

## MANAGEMENT OF HOME ECONOMICS CURRICULUM AND GOALS ATTAINMENT IN PRIVATE SECONDARY SCHOOLS

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### ABSTRACT

*This study investigated the extent to which management of home economics curriculum influence goals attainment of private secondary schools in Cross River State, Nigeria. Stratified random sampling technique was used to select 300 out of a total of 491 private secondary schools in the three education zones of Cross River State. Two instruments were used for data collection namely Management of Curriculum Innovation Questionnaire (MOCIQ) and Goals Attainment Scale (GAS). Out of the 300 private secondary schools, 247 of both questionnaires were successfully administered and retrieved from private secondary schools and used for the study. Data were analysed using descriptive statistics (means) to answer the research question posed by the study and one-way analysis of variance (ANOVA) at .05 level of significance to test the hypothesis. The results showed that the extent of the management of home economics curriculum influences goals attainment in private secondary schools in terms of civic responsibility, National Consciousness and Cultural Value Orientation was high. The result of the hypothesis test revealed that the management of home economics curriculum significantly influences the attainment of Private Secondary School students' civic responsibility, and their cultural value orientation at 0.05 level of significance. Therefore, the management of home economics curriculum in private secondary schools greatly influences their goals attainment. Government should refocus attention in encouraging private secondary schools to prioritize the development and effective management of home economics rather than only focusing on public secondary schools.*

**KEYWORDS:** Management, Home Economics, Curriculum, Goal Attainment, Private Secondary School.

### Introduction

Education right from the apprenticeship era of pre-colonial Nigeria had had its focus essentially on the impartation of positive values on citizens. According to Olabisi (2018), the ultimate aim of traditional educational endeavor was to build good character in the individual and to make the child a useful member of the society. These objectives in fact remain the pivots around which western education was revolved in Nigeria. Though the system of education in Nigeria is founded on the same philosophy of positive value re-orientation for citizens, the situation in the country is far from the target objectives. Recently, Nigeria has been ranked among the most corrupt countries of the world and that she is one of the few

African countries that have been unable to improve their scores on the transparency index (Transparency International, 2012). It is to this end that such goals, aims and objectives of education are integrated/articulated in the Nigerian National Policy on Education, which includes respect for the dignity of labour, effective citizenship, better human relations, self-realization, and so on (Federal Republic of Nigeria, 2014). Educational goals in Nigeria are far from been attained. This is in spite of the seeming effort on the part of government and other significant stakeholders of education in the country to bridge obvious gaps in the attainment of such goals.

Home economics is one of the compulsory pre-vocational subjects taught at junior secondary education level in Nigerian education system. According to Ekpo, (2005), home economics is a skill-oriented field of study that is expected to equip learners with survival skills that make for self-reliance, employment and paid employment. Occupational skills are best understood as competency on resourceful skills capable of steering an individual to be self-reliant, independent and productive in meeting life's challenges. According to Ezewu (2002) "occupational skills are life survival skills which an individual need to function effectively and face the challenges of life". Similarly, Fennema, (2002) described occupational skills as those skills, which a person acquires, that help develop in the person, abilities and competencies needed for firm career commitments. Occupational skills in home economics include food and nutrition skills, home management skills and clothing and textile skills. Gresswell (2008) noted that the acquisition of these skills has the capability to augment and inspire productivity, and to further income generating life endeavours among people. By teaching occupational skills, home economics education program enables an individual to learn, explore and prepare for a job or trade. Thus, Home Economics could play a significant role in achieving the goals of the National Economic and Development Strategy (NEEDS). These goals include wealth creation, employment generation, reduction of poverty, elimination of corruption and the general reorientation of values (NEEDS, 2005).

In Home Economics, two things are central in developing occupational skills. Pendargast (2004) described them as the ability to produce and the ability to distribute. The ability to produce involves acquiring productive-occupational skills. Productive-occupational skills enable one to produce goods and services. On the other hand, the ability to distribute includes acquiring entrepreneurial-occupational skills that enable one to market and distribute the goods thus produced. Olibie (2001) noted that these abilities constitute the work oriented, career-oriented or occupational-oriented competencies that attempt to improve the efficiency and productivity of its recipient's attitude required as craftsmen, business men and technicians at a professional or sub-professional level. Without teaching occupational skills, Home Economics educational program would fail in its role of empowering students to cope with the daily needs of life and surmount the economic challenges that appear to effect every profession and works of life studies into the teaching and learning of home economics in secondary schools. Ajala (2002) and Ekpo (2005) lamented the inability of most secondary school graduates of Home Economics to effectively apply occupational skills to ensure productive living. As a result of this lack of skills, students continue to lose interest and cannot perform successfully in their life careers. Presently, many graduates of home economics are not sure of their employment. Nwagwu, (2008) noted that many of the graduates are unemployed, impoverished and belong to the lower class. In addition, many

secondary school leavers have no decent jobs and have no capacity to start their own business after graduation, (Oloidi, 2000). Thus, many are under-employed and cannot raise their living standard through the application of occupational skills and so they remain relatively poor.

Home Economics is one of the subjects needed by every individual irrespective of the person's profession. For anyone thriving to be self-reliant and independent, the knowledge of Home Economics is necessary. Unfortunately, students' performance in the subject has not been encouraging especially at the post basic education level (secondary schools). Post basic education level is the intermediary level between the basic and tertiary level where systematic and organized education is offered. It is believed that at this level of education, desired attitude, skill and knowledge could be obtained by the recipients. This study aims at answering the question, to what extent does the management home economics curriculum influence goals attainment by private secondary schools in Cross River State, Nigeria.

## Method

This study used a survey design. Stratified sampling was used to selected schools for the study. This was done in order to obtain an adequate representative sample of principals from all the eighteen (18) local government areas constituting the three educational zones. The simple random sampling method was used to ensure that each school had equal and adequate chance of being selected. The purposive sampling technique was used in the selection of six (6) teachers in each of the sampled school to assess the principals' effective management of home economics curriculum. The sample size of the study was 300 private secondary schools in Cross River State.

The instruments used in this study were two sets of survey questionnaires. The first questionnaire was on management of curriculum in private secondary schools. It was designed for teachers to assess their principals' on the effectiveness of the management of curriculum innovations. The second set of questionnaire was on goals attainment in private secondary schools questionnaire (GAIFSSQ). This is to be completed by students who were meant to assess attainment educational goals in private secondary schools. Out of the 300 private secondary schools, copies of both questionnaires were successfully administered and retrieved from 247 private secondary schools sampled for the study.

Both the management of home economics curriculum and goal attainment of private secondary school were designed on the modified four point likert-type scale with various weight as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The research question was analysed using means and standard deviation while the hypothesis of the study was tested at .05 level of significance using one-way analysis of variance (ANOVA). One-way ANOVA was applied with the categorized management of home economics curriculum as factor and each of the goals attainment sub-variables as dependent variable. The F-ratio test was also applied.

**Results****Research Question**

What is the extent to which the management of Home Economics Curriculum influences goals attainment in private secondary schools?

**Table 1: Mean rating of the extent of management of Home Economics Curriculum and goals attainment**

	Extent of mgt Home Econs. Curriculum	N	$\bar{x}$	Sd	Std Error
National Consciousness	High	25	23.160	3.912	.782
	Average	189	22.730	3.737	.272
	Low	33	21.667	3.028	.527
	Total	247	22.631	3.677	.234
Civic Responsibility	High	25	23.960	3.323	.665
	Average	189	22.513	4.015	.292
	Low	33	20.273	4.002	.697
	Total	247	22.360	4.043	.257
Skills Acquisition	High	25	20.240	5.254	1.051
	Average	189	20.910	4.274	.311
	Low	33	20.636	3.983	.693
	Total	247	20.806	4.331	.276
Cultural Value Orientation	High	25	23.120	5.003	1.001
	Average	189	22.042	4.026	.293
	Low	33	20.546	3.536	.616
	Total	247	21.951	4.107	.261

**Test of Hypothesis**

There is no significant relationship between Management of home economics and goals attainment by private secondary schools.

**Table 2: One-way ANOVA goals attainment variables by level of effectiveness of Management of home economic curriculum**

Dependent variable	Source of variation	Sum of squares	Df	Mean square	f-value	p-value
National Consciousness	Between groups	39.542	2	19.771	1.468	.232
	Within groups	3285.931	244	13.467		
	Within groups	3325.474	246			
	Total					
Civic Responsibility	Between groups	212.209	2	106.104	6.797*	.001
	Within groups	3808.722	244	15.610		
	Within groups	4020.931	246			
	Total					
Skills Acquisition	Between groups	11.005	2	5.502	.292	.747
	Within groups	4603.667	244	18.867		
	Within groups	4614.672	246			
	Total					
Cultural value orientation	Between groups	100.934	2	50.467	3.042*	.050
	Within groups	4048.483	244	16.592		
	Within groups	4149.417	246			
	Total					

\*significant at .05 level =  $P \leq .05$ **Table 3: Fisher's least significant difference (LSD) pair-wise comparison of goals attainment variables by level of mgt. of Home Economics Curriculum**

Goals attainment variable	Level of mgt. of Home Econs.	Level of mgt. of Home Econs.		
National Consciousness	High	High	Average	Low
	High	23.960	1.447	3.687*
	Average	.087	22.513	2.240*
	Low	.001	.003	20.273
Civic Responsibility	High	23.120	1.078	
	Average	.215	22.042	
	Low	.018		
Cultural Value Orientation	High			
	Average			
	Low			

**Discussion of Result**

Table 1 shows the extent of management of home economics curriculum and goal attainment in private secondary school. The result reveals that the extent of the management

of Home Economics Curriculum in terms of civic responsibility, National Consciousness and Cultural Value Orientation was high ( $\bar{x}$  = 23.960, 23.160 and 23.120) respectively. This implies that the level of management of home economics curriculum and goal attainment is high in private secondary schools.

The result of the null hypothesis which states that there is no significant influence of management of home economics curriculum and goals attainment in private secondary schools is presented in Table 2. The result indicates that the p-value against civic responsibility and cultural value orientation respectively (.001 and .050) are less than or equal to .05. Those for national consciousness and skills acquisition (.232 and .747) are greater than .05. Therefore, the null hypothesis is rejected for civic responsibility and cultural value orientation and retained for National consciousness and skills acquisition. This means that management of Home Economics curriculum significantly influences the attainment of Private Secondary School students' civic responsibility, and their cultural value orientation. However, National Consciousness and Skills Acquisition is not significantly influenced by the management of Home Economics curriculum.

Table 3 presents the fisher's least significant difference (LSD) pair-wise comparison test. For civic responsibility, the mean differences of high and low, average and low levels of effectiveness of management of Home Economics curriculum were significant (MD=3.687, P=.001, MD=2.240, P=.003) for cultural value orientation, only the difference in group means between high and low levels was significant (MD=2.574, P=.018).

The null hypothesis assert that, management of Home Economics curriculum does significantly influence the goal attainment of principals. But the result of data analysis disclosed a relevant effect of management of curriculum innovation on goal attainment of principal with reference to the natural consciousness, civic responsibility, skills acquisitions and cultural value re-orientation. Therefore, the null hypothesis was not accepted and the alternate was approved. The degree of management of Home Economics was categorized into three levels, high average and low while principal goal attainment variables was also measured by four indices namely Natural consciousness, civic responsibility, skills acquisition and cultural value re-orientation.

A close look at the analysis depict that principals who rated their management of Home Economic to be very high had higher mean for goal attainment in relation to natural consciousness, civic responsibility, skills acquisition and cultural value, re-orientation than others from the two groups. The implication of this study is that the management of Home Economics to principal aids goal attainment. It follows that those principals who properly employed management of Home Economics curriculum, will certainly out-perform their counterpart from the other two camps who do not. The above position in it's entirely is true about the desirable goal attainment. The reason is that, appropriate utilization of management of Home Economic by principal's facilities positive goal attainment.

The current findings affirm the previous findings by Udonwa (2015) and Ogungbemi (2012) found a relevant favourable variance in the accomplishment of Home Economics students in secondary school when management of curriculum innovation are used to teach students. According to him the use of management of Home Economics curriculum in the

teaching and learning of Home Economics obviously enhance the goal attainment of students. Schools were advised to provide to implement the changes in the curriculum.

### **Conclusion**

The management of home economics curriculum significantly influence goal attainment among students in terms of civic responsibility, and their cultural value orientation. Effective compliance of private secondary school principals with the policy of the management of home economics curriculum in their schools performs better in their overall goal attainment compared to other principals. Private secondary schools should be encouraged to teach occupational skills, this will empower students to cope with the daily needs of life and surmount the economic challenges that appear to affect every profession and works of life Government should refocus attention in encouraging private secondary schools to prioritize the development and effective management of home economics rather than only focusing on public secondary schools.



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