

AVAILABILITY OF INSTRUCTIONAL MATERIALS IN TEACHING OF HOME ECONOMICS IN COLLEGES OF EDUCATION AND ITS IMPLICATIONS FOR HOME ECONOMICS EDUCATION IN 21ST CENTURY

Igbemi, M. J. (Miss)

Abstract

Home Economics, like any other vocational education course, is practical intensive. These practicals cannot be effectively taught and skills adequately acquired without adequate provision of instructional materials. More so, colleges of education are teachers training institutions, if the teachers are not acquiring the necessary skills expected of them they can not be competent to teach practical lessons in primary and post- primary schools where most youths stop their educational career. This paper aimed at finding out the availability of instructional materials in teaching of home economics in colleges of education in the 21st century. Findings revealed that adequate provision of instructional materials is not made. It then follows that the teachers in training are not well grounded in the areas of skill acquisition. This means that home economics education would not be functional in the 21st century if this trend continues. It is therefore recommended that colleges of education should collaborate with the State and Federal governments to see that adequate instructional materials are provided for teaching of home economics in order to make the teachers proficient in their chosen career.

Introduction

The essence of education is to enable individuals live a useful life and contribute to the development of the society. Vocational and Technical Education helps individuals to contribute to the technology development of the society. Colleges of education (technical) and the conventional colleges of education with vocational and technical departments produce technology teachers for postprimary schools who teach vocational and pre-vocational subjects. This level of education is where technology education starts. It is a known fact that foundation education is very important in the life of every individual intending to climb educational ladder. Post primary level of education being the foundation stage of technology education requires well-qualified teachers. National Certificate in Education (NCE) teachers need to be proficient in their areas of specialization. Technology teacher education should provide the necessary skills and equip the students to develop into real teachers of technology because the quality of the school product is largely a function of the qualities of the teachers. It is the type of training we give to the teachers today and environment in which such training is carried out that will determine the quality of future technologists (Igbokwe and Offor, 1996).

Titus (1996) advised that all aspects of students' training should as much as possible emphasize practical work. By doing this, they are practically being led to emphasize practical rather than theoretical aspects of technology in their daily teaching, thus by so doing they practice what they teach and extend this positive work behaviour to their students.

In general, according to Titus (1996), the objectives of technology teacher education regardless of the level of training are the production of competent teachers in applied science, technology and allied courses as well as ensuring that those so produced possess and can apply the vocational/technical skills implicit in these three areas. The expectation according to him is that by the end of the training period the technology teacher trainee students would have had the necessary grounding in the theoretical and practical elements of his area of specialization as to be able to teach these to others as well as practice his discipline in some productive ways.

For the technology teacher trainees to actually be well grounded as stated above by Titus requires adequate provision of training materials. However, Olubor (1998) observed that some schools do not have designed building as laboratory yet those who have them do not have necessary equipment in them. Uzoagulu (1992); in Ode (2001) noted that where equipment and tools are not

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functional or adequately provided vocational training programmes will suffer and will lead to the production of highly unskilled personnel who are unemployed and unproductive.

Home Economics education is a functional education, which needs adequate supply of training materials and equipment for skill acquisition. Edet (2001) noted that the teaching of Home Economics in post primary schools is aimed at making the students skillfully self-reliant, producers of essential goods and services, future home makers and intelligent consumers. These aims can only be achieved if the teachers are proficient and competent in teaching. Okpala (1994) in Ode (2001) is of the view that acquisition of competency in skill training requires practice, which in turn demands facilities. However, Anyakoha (1992) and Ode (2000) in Ode (2001) Observed that there are serious scarcities of facilities for teaching of Home Economics at all levels of education. This implies that there is scarcity of facilities for teaching of Home Economics in colleges of Education. If there is scarcity of training facilities in Colleges of Education where teachers are produced for post primary schools, what quality of Home Economics teachers then are being produced and what will happen to Home Economics education in particular and future generation in general in the 21st century? This paper therefore, was aimed at finding out the availability of instructional materials in teaching of Home Economics in College of Education and its implication for Home Economics Education in the 21st century.

Purpose of the study

The purpose of the study was to find out the availability of instructional materials for teaching of Home Economics in colleges of Education and its implications for Home Economics Education in the 21st century.

Specifically, the study was to find out:

1. If there are laboratories for teaching of practical Home Economics classes in Colleges of Education.
2. If colleges provide all or part of the training materials for teaching of Home Economics practical classes.
3. Whether the students provide all or part of the training materials for their Home Economics practical classes.
4. If student are acquiring skills expected of them for effective teaching of practical Home Economics lessons in Colleges of Education.
5. What will be done for teacher trainees to acquire adequate skills for them to teach practical Home Economics lessons effectively?

Research Questions

The following research questions were posed:

- 1) Are there laboratories for teaching of Home Economics practical lessons in Colleges of Educations?
- 2) Do colleges provide instructional facilities for Home Economics practicals?
- 3) Do students provide instructional materials for their Home Economics practical?
- 4) Does inadequate provision of instructional facilities affect students acquisition of the necessary skills expected of them for effective teaching of Home Economics practical lessons in post primary schools?

Scope of the Study

Methodology

Design of the study

The study was a survey study aimed at finding out the availability of instructional materials in the teaching of Home Economics in Colleges of Education.

Population

All Home Economics students in Rivers State College of Education, Port Harcourt and Federal College of Education (Tech.), Omoku made up the population for the study.

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Sample

One hundred Home Economics students were chosen for the study. Sixty (60) students were chosen from FCE(T), Omoku, while forty (40) students were chosen from Rivers State College of Education. The students were chosen randomly.

Instrument

Questionnaire was the instrument used for data collection. It was a close ended questionnaire which required the respondents to answer either Yes or No. The questionnaires were distributed to the respondents in FCE (Technical), Omoku by the researcher herself while the ones distributed to the respondents at Rivers State College of Education were done by a research assistant.

Data analysis

Data collected were presented on tables. Simple percentage was used in analyzing the data.

■ **Table 1: Availability of Laboratories**

Availability of laboratories	FCE (T), Omoku				R/S COE			
	Yes	%	No	%	Yes	%	No	%
Food laboratory is available	49	100	0	0%	22	100	0	0
Food laboratory is well equipped	20	40.82	29	59.18	11	50	11	50
Clothing laboratory is available	49	100	0	0%	18	81.82	4	18.18
Clothing laboratory is well equipped	19	38.78	30	61.22	4	18.18	18	81.82
Home management lab. is available	49	100	-	0%	22	100	-	0
Home management lab. is well equipped	16	32.65	33	67.35	10	45.45	12	54.55

Table 1 shows that 49 (100%) respondents in FCE(T), Omoku said that they have all the ' laboratories for the practical lessons. Twenty two (22) (100%) respondents in R/S COE agreed that they have food and home management laboratories for practical classes, while 18 (81.82) said that they have clothing laboratory. The table also shows that 20(40.82%) respondents in FCE(T), Omoku agreed that the food laboratory is well equipped, while 29 (59.18%) said it is not well equipped. Also, '19 (38.78%) agreed that clothing laboratory is well equipped while 30 (61.22%) disagreed. Sixteen 16 (32.65%) agreed that home management laboratory is well equipped, while 33 (35%) disagreed.

In R/SCOE. 11(50%) agreed and 11(50%) disagreed that their food laboratory is well equipped. Four 4 (18.18%) agreed that their clothing laboratory is well equipped, while 18 (82%) disagreed (hat their clothing laboratory is well equipped. Ten 10 (45. 45%) agreed and 12 (54.55%) disagreed that their home management laboratory is Well equipped.

Table 2: Provision of Instructional Materials

Provision of instructional Materials	FCE((T), Omoku				R/S COE			
	Yes	%	No	%	Yes	%	No	%
College provides all Instructional materials	6	12.24	43	87.76	2	9.09	20	90.91
College provides part of the Instructional materials	34	69.39	15	30.61	11	50	11	50 ,
Students provide all Instructional materials	25	51.02	24	48.98	10	45.45	12 I	54.5S
Students provide part of the Instructional materials	31	63.27	18	36.73	15	68.18	7 i	

Table 2 shows that 6 (12.24%) of respondents in FCE(T), Omoku said provides all training materials as against: 43 (89.76) who disagreed. Thirty-four

Igbemi, M. J. (Miss) against 15 (30.61%) respondents in FCE(T), Omoku said that the college provides part of the instructional materials. Also, 25 (61.02%) said that students provide all instructional materials, while 31 (63.27%) said that students provide part of the instructional materials while in R/SCOE, Port Harcourt, 2(9.09%) respondents said that the college provides all instructional materials as against 20(90.91%) who said the college does not provide all instructional materials.. Eleven 11(50%) said that the college does not provide part of the instructional materials. Also, 12(54.55%) said that students provide all the instructional materials, while 15(68.18%) said that the students provide part.

Acquisition of adequate skills	FCE(T), Omoku				R/S COE			
	Yes	%	No	%	Yes	%	No	%
1. You are acquiring adequate skills as expected even without the college providing enough instructional materials.	7	14.29	42	85.71	6	27.27	16	72.73
2. You would have acquired more and done better if the college provided all necessary instructional materials.	44	89.80	5	10.20	22	100		0%

Table 3 above shows that 42(85.71%) respondents in FCE(T), Omoku as against 7(14.29%) said that they are not acquiring adequate skills as expected without the college providing adequate instructional materials while 44(89.80%) as against 5(10.20%) said they would have acquired more skills and performed better if the college had provided adequate instructional materials for them. In R/SCOE Port Harcourt, 16(72.73%) as against 6(27.27%) said they are not acquiring adequate skills as expected while 22(100%) said they would have acquired more skills and performed better if college provided adequate instructional materials for their practical lessons.

Discussion of Findings

The findings of the study revealed that both FCE(T), Orrioku and R/S COE Port Harcourt both in Rivers State have laboratories for all home economics practical lessons. However, the findings also showed that the laboratories are not well equipped. These findings support the observation of Olubor (1998), that some schools do not have designed building as laboratory yet those who have them do not have the necessary equipment.

The study also revealed that both colleges do not provide all training materials for the students' practical lessons. This agreed with the findings of Anyakoha (1992) and Ode (2000) in Ode (2001) that there are serious scarcities of facilities for teaching home economics at all levels of education.

The study further revealed that students are not acquiring adequate skills as expected of home economics students as a result of inadequate supply of instructional materials by both college authorities. This supports Okpala's (1994) view in Ode (2001) that acquisition of competency in skill training requires practice, which in turn demands facilities.

Concerning how to improve on the practical skills of the students, all the respondents expressed the view that both the State and the Federal government including the colleges should provide all instructional materials for the students' training.

Summary, Conclusion, Implications and Recommendations

Summary

The study was aimed at finding out the level of availability of instructional materials for the teaching of Home Economics in Colleges of Education. The two Colleges of Education in Rivers state - Rivers state college of education Port Harcourt, and Federal College of Education (Tech), Omoku were used for the study. Home Economics students were involved in the study. One hundred questionnaires were distributed to one hundred students in the two colleges. Sixty (60) were distributed to students in FCE(T), Omoku and forty (40) to students in Rivers State College Education, Port Harcourt. Out of 60 questionnaires distributed to students in FCE(T), Omoku, 49 were retrieved and 22 were retrieved from the students of R/SCOE Port Harcourt out of 40 questionnaire distributed.

A total of 71-filled questionnaires were retrieved and used for the study. The study revealed that the two colleges have laboratories for Home Economics practical lessons, though the laboratories are not

well equipped. The study also revealed that the two colleges provide part of the instructional materials used in the practical lessons while the students provide part.

The study further showed that the materials provided by both colleges and the students are not adequate hence students are not actually acquiring the skills as expected. The respondents noted that if the colleges or government provide all the instructional materials, that it will help them to acquire more skills and do better in their programmes. Finally, the students affirmed that provision of adequate instructional materials would help them improve immensely.

Conclusion

From the findings, it could be concluded that Colleges of Education are not providing adequate instructional materials for the practical lessons that even the students themselves find it difficult to provide enough of the ones the colleges cannot provide. This has resulted to the students not actually acquiring enough of the skills they need.

Implications of the Study

Practical lessons are very important in the post primary school levels. It is a known fact that most of our youths stop their educational careers at secondary school. Majority of those who continue their education to tertiary level drop Home Economics after Secondary School. The knowledge and skills acquired in Home Economics at the secondary school level will help the students immensely in their later family life. Those that will stop schooling after secondary education can practice the acquired skills which will help them develop economically and with this, they can also contribute effectively to the development of the society.

The findings of this study imply that Home Economics teacher trainees are not adequately prepared in the area of skill acquisitions. Inadequate acquisition of practical skills by the teacher trainees means production of half-baked teachers for secondary schools who will not be able to teach practical lessons effectively. In turn, secondary school students will not acquire the necessary skills that will make them self-reliant. It then means that home economics education will be non-functional in the 21st century.

Recommendations

The following recommendations are put forward.

1. Colleges of Education in Collaboration with the State and Federal governments should try as much as possible to provide adequate training materials for teaching and learning of home economics.
2. NGO should assist in the provision of training materials for the teaching and learning of Home Economics.
3. Home Economics department in the colleges should be encouraged to generate revenue internally to support itself in some aspects.
4. Students should be levied some amount of money and which should be paid as part of their registration fees.

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