Home economics is concerned with using and managing human and material resources for the benefit of individuals, family, society including rural households in order to maintain its relevance Home economics must continually and consistently evolve new and effective ways of enhancing family welfare and helping rural household to cope with new emerging challenges in the society.
The use of e-learning in any nation depends on the computer technological awareness in the country. According to Aleburu (2005) it is obvious that the use of ICT in education is yet to be embraced by Nigerian Educational institutions. The new innovation in teaching and learning process in most schools is still a dream yet to be realized. ICT has not been fully integrated into the curriculum of higher institution Oleidibie (2011) opined that Nigeria schools lack internet facilities. The implications of this are that students and teachers will not

be able to come together for lectures, tutorials and on-line interactions across geographical locations. Also most teachers in our schools have not been trained on the use of ICT facilities, few of them may be trained only to appreciate the use of which will be inadequate for them to apply in teaching and learning process.

ICT opens the door to all kinds of new educational opportunities to both teachers and students. The use and application of technology teaching and learning process must be given the priority it deserves to ensure that Nigeria achieve its vision 2020 on Education through ICT, there should sufficient attention given to ICT in schools.

In Nigeria, teachers, students and lecturers in our school system must be inducted to develop the needed skills in the use of ICT to enhance e-learning. In order to use e-learning in teaching and learning, some efforts must be made to revamp our educational system to meet up with the challenges of e-learning.

Statement of the Problem

Utilizing e-learning in Home economics Education offer numerous benefits in enriching the quantity and quality of teaching process in Home economics Education. Despite the prevalent nature of e-learning through ICT, the mastery of skills required to effectively function in a knowledge based economy has not been attained as a result of erratic power supply, lack of skills by teachers & students amongst others.

During the Covid-19 lock down a lot of schools, higher institution embarked on e-learning. The research observed that most of the students and lecturers were not ICT Compliance, most of them do not have ICT facilities to access the website of their schools, some that have ICT were faced with problems of poor power supply, even some were staying in areas where there are no internet services. The researcher's interaction with the students indicates that most of the students do not even receive the lecture materials through the internet. This becomes a worry to the researchers, and the researchers demand it necessary to find out the lecturers perception on the strategies for revamping Home economics Education in Colleges of Education to meet up with the needs and challenges of e-learning.

Purpose of Study

The main aim of the study is to find out the strategies for revamping Home economics Education in colleges of Education for meeting the needs of e-learning. Specifically, the study intends to:

1) Find out the areas of Home Economics Education that need e-learning

2)   Determine the challenges of e-learning in Home Economics Education.
3)   Find out the ways of revamping Home Economics Education to meet the needs of e-learning.

Research Questions
The following questions guides the study
1)   What are the areas of Home Economics Education that need e-learning?
2.   What are the challenges of e-learning in Home Economics education?
3.   What are the ways of revamping Home Economics education to meet the needs of e-learning?

Hypotheses
The following hypothesis guides the study
1.   There is no significant differences between the mean responses of male and female Home Economics lecturers on the areas of Home Economics that need e-learning.
2.   There is no significant difference between the mean responses of male and female Home Economics lecturers on the challenges of e-learning in Home Economics education.
3.   A significant difference does not exist between the mean responses of male and female Home Economics lecturers on the ways of revamping Home Economics education to meet the needs of e-learning.

Methodology
        Survey research design was adopted for the study survey research design according to Olaitan, Ali, Eyo and Sonade (2001) is a plan, strategy and structure that the investigator wanted to adopt to obtain solution to research problems using questionnaire in collecting, analyzing and interpreting data.
        The study was carried out in two Governments owned Colleges of Education in Anambra State that offer Home Economics Education. The population of the study comprises of 22 Home Economics Education lecturers in the Colleges of Education namely: Nwafor Orizu College of Education and Federal College of Education (T) Umunze.
The entire population was used for the study because it was manageable.
        A structured questionnaire was used for data collection. The instrument contained 33 letters. The instrument was divided into three sections (A,B and C) Section A sought information on the areas of Home Economics Education that need e-learning, Section B dwelt on the challenges of e-learning in Home Economics Education, while Section C was on ways of revamping Home Economics education to meet the needs of e-learning. The

instrument was based on four-point rating scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instrument was face validated by three experts. Two experts from Department of Home Economics and one from Department of Measurement and Evaluation, both from Federal College of Education (T) Umunze. Their corrections and criticisms were used to produce the final draft of the instrument. A reliability of the instrument was conducted using Cronbach Alpha and the reliability coefficient yielded 0.84. Data Collection was done by the researcher. All the copies of the questionnaire were filled and retrieved representing 100% return rate.

Mean and Standard Deviations were used for answering the research questions when based on the four point scale, only items with mean 2.50 and above was regarded as agree while any item with mean less than 2.50 was regarded as disagree. The standard deviation was used to determine the closeness or otherwise of the opinions of the respondents from the group data the t-test of significant difference between two independent means were used.

Table 1: Mean Responses of Respondents on the Areas of Home Economics that need E-learning

S/N	ITEMS	X	SD	REMARK
1.	Food and Nutrition	3.41	0.52	Agreed
2.	Home Management	3.33	0.79	Agreed
3.	Clothing and Textile	2.91	0.44	Agreed
4.	Child Development	3.05	0.66	Agreed
5.	Hospitality Management	3.16	0.55	Agreed
6.	Soap Making	2.98	0.90	Agreed
7.	Home Gardening	3.42	0.67	Agreed
8.	Indoor and Outdoor decoration	2.78	0.75	Agreed
9.	Interior Decoration	2.98	0.55	Agreed
10.	Horticulture	3.06	0.91	Agreed
11.	Floriculture	3.22	0.82	Agreed
12.	Food Preparation	3.20	0.49	Agreed
Grand X & SD		3.13	0.67	Agreed

All the items in table 1 above had mean values above the cutoff point of 2.50 and were all agreed by the respondents as the areas that need e-learning in Home Economics education.

Table 2: T-test Comparison of Mean Ratings of Male and Female Home Economics Education on the Areas of Home Economics that need E-learning

Gender	X	SD	N	Df	t-cal	t-Hab	P	Decision
Male	3.51	0.55	2	20	0.48	1.96	0.05	Do not reject
Female	3.49	0.61	20					Ho

t-test analysis revealed that t calculated of 0.48 is lesser on t-crit of 1.96 at 0.05 level significance. Therefore Null Hypotheses was not rejected. Therefore a significant does not exist between the mean responses of male and female Home Economics lecturers on areas of Home Economics that need e-learning.

Table 3: Mean Responses of Respondents on the Challenges of E-learning in Home Economics Education

N = 22

S/N	ITEMS	X	SD	REMARK
1.	Lack of fund	2.92	0.86	Agreed
2.	Poor supply of power	3.10	0.75	Agreed
3.	Problems of lecturers resistance to e-learning	2.98	0.82	Agreed
4.	High cost of e-learning facilities	3.00	0.50	Agreed
5.	Non challant attitude of Government Towards e-learning	3.15 3.18	0.87	Agreed
6.	Lack of Rural connectivity	2.83	0.51	Agreed
7.	Lack of ICT facilities for e-learning	2.99	0.42	Agreed
8.	Poor ICT policy Implementation strategy	3.34	0.62	Agreed
9.	Inadequate educational software	3.33	0.74	Agreed
10.	Lack of interest on part of students on e-	3.41	0.53	Agreed

	learning			
11.	Lack of skills to fully utilize e-learning technology	3.25	0.65	Agreed
12.	Lack of review and updating of existing ICT Curricular	3.13	0.78	Agreed
13.	Inadequate educational software in Home Education	3.17	0.96	Agreed
14.	Grand X and SD	3.41	0.81	

All the items had mean values above the cut-off point of 2.50 and was all agreed by the respondent

Table 4: t-test Comparison of Male and Female Home Economics Education on the Challenges of E-learning in Home Economics Education

					t-cal	t-Tab	P	decision
Gender	X	SD	N	Df				Do
Male	3.24	0.69	2				0.05	Not
				20	0.10	1.96		Reject
Female	3.19	0.44	20					HO$_2$

Table above revealed that t- calculated of 0.10 is lesser than t- critical of 1.96 at 0.05level of significance this shows that the null hypotheses which states that there is no significance differences in the mean responses of male and female home economics lecturers on the challenges of e-learning on Home economics education was not rejected.

Table 5: Mean Responses of Respondents on the Ways of Revamping Home Economics Education to Meet the Needs of E-learning

S/N		X	SD	Decision
1	Adequate funding of home economics education	3.36	0.41	Agreed
2	There is the need for research and development in e-learning in Home economics	2.92	0.85	Agreed
3	Functional ICT facilities should be provided in schools	2.97	0.55	Agreed
4	Training and retraining of lecturers on e-learning	3.12	0.67	Agreed
5	Home economics education curriculum to be modified to integrate the use of ICT	2.88	0.70	Agreed

6	Training the students on the use of ICT Facilities	3.24	0.78	Agreed
7	Provision of adequate ICT manpower in schools	3.06	0.91	Agreed
8	Regular workshops and seminars on ICT for Home lecturers	3.89	0.88	Agreed
	Grand X & SD	3.18	0.72	Agreed

All the items had mean values above the cut-off point of 2.50 and were all agreed by the respondents.

Table 6: t-test comparison of male and female home economics education lecturers on the ways of revamping Home Economics Education to meet the needs of e-learning

					t-	t-	P	decision
Gender	X	SD	N	Df	cal	Tab		Do
Male	3.15	0.65	2				0.05	Not
								Reject
Female	3.13	0.51	20	20	0.04	1.96		HO$_3$

Table 3 revealed that t-calculated of 0.04 was lesser than the t-calculated of 1.96 at 0.05 level of significance, therefore the null hypothesis which stated that a significant differences does not exist between male and female home economics lecturers on the ways of revamping home economics education to meet the needs of e-learning was not rejected.

Discussion

The findings of the study according to the research questions, T revealed that the area of home economics education that needs e-learning includes food and nutrition, clothing &textile, horticulture, floriculture, food preparation etc.

This findings were in line with what Aleburu (2005) stated that areas of home economics such as food & nutrition, clothing & textile needed e-learning. The t-test of significant differences revealed that no significant differences existed between the mean responses of male and female home economics lecturers on the areas of home economics Education that need e-learning answers to research question 2 revealed that challenges of e-learning in Home economics includes lack of fund and poor supply of power, problems of teachers resistance to e –learning, non-challant attitude of Government towards e-learning etc. This dings are in line with what Onwukwe (20.6) who stated that funding is one of the challenges facing the integration of e-learning in Education. Also kischener and slinger (2012) pined that power supply in Nigeria is very epileptic and are not conductive for ICT operation. Olelewe (2017) opined the many places especially rural areas are not connected

with the internet. It is very different for schools located in such areas to have access to e-learning facility.

T-test analysis recreated that a significant differences does not exist between the male and female Home economics lectures on the challenges of e-learning in Home economics Education.

Research question 3 was designed to find out the ways of revamping home Economics education to meet the challenges of e-learning in Nigeria results of the study revealed that such way includes adequate funding of Home Economics education, encouraging research and development in e-learning in Home economics, provision of functional ICT facilities, training and retraining of lectures in e-learning, Home economics education curriculum to be modified to integrate the use of ICT, training of the students on the use of ICT facilities, etc. these endings are in line with what Olubie (2017) stated that schools and colleges should be adequately funded, this will enable the schools to man ICT facilities. Also Akpodiete (2012) opined that there is the need for full integration of ICT into the curriculum of schools. These will help to capture the interest of teachers and students to e-learning. The author went further to state that ICT should be an integral component of the curriculum for all teachers training institutes in Nigeria including Faculties of education Deboye (2011) opined that there is the need for respective authorities in the colleges to ensure adequate supply of electricity in schools. This can be achieved through alternative power supply like generating set. Okolo (2011) opined that the government while providing electricity in the rural and urban areas, link up these rural and urban areas with telecommunication facilities to facilitate transactions t-test analysis revealed that a significant differences does not exist between the male and female Home economics education lecturers responses on the ways of revamping Home economics education to meet the needs of e-learning.

Conclusion

This paper tries to look at the lecturers' perception of revamping Home Economics Education in College of Education for meeting the needs of e-learning in Nigeria. The areas and challenges of e-learning in Home Economics was explored while ways of revamping Home Economics to meet the needs of e-learning are posited. However, it is strongly observed that the journey of Nigeria in imbibing e-learning is so far; therefore, this paper explores ways of making e-learning possible in Nigerian Colleges of Education to enhance teaching and learning

Recommendations

Based on the findings of the study, the following were recommended.

1.   Training and retraining of teachers on ICT (e-learning).

2.   There is the need for the Government both at local, state and federal level to properly fund education.

3.   The federal Government should set up in partnership with interested private entrepreneurs a vibrant computer technology industry to make the technology more affordable to all.

4.   Adequate efforts should be made by the colleges to raise fund for the purchase of standby power generating set.

5.   The government should provide an enabling environment for students to buy their own laptop by subsidizing the cost. This will enable the students to buy and use them for their studies.

References

Akpodiete, A. O. (2012) ICT illiteracy in Nigerian School & Civil Service. How do we bridge the digital. *www.chienigeriainvoice.conflictilliteracy-in-nigerian-schools-civilservices* html retrieved 8/5/12.

Aleburu , K. (2005) *Survey of ICT use in Tertiary Institutions Science Edu. Journal 2 (1) 110-119.*

Deboye (2011). *The state of affairs of Teacher Education with respect to Information and Communication Technology. Multimedia and web technology by reetasahoo and ganansahoo.*

Hedged & Hayward (2004) Advances in intelligent and soft computing in multimedia. *Wikipedia:Link:https://en.wikipedia.org/wiki/Multimedia.*

Kischener, P. & Slinger, M. (2012). The state of affairs of Teacher Education with respect to Information and Communication Technology. *Journal of Nigeria Academy 7 (2) 124-126.*

Nwankwo, J.O. (2003*). The quality of life and Home Economics Illinois: Teacher 10 (1) 1-5.*

Okeke (2017) A survey on Chromecasat digital device" *Journal of Emerging Technologies and Innovative Research (ISSN : 2349-5162) Published in Volume 5 Issue 10 , October-2018.*

Okolo, A.N. (2011) Information and Communication Technology for Job creation and sustainable national development in Nigeria. *Journal of Teacher perspective 5 (10 49-55.*

Olaitan, S.O, Ali, A, Sonade, E. and Eyo (2001) *Research Skill in Educational and Social Science Onitsha: Cape Publishers*.

Olelewe, C.J. (2007) *Functional ICT Literacy and Reading*. Enugu: *Pan Africa Publishers.*

Olidibie, E.I. (2011) Usefulness of Information & Communication Technology (ICT) in schools towards actualizing vision 2020. *Journal of the Nigerian Academy 7 (2) 144-149.*

Olubie (2017) Multimedia Applications by KlaraNahrstedt and Ralf Steinmetz. *digitalhumanities,Link:http://digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1210&toc.id=0&brand=9781405103213_brand.*

Onwukwe, V.E. (2016) *Challenges in the integration of E-learning Technologies in Business Education Programme Curriculum International Technology Research Journal (INTER) 4 (1), 40-47.*

Wikipedia (2011) *Wikipedia freeEncyclopedia. Retrieved September 2011 from www.enwikipedia.org/wikii/skill*.