



## Role of Instructional Materials on Teaching and Learning of Home Economics Education for National Development

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### ABSTRACT

*The paper assessed the role of instructional materials on teaching and learning of home economics for national development among secondary school students in Kaduna state. The major goal of Home Economics education is the development of occupational competence for obtaining a job with business carrier or to be self-employed. In carrying out the work, three research questions were formulated based on the objectives of the study. Survey research design was used. The sample comprised of two hundred and fifty-six (256) SS II students randomly sampled from 5 schools drawn from 5 towns in the state. The data used were obtained by means of questionnaire distributed to 256 male and female youths in the selected senior secondary schools in Kaduna State. The data collected were analyzed using mean score. It was recommended that instructional materials should be used in teaching Home Economics in secondary schools to enhance students' achievement for national development. The findings of the study revealed that home economic education is capable of creating millions of jobs for Nigerian youths. This will lead to economic development in Kaduna state in particular and Nigeria in general. It also revealed that the capability of home economic education for job creation is not doubted but constrained by several challenges among which are poor funding, lack of training personnel and facilities. In order to overcome these challenges, it is recommended that Vocational experts, government officials and the business world should work together for the purpose of providing instructional materials for training students for job creation and enhancing Nigeria economic.*

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### INTRODUCTION

Effective teaching of any subject will not only stimulate student's interest in the subject but also enhance their achievement in the examination. To achieve effective teaching and learning process, there is the need for use of instructional materials. Instructional materials are the different teaching aids or apparatus which a classroom teacher employs to facilitate his or her teaching for the achievement of the stated objective. Agun (2022) defined instructional materials as those materials which are helpful to the teachers and students and which maximize learning in various areas. The use of instructional

materials in teaching of home economics is very important because it provides a concrete basis for conceptual thinking motivates people to learn and captures pupils' imagination if used correctly.

The cognitive domain of learning involves knowledge and the development of intellectual skills. It includes the recognition of specific facts, procedural patterns and concepts that serve in the development of abilities and skills. Achievement test is a test given at the end to find out the extent to which a student has achieved something, acquired certain information or mastered certain skill as a result of planned instruction or training. The importance of

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instructional materials in teaching and learning of home economics subject especially at the primary and Junior Secondary Schools level cannot be over emphasized considering its effect on the development of intellectual skills on the students.

Home Economics is one of the vocational subjects that cut across the whole levels of educational system in Nigeria namely: primary, secondary and tertiary levels of education. Ekpevong, (2024) asserted that home economics education is the type of education needed to enhance national development. He went further to say that home economics have been playing some very vital roles in the socio-economic development of individuals, families, as well as the society at large. That is why it is being taught as a subject and a discipline both at the primary, secondary and the tertiary level of our educational system. Molokuwu, (2020) noted that home economics aims at improving the quality of family life through effective development and utilization of human and material resources in a society. The knowledge and skills which home economics provides can be taught in school formally, or even in a non-formal setting, individuals involved in these skills acquisition can become self-reliant and employer of labour. It makes individuals to be job providers rather than job seekers.

McGregor (2023) opined that home economics education is inter-disciplinary, multi-disciplinary and trans-disciplinary. It is a field of knowledge with numerous marketable skills that make for self-reliance and self-employment. Osuala (2020) is also of the view that for greater emphasis on vocational education in which home economics is inclusive has its goal as the preparation of the learner for entry into employment and advancement in his/her career. Home economics education prepares students for the acquisition and development of skills, competencies and attributes which are necessary for efficiency of the economics systems. Audu and Abdulkadir (2024) noted that home economics education at all perimeters of life is aimed at improving and providing knowledge and skills to individuals for family living. The success of any nation is dependent on the happiness, health and

comfort of its families. Roberts (2021) also assert that the primary determinant of a country's standard of living is how well it succeeds in developing, utilizing skills, furthering the health and educating the majority of its population. Unomah, (2022) noted that home economics education is also the form of education which emphasizes training for skilled jobs. It is aimed at giving individuals such knowledge, skills and attitudes to enable them take up a vocation upon completion of their studies.

### Objectives of Home Economics Education

In 2004 the federal government of Nigeria in its national policy on education categorically spelt out the broad aims and objectives of home economics education under vocational and technical education which include:

1. To give training and impart the necessary skills, for the production of craftsmen, fashion design, interior decoration, event planning and other skilled personnel who will be enterprising and self-reliant.
2. To educate the youths on their roles as future homemakers, intelligent consumers and producers of good.
3. To prepare the students for home making and family life
4. To prepare them for employment in occupation involving home economics knowledge and skills.
5. The preparation of the learner for entry into employment and advancement in his/her career, meeting the manpower needs of the society increasing the option available to students, adults and also to enable learners to wisely select a career.
6. Home economics education is to equip young people and adults with sustainable skills, relevant knowledge and attitudes for work in chosen occupation and career opportunity.

Development is aimed at improving the living conditions of the people through the effective management of both the human and materials resources. Thus, Gana (2024) noted that development concerns the capacity and



creative capability of a people to effectively transform the natural resources of their environment into goods and services through the imaginative and practical application of their creative talent and productive power. This implies that the people must be empowered to be able to meet their basic needs of food, housing, health, transport, education, employment, reduction in poverty level and increased per capital income among others. Development is a necessary aspect of societies, indeed any society without development could be said to be static. Hence all societies are dynamic.

Development as a term has been defined by many writers with different views: Ablu (2020) viewed development as synonymous with economic growth measured in aggregate terms. Abubakar, (2024) sees development as qualitative improvement in all societies and in all groups of individuals within societies. He asserts that all men must surely have enough goods in order to be men and to develop themselves. As defined by Forest, (2023) development is creating the condition for the realization of human personality. He noted that development has to be marked with reduction in poverty, unemployment and inequality a high level of nutrition, high health standard, low infant mortality rate etc. From above definitions of development, it can be deduced that development is virtually changing the life of an individual, group of people or community in terms of social amenities, such as good health, good road, adequate and clean water, education etc.

Education in general sense is a form of learning in which the knowledge, skills and attitude of a group of people are transferred from one generation to the next through teaching training, or research. Education provides a foundation for eradicating poverty and fostering economics development. It is the groundwork on which much of economics and social wellbeing of the citizens is built Omoniyi (2024). However, through home economics education students become empowered, active and informed member of the society. Furthermore the focal point of Home economics education is to equip young people and adults with sustainable skills, relevant knowledge and attitudes for work in chosen

occupation and career. Home economics education training can be said to be a means through which young people and adult may be led to a stronger growth and development, thereby enabling him/her to take responsibilities in the home, and the society at large.

### STATEMENT OF PROBLEMS

The use of instructional materials in schools is not encouraging. As a result, it makes the morale and interest of the students in home economics low. This is because teachers adopt the verbal and theoretical methods as a way of teaching and learning the subject, mainly due to non- availability of instructional material in secondary schools. The question now is, to what extent does the use of instructional materials effect learning of students' achievement in home economics in secondary schools. Nigeria today is faced with serious economic and social problems that include unemployment increase in crime, hunger, child trafficking and child abuse.

Such a country needs functional education that will provide people with source of livelihood of which home economics is one education that will definitely bring both self and national development. However, studies have shown that the teaching and learning of Home Economics particularly in Nigerian schools have not been effective. This situation has resulted in poor performances in the subject and low enrolment at the tertiary level. Several factors have been identified as being responsible for this ineffectiveness in the teaching and learning of Home Economics. This paper therefore intends to identify those factors militating against the use of instructional materials which lead to low acquisition of skills and poor academic performance in home economics subject in the secondary schools of Kaduna state, Nigeria.

### Objectives of the Study

The aim of the study is to determine the influence of instructional material on teaching and learning of home economics in secondary schools for national development. Specifically, the study intends to:

1. Find out the extent to which using instructional materials in teaching and learning home economics prepared the student for self-reliance and national development.
2. Determine the factor militating against the use of instructional materials for teaching and learning home economic for economic development.
3. Find out the attitudes of students towards the use of instructional materials for practical work aspects of the home economics curriculum and national development.

#### Research Questions

1. To what extent does using instructional material in teaching and learning home economics prepare the students for self-reliance and national development?
2. What are the factors militating against the use of instructional materials for teaching and learning home economics and national development?
3. What are the attitudes of students towards the use of instructional materials for practical work aspects of home economics curriculum and national development?

## METHODOLOGY

#### Research Design and Area of study

Descriptive survey research design was used for the study. Creswell, (2011) remarks that this method of survey uncovers data, interprets, synthesizes and integrate these data and point to implication and interrelationship between the variables. The study was carried out in selected secondary schools in Kaduna state.

#### Population of the Study

The population of the study was all the SS II students that offer home economics subject in Kaduna state. The total number of the SS II student is seven hundred and five (705). (Source: Statistics Unit, Kaduna state).

#### Sample and Sampling Techniques

Simple random sampling was used in selecting five schools, from each of the five towns in the state. One secondary school was selected by random sampling. This gave a total of five secondary schools, with 258 SS II students that take home economics subject.

#### Instrument for Data Collection

The instrument for data collection was a structure questionnaire developed by the researcher. The questionnaire items were formulated based on the research question. The instrument comprised of three sections. Section A was on demographic data of the respondents, while section B and C were based on the research questions. The questionnaire was design in a 4-point rating scale of strongly agreed (SA-4), agreed (A-3), Disagreed (D-2) and strongly disagreed (SD-1). The instrument was validated by two experts in the field. The reliability co-efficient of the instrument was determine by Cronbach Alpha which yielded a co-efficient of 0.76.

#### Procedure for Data Analyses

Data was analyzed using descriptive statistics was used. Percentage and frequency were used to analyze the demographic data. Mean was used to analyze and answer the research questions. The mean score of 2.50 and above were considered agreed, while the mean score below 2.49 were considered disagreed. The responses were grouped such that agreed and strongly agreed were merging as agreed, while disagreed and strongly disagreed were merged as disagreed.

## RESULTS

#### Research Question One

To what extent does using instructional material in teaching and learning home economics prepare the students for self-reliance and national development

**Table 1:** Mean responses on using instructional material in teaching and learning home economics to prepare the students for self-reliance and national development

S/N	Items	Mean(X)	Decision
1.	The instructional materials should encourage intellectual skills.	2.86	Agree
2.	Instructional materials should appeal to the students' interest.	2.65	Agree
3.	They should be of high-quality broader knowledge and skills	2.51	Agree
4.	The new modern designs should be affordable	2.97	Agree
5.	They should be easily improvised to facilitate learning	2.62	Agree
6.	They should be easily manipulated by students for learning	2.79	Agree
7.	They should encourage high reasoning skills	2.50	Agree

The data in table 1 above shows that the mean scores from all the items agreed on the using instructional materials in teaching and learning home economics prepared the student for self-reliance and national development, because all the means score exceed 2.50. By implication this shows that the used of instructional material in teaching and learning home economics will

prepare the students for self-reliance and national development in Kaduna state.

### Research Question Two

What are the factors militating against the use of instructional materials for teaching and learning home economics and national development?

**Table 2:** Mean responses on challenges militating against the use of instructional materials for teaching and learning home economics and national development.

S/N	Items	Mean(X)	Decision
1.	Inadequate funding of home economics programmed	2.98	Agree
2.	Inadequate equipment in the home economics laboratories	2.76	Agree
3.	Lack of water and electricity supply in the laboratories	2.56	Agree
4.	Inadequate storage facilities for some instructional materials	2.64	Agree
5.	Lack of modern instructional materials in the laboratories	2.95	Agree
6.	Lack of qualified teachers in different areas of home economics	2.68	Agree

This table shows the responses of the respondent on challenges militating against the use of instructional materials for teaching and learning home economics for national development, they have agreed on the items. This is because the mean scores of all the factors examined fall above the average score line of 2.50.

### Research Question Three

What are the attitudes of students towards the use of instructional materials for practical work aspects of home economics curriculum and national development?

**Table 3:** Mean responses on attitudes of students towards the use of instructional materials for practical work aspects of home economics curriculum for national development

S/N	Items	Mean(X)	Decision
1.	The students are enthusiastic about their practical classes	2.65	Agree
2.	The students participate actively during practical classes	2.58	Agree
3.	The students contribute ideas during the practical classes	2.74	Agree
4.	The students show interest to acquire the desired practical skills	2.81	Agree
5.	Adequate of teacher-student ratio during practical classes	1.90	Disagree
6.	Period allotted for practical work is enough for skill acquisition	1.00	Disagree

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Table 3 responses shows that Items 1, 2, 3 and 4 have mean values above the cut-off point of 2.50, showing that the respondents agreed on the items while items 5 and 6 have mean values below the cut-off point was disagreed, with the statement on attitudes of students towards the use of instructional materials for practical work aspects of home economics curriculum for national development.

### DISCUSSION OF FINDINGS

Research question 1 was designed to find out the extent to which using instructional material in teaching and learning home economics prepare the students for self-reliance and national development. The responses in table 1 showed that the respondents agreed that the instructional materials encourage intellectual skills and also it appeal to the students' interest. They also agreed that high quality of instructional materials help to improve broader knowledge and skills in teaching and learning home economics subject. All the respondents held the view that the new modern designs should be affordable and they should be easily improvised to facilitate learning. The findings agree with the news of Mkpa (2022) that in most schools, the available instructional materials are of poor quality in design. The findings are also supportive of Babalola (2020) that most of the available instructional materials in use in schools are lacking in stimulating the student's intellectual growth.

The second research question addressed the issue of factors militating against the use of instructional materials for teaching and learning home economics and national development. All the respondents held the view that teaching facilities, equipment and tools are not adequate for the training of the students in home economics education for national development. The laboratories are not available; where they are available they are not well equipped. What could the best skilled, highly competent resourceful and creative home economics teacher do, where she has students to teach but no audio visual machines, equipment and other related facilities to impart necessary skills for self-reliance and national development?

This falls in line with what Okuala (2023) stated that for every occupation there is a minimum productive ability which an individual must possess in order to secure or retain employment in that occupation.

Research question 3 was designed to find out the attitudes of students towards the use of instructional materials for practical work aspects of home economics curriculum and national development. The results showed that the respondents agreed that availability of instructional materials make the students enthusiastic about their practical classes. They participate actively during practical classes. Also the responses indicate that the students contribute ideas during the practical classes and show interest to acquire the desired practical skills. The above findings are in line with the views of Imogie (2020) and Fassai (2024) that modern designed instructional materials should be such that will be easily procured, maintained and cover the development of the three educational objectives. The result also is in agreement with the opinion of Ogbonnaya (2022) who recommended that instructional materials in schools should be designed in such a manner to stimulate problem-solving skills in the students. Perhaps what the students were asking for was more time for practical work for more meaningful experiences in the home economics laboratories and adequacy of teacher-student ratio during practical classes.

### CONCLUSION

Unemployment is one of the social problems facing the nation. In order for the graduates to be fully engaged in any meaningful economic activity, relevant skills should be fully acquired. For these skills to be acquired the learner/student should be exposed to a series of theoretical and practical exercises in the workshops and laboratories. The curriculum of home economics education is sufficiently practical skill-oriented and the student demonstrated interest to acquire the desired skills. So instructional and materials should be provided in all sections of home economics. This will provided the much needed experiences in basic



management skills for students to handle their own businesses after graduation.

### RECOMMENDATIONS

Based on the findings of the study, the researcher recommends that:

1. The Federal Government may direct the National Directorate for Employment (NDE) to assist financially the graduates who demonstrate desire for self employment in home economics.
2. Secondary schools should be provided with adequate facilities and instructional materials for effective teaching and learning home economics.
3. Since home economics education deals with all aspects of humanity in meeting his needs and solving his problem, the subject should be made compulsory at both primary and secondary school levels and more periods should be allotted to practical work.

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