

Ways of Enhancing Enrolment into Home Economics Courses in Senior Secondary School in Owan Local Government Area Edo State

Oshio, L. E & Aluiyor. P

Vocational and Technical Education
Ambrose Alli University
Ekpoma-Edo State

and

Nwike, U. N & Onyia, G. H.

Vocational Teacher Education
University of Nigeria, Nsukka

Abstract

This study examined ways of enhancing enrolment into Home Economics course in senior secondary schools in Owan Local Government Area in Edo State. It employed a descriptive survey design using a structured questionnaire to collect data from a sample of 120 respondents. The data collected was analyzed using means of 2.5. The study revealed that there were low enrolment in the past years because of non availability of human and material resources and poor government concern amongst others.

Keywords: Home Economics, Students, Enrolment, Enhancement, Senior Secondary School.

Introduction

Home Economics is concerned with the well being of the family. It is a profession and field of study that deals with economics and home management. It is an applied field of study that integrates a lot of relevant disciplines which can help individuals, families and society at large improve their ways of living. It is also a field of formal study which includes topics such as consumer education, institutional management, interior decoration, home furnishing, clothing maintenance, laundry, food and nutrition, food preservation, child development and care, money management and family relationship

amongst others. It is one of the vocational subjects and at senior secondary school level, it is splitted into clothing and textiles, garment making, foods and nutrition, home management, childcare and development then cattery craft. Vocational education according to Okoro,(1993) is a form of education that provides the skills, knowledge and attitude necessary for effective employment in specific occupation. It is an important stream of the educational system in many societies due to its impact on diversified human resource development Amaka. A, Favour N, Laju.A (2013). These areas of study will help students who are potential

future homemakers, run their fulfilled family lives appropriately. It will also make them self-reliant thus making the world a better place to live. Home Economics helps in preparing students for future careers in order to adapt to changing economic times and technological situations. Flecks (2000) stated that Home Economic helps families and individuals to identify needs, make decisions and utilize resources to improve their quality of living. This field of study makes all these feats feasible owing to the different contributions made by its various courses.

Home Economics courses according to Anyakoha (2010) include: *Home Management* which is designed to equip the learner or students with the knowledge, skills and attitudes necessary for effective management of the home and wisely use those things which the family has to obtain things needed by the family. *Clothing and Textile* is designed to provide students with skills needed for fabric composition, clothing selection, home sewing and mending, clothing design and production, personal hygiene, good grooming and prepares them for working in textile and clothing industries or related jobs, every individual is a consumer of textile in one form or the other, either as a direct purchaser, a manufacturer or a merchandiser. Igbo CA (2013). Another is *foods and nutrition* which deals with the study of foods processing, preservation, preparation, meal management and service and prepares them for employment in foods and nutrition related jobs. In addition to these Home Economics courses are *garment making* which is designed to enable trainees to acquire competencies and skills needed to take body measurements, draft patterns, cut out

different forms/styles of garment e.g. casual, formal, sports etc, assemble and finish garments. *Child development* and care which equips individual with the knowledge needed to build stronger relationships with their children and solve problems in caring for their children as they grow and develop. Other opportunities include garment constructions, shoe making among others, (Chidume and Igbo, (2012). There are however some constraints or limitations preventing the achievement of these, of which include lack of laboratory facilities as stated by Obunadike (2009) in Ewubare, (2010) that lack of laboratory facilities compel Home Economics teachers to use inappropriate methods of teaching also (Ewubare, 2010) pointed out that inadequate funding of colleges has often affected the teaching and learning of Home Economics. That is why Nwaokaomah (2010) recommended that students should be encouraged to buy their own equipments which will be useful in starting off their own business after graduation for economic empowerment and also that government should assist in funding the courses as well as regular maintenance on the existing equipments so as to keep them in continuous working condition for effective learning. Other constraints include image problem suffered by the clothing and textile industry Citeve (2007). It is left for the government and the society in Nigeria to uplift their image by making investments in the textile and clothing sector. Another is poor teaching methods and that is why Okoh (1983), pointed out that teachers should respect their students' ideas and questions in order to foster creative thinking in them and also teachers should stress on discovery and exploration for the students. Nwaokaomah (2010)

suggested that workshops and seminars should be encouraged in Home Economics courses so as to update the knowledge of the teachers and also equip them with new trends in the use of equipments and machines. These Home Economics courses amongst others are vocational subjects included in the National Policy on Education to be studied at the senior secondary school levels (National Policy on Education) (NPE, 2013).

Senior secondary school education is according to the new policy on education, part of the new system of education that is 9-3-4 system of education (NPE, 2013). At this level of education, learners are exposed to various vocations and trades which they will study at the tertiary institutions. Thus education at this level if it is not well managed, could lead to the failure of the whole purpose of education. This is why Awambor (2001) suggested that teachers should be properly prepared during their trainings to meet with the challenges of parents and the public in all areas of learning which include Home Economics and which can prepare one for varied occupations and skills.

Enrolment according to Oxford Advance Learner's Dictionary is the act of officially joining a course, school etc that is the number of people who do this. It can also be seen as adding (someone), or have oneself added, to a list (as a pupil in the school, a member of a club etc). Enhancement on the other hand is the process of increasing or further improving of good quality, value or status of something thereby making something appear greater or better. In this case Enhancing Enrolment implies making the quality, value, status of students in Home Economics courses to be greater in number and better.

Home Economics occupational skills are those skills which can develop a person abilities and competencies needed to function effectively and face the challenges of life (Ifegbo, 2002). These abilities will constitute the work oriented competencies that attempt to improve efficiency and productivity of its recipients (Olua, 2010). Home Economics courses as stated in the National Policy on Education 2013, can at senior secondary school level provide entrepreneurial, technical and vocational job-specific skills for self reliance, commercial and economic development, provide trained manpower in the applied science, technology and at sub-professional grades, offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles and also inspire students with a desire for self-improvement and achievement of excellence.

In spite of this usefulness of Home Economics courses, it appears that the students lack interest as noticed in declining enrolment. This study therefore sought to find out the reason for the low enrolment and how to remedy it. Teachers, schools and Home Economists and their associations can therefore play significant roles in increasing enrolment in Home Economics courses at the senior secondary levels.

Purpose of the Study

The main purpose of this study was to investigate ways of enhancing the enrolment of senior secondary school students in Home Economics courses in Owan Local Government Area. Specifically, the study sought answer to the following research questions:

1. What are the causes of low enrolment of students in Home Economics courses in Owan Local Government Area?
2. What can Home Economics teachers do to promote enrolment of students in Home Economics courses?
3. What role can schools play in promoting the enrolment of students in Home Economics courses?
4. How can the Home Economics Teachers Association in Edo State improve the enrolment of students in Home Economics courses?

Methodology

Design of the study: Survey research design was utilized. Survey involves the use of questionnaire to gather opinion of respondents (Gall, Gall & Borg, 2008). The study was carried out in Owan Local Government Area Edo State.

Population for the study: The population for this study comprises of all Home Economics teacher and principals in

schools in Owan East Local Government Area of Edo State. They are 120 in number. The entire population was studied. So there was no sampling.

Instrument for Data Collection: Questionnaire was used for data collection. It was developed based on the research questions of the study and literature review. It was validated by three Home Economics lecturers in tertiary institutions.

Data Collection Technique: A total of 120 copies of the questionnaire were distributed to 120 respondents. A total 120 was returned showing 100 percent (%) of return. data.

Method of Data Analysis: Mean of 2.50 was used to analyse the data. Any item with 2.50 and above was regarded as "agreement" while 2.49 and below was considered as "disagreement".

Finding of the Study: The following are the results base on the research questions:

1. Causes of low enrolment of students in Home Economics courses in Owan Local Government Area. This is summarized in table 1

S/n	Causes of Low Enrolment	\bar{x} (Mean Score)	Remarks
1.	Lack of professionals and experienced teachers	2.66	Agreed
2.	Lack of laboratories	3.00	Agreed
3.	Home Economics teachers sometimes make the lesson uninteresting	3.40	Agreed
4.	Teachers do not explain concepts very well during teaching.	2.20	Disagreed
5.	Brilliant students are not properly rewarded.	2.33	Disagreed
6.	Non-availability of teaching/learning facilities	3.33	Agreed
7.	Students are not drilled on practical.	2.93	Agreed
8.	Lack of funds for school authorities to carry out development programmes in Home Economics	3.27	Agreed
9.	The general misconception that the subject is for dull students	2.70	Agreed
10.	Curriculum not geared towards solving problems	2.40	Disagreed
11.	Government attitude towards Home Economics	2.73	Agreed

Table 1 reveals that items: 1, 2, 3, 6, 7, 8, 9 and 11 have their mean ranges form 2.66-3.40 and this shows that their mean responses are above 2.50 which is the cut off point while items: 4, 5 and 10 have their mean ranges from 2.20-2.40 and are therefore below the cut off point.

2. Ways teachers can promote the enrolment of students in Home Economics courses. This is summarized in Table II.

S/n	Ways teachers can promote the enrolment of students in Home Economics courses	\bar{x} (Mean Score)	Remarks
1.	Improving teaching method	3.53	Agreed
2.	Making teaching method more interesting	3.60	Agreed
3.	Use of teaching aids	3.60	Agreed
4.	Organizing workshop for teachers	3.47	Agreed
5.	Organizing seminars on Home Economics	3.60	Agreed
6.	Organizing exhibitions where Home Economics products and services are displayed.	3.33	Agreed
7.	Improvisation of teaching aids	3.33	Agreed
8.	Using extension programs	3.13	Agreed
9.	Creating awareness on the importance of different Home Economics courses.	3.47	Agreed
10	Rewarding students with prices	3.07	Agreed

Table 2 reveals that all the 10 items have their mean ranges from 3.07-3.60 and this shows that their mean responses are above 2.50 which is the cutoff point.

3. Ways schools can promote/improve the enrolment of students in Home Economics courses. This is summarized in table 3 below.

S/n	Ways Schools can Promote/Improve the Enrolment of Students in Home Economics courses	\bar{x} (Mean Score)	Remarks
1.	Organizing career day	3.60	Agreed
2.	Sending teachers for workshop	3.67	Agreed
3.	Sending teachers for seminars	3.67	Agreed
4.	Providing resource materials for teaching	3.53	Agreed
5.	Principals/head of school showing interest in the subject	3.47	Agreed
6.	Encouraging teachers	3.53	Agreed

Table 3 reveals that all the six items have their mean ranges from 3.47-3.67 and this shows that their mean responses are above 2.50 which is the cut off point.

4. Ways Home Economics Teachers Association of Nigeria (HETAN) can help in promoting enrolment of students in Home Economics courses in senior secondary school. This is summarized in table 4 below.

S/n	Ways Home Economics Teachers Association of Nigeria (HETAN) can help in Promoting enrolment of Students in Home Economics Courses	\bar{x} (Mean Score)	Remarks
1.	Making representation to the different tiers of government	3.20	Agreed
2.	Providing seed money for practical	3.53	Agreed
3.	Conducting research	3.67	Agreed
4.	Inviting resource person to speak to teachers	3.67	Agreed
5.	Motivating teachers	3.53	Agreed
6.	Instituting prizes for schools	3.53	Agreed
7.	Through sensitization	3.47	Agreed
8.	Offering scholarships	3.33	Agreed
9.	Organizing in-service training for teachers	3.53	Agreed

Table 4 reveals that all the nine items have their mean ranges from 3.20-3.67 and this shows that their mean responses are above 2.50 which is the cut off point.

Discussion of the Findings

The findings on research question one revealed that items Lack of laboratories and Non-availability of teaching/learning facilities are some of the causes of low enrolment of students in Home Economics courses in Owan Local Government Area. This is in line with Obunaedike (2009) in Ewubara (2010) that Home Economics have some limitations which include lack of laboratory facilities and thereby compelling Home Economics teachers in using inappropriate methods of teaching. Also item 10: Curriculum not geared towards solving problems being disagreed by respondents support (National Policy on Education, 2013) that Home Economics courses can at senior secondary school level provide entrepreneurial technical and vocational job-specific skills for self reliance, provide trained manpower in applied science amongst others.

The findings of research question two as presented in table II revealed that all the items: Organizing workshop for teachers and Organizing seminars on Home

Economics are ways teachers can promote the enrolment of student in Home Economic courses. This is in line with Nwaokaomah (2010) that workshop and seminars should be encouraged in Home Economic courses so as to update the knowledge of the teachers and also equip them with new trends in equipment and machines.

The finding of research question three as stated in table III revealed that: Sending teachers for workshop, Sending teachers for seminars and Providing resource materials for teaching are ways schools can improve the enrolment of students in Home Economics courses. This is also being supported by Nwaokaomah (2010) that workshops and seminars should be encouraged and also that students should be encouraged to buy their own equipments for practicals. This can be feasible if the principal/head of school shows interest in the subject thereby encouraging the teacher.

The finding of research question four as stated in table IV revealed that: Inviting resource person to speak to teachers and through sensitization are ways Home Economic Teachers Association of Nigeria (HETAN) can improve enrolment of students in Home Economics courses. This

is in line with Chidume and Igbo (2012) that one of the Home Economics courses (textile and clothing) industry sector is suffering from an image problem. There is therefore need for sensitization, motivating teachers, conducting research and so on so as to uplift the image of the sector.

Conclusion

It is evident from the research that Home Economics face some constraints in it's effectiveness and efficiency as noticed in decline enrolment of students in it's courses. The causes have been identified and also ways by which teachers, schools and HETAN can help improve their different ways of handling these Home Economics courses has also been stated so as to make it welcoming for the students and thus improve it's effectiveness maximally.

References

- Anyakoha, E.U. (2007). Home Economics for Junior Secondary School's Revised Editions Lagos AFP African Publishers Ltd.
- Awanbor, D. (2001). *Training, Retention and Utilization of Technology Teachers in Nigeria: Trends in Technology teacher Education in Nigeria.*
- Chidume, E. U. and Igbo, C. A. (2012). Social Challenges of Young Entrepreneurs in Textile and Clothing Establishments in Lagos State. *Journal of Home Economics Research* 16:2.
- Citeve, F. (2007). The development of the European textile and clothing industry (Portugal). Retrieved on 7/7/2009 from http://eesc.europa.eu/sections/ccmi/textile/brochure/documents/Hearing_proceeding_EN.pdf.
- Ewubare, M. U. (2010). *Strategies for Promoting Entrepreneurship Education in (NCE) Home Economics* Pg 138-139.
- Fleck, (2000). *Towards Beiler Teaching of Home Economics* (ed) New York: Macmillan Publishing Company Inc.
- Hearth (2005, January). Retrieved on 19/07/2014 from <http://hearth.library.cornell.edu/>
- Kembe, E. M. (2008). *Evaluation of the Business added value of Home Economics graduates in Benue State: Implications for Curriculum Innovations in Home Economics Research* 9: 1-2.
- Nwaokaomah, A. (2010). Strategies for Promoting Entrepreneurship Opportunities in Clothing and Textile Education. *Journal of Home Economics Research* Pg47.
- Okoh, N. (1983). Creativity: Its detection, Nature and Development in the Child Professional Education. *A book of readings.* Benin Ethiope Publishing Corporation.
- Okoro, O.M. (1993). *Principles and Methods in Vocational and Technical Education.* Nsukka: University Trust Publisher.
- Texas Essential Knowledge and Skills for Home Economics Education (1998, September 1). Retrieved on 19/07/2014 from <http://www.tea.state.tx.us/rules/tac/ch122.html#s122/>.