

HOME ECONOMICS PROGRAMS IN OYO STATE SECONDARY SCHOOLS

By

ELIZABETH AINA OWOLABI

N.C.E., University of Ife, Adeyemi College of Education,
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Department of MATHEMATICS AND SCIENCE EDUCATION

The University of British Columbia
1956 Main Mall
Vancouver, Canada
V6T 1Y3

Date DECEMBER 18, 1987

ABSTRACT

The purpose of this study was to identify the curricula emphases of home economics in Oyo state secondary schools, and to analyze the relationship between subject matter emphasis and selected aspects about teaching and the teacher.

Sixty-two home economics teachers in Oyo state, Nigeria, responded to a mailed survey asking them to indicate the degree of emphasis given to 50 topics in five subject matter areas of home economics: Human Development and the Family, Home Management and Family Economics, Foods and Nutrition, Textiles and Clothing, and Housing. The most taught subject matter area was Foods and Nutrition followed by Home Management and Family Economics, Textiles and Clothing, Human Development and the Family, and Housing. A similar rank order was observed for subject matter competence and for preference for teaching subject matter. Scores on the topics within each subject matter area, however, indicated that all of these topics and the subject matter areas were moderately emphasized in the curriculum. The philosophical views of home economics as homemaking education; home economics as household management and home economics as cooking and sewing exist concurrently.

Multiple regression analysis was used to examine the relationship between the above five subject matter areas and selected aspects about teaching and the teacher. The

results of the multiple regression analysis indicated no significant relationship.

Some of the problems facing home economics as a subject in the secondary schools were lack of laboratory space, equipment, finance, and shortage of home economics teachers. Collaborative curriculum development and local co-operative responses may offer the means to overcome the shortage of resources for programs in specific locales. Further research in the form of case studies of successful home economics programs could be informative in understanding better the necessary components which should be fostered in strengthening home economics programs.

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CHAPTER I

INTRODUCTION

Home economics is a field of study and a profession whose major objective is to improve the well being of individuals, families and society through education. Attention is centered on the family because the family is seen as the primary social structure in the society, providing care, protection, and support for family members. As Brown (1980) states "the family is a haven for persons of all ages when the larger society is or seems indifferent. It provides psychic associations with nurturant qualities as a place of refuge, of renewal, of satisfactions which are intimate and personal" (p. 50). Families are also of importance because "the family is a social and political force whose power is manifested in the cooperation of families to formulate community norms and values and to transform social conditions" (Brown, 1980, p. 51).

Home economics is found in many countries throughout the world, and in each country, it has developed in response to the need for improving the daily lives of families. In Britain, for example, the schooling of girls from 1854-1900 was influenced by the idea that since the healthy functioning of all social structures in the society depended upon the well-being of the family, girls must be prepared

for their future roles as wives and mothers. The middle class women who founded home economics in Britain were particularly concerned that working class girls were living in miserable conditions because they lacked domestic training at home. To improve these working class families, and to eradicate disease, poverty, and other social problems, domestic education was developed for these girls (Purvis, 1981). The founders of British home economics also had an interest in training working class girls for a vocation in domestic science (home economics) in order to provide an ample supply of servants to work in their upper class homes.

In North America, the goal of pioneer home economists was to bring up-to-date scientific information on food preparation, home management and child care to women through education. As Ellen Swallow Richards stated:

But science has to apply its knowledge to (improve) that unit of the community, the home; for upon the welfare of the home depends the welfare of the commonwealth. Upon this common factor should be lavished whatever knowledge and science this century has.

(East, 1980, p. 10)

According to Hoodless, a Canadian leader in the development of home economics, the role of home economics was to help women to better carry out their "God given place in life" (Stamp, 1977, p. 20). Hoodless' philosophy has been traced to the death of her eighteen-month-old son in the summer of 1889 from drinking contaminated milk. As a result of this tragedy, she felt the need to educate the

general public and especially young women for homemaking and motherhood (Stamp, 1977). Hoodless' public campaign led to the development of the first home economics curriculum in the Canadian public schools (Kieren, Vaines & Badir, 1982). As Stamp (1977) noted, the devastating conditions of living in those days warranted such education:

Flies swarmed in most kitchens and ice boxes were few and inefficient. Milk delivered through the streets in open cans was one of the principal causes of the summer complaint of which so many children died. Open wells led to epidemics and typhoid fever and few families had not lost at least one member from tuberculosis.

(Stamp, 1977 p. 21)

In the late eighteenth century, the Europeans colonized Africa, Asia and India, and Christianity and Western education were exported to these colonies. When the first European settlers observed that the native people did not enjoy the same standard of living that they had left behind in Europe, they developed instruction in hygiene, public health, child welfare, and domestic economy in order to promote general knowledge, health and well being, and to combat disease and high infant mortality (Scanlon, 1964).

As these examples illustrate, home economics developed throughout the world in response to the needs of families for the improvement of the conditions of daily living. Although these specific conditions have changed over time, home economics has retained its purpose to improve the well-being of individuals, families and communities. As Green (1980) has noted, home economics is the only

profession and body of knowledge which focuses on the family as its core, and which works predominantly in a preventive, educational, and developmental mode rather than through remediation, therapy or crisis intervention.

Education in home economics is provided in a variety of educational settings throughout the world. It is taught in high schools, colleges, vocational and technical schools and universities. It is included in most of the adult education programs offered through the public school systems and it forms a large part of rural extension services (East, 1980). As Vincenti (1982) notes, however, it is the school which is the primary means by which home economics education is provided.

Home economics programs in high schools may be called by different names in different countries. In Britain, home economics is used interchangeably with domestic economy, domestic science, and domestic subjects including home management, cookery, laundrywork, household management, hygiene, nutrition, housecraft, needlework, housewifery, child care, mothercare, parent craft, and home studies (Purvis, 1981). The most common terms in North America are homemaking, home economics, foods and nutrition, family management, consumer education, family studies, clothing and textiles, career education, and parenthood education (Mead, 1984). In Australia, the terms family management, child development, and nutrition are synonymous with the concept of home economics (Dixon and Bouma, 1984). Broad programs

in home economics tend to integrate the five subject matter areas of Foods and Nutrition, Clothing and Textiles, Home Management and Family Economics, Human Development and the Family, and Housing.

In addition to these different names, several different definitions have been proposed for home economics over the years. At the 1902 Fourth Lake Placid Conference, for example, home economics was defined as follows:

Home economics ... is the study of the laws, conditions, principles, and ideals concerned with man's immediate physical environment and his nature as a social being, and specially the relation between those two factors.

(Lake Placid Conference on Home Economics, 1902, p.71)

According to Ellen Richards (1904) home economics is:

The ideal home life for today unhampered by the traditions of the past.

The utilization of all resources of modern science to improve the home life.

The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surroundings which will most free the spirit for the more important and permanent Interests of the home and of society.

(Lake Placid Conference on Home Economics, 1904, p. 31)

More contemporary definitions have attempted to reconceptualize the field. For example, the following definition developed by the International Federation for Home Economics in 1976 expanded the definition to include the development of both human and material resources:

Home economics is concerned with using, developing and managing human and material resources for the benefit of individuals, families institutions and the community, now and in the future. This involves study and research in sciences and arts, concerned with different aspects of family life and its

interaction with the physical, economic and social environment.
(IFHE, 1976, extract from Goncet, 1984, p. 12)

A similar definition was proposed by the Institute of Home Economics in Britain:

Home economics is a study of the interrelationship between the provision of food, clothing, shelter and related services and man's physical, economic, social and aesthetic needs in the context of the home.

(Matthews, 1985, p. 17)

In Nigeria, home economics is defined as:

...the application of many sciences and arts towards achieving healthy and happy homes. It includes knowledge of basic sciences, arts and humanities as well as applied sciences such as foods and nutrition, clothing and textiles, home management, and family living, health science and sociology.

(Fayemi, *et al.*, 1977, p. vii)

These variations in names and definitions represent the broad scope of topics necessarily encompassed by a field focused on homes, families and daily living. These variations may also be due to the existence of several separate competing models of home economics. East (1980) identified four of these models:

1. Management of the household: economics. This model emphasizes the cognitive activities of planning, managing, deciding, choosing and evaluating. Courses based on this model stress consumer education, decision making, values, and management concepts.
2. Application of science for improving the environment. This model emphasizes the application of scientific principles gained from disciplines such as chemistry,

biology, psychology, and economics to the problems of home and families. This was the model which reflected the philosophical orientation of the early home economists. These early courses included topics such as sanitation and food preservation.

3. Inductive reasoning: cooking and sewing. This model emphasizes the importance of practical experiences for intellectual and moral development and reflects the educational philosophy of John Dewey. Contemporary courses based on this model provide students with the opportunity to acquire the skills, knowledge, and experience necessary to enter employment. Courses include career preparation programs in Food Services, Design, and Family Services.
4. The education of women for womanhood: homemaking. This model emphasizes the preparation of women for their future roles as wives and mothers. Courses include all aspects of homemaking: Cookery, Needlework, Laundry, Housewifery, and Home Nursing. Curriculum content emphasizes topics such as managing resources, caring for and maintaining clothing and living environment.

Other approaches to home economics include the scientific view, the problem solving approach, and critical thinking in home economics. As these become more common in home economics, professionals are moving away from cooking and sewing to an emphasis on management, family and human development concepts (Dixon and Bouma, 1984; Mead, 1984).

In Nigeria, home economics emphasizes management principles and decision making processes and stresses the development of basic skills and knowledge for the care and maintenance of the home. It also emphasizes human development and interpersonal relationships pertaining to friendship, marriage and parenthood (W.A.E.C. Syllabus 1985/86 Session).

It is important to note that different models may exist concurrently in some institutions and settings, depending on the philosophical orientation of individual planners and teachers. The dominance of one model over another may also depend upon social, political and economic influences (Peterat, 1987; Thomas, 1986). Peterat (1987) has noted that "a strongly influential factor in shaping school programs is the broader educational context in which programs are located and the backdrop of politics that surrounds the educational enterprise" (p. 14). Other factors may also influence the model or models used within a particular program.

One example of political influence in home economics curriculum was the publication of *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development* (American Home Economics Association, 1967). This publication was a result of curriculum reform in the United States following the Sputnik era and placed emphasis on cognitive content, thus fostering the scientific view of home economics. In this publication, concepts and

generalizations in home economics were categorized into five subject matter areas:

1. Human Development and the Family
2. Home Management and Family Economics
3. Foods and Nutrition
4. Textiles and Clothing
5. Housing

While this publication reflected American curriculum reform in the United States, historically such changes in the American educational system have always had an international effect. In Canada, for example, the five subject matter areas outlined above formed specialized curricula in the provinces of British Columbia, Alberta and Quebec (Peterat, 1984, 1986).

A similar influence is observed in Nigeria. The home economics syllabus used in Nigerian schools requires scientific background in the following subject matter areas:

1. Principles of Management
2. Family Living
3. Housing
4. Maintenance of Clothing and Household Articles

These areas are very similar to those listed in the *Concepts and Generalizations document*.

In spite of the efforts of educational institutions, curriculum planners, and local, national and international organizations to increase educational excellence, curriculum guidelines may not always be interpreted in the same way.

Curriculum as planned may be quite different from curriculum in action. One might ask why should there be a difference?

Werner (1981) discussed the role of belief in curriculum implementation and pointed out that "Everyone involved with an innovation may not share the same assumptions, values, expectations and consequent interpretation of the situation. As a social process, therefore, implementation occurs as participants interpret these beliefs in the context of their school situations, background experiences and educational commitments" (p. 137). Werner further explained that there is a discrepancy between the ideals of curriculum developers and the realities faced by teachers.

Stenhouse (1975) also suggested that there may be discrepancy between the individual teacher's lesson plans and what the teacher does or allows to happen. For example, there may be incongruence between the teacher's publicly declared philosophy or beliefs about education and the teacher's own behaviour in the classroom. Many studies (Regan and Leithwood, 1974; Goodlad *et al.*, 1974) have documented that what a teacher says about teaching may not be the same as what he or she actually does.

Many factors may be associated with the aforementioned discrepancy. Some of these include the teacher, books and materials, the content and the students. Both teachers and students have different characteristics which they bring to the classroom. In one way or another, the previous

experiences and present aptitudes, interests, skills and attitudes of each of these persons influences the meaning of curriculum and its interpretation (King, 1986).

The Purpose of the Study

The purpose of this study is to identify the subject matter areas being taught in home economics programs in Oyo state secondary schools. Such a study is important because curriculum as planned may be different from the curriculum in action. In addition, educational goals and curriculum in action has to meet the challenges of a changing society and respond to local constraints and specific conditions. In order for home economics education to be well equipped to meet these challenges, continuous curriculum revision is necessary. The resulting information will be correlated with demographic data to examine factors which may influence the subject matter emphasis. Inferences will also be made about the existing model in the Nigerian home economics programs as gleaned from the resulting data.

Statement of the Problem

To achieve the purpose of the study the following objectives were set:

1. to identify the subject matter areas being taught in secondary school home economics programs in Oyo state and the relative amount of emphasis given to each area.
2. to analyze the relationship between subject matter emphasis and selected factors relating to teaching and the teacher: teaching experience, academic

qualification, in-service training, professional involvement, instructional materials, class enrollment, and personal preference of teaching subjects.

The following hypotheses were developed for testing:

1. There is no significant relationship between the amount of teaching experience and subject matter emphasis.
2. There is no significant relationship between teachers' academic qualifications and subject matter emphasis.
3. There is no significant relationship between teachers' attendance at an in-service training course(s)/workshop(s) and subject matter emphasis.
4. There is no significant relationship between professional interaction and subject matter emphasis.
5. There is no significant relationship between the types of instructional materials and subject matter emphasis.
6. There is no significant relationship between class enrollment and subject matter emphasis.
7. There is no significant relationship between personal preference of teaching subject and subject matter emphasis.

The Justification for the Study

As mentioned earlier, home economics is organized in many secondary schools under different names: homemaking, home management, consumer education, family studies, foods and nutrition. These broad programs are intended to have a similar focus. However, even when the same curriculum guides are in use in all secondary schools, the curriculum may not be interpreted in the same way in all secondary schools. This may be due to differences in school environment, background experience of students, teacher's teaching experience, academic qualification, commitments to

professional enrichment and availability of instructional materials. In addition, the conceptualization of home economics which a teacher holds may influence curriculum in action. Therefore, this study is designed to analyze the relationship between subject matter emphasis and selected factors relating to teaching and the teacher. The analysis will provide information about the current status of home economics programs in Oyo state secondary schools.

In Oyo state, the complexity of life is increasing as a result of technological advancement as well as social, political and economic changes. These changes have both positive and negative impacts on the quality of lives of individuals and families. In order for home economics education to be well equipped to meet the challenges of the future, continuous curriculum revision is necessary. In order to plan for the future, however, it is essential to know the contemporary status of home economics. The attempts made in this study to describe the relationship between subject matter emphasis and factors relating to teaching and the teacher will be useful for home economics curriculum specialists and policy makers in planning, designing and implementing home economics programs.

Documentation of home economics programs is very important in developing countries where little research data is available. At the present time, little is known about home economics teaching, the relationship between home economics and other subjects in the school curricula,

curriculum evaluation, curriculum implementation, and many other areas of education in Nigeria. One cannot underestimate the contributions of appropriate school related research to knowledge in the field of education, curriculum studies and home economics.

In addition, there has been no documentation of home economics programs from state to state in Nigeria. The attempts made in this study to identify the subject matter areas being taught in home economics in Oyo state may initiate similar research in other parts of Nigeria and may serve as a basis for a comparison among states in Nigeria. As well, this research may serve to stimulate further research on home economics programs in Nigerian secondary schools.

Limitations

There are several limitations to this study:

The researcher was unable to gather data at first hand because she was studying in Canada and unable to obtain funding to travel to Nigeria to conduct the study. Thus the data were gathered by means of a mail survey with the assistance of a retired teacher who resides in Nigeria.

Although this was an appropriate means to gather the data, the use of a mail survey rather than interviews has limited the quantity and quality of data obtained. Respondents might have provided more detailed and more accurate information if they had been able to answer in

their own words rather than use only those alternatives presented in the questionnaire.

The study is limited to Oyo state secondary schools with home economics programs. Thus, the relationship between subject matter emphasis and selected aspects of teaching and the teacher lack generalizability to all home economics programs in Nigerian secondary schools.

Definition of Terms

Home Economics Education

Home economics education is the teaching of the knowledge and skills required to solve the problems of feeding, clothing and sheltering human beings and assisting them to build meaningful healthy relationships and lifestyles (Adapted from CHEA, 1985).

Human Development

All processes of change both in the body itself (structure) and in its behaviour(function), from conception through old age (American Home Economics Association, 1967).

Family

A unit of intimate transacting and interdependent persons who share some values and goals, responsibility for decisions and resources and have commitment to one another over time (Sheek, 1984).

Management

The process of decision making and organization of activities involved in the use of resources for defining and achieving goals (AHEA, 1967).

Indigenous Home Economics Education

The traditional home economics education that existed in Africa before contact with the Europeans and the Arabs. It includes the teaching of the knowledge of cookery, sanitation, aesthetic values, production, maintenance, and care of household objects (Author's definition, 1987).

Curriculum

The curriculum is a structured series of intended learning outcomes (Johnson, 1981).

Subject Matter

The facts, generalizations, information or objects an individual uses in activities to promote a purpose which he is endeavouring to realize (Caswell & Campbell, 1935).

The Organization of the Thesis

This chapter has described the purpose of the study, its general orientation, its possible contributions, its limitations and the definition of relevant terms. Chapter

two presents a review of relevant literature in home economics education. This includes trends in curriculum development, curriculum in action, trends in home economics curriculum and an historical overview of home economics education in Nigeria. Chapter three describes the design of the study while Chapter four discusses the analysis of the data and the results of the study. Chapter five concludes the thesis and presents a summary of major findings, implications, and recommendations together with some suggestions for further research.

CHAPTER II

LITERATURE REVIEW

This section reviews literature relevant to the study. It includes four areas of review:

1. Trends in curriculum development
2. Curriculum in action
3. Trends in home economics curriculum
4. Historical overview of home economics education in Nigeria

Trends in Curriculum Development

An overview of theory related to curriculum development in North America provides a useful background for understanding this study. The word curriculum has different meanings depending on the philosophical orientation of the people involved in curriculum making. According to Caswell and Campbell (1935), definitions of curriculum fall into three general groups. The first group includes uses of the term to indicate a group of subjects or fields of study arranged in a particular sequence to attain a particular goal. For example, Puckett defines curriculum as:

the selection, organization, and administration of a body of subject matter designed to lead the pupil on to some definite life objectives. Examples are the college preparatory, the industrial arts, and general curricula.

(Puckett, 1931, p. 6)

The second group of definitions is based on the fact that the curriculum is the subject matter for content that is to be employed in instruction. Curriculum from this point of view concerns the activity of selecting and arranging the topics that are to be taught in the various subjects. The third view of curriculum focuses on the experience of the learner. In this view, curriculum developers focus on pupil interests. Bobbitt (1918) shared the above view:

The word *curriculum* is Latin for a *race-course*, or the race itself, a place of deeds, or a series of deeds. As applied to education, it is that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life...

(Bobbitt, 1918, p. 42)

Bobbitt viewed curriculum as including both directed and undirected experiences whose objectives must include the total range of human abilities, habits, systems of knowledge etc., that one should possess. He believed the curriculum of the school should aim at those objectives that are not sufficiently attained as a result of the general undirected experience. Bobbitt allows for individual learning without any kind of direct training. He claimed that learning under undirected training is bound to be full of mistakes. Therefore, he emphasized setting up objectives that will meet "the shortcomings of individuals after they have had all that can be given by the undirected training" (Bobbitt, 1918, p. 45).

Charters (1923) enunciated a method of curriculum making similar to Bobbitt's. His emphasis differed from Bobbitt's in that he believed that the content of the curriculum and the aim of education must be stated in terms of ideals and objectives. He saw ideals as objectives with observable consequences. Charters suggested that all men strive to secure satisfaction through the performance of activities under the control of their ideals such as honesty, loyalty and generosity. On the other hand, he classified actions which lead to dissatisfaction as dishonesty, disloyalty and selfishness. According to Charters, once ideals are selected, they serve as standards for actions. It is the responsibility of teachers to decide the important ideals they want to emphasize. They are encouraged to make subject matter relevant to learner's needs.

In 1949, Tyler attempted to clarify Bobbitt's and Charters' views of scientific curriculum making. In this process, he developed a procedure for curriculum making. He identified four basic questions that anyone engaging in curriculum development must try to answer.

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?

4. How can we determine whether these purposes are being attained?

Tyler suggested that all aspects of the educational program are really means to accomplish basic educational purposes. In order to develop the educational objectives, Tyler proposed that the learner's psychological needs, physical needs, social needs, interests, contemporary life outside the school as well as suggestions from subject matter specialists be sources of information. He identified five general principles for the selection of learning experiences:

1. Students must have experiences that give them an opportunity to practice the kind of behaviour implied by the objectives.
2. Learning experiences must be such that the students obtain satisfaction from carrying on the kind of behaviour implied by the objectives.
3. The reactions desired in the experience should be within the range of possibility for the students involved.
4. Many experiences could be used to attain the same educational objectives.
5. Same learning experiences (could) bring about several outcomes.

Tyler also focused his attention on the effective organization of curriculum. He believed that three major criteria must be met to build an effectively organized group of learning experiences: continuity, sequence and integration. Continuity refers to the vertical interaction of major curriculum elements. Sequence emphasizes the importance of having each successive experience build upon

the preceding one but go more broadly and deeply into the curriculum elements. Integration refers to the horizontal relationship of curriculum experiences. Finally, he regarded evaluation as an important operation in curriculum development. He saw this as a process of determining how well the educational objectives are being attained.

Bruner (1960) also subscribed to Tyler's concept of curriculum. He considered the issues of predisposition, the importance of structure, sequence and reinforcement in preparing curriculum materials. Like Tyler, he believed that the teacher, subject matter specialist and psychologist have a role to play in selecting the most important educational objectives. He suggested that schools must also contribute to the social and emotional development of the child if they are to fulfill their function of education for life. Bruner (1966) called for curriculum reform which would reconceptualize the subject matter of the school around the structure of the disciplines and the modes of disciplined inquiry:

... To instruct someone in these disciplines is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think mathematically for himself, to consider matters as an historian does, to take part in the process of knowledge getting. Knowing is a process, not a product.

(Bruner, 1966, p. 72)

Habermas (1971), a social philosopher has had a great impact on curriculum theorists. His ideas related to self

reflection, critique and critical consciousness has influenced the reconceptualist perspective of curriculum. His three modes of rationality have been useful as a framework for research and development of knowledge, but also as a source for understanding the problems of curriculum. As Goodlad and Richter (1966) noted, curriculum decisions are not value free, therefore the decision to accept a curriculum is an expression of a value. Habermas' modes of rationality has provided curriculum designers with a rational and a moral framework by which to make value judgments about curriculum. This has led to various curriculum designs.

Macdonald (1975) reviewed the concepts presented by Habermas in *Knowledge and Human Interest* and discussed these concepts in relation to curriculum. Habermas proposed three fundamental cognitive human interests which underly different beliefs about what knowledge is and how we come to know: (1) a technical cognitive interest in control underlying the empirical-analytic approach, (2) a practical cognitive interest in consensus underlying the hermeneutic historical approach, (3) a critical cognitive interest in emancipation or liberation underlying the self reflective approach. Based on the above distinctions, Macdonald suggested that different basic cognitive interests, namely, (1) control, (2) consensus and (3) emancipation underly different curriculum development models. He described the three different curriculum development models as: (1) linear

expert model, (2) circular consensus model, and (3) dialogical model.

The linear expert model is a process in which experts dominate and control all of the curriculum decision making process. This approach is designed to improve student achievement and teacher satisfaction. Examples of models of controlled curriculum development are the models of Bobbitt and Tyler. Macdonald criticized the control model in that the major interest was to manipulate, condition and indoctrinate learners towards a predetermined end over which the learner has little or no influence. Macdonald's second model, the circular consensus model is likened to "grass roots" curriculum development, involving the local teachers, staff and the community in the curriculum development process. The goal of curriculum development in this respect is geared towards meeting the local needs. Macdonald's dialogical model was rooted in Freire's philosophical orientation of emancipation of persons from oppressive social structures such as economic, language and political structures. The model actively involves students in curriculum development.

As the foregoing indicates, there have been different perspectives on curriculum development. The early curriculum theorists addressed the issue of *how* curriculum should be made. More recently, the focus is on how decisions *should be made* about what to teach. Underlying these differences are different notions of what education is

and what it is morally and ethically right to do as educators.

McNeil (1984) categorized the current conceptions of curriculum into four major categories: humanistic, social reconstructionist, technological and academic. He argued that different groups differed in terms of "what should be taught, to whom, when and how" (p. vii). The humanistic theorists believe that the curriculum must provide each learner with intrinsically rewarding experiences which contribute to personal liberation and development. The curriculum must be relevant to day-to-day living of the learner, emphasizing creativity, problem solving skills, and innovation. Curriculum activities are exploratory, puzzling, playful, and spontaneous in nature. Situations usually dictate the educational purposes and teachers act as facilitators. On the whole, the humanistic curriculum encourages personal development, learning, self actualization and good human relationships.

Social reconstructionists emphasize societal needs over individual interests. They are interested in using education to effect social reforms. The curriculum helps learners use concepts from social sciences and aesthetics to identify and solve current social problems. This entails Freire's (1970) idea of conscientization which is making people aware of their oppressive social conditions and their ability to liberate themselves.

The technologists conceptualize the purpose of curriculum as essentially one of achieving a set of predefined nonproblematic ends. It focuses on the effectiveness of programs, methods and materials in the achievement of specific ends. According to McNeil (1984) technology influences curriculum in two ways: application and theory. Applied technology is the use of electronic devices to achieve the intended learning outcomes while technology as theory is used in the development and evaluation of curriculum materials.

Curriculum theorists with an academic orientation see curriculum as the vehicle by which learners are introduced to subject matter disciplines and to organized fields of study. There are three approaches to this curriculum development model: (1) Learners are exposed to two points of view and are expected to use their judgement to come to a reasonable conclusion. (2) In integration, separate subject matter areas are combined together to give a comprehensive view. (3) Back to basics application emphasizes reading, writing, arithmetic, and deemphasizes vocational courses and other electives.

Curriculum in Action

Irrespective of how a program is designed by its developer, the developer's intents, resource material, and activities are interpreted and experienced by teachers in ways which may surprise the designer (Werner and Aoki,

1979). This is because curriculum in schools is always an interpretation by the teacher of some guideline or document, and an adaptation to context, situation, and locale of the school. The teacher is the real curriculum maker. He or she is the decision-maker, the question-answerer, the one responsible for what ultimately occurs in the educational process (Jampolsky, 1973). The Ministry of Education may make curriculum guides, textbooks, workbooks, magazines, films and other learning resources available to teachers but curriculum materials may not be interpreted in the same way by all teachers. So curriculum in action is usually different from curriculum as planned.

Eisner (1985) suggested that all schools teach three curricula: the explicit, the implicit, and the null. The explicit curriculum refers to the publicly announced programs of study such as curriculum guides, course descriptions, and course outlines. The implicit curriculum, on the other hand, includes values and expectations which are generally not included in the formal curriculum but are nevertheless learned by the students. The null curriculum is defined as what the school does not teach. "...the options students are not afforded, the perspectives they may never know about, much less be able to use, the concepts and skills that are not part of their intellectual repertoire" (Eisner, 1985, p. 107).

Werner (1981) discussed the role of belief in curriculum implementation. He pointed out that "everyone

involved with an innovation may not share the same assumptions, values, expectation and consequent interpretation of the situation. As a social process, therefore, implementation occurs as participants interpret these beliefs in the context of their school situations, background experiences and educational commitments" (1981, p. 137).

Stenhouse (1975) also suggested that there may be discrepancy between the individual teacher's lesson plans and what the teacher does or allows to happen. For example, there may be incongruence between the teacher's publicly declared philosophy or beliefs about education and the teacher's own behaviour in the classroom. Many studies (Regan and Leithwood, 1974; Goodlad *et al.*, 1974) have also argued that it is difficult to recognize what a teacher says about his teaching and what he actually does. Both teachers and students have different characteristics which they bring to the classroom. In one way or another, the previous experiences and present aptitudes, interests, skills and attitudes of these persons influences the meaning of curriculum and its interpretation (King, 1986).

Often the curriculum is intended to effect change, with the main goal to enhance the quality of classroom life or to help students learn more effectively (Fullan and Leithwood, 1982). Such innovations may require that teachers devote more time and energy to classroom planning, acquiring new knowledge or skills, gaining access to new facilities and

resources or taking a professional risk by changing something that seems to be working well in the classroom. Often these challenges intimidate teachers and, instead of accepting innovative ideas, they lock curriculum guidelines in the drawers without using them. The age and experience of the teacher could be related to resistance to change. Experienced teachers are proud of their own experiences and practices and may believe that they have learned everything that needs to be learned. Since they do not see the need for change, they teach the same thing over and over again (Cavanagh and Styles, 1983). However, dogmatic obsession with tradition may be an hindrance to creativity and productivity. As Cavanagh and Styles (1983) discussed, openness of mind to new possibilities and commitment to change can lead to productive and creative variations on the "old themes" of traditionally sound practices. In this study, information was obtained on teaching experience to determine the extent to which teaching experience would influence subject matter emphasis.

Lack of the availability of resources and materials is another factor which influences curriculum in action. In order to ensure successful implementation, it is important that resources be available. Books and other instructional materials written and structured according to students background may help with meaningful execution of the curriculum. The limitation caused by inadequate resources and materials is a problem facing vocational education in

developing countries (Okwuanaso, 1984). Because of its practical orientation, home economics is an expensive subject in comparison to other academic subjects. The laboratory equipment and resource materials often considered necessary for a program come from industrialized nations and are often costly. Unfortunately, poor nations cannot afford to buy many pieces of equipment and therefore, ten students for example, may need to share one piece of equipment. In this study, the question of the extent to which resources and materials influenced what was taught was explored.

Lack of the teacher's involvement with the planning and development of a new curriculum can hinder program improvement. Since teachers are the key interpreters of curriculum guides, it is generally recommended that teachers be directly involved in the development and planning of curriculum (McNeil, 1984; Cavanagh and Styles, 1983; Rhodes and Young, 1981). Teachers are isolated from one another, and in-service sessions and meetings of educational organizations that could provide professional growth for teachers are not attended frequently (Goodlad, 1983). Successful implementation of curriculum guides is associated with the quality of in-service programs that teachers receive (Crandall, 1983; Cavanagh and Styles, 1983; Fullan, 1979). In this study, information was obtained on in-service education to find out the extent to which teachers' attendance at an in-service training courses affected subject matter emphasis.

The assumption that professional involvement increases teacher classroom skills is commonly accepted. This may be because the organizations publish newsletters, journals and other educational materials for members' use. They also focus on professional issues. Through professional participations, teachers could share, support, and communicate educational trends with their colleagues across the country.

Marsh and Huberman (1984) suggested that professional associations can also be influential within a state's education system. They claimed that members of professional associations influence the initiation and direction of curriculum innovations and can also affect levels of adoption and use by teachers. Executive committees of professional organizations are often senior educators (academics, administrators), who determine the association's involvement in in-service activities, in the production of materials and many activities that are geared towards academic improvement.

Academic qualification is considered to be a yardstick with which to measure the competency of a teacher to teach a subject matter. In this study, information was sought on academic qualification in order to explore whether there was any relationship between academic qualifications and subject matter emphasis.

Trends in Home Economics Curriculum

During the past approximately 100 years, home economics has assumed various responses at various times and under various conditions. East (1980) best describes these responses in the four models of home economics: (1) Management of the household: economics, (2) Application of science for improving environment, (3) Inductive reasoning: cooking and sewing, (4) The education of women for womanhood: homemaking.

The first model, management of the household economy dates back to the time of Aristotle. The word economics is actually *Oi konomi a* in Greek meaning household management. According to East, management of household affairs involves the cognitive activities of planning, managing, deciding, choosing, and evaluating. As she states "home management consists of thinking about what would be the best possible conditions through which the people of the family could achieve their potential for a rich, joyous life, thinking out how to achieve such conditions, thinking in a feed-forward and a feed-back way while carrying out the steps decided upon" (p. 36). East (1980) claims that this model is not as popular as the applied science or education of women for homemaking model. In contrast, Peterat (1987) observed that management of household model has been emphasized in Canadian school curricula. Courses are

developed around consumer education, decision making, value and management concepts.

The second model, application of science for improving environment: human ecology is the model which reflected the philosophical orientation of the early home economists. As discussed in Chapter one, Richards subscribed to this model. As a scientist, Richards saw the relevance of applying scientific principles to enhance the quality of day to day living of individuals and families. The knowledge gained from chemistry, biology, microbiology, and behavioural sciences like psychology, sociology and economics were brought to bear on home problems. Some of the most popular courses were sanitation and food preservation.

The third model, inductive reasoning: cooking and sewing is based on the educational philosophy of John Dewey. He believed that actual "hands on" experience with real things was important for intellectual and moral development. He believed in laboratory work and laboratory work in home economics was encouraged as a result of his efforts. As East (1980) discussed, this model became popular in high schools because of its practical orientation. It provides an opportunity to escape from the rigours of the so-called academic subjects. The cooking and sewing model is also the foundation for some of the vocational home economics courses. Traditionally, the field of home economics is often referred to as a cooking and sewing discipline.

The fourth model, the education of women for womanhood: homemaking assumes that most women will be wives and mothers and therefore it is important to prepare them for their feminine roles. East claims that this model has competed with the applied science model and Dewey's inductive model and so far is the most popular model in United States public school programs. Similarly, Peterat (1984) argued that education of women for womanhood was the view for which Hoodless fought in having home economics accepted in the Canadian public schools.

A common thread in the above models is the concern for well-being of individuals and families. Brown (1986) contends that the technical nature of the goals set for these models are inappropriate for service oriented fields like home economics education.

In her conceptualization of home economics as a practical science, Brown subscribes to Habermas' (1971) concept of three modes of rationality: the empirical-analytic, interpretive, and critically reflective. Brown, like Macdonald (1975), finds the modes of rationality concept to be a powerful rationale to argue against the technically oriented curriculum work. She related the concept of modes of rationality to home economics curriculum work and identified three systems of family actions which educators should be aiding individuals and families to develop: technical actions, communicative actions and emancipative actions (Brown, 1980). Each system of family

action entails a mode of rationality. For example, family communicative actions require the interpretive mode of rationality. Her conceptual framework of home economics places more emphasis (1) on the family as a source of improvability of persons as individuals and of the human condition generally and (2) on conditions in society which need to support the family in its efforts and, in contemporary society, which need to change in order to support the family.

In recent years, curriculum developers are adopting approaches reflecting their own ideas about modes of rationality and family action. Hence, the incidence of (1) Technically oriented curriculum (2) Interpretive oriented curriculum and (3) Critical/Emancipative oriented curriculum.

Technically Oriented Curriculum

This curriculum orientation emphasizes technical rules, drawn from causal knowledge formulated in the natural sciences and in the social sciences. Generally, technically oriented curriculum is based on the premise that homemaking is a defined occupation and in order for individuals to assume responsibilities related to this occupation effectively, they need to master certain skills. The ultimate goal is to prepare students for the occupation of homemaking. Examples of such technically oriented curricula are Colorado Curriculum Project (Brink *et al.*, 1986) and

Vocational Technical Education Consortium of States (VTECS) Curriculum Project (Downey and Kizer, 1986).

In both projects, curriculum specialists identified the tasks performed by homemakers and developed curriculum that reflected the total scope of homemaking responsibilities. The Colorado Curriculum Project emphasized four skill areas: (1) Providing a living environment, (2) Meeting needs of family, (3) Managing resources (4) Caring for and improving self. The VTECS Curriculum Project required acquisition of knowledge and skills in the five areas of Homemaking; Foods and Nutrition, Human Development, Housing, and Home Furnishings, Management and Family Economics, and Clothing and Textiles (Brink *et al.*, 1986; Downey and Kizer, 1986).

Interpretive Oriented Curriculum

This curriculum approach stems from the need for home economists to conduct open and undistorted communicative action with those whom they serve and to give attention in the context of that communication to the meanings and the logic for validating those beliefs, meanings, and norms significant to family life and development of the individual (Brown, 1986). Interpretive curriculum holds the view that it is only through experience and shared understandings of experience that wisdom and judgment develop, a possibility created by communication with one another. The subject matter in interpretive programs is a tool rather than an end in itself. The development of proficiency in the process of

inquiry, valuing, decision and action is a central goal. Important features of such curriculum include flexibility and relevance of lessons to the daily problems encountered by students. Examples of interpretive oriented curriculum are the North Dakota State Curriculum Project (Murphy, 1986) and the West Virginia Curriculum Project (Blankenship and Ferguson, 1986).

The North Dakota State Curriculum Project was based on the idea that intuitively developed curriculum materials are not appropriate when they are to be used by persons other than the developers. Therefore, to develop a consumer education curriculum that would meet the needs of both students and teachers, a team consisting of teachers, state department of education personnel, college experts and local consultants observed consumer behaviours. Based on their findings, a curriculum was developed to reflect the inquiry process, valuing process, decision process, and action process (Murphy, 1986).

The West Virginia Curriculum Project is similar to Macdonald's circular consensus model which is likened to the "grass roots" curriculum development approach. In this case, the teachers initiated the need for curriculum change in the field. They formed a curriculum development committee consisting of teachers, state department of education personnel, college experts and local consultants to examine major issues concerning the field such as: male enrollment, absence of major curriculum efforts in the past

15 years, complacency among many teachers about their programs, and societal changes. Their efforts resulted in the development of a non-graded curriculum with four themes. Each of the four themes included lessons from four areas of home economics including Personal Development and Family Relationships, Management, Foods and Nutrition, Consumer Education, World of Work, and Clothing and Textiles (Blankenship and Ferguson, 1986).

Critical/Emancipative Oriented Curriculum

Emancipative action in the family is considered to be essential to providing a free, democratic environment for family members. Such an environment encourages intellectual growth instead of dogmatic conformity to tradition (Brown, 1980). Curriculum planners, designers and other educators have examined the emerging concept of home economics and family systems of action with a view to providing new experiences for students and teachers. Examples are the development of three home economics curriculum guides in Minnesota, Wisconsin, and Pennsylvania in United States.

Minnesota's project was based on the idea that values and knowledge interact in reasoning to answer curriculum questions. Most often curriculum planners deal with value questions in prescriptive ways. To avoid this, Minnesota curriculum planners believed school curriculum/education in general should produce persons who are critically aware, independent, responsible and self renewing. Such education

was concerned with the development of conceptual structures rather than content learning alone.

The design used in this project recognized differences in social, psychological and cognitive development. Materials were developed to meet students' learning needs. The main goal of the vocational homemaking program was to enable individuals and families to function within their own strengths. Through education, individuals and families develop their intellect and use rational objective analysis of alternatives and ends (Schwartz, *et al.*, 1986).

The family focus approach in home economics was developed in Wisconsin under the direction of the Wisconsin Home Economics Conceptual Guide Council. This approach includes the development of a management outlook regarding the family and the tasks of the home. This approach subscribes to Brown's emancipative action in the family. This curriculum encourages various aspects of cognitive development such as thinking, self learning, motivation and acting (Fauske, 1986).

In a project at Pennsylvania State University, curriculum was developed to implement a critical science perspective of home economics proposed by Brown and Paolucci (1979). The aim of the curriculum was to help students in home economics reason about value issues, and use what is learned through critical thinking and acting on practical problems of families (Hultgren, 1986).

Historically, the orientations of home economics curriculum in Canada has been influenced by trends in the American system of education. Movement away from technical-know-how to a practical problem solving approach is therefore predictable in the Canadian curriculum. As MacFarlane (1966) noted, home economics has witnessed a progressive movement from mastery of domestic skills to all aspects of personal and family living. She went further to discuss that although home economics had dual functions in schools, prevocational and recreational, it is part of general education and shares common objectives of developing intellectual competence, self-discipline and social responsibility in students.

In the most recent study, Peterat (1986) observed that two dominant philosophical views of home economics are evident in the secondary programs in Canada: home economics as management and decision making, and home economics as personal and family development. While neither of these views is exclusive, each takes precedence over the other view in ordering and expressing the course content in the curriculum documents.

(Peterat, 1986, p. 274)

Peterat (1986) concluded that the view of home economics as management and decision making is evident in British Columbia, Alberta, and Quebec curriculum guides.

In 1985, in the province of British Columbia, home economics teachers worked with British Columbia Ministry of Education Curriculum Development Branch to produce a family management curriculum guide and resource book. The content of this curriculum guide is "concerned with human growth and

development, interpersonal relationships, management of human and material resources, and social and physical environments. The curriculum is designed to encourage students to use processes of decision making, communicating, and problem solving in a wide variety of learning situations" (British Columbia Ministry of Education, 1985, p. 1).

Similar changes are taking place in Australia, where home economics educators introduced a course titled "Home Economics: Human Development and Society" into the high school certificate program. This course focused on management concepts and on family and human development concepts. Because it was a stimulating subject, it became popular and prerequisites to the following university programs: medicine, social work, nursing, police training, and kindergarten teacher training (Dixon and Bouma, 1984).

In 1983, the Caribbean Association of Home Economics (C.A.H.E.) produced "Caribbean Home Economics in Action" - Books 1, 2, and 3 for their secondary schools with the assistance of the Toronto Home Economics Association. The major goal of this project was to produce teaching materials that would reflect the Caribbean family lifestyle (Floyd, 1983). This type of project is very helpful in the developing countries. It encourages autonomy and self reliance in curriculum decisions, with perpetual reliance on foreign aids from Europe or North America reduced. Home economists in the developing countries will be able to use

their own initiatives and materials within their surroundings to help families help themselves.

In a similar twinning project, Ghana Home Science Association and Saskatoon Home Economics Association produced three textbooks for use in Ghana:

- Book 1 - a general book for secondary forms 1 - 3.
 - Book 2 - a specialize book with traditional home science subject matter areas for secondary schools forms 4 and 5
 - Book 3 - a teacher's manual for training colleges.
- (CHEA's Development Newsletter, 1985)

In 1977, through the efforts of the Comparative Education, Study and Adaptation Centre (CESAC), University of Lagos, a home economics writing group was set up to review the Nigerian home economics syllabus. As a result of this review, the following textbooks were produced:

- Home economics for Nigerian secondary schools form I, II, and III student's text.
- Home economics for Nigerian secondary schools forms I, II, and III teacher's guide.

The foregoing is a review of curriculum in home economics. The development process is an evolutionary one. The idea started from women who wanted to use their education to improve the well-being of individuals and families. Historically, home economics has developed four distinct models (East, 1980). Of the four models, the most enduring model in schools, at least in the public perception, has been Inductive reasoning: cooking and sewing model. It can be argued that the inductive reasoning model, focusing on how-to-knowledge is congruent with the beliefs and views underlying technically oriented curriculum in

general. Brown contends that technically oriented curriculum are inappropriate for a service oriented field like home economics. She described three systems of family actions (based on Habermas' concepts) - technical actions, communicative actions, and emancipative actions, - which she has extended in conceptualizing three forms of knowing for home economics curriculum. Curriculum planners, designers, and other educators have examined the emerging concept of home economics and family systems of action with a view to providing new experiences for students and teachers. In developing countries, the need to make curriculum relevant to the environment has necessitated the writing of home economics books, and encouraging teachers to take responsibilities for what they teach and how they teach it.

Historical Overview of Home Economics Education in Nigeria

Fafunwa (1974) wrote extensively on the history of education in Nigeria: Traditional African Education, Muslim and Christian Education. In discussing the historical development of home economics education in Nigeria, reference is made to his work in this section.

In the old Nigerian society, education was geared towards immediate induction into society and preparation for adulthood. This education emphasized societal responsibility, job orientation, political participation, and spiritual and moral values. The schools were without walls and the aim, the content and the methods of traditional education

were intricately interwoven. Because there were no formal schools, children learned as they grew up through modelling adults and through participation in ceremonies and rituals.

As in any other society, education of an infant started soon after birth. The baby learned to love and be loved. The mother carried the baby on her back wherever she went. She fed and cared for the infant when sick. By the age of two, the child learned to talk, play with toys and improve his/her psychomotor skills. By the age of three, the child was weaned and toilet trained. The majority of knowledge gained by the child during the first years of life was learned from the mother. Since some families in Nigeria were polygamous, the other "mothers" in the home and members of the extended family were also responsible for the education of the child. They sent the child on small errands, told him/her stories, taught him /her obedience and respect for elders, instilled a code of behaviour, and taught the history of the family or ethnic group.

Children were exposed to sanitary and aesthetic norms of the people through taboos and superstitions. For example, it was a taboo for a child to use his left hand to eat. A child discovered taking food in the morning before he had performed his morning ablutions (i.e washing his face and cleaning his mouth) received correction in one form or another at the hands of any adult member of the compound.

As mentioned earlier, children acquired knowledge and skills through direct participation in home activities.

They watched and modelled adults. By the age of ten, there were sex differences in the acquisition of skills. Boys received training on the farm while girls stayed at home with their mothers. Occasionally, girls accompanied their fathers to the farm, but most of her training took place at home. She participated in household chores and took care of little brothers and sisters, bathed, and fed them, and babysat whenever mother was away.

As a girl grew older, she learned to make herself beautiful and adorable. At puberty, her mother explained the physiological changes which she was going through. The implications of having sexual relationships with boys were discussed, and abstinence from sex was the only sex education message given to the adolescents. When a young girl was of marriageable age, she was given a code of conduct by her mother in preparation for her future role as a wife and mother.

Young girls received some education in domestic activities. They also learned local geography, history, poems, praises, incantations, proverbs and riddles. Since most women were traders, they learned mathematics through counting cowries. Although advanced intellectual training in philosophy and "secret societies" was exclusively for men, women who showed an interest were never turned away. They were initiated into the "secret societies" where they learned more riddles, proverbs, "Yoruba Ofo", "Ogede", "Oriki", philosophy, psychology, reasoning and judgment.

The traditional African education was not complete without vocational training. Fafunwa (1974) classified such vocational education into the following categories:

1. Agriculture education: for example farming, fishing and veterinary science (animal care and animal rearing). (Women's participation in agriculture was not as extensive as that of men)
2. Trades and crafts: for example weaving (baskets and cloth) smithing (iron, silver, gold etc), hunting, carving dancing, hair plaiting, dress making etc (Both men and women participated in some trades except for a few which were single sex trades)
3. Professions: for example priests, witch doctors, civil servants, village heads, chiefs, and kings. (Most professions were for men except for a few in which women could participate)

(Fafunwa, 1974, p. 30)

For a career, girls usually learned the family trades and crafts from their mothers. Such trades included hair plaiting, mat making, soap making, oil making, pottery, dyeing, glass making, wine making, and cloth weaving. Most of these trades were hereditary, but third generation girls were allowed to choose trades of interest. In this case, they learned through apprenticeship from mistresses, friends, or relatives for an established period of time. After training, each apprentice was required to perform a ceremony, which qualified her to establish her own trade.

This traditional Nigerian educational system changed as a result of European contact. Home economics was no longer taught at home, and apprenticeship of girls to mistresses also diminished as schools were built for girls.

The first European contact was in 1472 through Portuguese merchants. Missionary activities started in 1515, when Catholic missionaries set up a school for the sons of kings. In September of 1842, the first English missionaries arrived, and a year later a school was established by the Methodist Mission Team. In 1858 a Nigerian, Samuel Ajayi Crowther started a school for girls between the ages of six and ten. The following missions also took part in the early educational expansion in Southern Nigeria: United Presbyterian Church of Scotland, the Qua Ibo Mission, the Primitive Methodist Missionary Society and the Basel Mission. The early curriculum consisted of reading, writing, arithmetic and religion. Sewing was included for girls. However the main objective of these schools was to win Africans for Christ (Ajayi, 1965).

The British missionaries became more involved in the education of their converts. They found the same need that necessitated the development of home economics in Britain to be present in these colonies. The natives were living in unhygienic conditions, and there was a high infant mortality and morbidity rate. Therefore, instruction was developed in hygiene, public health, child welfare, and domestic economy to improve the health and well being of the people (Scanlon, 1964). As reported in the *Phels-Stokes Reports on Education in Africa* many women missionaries pointed out that development would be slow in Africa if women were not given

equal educational opportunities with men:

Education of the native woman in our African territories must be based upon her future position and upon the influence which she will have to exercise. Now the black woman, not less than her sister the white woman, is called upon to become the soul of a clean and healthful home. It is her vocation ... It is therefore necessary to educate her, to educate her intelligence, her heart and her will power.

(Lewis, 1962, p. 193-194)

In response to such demand, schools for girls were built in Africa. Several examples of such schools were described by Lewis:

Another feature of this school was the training for girls about to be married, most of whom had been sent to the school by their future husbands. These young women lived in a separate compound and responsibility for its all-round life was placed quite definitely upon them. This included the preparation of food, the making and care of clothing, the cleanliness and order of their sleeping accommodation, vegetable and flower gardening, recreations both outdoor and in the evening hours within their quarters, the religious life of the compound, and all the influences that make for the full-orbed womanhood...

Another well-known school, in addition to the regular instruction and practice in home life provided special training in marketing.

Another school [was] successful both in imparting general knowledge of the more conventionalized type and knowledge and practice of home activities such as sewing, cooking, and the care of the gardens...

(Lewis, 1962, p. 196-197)

On the whole, in order to promote general knowledge, health and well-being of the whole family, the home economics curriculum was geared towards technical how-to-skills, that is, how to clean a house, how to prepare meals, and how to wash.

Today, home economics is taught in the public, private, christian and muslim secondary schools. It is defined as "the application of many sciences and arts towards achieving healthy and happy homes" (Fayemi 1972, p. vii). The Oyo state secondary home economics education programs encompass coursework ranging from the traditional cooking and sewing classes to courses focused on principles of Nutrition, Clothing and Textiles, Home Management, Family Living, and Housing. In Foods and Nutrition, students are taught the principles of normal nutrition and their application to the selection of adequate diets for individuals and families. In Clothing and Textiles, students are exposed to the social and aesthetic aspect of clothing selection, construction features, garment fit, and fibre content of fabric (Adeyemi College of Education Course Description, 1983). Home Management is the integration of Foods and Nutrition, Clothing and Textiles, Housecraft and Mothercraft.

The West African Examinations Council Regulations and Syllabuses for the Joint Examinations, For the School Certificate and General Certificate in Education (W.A.E.C.) (1985/86 session) is used with other books to develop a scheme of work and lesson plans. The syllabus is geared towards preparing students for school certificate examinations. Although the examination board bases their examination questions on the syllabus, teachers input is encouraged. In this case, teachers are asked to write if they have not covered all that is required or if they have

taught their students something new. The comments are taken into consideration when examination questions are set. In the syllabus, it was proposed that the following subject matter areas be studied in home economics:

1. Family Living
2. Housing
3. Maintenance of Clothing and Household Articles
4. Principles of Management

The objectives of the home economics courses are:

1. to encourage the use of management principles and the decision making process to identify and analyze available resources and their judicious use for the welfare of the individuals family and community.
2. to stress the development of relevant basic skills and knowledge for effective use, maintenance and care of the home and its equipment and furnishings.
3. to strengthen the understanding of one's self, different family organizations and one's role as related to friendships, marriage and parenthood.

(WAECE, 1985/86 Session, p. 2)

Social, political and economic factors have a tremendous influence on curriculum (Peterat, 1987; Thomas, 1986). The world has also become a global village, with educational changes in one country having an international effect. An example noted earlier was the curriculum development in the United States which resulted in the publication of *Concepts and Generalization: Their Place in High School Home Economics Curriculum Development* (American Home Economics Association, 1967). The outcome of the publication was an emphasis on the scientific view, the problem solving approach, and the critical thinking view of

home economics (Dixon and Bouma, 1984; Fauske, 1986; Mead, 1984; Hultgren, 1986; Peterat, 1984 & 1986 and Schwartz, *et al.*, 1986).

As indicated in the above objectives, home economics in Nigeria has a similar focus. The curriculum emphasizes management principles and decision making processes. Although home economics curriculum in Nigeria responded to the trend of back to basics, it has not yet gained the status of an academic subject. It is still technical in its orientation. One could infer from the syllabus that management of the household: the economics model, Inductive reasoning: cooking and sewing model, and the education of women for womanhood: homemaking model as identified by East (1980) exist concurrently in the Nigerian home economics programs (Please refer to Appendix C for a detailed outline of the syllabus).

CHAPTER III

METHODOLOGY

The major purpose of this study was to identify the subject matter areas being taught in secondary school home economics programs in Oyo state and to examine the relative amount of emphasis given to each area. An additional objective of the research was to analyze the relationship between subject matter emphasis in home economics and selected aspects of teaching and the teacher: teaching experience; academic qualification; in-service training; professional involvement; instructional materials; class enrollment; and personal preference of teaching subjects. These factors were chosen because of their perceived influence on decisions about what to teach. The discussion in this chapter focuses on the study's methodology, including the sample selection, the instrument used, the research procedures and data analysis.

Population and Sample

The population for this study was home economics teachers in Oyo state secondary schools. In order to identify subjects for this study, the names and school addresses of all secondary schools in Oyo state were obtained from the Oyo State Ministry of Education. Three

hundred secondary schools were identified and 25 of these schools were listed by the Ministry of Education as having home economics programs. However, because the researcher envisaged that more schools might have home economics programs than were listed and to ensure that all schools had an equal chance of being included in the study, it was decided to send questionnaires to all secondary schools in Oyo state during April, 1987. Each school was assigned a number for follow-up purposes.

Of the 300 schools included in the study, 86 questionnaires (29%) were returned. Twenty-four schools reported that they did not have home economics programs in their curriculum. This resulted in a final sample of 62 schools that had home economics programs (72% of the schools responding and approximately 21% of Oyo state secondary schools).

Development of the Instrument

The literature was reviewed to identify any survey instrument which might be used to gather data for the study. Although Hall's Curriculum Orientation Survey (1978) was designed to measure both subject matter and content themes and processes integrated through a program, this instrument was found to be inappropriate for this study because of differences in geographical location of the research and also because of differences in the subject areas of study in the two countries. Furthermore, since English is the second

language of the respondents to this survey, it was considered important that the items on the questionnaire be worded in a simple level of English. It was also important that the items be relevant to the Nigerian situation.

Thus it was necessary for the researcher to develop an instrument relevant for this study. Several documents were reviewed to identify the most appropriate topics to be included in the questionnaire. These documents included the United States publication *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development* (discussed in Chapter I) because of its impact on home economics curriculum development internationally plus several documents specifically relevant to Nigerian home economics:

1. Ife Girls' High School Scheme of Work on Home Economics Forms I to V, 1984/85 Session.
2. Home Economics for Nigerian Secondary Schools Form I Student's Text, 1977.
3. Home Economics for Nigerian Secondary Schools Form II Student's Text, 1977.
4. Home Economics for Nigerian Secondary Schools Form III Student's Text, 1977.
5. Home Economics for Nigerian Secondary Schools Form I Teacher's Guide, 1977.
6. Home Economics for Nigerian Secondary Schools Form II Teacher's Guide, 1977.
7. Home Economics for Nigerian Secondary Schools Form III Teacher's Guide, 1977.
8. The West African Examinations Council Regulations and Syllabus for the Joint Examinations 1985/86 Session (W.A.E.C Syllabus).

These Nigerian and West African publications are used in schools for lesson plans. The textbooks were written in the Nigerian context to make home economics more relevant to the Nigerian students. The W.A.E.C. Syllabus is geared towards West African regional examinations and emphasizes the following subject matter areas:

1. Family Living
2. Housing
3. Maintenance of Clothing and Household Articles
4. Principles of Management

With the exception of Foods and Nutrition, these subject matter areas paralleled those found in *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*. However, the subject matter area of Foods and Nutrition does appear in the *Ife Girls High School Scheme of Work* and therefore, this subject was included in the questionnaire. Before the instrument was sent to Nigeria for a pilot study, the first draft of the questionnaire was reviewed by three experienced home economics teachers who were graduate students in the Faculty of Education, Department of Curriculum and Instruction, The University of British Columbia (see Appendix B). One of these reviewers had taught home economics in Ghana (West Africa). Because the reviewers were familiar with home economics topics, they were able to identify ambiguities and comment on the clarity of the topics.

Following this review, the instrument was revised and pilot tested in Oyo state secondary schools using ten home economics teachers from Ile Ife and Modakeke (see Appendix B). The subjects were not only asked to respond to the questionnaire but were also requested to comment on each item of the questionnaire. Their comments and suggestions were used for further revision of the items.

The final draft of the questionnaire was reviewed by four subject matter specialists in the field of home economics and education (see Appendix B).

In the questionnaire, respondents were asked to indicate the degree of emphasis given to selected home economics topics in their teaching, using the following 7-point scale:

1. Extremely high degree of emphasis
2. Very high degree of emphasis
3. Quite high degree of emphasis
4. Neither high nor low (undecided) degree of emphasis
5. Quite low degree of emphasis
6. Very low degree of emphasis
7. Extremely low degree of emphasis

The questionnaire had five subtests which were:

1. Clothing and Textiles
2. Foods and Nutrition
3. Home Management and Family Economics
4. Housing
5. Human Development and the Family

Each of the five subject matter emphasis subtests included ten items (see Appendices D and E). Possible scores for each subtest ranged from 10 (high degree of emphasis) to 70 (low degree of emphasis). The total score for all items in the questionnaire ranged from 50 indicating a major emphasis in all the five subject matter areas to 350 indicating low emphasis in all the five subject matter areas.

The researcher also developed a demographic data section, (Part II of Survey, Appendix D) to provide background information for descriptive purposes and to supplement the statistical analyses. Respondents were asked to identify selected personal and professional characteristics: sex; number of years of teaching; academic qualification; subject matter area(s) emphasis; subject matter area(s) competence; subject matter area(s) preference; training/workshop attendance; professional involvement; and types of instructional materials used. Information was also requested concerning school characteristics: the name of the school; the total number of home economics teachers in the school; the type of school (coeducational or single sex school); the total number of pupils in the school; total home economics class enrollment, and if coeducational, the number of boys. The questionnaire included a section for open ended questions which would give some insight into the current status of the programs.

Data Collection

Data was collected by means of a mail survey. This was necessary because the subjects of the study resided in Nigeria while the researcher conducting the study was studying in Canada. This was an appropriate research tool since the subjects could not be interviewed or observed directly. In addition, it was easier to reach a large percentage of the sample through a mail survey. Generally, mail surveys have a low response rate (Heberlein and Baumgartner, 1978). Therefore, to achieve a sufficient number of responses, the service of a retired teacher residing in Nigeria was used to conduct the study.

The questionnaire was pilot tested in January, 1987, at Ile Ife and Modakeke, using ten secondary school home economics teachers. In March, 1987, 300 questionnaires were mailed with self addressed envelopes to the research assistant. In April, 1987, the research assistant mailed the questionnaires with stamped self addressed envelopes to all secondary schools in Oyo state. Letters of transmittal accompanied the questionnaires (Appendix A). These letters described the study and requested teachers' participation. Instructions for completing and returning the questionnaires were included.

In June, 1987, a second mailing of 150 questionnaires to non-respondents was made. For this mailing, a new cover

letter (Appendix A), another copy of the questionnaire (Appendix D), and a stamped self addressed return envelope were included.

Data Analysis

The answers of respondents to the questionnaire described in the preceding instrument section provided the raw data for the study. The quantitative data were analyzed through tallies of responses to the 50 items about home economics instruction (Part I of Survey). The frequency, mean score, and standard deviation were computed for each of the five subject matter areas and for the independent variables (Part II of Survey). The above descriptive statistics were used to describe the data collected on the research sample. Responses were given as actual numbers and as percentages of the total sample.

Multiple regression analysis was used to investigate the relationship between the five dependent variables (clothing and textiles, foods and nutrition, home management and family economics, housing, and human development and the family) and 42 independent variables (see Table VII). The analysis was completed separately for each dependent variable.

CHAPTER IV

ANALYSIS AND DISCUSSION OF DATA

The purpose of this study was to identify the subject matter areas being taught in secondary school home economics programs in Oyo state and to examine the relative amount of emphasis given to each of these areas. An additional objective of the research was to analyze the relationship between subject matter emphasis and selected aspects of teaching and the teacher.

In this chapter, the results of the study are discussed. The psychometrics of the instrument will be presented first, followed by demographic characteristics of the sample, subject matter emphasis in home economics programs, and teachers' general comments on home economics programs.

Psychometrics of the Instrument

The instrument used for this study was developed by the researcher. In order to determine the reliability of the instrument for the purpose of the study, the level of internal consistency of the instrument was obtained using the computer program LERTAP. The total test Hoyt estimate of reliability for the test was 0.95. This indicates the breakdown of sources of variability due to individual item

random sampling. It was also an indication of the homogeneity of the items. From the above Hoyt estimate of reliability, one could claim that the instrument was reliable. The instrument standard error of measurement was 9.28. The mean score was 162.63, with the highest score 321.00 and lowest score 83.00. It is important to note that the lower the score the higher the degree of emphasis. Therefore, the mean score of 162.63 indicated that all the subject matter areas were moderately emphasized. As discussed in Chapter III, there were five subtests in the questionnaire: (1) Human Development and the Family (2) Home Management and Family Economics (3) Foods and Nutrition (4) Textiles and Clothing (5) Housing. The means, standard deviation, Hoyt estimate of reliability, and standard error of measurement was computed for each subtest and are reported in Table I.

Descriptive Information on the Subjects

Of the 300 questionnaires distributed, 86 were returned, with 24 schools reporting that they did not have a home economics program. This resulted in a sample of 62 schools with home economics programs (72% of the schools responding to the survey and 21% of Oyo state secondary schools). A summary of the demographic characteristics of the subjects is presented in Table II.

It was interesting to note that although the Ministry of Education list indicated that only 25 Oyo state schools

Table I

Psychometrics of the Instrument

Means, Standard Deviations and Hoyt Reliability for Subtests
of the Five Subject Matter Areas in Home Economics

Subject Matter Area	N ¹	N ²	Mean	SD	HR ³	SE ⁴
Human Development	10	62	34.56	11.09	0.86	3.96
Home Management	10	62	35.23	9.98	0.83	3.89
Foods & Nutrition	10	62	27.13	10.44	0.88	3.43
Textiles & Clothing	10	62	33.65	9.83	0.83	3.84
Housing	10	62	32.06	8.66	0.79	3.76

¹Total number of items included in subject matter area

²Number of teachers

³Hoyt reliability

⁴Standard error of measurement

Table II
Demographic Characteristics

Demographic Characteristics	Number	% (N=62)
School Characteristics		
Total School Population		
601 or more students	44	70.97
501 - 600 students	4	6.45
401 - 500 students	3	4.84
301 - 400 students	2	3.23
201 - 300 students	4	6.45
less than 200 students	4	6.45
Missing Data	1	1.61
Type of School		
Coeducational	53	85.48
Single-sex	9	14.52
Number of Home Economics Teachers		
7 or more teachers	2	3.23
5 - 6 teachers	1	1.61
3 - 4 teachers	14	22.58
1 - 2 teachers	44	70.97
Missing Data	1	1.61
Total Number of Boys		
7 or more boys	41	66.13
5 - 6 boys	3	4.84
3 - 4 boys	10	16.13
1 - 2 boys	1	1.61
No boys	0	00.00
Missing Data	7	11.29
Grade Level Taught		
Form 4 only	8	12.90
Form 5 only	2	3.23
Both Forms 4 and 5	20	32.26
Forms 1, 2, and 3	21	33.87
Missing Data	11	17.74

Table II continued

Demographic Characteristics	Number	% (N=62)
Total Enrollment in Home Economics Classes		
50 or more students	44	70.97
40 - 49 students	2	3.23
30 - 39 students	5	8.06
20 - 29 students	1	1.61
10 - 19 students	4	6.45
Less than 10 students	1	1.61
Missing Data	5	8.06
Teacher Characteristics		
Sex of the Teachers		
Male	0	00.00
Female	62	100.00
Years of Experience		
20 or more years	12	19.35
16 - 19 years	5	8.06
12 - 15 years	8	12.90
8 - 11 years	11	17.74
4 - 7 years	10	16.13
2 - 3 years	11	17.74
1 year	2	3.23
less than 1 year	3	4.84
Highest Academic Qualification		
M.A./M.Sc.	2	3.23
B.A./B.Sc./H.N.D.	7	11.29
N.C.E./O.N.D.	47	75.81
H.S.C./G.C.E. Advance Level	0	00.00
Teacher's Grade I	0	00.00
Teacher's Grade II	1	1.61
W.A.S.C./G.C.E. Ordinary Level	1	1.61
Others	4	6.45
Home Economics Background		
Yes	44	70.97
No	15	24.19
Missing Data	3	4.84
Membership of Professional Organizations		
Yes	55	88.71
No	7	11.29

Table II continued

Demographic Characteristics	Number	% (N=62)
Professional Organizations		
O.S.H.E.T.A.		
Members	42	67.74
Nonmembers	20	32.26
N.H.E.T.A.		
Members	24	38.71
Nonmembers	38	61.29
N.U.T.		
Members	49	79.03
Nonmembers	13	20.97
N.F.H.S.A.		
Members	5	8.06
Nonmembers	57	91.94
Professional Organizations		
O.S.H.E.T.A.		
Attended Meetings	33	53.23
Did not Attend Meetings	29	46.77
N.H.E.T.A.		
Attended Meetings	11	17.74
Did not Attend Meetings	51	82.26
N.U.T.		
Attended Meetings	18	29.03
Did not Attend Meetings	44	70.97
N.F.H.S.A.		
Attended Meetings	2	3.23
Did not Attend Meetings	60	96.77
Attendance of an Inservice Training Course		
5 or more years ago	4	6.45
3-4 years ago	7	11.29
1-2 years ago	20	32.26
Less than 1 year	19	30.65
Missing Data	12	19.35
Number of In-service Courses Attended		
5 or more	13	20.97
3-4	10	16.13
1-2	24	38.71
0	11	17.74
Missing Data	4	6.45

Table II continued

Demographic Characteristics	Number	% (N=62)
Instructional Materials		
Textbooks		
Use	55	88.71
Non use	7	11.29
Teacher's Guide		
Use	41	66.13
Non use	21	33.87
Student Workbooks		
Use	20	32.26
Non use	42	67.74
Wall Charts		
Use	40	64.52
Non use	22	35.48
Specimens		
Use	40	64.52
Non use	22	35.48

offered home economics courses, a total of 62 schools with home economics courses participated in this study. This suggests the importance of approaching schools directly in studies such as this one since official lists may not be up-to-date.

School Characteristics

Information obtained on school characteristics included total school enrollment; total enrollment in home economics classes; the number of home economics teachers; the sex composition of the school; and the total number of boys enrolled in home economics classes.

As noted in Table II, total school enrollments ranged from 200 to over 600 students. Since the majority of the schools offering home economics (44, or 71%) reported total student population of over 600 students, it might be inferred that a high total school population increases the likelihood of offering home economics courses. Such a conclusion must be made with caution, however, since there were the same number of schools offering home economics when the school had a population of 201 - 300 students and when it had 501 - 600 students.

Similarly, the majority of the schools reported that the total enrollment in home economics classes was 50 or more students, with only one school reporting less than 10 students in their home economic classes. This finding suggests there is at least some demand among students for

home economics classes. Further studies are needed to determine the level of the demand for these courses and to identify administrative or political factors which might influence enrollment in home economics classes.

The majority of the schools in the sample (71%) had either one or two home economics teachers. A review of the raw data indicated little relationship between total student population and total enrollment in home economics classes and the number of home economics teachers posted to any given school. Those schools having the largest enrollment in home economics classes also had the lowest number of home economics teachers. The presence of only one or two home economics teachers in a large school may be due to a shortage of teachers in the field.

Most teachers indicated that they taught in coeducational schools and reported male enrollment in home economics courses. Two thirds of the schools reported having more than seven boys in their home economics classes. The boys reported to be in home economics classes may be in forms I to III. It would be interesting to determine the number of boys that actually enroll for home economics in the West African School Certificate Examinations. Since teachers reported an increase in the number of boys taking home economics, attempts should also be made to meet the needs of these boys.

Teacher characteristics

Information was sought concerning teacher characteristics such as sex, teaching experience, highest academic qualification and grade level taught. All the teachers participating in the study were females. This result was not unexpected as home economics is generally referred to in the literature as a female dominated profession (Brown, 1980; Kieren, Vaines and Badir, 1982; East, 1980; Purvis, 1982).

Of the 62 teachers participating in the study, 12 (19%) had taught for over twenty years. About half of the sample have been teaching for the past 11 years while only three teachers (5%) were first year home economics teachers. Most home economics teachers (76%) reported that they were holders of the Nigerian Certificate in Education (N.C.E.). Seven teachers (11%) had Bachelor of Arts or Bachelor of Science degrees and two (3%) had earned Master of Arts or Master of Science degrees. Few teachers have earned advanced degrees possibly because they are women and do not have the same opportunity for education as men. These women may also hold conservative views about women's education or may be unable to leave families or jobs in pursuit of advanced education.

When the teachers were asked whether they had had home economics training above high school level, 71% of the

teachers said "yes" and 24% said "no". Because of the shortage of home economics teachers, there is a very high chance that when one teacher leaves a school she will be replaced by a teacher who is not a home economist. Thus, it was encouraging to discover that the majority of home economics teachers currently teaching in Oyo state secondary schools have received some form of training in home economics beyond the high school level.

In summary, most home economics teachers in Oyo state reported that the secondary schools in which they were teaching had a total student population of over 600 students. Respondents also reported high enrollment in home economics classes. All the home economics teachers that participated in this study were females. Eighty-five percent of them taught in coeducational schools, and about 60% of the schools had more than seven boys in their home economics classes. The majority of the teachers were experienced teachers with eight or more years of experience. Seventy-six percent of the teachers had a diploma in education (Nigerian Certificate in Education, N.C.E.).

Home Economics Programs

Information concerning the courses offered in home economics programs in Oyo state schools is summarized in Table III. As reported in this table, three subject matter areas were taught in more than 60% of the schools. The subject matter taught most frequently was Foods and

Table III
Subject Matter Currently Taught

Subject Matter	Number	% (N=62)
Human Development & the Family		
Yes	26	41.94
No	36	58.06
Home Management & Family Economics		
Yes	46	74.19
No	16	25.81
Foods & Nutrition		
Yes	51	82.26
No	11	17.74
Textiles & Clothing		
Yes	38	61.29
No	24	38.71
Housing		
Yes	20	32.26
No	42	67.74

Nutrition, followed by Home Management and by Textiles and Clothing. The remaining two subject matter areas, Human Development and the Family, and Housing, were taught in less than half of the schools in this study.

A similar pattern was observed when teachers were asked to indicate the subject matter areas that they felt most competent to teach (see Table IV). More than half of the teachers claimed that they were competent to teach Foods and Nutrition, Home Management, and Textiles and Clothing (in that order), while less than half felt competent to teach Housing, and Human Development and the Family.

Teachers were also asked to rank order their preference for teaching the five home economics subject matter areas, (see Table V). Again, Foods and Nutrition was rated as the most preferred subject matter area, followed by Home Management and Textiles and Clothing. It was interesting to note that although Textiles and Clothing was ranked third in subject matter preference, the rankings of the respondents on this subject matter area were evenly distributed among the categories. Human Development and the Family and Housing were the least preferred areas to teach. This is not surprising since the majority of respondents had also indicated that they did not feel competent to teach these areas (see Table IV). Although the pattern reported in response to this question is consistent with the patterns reported in Tables III and IV, it should be pointed out that for each subject matter area, there were relatively high

Table IV
Subject Matter Competence

Subject Matter	Number	% (N=62)
Human Development & the Family		
Yes	27	43.55
No	35	56.45
Home Management & Family Economics		
Yes	42	67.74
No	20	32.26
Foods & Nutrition		
Yes	55	88.71
No	7	11.29
Textiles & Clothing		
Yes	33	53.23
No	29	46.77
Housing		
Yes	25	40.32
No	37	59.68

Table V
Subject Matter Preference

Subject Matter	Number	% (N=62)
Human Development & the Family		
1	1	1.61
2	7	11.29
3	18	29.03
4	17	27.42
5	2	3.23
Missing Data	17	27.42
Home Management & Family Economics		
1	17	27.42
2	19	30.65
3	12	19.35
4	4	6.45
5	0	0.00
Missing Data	10	16.13
Foods & Nutrition		
1	34	54.84
2	12	19.35
3	3	4.84
4	2	3.23
5	2	3.23
Missing Data	9	14.52
Textiles & Clothing		
1	8	12.90
2	11	17.74
3	9	14.52
4	8	12.90
5	12	19.35
Missing Data	14	22.58
Housing		
1	3	4.84
2	2	3.23
3	3	4.84
4	10	16.13
5	25	40.32
Missing Data	19	30.65

numbers of respondents who did not answer this question. It is not clear whether these teachers did not have a preference or whether they were unwilling to state their preference for teaching subject matter.

The data presented in Tables III, IV, and V indicate a consistent pattern among the subject matter areas of home economics. Foods and Nutrition, was the most taught and the most preferred subject matter area and teachers reported that they felt most competent to teach this area. The other subject matter areas were consistently ranked in the following descending order: Home Management, Textiles and Clothing, Human Development and the Family and Housing. In comparing Tables III and IV, the data indicate that more teachers teach Home Management, Textiles and Clothing, and Human Development and the Family than believed they were competent to teach these subjects. In Foods and Nutrition, and Housing fewer teachers teach these areas than feel competent to teach them.

Subject Matter Emphasis In Home Economics

In order to obtain additional information concerning the subject matter being taught, respondents were asked to indicate the degree of emphasis given to each of 10 topics within these five subject matter areas of home economics (see Appendix E). These topics were selected through a review of the Nigerian and West African home economics literature. Possible scores for each subject matter area

ranged from 10, indicating that the subject matter area was a major part of the curriculum, to 70, indicating that the subject matter area was not included in the teacher's curriculum. The total score for all the five subject matter areas ranged from 50 (indicating high emphasis in all subject matter areas) to 350 (indicating low emphasis in all the five subject matter areas).

The mean score for all of the subject matter areas was 162.63 indicating a moderate emphasis for subject matter areas. The mean score for each subject matter ranged from 27.13 to 35.23, indicating that there was little variance in the emphasis given to the areas. This suggests that the five conceptual areas of study in home economics exist concurrently in Oyo state secondary schools, and contradicts the teachers' opinions concerning the ranking of these areas of study. More than 50% of the teachers claimed they were not competent to teach or did not teach either Human Development and the Family or Housing in their home economics classes (see Tables III and IV). However, information on the topics within these areas indicates that they are taught in home economics classes. Teachers may be unaware of these as separate conceptual areas of study or they may be integrated or combined with other areas of study, for example, Home Management.

For the purposes of comparative analysis the seven categories of response reported in Appendix E were collapsed to the larger categories of high, neutral, and low degree of

emphasis reported in Table VI. Examination of the emphasis on topics within the subject matter areas raises some important questions (see Table VI). For example, in Foods and Nutrition, topics such as nutrition-related diseases and the effect of traditional beliefs on food choices received low emphasis. One cannot underestimate the importance of these topics in Oyo state home economics curriculum, bearing in mind the high incidence of kwashiorkor, marasmus and other nutrition-related diseases. Ignorance and lack of knowledge have been documented as causes of these diseases (Collis, Dema, and Omololu, 1962). There is also a relationship between food habits and traditional beliefs, norms, values and customs (Caliendo, 1979).

Although Home Management and Family Economics was frequently taught, topics such as the different banking systems available to families and family use of credit received low degree of emphasis. A high emphasis on these topics could enlighten individuals and families about alternative ways of increasing their purchasing power. There was also a low emphasis on the impact of advertising on the consumer. Students need to be aware of deceptions in advertisement and the fact that as consumers they need to make rational decisions.

Low emphasis on topics such as the differences between construction standards of ready made clothing and clothing made by tailors and the use of commercial patterns in Textiles and Clothing is an indication that teachers uphold

Table VI
Subject Matter Emphasis
Teachers' Responses to Questionnaire Items

Item No.	Questionnaire Items	Scale	Degree of Emphasis (%)			
			High	Neutral	Low	Missing Data
Human Development and the Family						
2	The customs of various ethnic groups in Nigeria.		45.1	17.7	30.7	6.5
7	The importance of healthy boy/girl relationship.		62.9	17.7	19.4	0.0
12	The impact of physical changes on the psychological development of adolescents.		64.5	14.5	19.4	1.6
17	Stages of development of an infant.		46.8	27.4	25.9	0.0
22	The family life cycle.		64.5	16.1	19.3	0.0
27	The different types of marriages that exist in Nigeria.		69.3	11.3	19.4	0.0
32	The challenges of contemporary parenthood.		33.9	25.8	37.1	3.2
37	Human reproduction.		59.6	17.7	22.7	0.0
42	Relationships and social skills.		43.6	29.0	25.8	1.6
47	The role of communication in maintaining a healthy relationship.		50.0	24.2	25.8	0.0
Home Management and Family Economics						
1	The meaning of management.		71.0	16.1	11.2	1.6
6	Household budgeting.		72.5	6.5	19.4	1.6
11	The decision-making process.		46.8	24.2	24.2	4.8
16	The available human resources and their use for the welfare of families.		58.1	22.6	17.8	1.6
21	The different banking systems available to families.		37.1	22.6	40.4	0.0
26	The impact of advertising on the consumer.		41.9	24.2	34.0	0.0
31	Family use of credit.		21.0	27.4	51.6	0.0
36	The changes in today's society that have an impact on the family's management practices.		54.8	24.2	19.4	1.6
41	Patterns of spending family income.		59.7	22.6	16.2	1.6
46	The role of the consumer in the market.		61.3	14.5	24.2	0.0

Table VI continued

Item No.	Questionnaire Items	Scale	Degree of Emphasis (%)			
			High	Neutral	Low	Missing Data
Foods and Nutrition						
5	The functions of nutrients in the body.		90.3	3.2	6.4	0.0
10	Nutrition-related diseases.		59.7	14.5	24.2	1.6
15	Preparation of foods.		87.1	4.8	8.0	0.0
20	Preservation of foods.		72.6	14.5	12.9	0.0
25	Classification of food.		87.1	6.5	6.4	0.0
30	The meaning of balanced diet.		83.9	4.8	11.2	0.0
35	The effect of traditional beliefs on food choices.		54.9	14.5	29.0	1.6
40	Storage of food.		75.8	11.3	12.9	0.0
45	Convenience foods.		59.7	22.6	16.1	1.6
50	Meal planning in relation to the family.		77.4	9.7	12.9	0.0
Textiles and Clothing						
4	Care of clothing.		72.6	11.3	16.2	0.0
9	Classification of fabrics.		67.7	17.7	14.5	0.0
14	Fashion consciousness.		72.6	14.5	12.9	0.0
19	The differences between construction standards of readymade clothing and clothing made by tailors.		48.3	14.5	37.0	0.0
24	Use of a sewing machine.		64.4	16.1	19.4	0.0
29	The care of sewing machines.		64.5	19.4	16.2	0.0
34	Use of commercial patterns.		35.5	11.3	50.0	3.2
39	Children's garments.		50.0	21.0	29.0	0.0
44	Characteristics of fabrics.		54.8	21.0	24.0	0.0
49	Clothing worn for different occasions.		91.9	3.2	4.8	0.0

Table VI continued

Item No.	Questionnaire Items	Scale	Degree of Emphasis (%)			
			High	Neutral	Low	Missing Data
Housing						
3	The impact of family income on the choice of family living space.		62.9	19.4	16.1	1.6
8	The importance of good ventilation.		82.3	9.7	8.0	0.0
13	Housing as a basic need of the family.		79.0	9.7	8.0	3.2
18	Maintenance of family living space.		67.7	14.5	16.1	1.6
23	The implications of living in an overcrowded house.		83.9	6.5	9.6	0.0
28	Different ways of owning a house (e.g., inheritance, mortgage, loan, housing scheme, etc.).		37.1	21.0	42.0	0.0
33	Choice of home furnishings.		59.6	21.0	17.7	1.6
38	The use of wood, kerosene, electricity, gas, etc. in the home.		82.2	9.7	8.1	0.0
43	Government's role in housing.		25.9	11.3	62.9	0.0
48	The different types of houses.		64.5	22.6	12.9	0.0

the view of home economics as a practical subject. Since there are not many commercial patterns available, teachers may be emphasizing clothing construction which probably involves drafting of patterns.

Professional Involvement

Eighty-nine percent of the teachers reported that they belonged to a professional organization (see Table II). Responses indicated that the Nigerian Union of Teachers (N.U.T.) and the Oyo State Home Economics Teachers Association (O.S.H.E.T.A.) were the most popular organizations, with 79% members of N.U.T. and 68% members of O.S.H.E.T.A. The high rate of membership in N.U.T. may be due to the fact that every registered teacher in Nigeria is expected to be a member. In spite of this high membership rate, however, N.U.T. appeared to have a low meeting attendance, with only 29% of the sample reporting having attended any meetings within the last year. O.S.H.E.T.A. had both a high membership rate and high meeting attendance, with 53% of the teachers reporting that they had attended O.S.H.E.T.A. meetings within the last year.

The lowest membership rates were reported for the Nigerian Home Economics Teachers Association (N.H.E.T.A.) and Nigerian Federal Home Science Association (N.F.H.S.A.). Low membership in these organizations may indicate that teachers prefer local organizations or that they may be unaware of the federal organizations in home economics.

They may also be unwilling or unable to participate in several different professional organizations at the same time. It is possible that in order to participate effectively in these federal organizations, an advanced degree may be an asset. Since most home economics teachers do not have a degree in home economics, they may not see the need to belong to a Federal Professional body and may be satisfied with state level rather than federal or international involvement. However, since membership in these organizations could mean exposure to home economics in other parts of Nigeria, Africa, and the whole world, teachers involvement should be encouraged. Such involvement might benefit the development of home economics curriculum in Nigeria.

It is encouraging to observe that the majority of the Oyo state home economics teachers were members of O.S.H.E.T.A. and did attend meetings. This is important for their own professional development and for the development of the profession. Through professional organizations, teachers have access to newsletters, journals and other educational materials that may help to keep them current on professional issues. Additionally, participation in professional meetings encourages teachers to share, support, and communicate educational trends with their colleagues across the state. Mears, Ley and Ray (1981) reported that a recurring factor in reports on teachers of exemplary programs was their involvement in professional

organizations. A variety of professional activities enabled them to continually update their professional competence.

The data reported here indicate that Oyo state home economics teachers were moderately involved in professional organizations. Oyo State Home Economics Teachers Association (O.S.H.E.T.A.) was the most popular organization in both membership and attendance, followed by Nigerian Union of Teachers (N.U.T.). Nigerian Home Economics Teachers Association (N.H.E.T.A.) and Nigerian Federal Home Science Association (N.F.H.S.A.) were not popular among home economics teachers in Oyo state.

Professional Development

Respondents were asked to indicate when they had last attended an in-service training course and this information is reported in Table II. Attendance at professional development courses/workshops appears to be relatively high since 62% had attended courses within the past two years. Approximately 1/3 had attended one or two courses and another 1/3 had attended more than three courses. Successful program implementation is often associated with the quality of in-service programs that teachers receive (Crandall, 1983; Cavanagh and Styles, 1983; Fullan, 1979). It is also a common assumption that lack of professional renewal reduces a teacher's productivity. Teachers who do not participate in in-service training courses may lose the opportunity to acquire new information, competencies or

skills which might help them solve day-to-day problems as these arise in the classroom. On the whole, attendance at professional development courses/workshops appears to be relatively high for this group of teachers.

Instructional Materials

The respondents were asked to indicate the instructional materials being used in their schools. Of the 62 teachers participating, 89% reported using standard textbooks in their schools, 66% used teacher's guides, 65% used both wall charts and specimens and 32% used student workbooks. Prior to conducting this study the researcher anticipated that instructional materials may not be readily available. However, it is encouraging to observe that instructional materials were available for teachers' use and were being used by them.

General Comments from Respondents

The respondents were asked to provide any additional comments which might be relevant to the current status of home economics programs in their schools, the subject matter areas taught, instructional materials or home economics programs in general. Comments made by teachers in well-established programs will be presented first and will be followed by comments from the remaining respondents who offer home economics programs. Finally, comments from schools who do not have home economics programs will be

discussed.

Eleven schools (18%) reported having well established home economics departments. By that, the teachers meant their programs were successful in terms of adequate laboratory space, equipment, qualified home economics teachers and sufficient finances to run their programs. For example, one respondent noted:

The home economics department in this school is adequately funded and it stands as a model in the state. All branches of the subjects are taught and presently, Foods and Nutrition, and Home Management are offered at certificate level. Clothing and Textiles will soon be taken at this level as the students are being presently groomed for it. Most of the teaching staff specialize in more than one aspect of home economics and this aspect of specialization is taken into consideration while they are being recruited.

A much similar note of success was reported from another school:

Home economics here ... has reached it's peak. It has all the necessary support needed for it to grow.

It has gone a long way to change the life style of some of those we interact with. This is more so because all the equipment needed are available. Thus students tend to express greater interest because most of the time they can see the result of their effort.

A third respondent indicated:

The home economics program in my school is a success. Both teachers and students are happy with the subjects.

Different types of instructional materials are used for teaching this subject that makes it a success.

There is also pot and pan club established in the school to improve the status of the program.

In spite of the success reported above, some schools had some problems. Shortage of home economics teachers was one of the problems raised by teachers who participated in the study. As one home economics teacher noted:

Teaching of home economics is still new in the school curriculum of Oyo state because teachers for this subject are scarce, some schools do not introduce it in their school curriculum at all. Where the subject is being taught, there are not enough teaching aids or there is none at all.

Teaching of Foods and Nutrition is extremely high, other areas have just been improving because of lack of interest and teaching aids.

Home economics programs generally have been improving than the previous years and I am sure, there is hope in the future.

From another teacher the following comments were received:

As far as home economics is concerned, I am not a specialist but I offered related subject coupled with interest.

Home economics as a subject is not yet given adequate attention like every other subject. For example, no provision of qualified teachers into the secondary schools, no equipment and the like.

Many home economics specialists live in the cities therefore, making the students in rural areas who would have loved to offer the subject to suffer. In-availability of instructional materials is combating home economics programs in my school.

A third respondent has this to say:

The current status of home economics as a subject in this school is constantly too poor. Though I am the only teacher of the subject yet I would say I am not a specialist in it. I am only working on it with the pre knowledge at high school level. In essence there is no trained teacher for the subject here.

Generally, the students have developed a great interest in the subject. However, with the

introduction of the J.S.S. students (6-3-3-4) another subject has replaced the subject, hence it's feet is really shaking in the school.

Finances were also reported to be problem in some schools. In Oyo state, home economics is generally considered to be an expensive course. Therefore, it is for the rich girls. As a home economics teacher said:

Home economics is not gaining enough ground. The public is not seriously recognizing the course. It is not well aided by every individual. Firstly, the parents do not encourage their children by giving the materials needed for the course.

Secondly, the government is not aiding the course well because of the economic recession.

Thirdly, the majority of the students do not encourage teachers by not bringing the materials to aid their lessons.

People think that the subject is an ordinary course dealing with only cooking and it is an expensive course.

A much similar problem was reported at another school.

It has been observed that many of the students despite their interest are still running away from home economics because it is an expensive subject.

The economic strangulation in the country has a strong negative effect on their interests. Many of the students are from predominantly poor families, their parents are peasant farmers who cannot afford to meet the demand of the course.

However, the parents should try to give the required assistance, the teachers should also try to sacrifice and make use of available local raw materials.

Finally, the government should employ qualified teachers, provide essential equipment on the course and encourage their teachers.

Another problem reported by the respondents is the lack of laboratory space and equipment. As one home economics

teacher noted:

The home economics laboratory in the school lacks some basic equipment which are needed for practicals. Also most parents do not co-operate by failing to supply their children with the specimens necessary to carry out their own practicals. The students have more interest in Foods and Nutrition, Home Management than in other areas of home economics.

Another teacher's comments include the following:

In our local government, our school is the only school that is doing home economics to school certificate level. We do offer home management as a course but there is not much competition.

We have problems of equipment and the government has no money to finance home economics in schools.

The following teacher's comments and opinions were also received:

Lack of equipment and standard laboratory is greatly affecting the over all results of teaching home economics to students in both Junior and Senior classes.

Home economics is one of the important subjects recommended for the 6-3-3-4 program in Nigeria. It is a professional job. But the government has failed by providing necessary equipment for us in the schools for the subject. Actually, the school authority is trying to put things right in our home economics laboratory.

Generally, students have interest in the subject in my school. But the subject needs a lot of money and this discourages some students from offering it at the school certificate level.

The principals' comments from the schools that did not have home economics programs also substantiate teachers' earlier comments that shortage of home economics teachers is a problem in Oyo state:

I am indeed very sorry that the Ministry of Education had refused to post a home economics teacher to this school despite our repeated requests

for the past five years. Your questionnaire is hereby returned to you because only a few schools in town have this type of teacher at all.

... We do not offer home economics in this school and there is no teacher for the subject at all. We however, hope that there will be human and material facilities in future for us to introduce the subject...

... Home economics even though it is included in the curriculum is not being taught in our school because there are no qualified teachers to handle the subject.

... It is a pity the subject is not being offered in this school due to lack of teaching personnel.

Models of Home Economics

Examination of the content taught in the classrooms suggests that three philosophical views of home economics are evident in Oyo state secondary schools: home economics as homemaking education, home economics as household management, and home economics as cooking and sewing. Homemaking education is evidenced by the degree of emphasis given to topics like relationships (parent, child, family, and community), human reproduction, human development, family life cycle, different ways of owning a house, choice of home furnishings, maintenance of family living space, and care of clothing. The main goal of this model is to prepare girls for their future roles as wives and mothers.

Home economics as household management is evidenced by the emphasis on topics such as the meaning of management, household budgeting, decision making process, consumer's role in the market, and family spending patterns. According

to East (1980) management of household affairs involves the cognitive activities of planning, managing, deciding, choosing, and evaluating. The main goal of this model is to help individuals and families manage both human and material resources to improve their quality of life.

The home economics as cooking and sewing model is evidenced by the emphasis on topics such as food storage, food preparation, food preservation, clothing construction, use of the sewing machine and care of clothing. This emphasis is on practical education and laboratory work. As Fayemi *et al.*, (1977) suggested for Nigerian secondary schools, homemaking skills that are acquired should "... be put into practice through group work in school home economics laboratories and in the pupils homes" (p. ii).

The data suggest that the above three models exist concurrently in Oyo state home economics programs. As Peterat (1987) observed "a strongly influential factor in shaping school programs is the broader educational context in which programs are located and the backdrop of politics that surrounds the educational enterprise" (p. 14). The broad aims of secondary education in Nigeria are preparation for useful living within the society and preparation for higher education (Nigeria Federal Ministry of Education, 1981). Since the acquisition of appropriate skills, abilities and competences (both mental and physical) remain as equipment for the individual to live in and contribute to the development of the Nigerian society, the existing home

economics models are appropriate.

These models, home economics as homemaking education, home economics as household management, and home economics as cooking and sewing could be grouped under Brown's technically oriented curriculum emphasizing technical how-to-skills. Technically oriented curriculum is based on the assumption that all home economics students are females who must be prepared for their future roles as homemakers (Brown, 1980, 1986). In Oyo state, the emphasis on technically oriented curriculum is made at the expense of other curriculum models such as interpretive and critical/emancipative oriented curricula. The evidence of this could be seen in the low degree of emphasis given to topics such as: the customs of various ethnic groups in Nigeria, the effect of traditional beliefs on food choices, the impact of advertising on the consumer, and the government's role in housing. On such topics, teachers could strive to have dialogue with students, help to clarify values, validate beliefs, and discuss norms significant to family life and development of individuals. Such attempts would help make education relevant to the learner's needs. Instead of maintaining the status-quo, students would be encouraged to use their education to effect social change. For example, students would be aware of the types of houses they are living in and examine the government's role in housing, both what it is and what they would like it to be. Discussion on such social issues would enhance the intellectual and social

development of students.

Testing the Hypotheses

The seven hypotheses identified for the study were tested using multiple regression analysis to examine the strength of the relationships between subject matter emphasis and selected aspects of teaching and the teacher.

These hypotheses were:

1. There is no significant relationship between the amount of teaching experience and subject matter emphasis.
2. There is no significant relationship between teacher's academic qualifications and subject matter emphasis.
3. There is no significant relationship between teachers' attendance at an in-service training course(s)/workshop(s) and subject matter emphasis.
4. There is no significant relationship between professional interaction and subject matter emphasis.
5. There is no significant relationship between the types of instructional materials and subject matter emphasis.
6. There is no significant relationship between class enrollment and subject matter emphasis.
7. There is no significant relationship between personal preference of teaching subject and subject matter emphasis.

As indicated in Table VII, the results of the multiple regression analysis indicated no significant relationships between any of the five dependent variables and the 42 independent variables. This can be seen in Table VII through an examination of the R^2 adjusted values. These values indicate that a very small amount of variance in the dependent variable was accounted for by the 42 independent

Table VII

The Relationship Between Five Dependent Variables and the Independent Variables

Dependent Variables ¹ (Subject Matter Areas)	R ² ² (%)	R ² (adj) ³
Human Development & the Family	68.1	2.7
Home Management & Family Economics	67.1	0.0
Foods & Nutrition	73.1	18.0
Textiles & Clothing	68.9	5.0
Housing	66.0	0.0

¹A multiple regression analysis model which included all the independent variables was constructed in order to determine how much variance in the dependent variables could be accounted for.

²Estimated squared multiple correlation co-efficient in the population.

³There is a tendency for the R² to be overestimated. It is not possible to determine the exact degree of overestimation of R², but an estimate of the amount of shrinkage of the multiple correlation co-efficient could be calculated by using the following formula:

$$R^2 = 1.0 - (1.0 - R^2) \frac{(N-1)}{(N-K-1)}$$

(Kerlinger and Pedhazur, 1973).

variables.

As earlier mentioned, no significant relationships was found between the dependent variables and the independent variables in the study. There may be several possible reasons for this result:

1. Given the large number of variables, the sample size was too small. This problem needs to be addressed in future studies.
2. The group was relatively homogeneous on many characteristics. Differences may not be as apparent again because of the relatively small sample size.
3. The survey method might not have captured some of the information which was needed that is, the questionnaire may not have been sensitive enough to detect differences.
4. Respondents may have had difficulty in understanding and responding to some of the questions since English is their second language. There may also have been considerable reluctance to respond or respondents may have provided "expected" answers especially since the survey was administered from afar.

CHAPTER V

SUMMARY, RECOMMENDATIONS, IMPLICATIONS, AND CONCLUSIONS

This study investigated the curricula emphases of secondary home economics teachers in Oyo state. The purpose of the study was to identify the subject matter areas being taught and the relative amount of emphasis given to each area. A secondary objective was to analyze the relationship between subject matter emphasis and selected aspects of teaching and the teacher.

The study was conducted using the survey method. The subjects were 62 Oyo state home economics teachers who completed and returned their questionnaires. Two mailings of questionnaires from Vancouver to Nigeria were completed. The home economics instruction section of the questionnaire were used to examine the degree of emphasis given to five subject matter areas. The demographic data provided descriptive information on the schools, teachers, and selected aspects of teaching.

Descriptive statistics such as the mean, standard deviation, frequency, and percentage were computed for each of the five subject matter areas and the demographic information. Multiple regression analysis was used to examine the strength of relationships between curricula emphases and the independent variables.

Summary of Major Findings

Most of the schools offering home economics in Oyo state were large schools with total student population above 600. Most teachers reported over 50 students in home economics classes. In spite of the high enrollments most of the schools (71% of the sample) had between one or two home economics teachers. Total school population and class enrollment did not appear to determine the number of home economics teachers posted to any given school. Eighty-five percent of the teachers were teaching in coeducational schools and the majority of them reported having more than seven boys in their home economics classes. All the teachers participating in this study were females, suggesting that home economics is still a female dominated profession in Oyo state.

Half of the teachers have been teaching for the past 11 years, and twelve teachers had taught for over 20 years. Only three teachers were first year home economics teachers. The majority of the teachers were holders of Nigerian Certificate in Education (N.C.E.). Two teachers had Masters degrees and only one teacher was teaching with a high school diploma.

Teachers reported that the most taught subject matter areas are Foods and Nutrition, Home Management and Family Economics and Textiles and Clothing while Human Development

and the Family and Housing were the least taught subject matter areas. A similar response was given for teachers' level of competency and subject matter preference. However, an examination of topics within each subject matter area indicated that all the five subject matter areas are moderately emphasized. Three models of home economics appear to exist concurrently in Oyo state secondary schools, namely: home economics as management of household economy, home economics as homemaking and home economics as cooking and sewing. These models reflect technically oriented approaches to curriculum development.

Oyo state home economics teachers were moderately involved in professional organizations. N.U.T. and O.S.H.E.T.A were the most popular organizations in membership. However, teachers attendance at N.U.T. meetings were very low. O.S.H.E.T.A. was the most popular organization in both membership and meeting attendance. The majority of the teachers were neither members of N.H.E.T.A. and N.F.H.S.A. nor had attended meetings of these organizations.

Participation in professional development programs was quite moderate. Instructional materials such as standard textbooks, teachers' guides, wall charts and specimens were readily available to Oyo state home economics teachers. Student workbooks were not used often in home economics classes.

Seven hypothesis were developed and multiple regression analysis was used to investigate the relationship between subject matter emphasis (five dependent variables) and selected aspects of teaching and the teacher. Multiple regression analysis showed no significant relationships between any of the five dependent variables and the independent variables.

Many problems facing home economics as a subject in the secondary schools were identified through the respondents additional comments. Some of these problems centred on lack of laboratory space, equipment, finance, and shortage of home economics teachers.

Recommendations

The population for this study was home economics teachers in Oyo state secondary schools. In order to identify subjects for this study, the names and school addresses of all secondary schools in Oyo state were obtained from the Oyo State Ministry of Education. Of the 300 secondary schools in Oyo state, 25 schools were listed as schools with home economics programs. Questionnaires were sent to all the secondary schools, and 62 schools participated in the study. Since this indicates that the Ministry's records on schools having home economics programs are not up-to-date, it could be of considerable assistance to similar or future studies if up-to-date records were available.

Teachers are the determinants of what happens in the classroom. They interpret curriculum guidelines and documents and adapt them to their school context, situation, and locale of the school. The W.A.E.C. syllabus used in Oyo state (in conjunction with other guides) to develop a scheme of work and lesson plans is often developed by university professors who seldom see the inside of a classroom. In addition, the W.A.E.C. syllabus is achievement oriented since it is geared towards the School Certificate Examinations. In order to ensure development of materials that will be relevant to the experiences of both students and teachers, and better understanding of curricula, it is important for teachers to be involved in the curriculum development process. Rhodes and Young (1981), observed that teacher's involvement and commitment to curriculum change comes much more smoothly when they are meaningfully involved in curriculum development.

The Federal Government of Nigeria has adopted education as an instrument for effecting national development (Nigeria Federal Ministry of Education, 1981). In order to achieve this, education should be made relevant to the needs of the individual in relation to the environment and the realities of the modern world and rapid social changes. As Fafunwa (1974) noted "... the present educational system, instead of developing positive values in the society in which the African child lives, tends to alienate him from his cultural environment" (p. 194). Home economics may be found faulty

in this respect. Despite the fact that Nigerian home economics books are available to make programs relevant to the needs of the students, additional curriculum efforts by the teachers could be of assistance. For example, in Foods and Nutrition (the most frequently taught subject matter area) teachers encourage western ways of cooking; they talk about cakes, biscuits, puddings etc. instead of teaching students to improve traditional cooking methods. In the face of economic recession the foreign commodities may be very scarce or costly. Teachers should be encouraged to use the local commodities to reduce costs of practicals. In addition, available local resources can potentially enhance complete understanding of the content of the curriculum and the application of the knowledge in daily lives. Exploring ideas of interpretive and critically oriented curriculum as described by Brown (1980) could also be effective in decreasing the cultural alienation referred to by Fafunwa. Macdonald's (1975) models of circular consensus model, and dialogical model (p. 24) could also be effective in making home economics relevant to the students' needs.

The most taught subject matter areas in home economics were Foods and Nutrition and Home Management and Family Economics. Through these courses, students acquire knowledge and skills that will enable them to function in a productive way now and in the future. Most schools reported having more than seven boys in home economics classes. Therefore, attempts should be made to meet the needs of

these boys. This is important since many women are gainfully employed outside the home and men need to acquaint themselves with domestic skills that once were reserved for women.

Most teachers claimed they were not competent to teach or did not teach Human Development and the Family, and Housing, probably as separate subject matter areas. However, the need for a strong Human Development and Family option is ever present since most high school students are in their teens, a time when they are most likely to be confused about their sexuality, growth, interpersonal relationship with friends and families. A subject matter area with Human Development and Family focus emphasizing the biological aspects of growth, and development throughout the life span; interactive effects of physical, psychological, social and environmental conditions on growth and development will enable teenagers to explore the dimensions of family functioning as well as develop positive attitudes about themselves.

In order to prepare the teachers to teach Human Development and Family, and Housing, refresher courses are highly recommended. This could be in the form of in-service education. To enable teachers to better carry out their classroom duties, training sessions should be intensive and organized in such a way as to expose teachers to what they are most likely to encounter in their classrooms (Hall *et al.*, 1983). Crandall (1983), observed that teachers learn

best when trainers serve as role models.

Field support services are an integral aspect of curriculum implementation. For staff training to be successful, it must be reinforced and extended through: coaching-on-site, periodic teacher meetings, communications via newsletters, leadership training, and professional development seminars. Having gone through intensive staff development, teachers would feel more competent to teach the courses they were incapable of teaching. In addition, when coaches go to the class, observe the teachers and provide them with feedback on their performances, teachers may be more comfortable in teaching the courses that they were not able to teach before.

In view of the fact that most home economics teachers had a diploma in education (N.C.E.), it would be helpful if the current teachers could be granted a leave of absence while they take credit courses towards a degree. This will update their knowledge, and probably increase their competence to teach the least taught, and the least preferred subject matter areas: Human Development and the Family, and Housing. An interesting study would be to determine whether these subject matter areas are included in teacher preparatory courses at the university and college levels. If not, university and college programs should be strengthened in these areas to increase teachers' competence.

Based on the findings of this study, large schools tend to offer home economics in Oyo state. This may be due to the fact that a large amount of money is required to establish a good home economics program. More often, this amount of money is not made available to small schools. Large schools may be more established and more able to lobby for money to equip their laboratories because of previous successful programs. Enough money should be provided for both large and small schools to ensure the development and successful implementation of home economics programs. Moreover, in some cases, small schools might share nearby laboratory spaces and equipment from larger schools. In addition, it is important for teachers to acquire skills that will enable them to lobby for money to support their programs. Teachers should be able to communicate and advertise their programs. Having an advisory committee may be an asset. Both teachers and students could participate in fund raising activities. The Parent Teacher Association could also be consulted for financial support if all other avenues fail.

Furthermore, the current International Development Project organized by Canadian Home Economics Association (C.H.E.A.) could be helpful. This is called a twinning project where a provincial home economics association twins with another developing country's home economics association on a developmental project (C.H.E.A. Developmental Newsletter, 1985). The Nigerian Federal Home Science

Association should be encouraged to explore such avenues.

Oyo state home economics teachers were not active in professional organizations with the exception of O.S.H.E.T.A. Many were members of this organization and had attended its meetings. It would be important to continue to encourage teachers to participate in professional organizations whether these are local, national, or international.

Further research could be conducted on what motivates teachers to become members of professional organizations and actively involve themselves in the activities and meetings of those organizations. Research related to professional involvement could provide suggestions for professional organizations to advertise and attract more members and keep them actively involved with relevant programs.

An examination of the content taught in home economics classes suggests the existence of three models: home economics as household management; home economics as homemaking and home economics as cooking and sewing. These models fit into Brown's (1986) technically oriented curriculum which has been criticized in that the major interest of the model is to control, manipulate, condition, and indoctrinate learners towards a predetermined end over which the learner has little or no influence. Brown suggested that technically oriented curriculum is inappropriate for a service oriented field like home economics. Technically oriented curriculum may be relevant

for some home economics programs, but should not be made dominant in all programs since it emphasizes practicals instead of critical thinking and problem solving. Teachers should make home economics relevant to the needs of the students, by discussing social issues within the society, and helping students clarify beliefs, norms and values. Such emphasis would enhance the cognitive development in students.

Many teachers identified the following as problems facing home economics in Oyo state secondary schools: shortage of home economics teachers, insufficient finance, laboratory space, and equipment. In spite of these problems, some schools reported having successful home economics programs. Case studies of such programs would be helpful in understanding how difficulties have been overcome and what accounts for their success.

As a result of this study, there is now a list of home economics teachers in Oyo state. It would be feasible to begin a communication network among these schools. The purpose of this network would be to share curriculum ideas which have worked in classes, special projects used in individual classes, and activities that have been successful. Another important aspect of this network could be to keep teachers informed of upcoming workshops, in-service programs, and special courses offered at the college level to upgrade teaching abilities.

Many questions remain unanswered, such as why many schools in Oyo state did not have home economics programs despite the fact that the school authorities are interested in establishing them. Are political factors, other than lack of teachers and funds, influencing the granting of permission to establish programs? To what extent are the existing programs meeting the needs of the students? What are the present home economics teachers doing to improve their programs? In other words, what are the home economics teachers doing to reduce some of the problems facing home economics? What is the relationship of other school subjects to home economics? What do parents expect their children to learn from the programs? Do the school administrators exert some influence on the programs? What are their expectations? What are the programs like at the university and/or college levels?

Conclusions

This thesis has documented the current status of home economics in Oyo state secondary schools. The existing programs are technical in orientation and they support a socializing goal of preparing young women for their future roles as wives and mothers. The potential exists for more contribution to solving the social problems of individuals, families and the Nigerian society by reconceptualizing home economics as a field of study. While Brown's work (1980) holds promise, the particular appropriateness it holds for

the Nigerian home economics remains to be explored. Home economics programs in Oyo state secondary schools are likely to be strengthened through increased opportunity for professional development, through in-service and increased opportunities for post-secondary study in home economics education. Collaborative curriculum development and local co-operative responses may offer the means to overcome the shortage of resources for programs in specific locales. Further research in the forms of case study of successful secondary home economics programs could be informative in understanding better the necessary components which should be fostered in strengthening home economics programs.

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APPENDIX A
CORRESPONDENCE

APPENDIX B
LIST OF REVIEWERS

Reviewers of First Draft of Questionnaire

1. Sheila Wareing, Graduate Student, Faculty of Education, Department of Curriculum and Instruction, University of British Columbia.
2. Audrey Van Alstyne, Graduate Student, Faculty of Education, Department of Curriculum and Instruction, University of British Columbia.
3. Jane Thomas, Graduate Student, Faculty of Education, Department of Curriculum and Instruction, University of British Columbia.

Reviewers of Second and Third Drafts of Questionnaire

1. Dr. Walter Boldt, Professor, Dept. of Educational Psychology and Special Education, Faculty of Education, University of British Columbia.
2. Dr. Robert Carlisle, Professor, Dept. of Mathematics and Science Education, Faculty of Education, University of British Columbia.
3. Dr. Margaret Arcus, Professor, The School of Family and Nutritional Sciences, University of British Columbia.

List of Schools that Participated in the Pilot Study

1. Anglican Grammar School, Iyekere, Ile Ife
2. Ife Girls' High School, Ile Ife
3. Modakeke High School, Modakeke
4. Ooni Girls' High School, Ile Ife
5. Our Lady's Girls' High School, Modakeke

Note: Two teachers from each school participated in the pilot study.

APPENDIX C

WEST AFRICAN EXAMINATIONS COUNCIL SYLLABUS

THE WEST AFRICAN EXAMINATIONS COUNCIL:

Regulations and Syllabuses for the Joint Examinations

For the: School Certificate and G.C.E. (O.L.) 1985/86

Home Management (Economics) (O.L.)

Private candidates may be accepted for this subject provided they satisfy conditions C5(3) of the regulations and school candidates can be accepted only in accordance with regulation G. 4(1).

There will be two papers, both of which must be taken.

Paper 1:

There will be a practical test of 2 1/2 hours, which will be conducted by a visiting examiner. There will be an additional 1/2 hour allowed for preparation on the day of the examination. A planning period of 1 hour 20 minutes will be allowed one to four days prior to the date of the practical examination. The paper will consist of five practical tests (each covering all four sections of the syllabus), one of which will be allocated to each candidate. On the day of examination, the plan of work will be reissued, and candidates will be allowed 2 1/2 hours to carry out the practical work in the presence of the examiner (80 marks).

Paper 2:

There will be a written paper of 2 1/2 hours consisting of
 Section A: Multiple choice objective question. 1 3/4 hours
 80 marks.
 Section B: Four out of six questions are to be attempted. 40
 marks. 1 1/4 hours.

The objectives of the syllabus are:

1. to encourage the use of management principles and the decision making processes to identify and analyse available resources and their judicious use for the welfare of the individuals, family and community.
2. to stress the development of relevant basic skills and knowledge for effective use, maintenance and care of the home and its equipment and furnishings.
3. to strengthen the understanding of one's self, different family organizations and one's role as related to friendships, marriage and parenthood.

Detailed Syllabus

The syllabus has been drawn on the assumption that candidates will have done two years' work before the examination and that during the examination year at least 2 3/4 hours per week (arranged in such a way to give sufficient consecutive time to the practical) will be devoted to the subject. The work should have scientific background. Schools are invited to send to the Council memorandum indicating any special features. This will be taken into account in setting the papers and marking the answers.

The syllabus consists of the following sections, all of which must be studied:

1. Principles of Management
 2. Family Living
 3. Housing
 4. Maintenance of Clothing and Household Articles
- I. Principles of Management
 - A. Management and decision making process in the home.
 - B. Human resources: skills and abilities, present income, earning potential, time and energy of family members.
 - C. Material resources: income, direct and indirect.
 - D. Household budgeting, savings: banking deposit and current account; insurances; traditional saving.
 - E. Consumer education: comparative shopping; hire purchase; loans; advertisements.
 - II. Family Living
 - A. Self, Family and Community
 1. Types of family/family cycle
 2. Roles/responsibilities of members of the family
 3. Relationships - parent, child, family members and community.
 4. Changes in adolescence.
 - B. Marriage and Parenthood.
 1. Preparation for marriage - importance of healthy boy/girl relationships: factors involved in choice of partner. Types of marriage.
 2. Pregnancy (ante-natal care); childbirth (post-natal care); clothing (choice and care).
 3. Preparation of home for baby's arrival; necessary clothes; care of baby's bed and equipment.
 4. Routine of a baby's day --bathing; feeding-- breast and artificial; weaning
 5. Care of toddlers.
 6. Common ailments of children. Immunization. Home accidents -- first aid.
 7. Stages of development of baby up to nursery age -- physical, emotional and social development (basic facts

only).

C. Basic nutrition and meal planning in relation to the family including special groups e.g. aged, expectant mothers.

Serving of meals; table setting.

III. Housing

A. Different types of house-- structural and social.

B. Choosing a house.

1. Site, size, in relation to size and income of the family, neighbourhood.
2. Ventilation and lighting
3. Implications of renting
4. Ways of owning a house-- mortgage, loan, housing scheme.

C. Decorating, Furnishing and equipping a house

1. Basic principles of art and design in relation to decorating and furnishing.
2. Equipping a house in relation to specific rooms.
3. Use, care and storage of furnishing and equipment including use of time and labour-saving devices.
4. Flower arrangements for different areas in the home.

D. Utilities in the home.

1. Water -- sources, purification, storage.
2. Fuel -- sources, use, storage.

Understanding basic factors about the use of electricity and gas in the home.

E. Maintenance and care

1. Surfaces -- wooden, tiled, concret, formica, plastics, glass, marble, etc.
2. Floor coverings -- carpets, linoleum, mats, rugs, etc.
3. Ornaments -- ceramics, metals, collages, etc.
4. Cleansing agents -- local and commercial.
5. Shutting up and opening a house.

F. Sanitation in the home

1. Disposal of refuse/waste
2. Cleaning of surrounding and drains
3. Household pest control

IV. Maintenance of Clothing and Household Articles

A. Properties of textile fibers (natural and synthetic) and their reaction to temperature and chemicals.

B. Effects of dirt and perspiration on textiles.

C. Cleansing agents

1. Physical and chemical properties, effect and use.
2. Water -- laundry blue, venegar, etc.
3. Soaps, soapless detergents

- 4. Bleaches
- D. Stains and stain removing agents.
- E. Fabric rinse -- laundry blue, venegar, etc.
- F. Stiffening agents -- starch (various kinds).
- G. Principles underlying washing, sponging, pressing, dry cleaning, simple home dyeing, tinting, etc.
- H. Management of family wash

Practical

This paper will test, among other things, the following:

- 1. Ability to interpret test.
- 2. Application of principles of management in carrying out household chores.
- 3. Use of basic skills in maintenance and care of the different rooms and furnishings.
- 4. Ability to plan simple balanced meals for different members of the family.
- 5. Use of basic skills in maintenance and care of different family clothing.

APPENDIX D
QUESTIONNAIRE

HOME ECONOMICS PROGRAMS IN OYO STATE SECONDARY SCHOOLS:
A SURVEY

QUESTIONNAIRE

University of British Columbia
Mathematics and Science Education Department
Vancouver, B.C.

Reference Number

Dear Home Economics Teacher:

Please take a few minutes of your time to answer the questions on the following pages. The information gathered will help me describe the subject matter emphasis of secondary home economics programs in Oyo State. The information will also be useful in analyzing the relationship between subject matter emphasis of secondary home economics programs and selected aspects of teaching. Thank you for your cooperation.

Sincerely,

Elizabeth Aina Owolabi (Mrs.)
Graduate Student
(Home Economics Education)

Note: Your response is completely confidential. The number on the questionnaire is solely for follow-up purposes. This page will be removed and discarded as soon as the return of your questionnaire has been recorded. The data obtained will be used only by the researcher and the report will quote group data only. Individual teachers and schools will not be identified.

Please return the questionnaire in the stamped self-addressed envelope by April 30, 1987.

PART I: HOME ECONOMICS INSTRUCTION

The purpose of this section is to determine the subject matter emphasis of secondary home economics programs in Oyo State.

DIRECTIONS:

Read each topic and then circle the appropriate response to indicate the degree of emphasis given to each of the following topics in your teaching of home economics this year.

SCALE:

Degree of Emphasis

Extremely High	Very High	Quite High	Neither High nor Low (undecided)	Quite Low	Very Low	Extremely Low
1	2	3	4	5	6	7

-
- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. The meaning of management. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. The customs of various ethnic groups in Nigeria. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. The impact of family income on the choice of family living space. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Care of clothing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. The functions of nutrients in the body. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Household budgeting. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. The importance of healthy boy/girl relationship. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. The importance of good ventilation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Classification of fabrics. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Degree of Emphasis						
Extremely High	Very High	Quite High	Neither High nor Low (undecided)	Quite Low	Very Low	Extremely Low
1	2	3	4	5	6	7
<hr/>						
10. Nutrition-related diseases.					1 2 3 4 5 6 7	
11. The decision-making process.					1 2 3 4 5 6 7	
12. The impact of physical changes on the psychological development of adolescents.					1 2 3 4 5 6 7	
13. Housing as a basic need of the family.					1 2 3 4 5 6 7	
14. Fashion consciousness.					1 2 3 4 5 6 7	
15. Preparation of foods.					1 2 3 4 5 6 7	
16. The available human resources and their uses for the welfare of families.					1 2 3 4 5 6 7	
17. Stages of development of an infant.					1 2 3 4 5 6 7	
18. Maintenance of family living space.					1 2 3 4 5 6 7	
19. The differences between construction standards of ready-made clothing and clothing made by tailors.					1 2 3 4 5 6 7	
20. Preservation of food.					1 2 3 4 5 6 7	
21. The different banking systems available to families.					1 2 3 4 5 6 7	
22. The family life cycle.					1 2 3 4 5 6 7	

Degree of Emphasis

Extremely High	Very High	Quite High	Neither High nor Low (undecided)	Quite Low	Very Low	Extremely Low
1	2	3	4	5	6	7
<hr/>						
23. The implications of living in an overcrowded house.					1 2 3 4 5 6 7	
24. Use of a sewing machine.					1 2 3 4 5 6 7	
25. Classification of food.					1 2 3 4 5 6 7	
26. The impact of advertising on the consumer.					1 2 3 4 5 6 7	
27. The different types of marriages that exist in Nigeria.					1 2 3 4 5 6 7	
28. Different ways of owning a house (e.g., inheritance, mortgage, loan, housing scheme, etc.).					1 2 3 4 5 6 7	
29. The care of sewing machines.					1 2 3 4 5 6 7	
30. The meaning of balanced diet					1 2 3 4 5 6 7	
31. Family use of credit.					1 2 3 4 5 6 7	
32. The challenges of contemporary parenthood.					1 2 3 4 5 6 7	
33. Choice of home furnishings.					1 2 3 4 5 6 7	
34. Use of commercial patterns.					1 2 3 4 5 6 7	
35. The effect of traditional beliefs on food choices.					1 2 3 4 5 6 7	

Degree of Emphasis

Extremely High	Very High	Quite High	Neither High nor Low (undecided)	Quite Low	Very Low	Extremely Low
1	2	3	4	5	6	7
<hr/>						
36. The changes in today's society that have an impact on the family's management practices.					1 2 3 4 5 6 7	
37. Human reproduction.					1 2 3 4 5 6 7	
38. The use of wood, kerosene, electricity, gas, etc. in the home.					1 2 3 4 5 6 7	
39. Children's garments.					1 2 3 4 5 6 7	
40. Storage of food.					1 2 3 4 5 6 7	
41. Patterns of spending family income.					1 2 3 4 5 6 7	
42. Relationships and social skills.					1 2 3 4 5 6 7	
43. Government's role in housing.					1 2 3 4 5 6 7	
44. Characteristics of fabrics.					1 2 3 4 5 6 7	
45. Convenience foods.					1 2 3 4 5 6 7	
46. The role of the consumer in the market.					1 2 3 4 5 6 7	
47. The importance of communication in maintaining a healthy relationship.					1 2 3 4 5 6 7	
48. The different types of houses.					1 2 3 4 5 6 7	
49. Clothing worn for different occasions.					1 2 3 4 5 6 7	
50. Meal planning in relation to the family.					1 2 3 4 5 6 7	

PART II: BACKGROUND INFORMATION

In this section I ask for information on teacher experience and the school setting.

DIRECTIONS:

Please answer all questions by putting the appropriate number in the box to the right.

EXAMPLE:

Do you read for pleasure?

(1) Yes (2) No

1

51. What is the name of your school?

61. What is the total number of pupils in your school?

- (1) 601 or more students in forms 1 to 5
- (2) 501 - 600 students in forms 1 to 5
- (3) 401 - 500 students in forms 1 to 5
- (4) 301 - 400 students in forms 1 to 5
- (5) 201 - 300 students in forms 1 to 5
- (6) Less than 200 students in forms 1 to 5

61

62. What is the total number of home economics teachers in your school?

- (1) 7 or more home economics teachers
- (2) 5 - 6 home economics teachers
- (3) 3 - 4 home economics teachers
- (4) 1 - 2 home economics teachers

62

63. What is your sex?

- (1) Male (2) Female

63

64. In which type of school do you presently teach?

- (1) Coeducational school
- (2) Single sex school

☐ 64

65. If your school is coeducational, what is the total number of boys currently enrolled in your home economics classes?

- (1) 7 or more boys
- (2) 5 - 6 boys
- (3) 3 - 4 boys
- (4) 1 - 2 boys
- (5) No boys

☐ 65

66. Which classes do you presently teach?

- (1) Form 4 only
- (2) Form 5 only
- (3) Both Forms 4 and 5

☐ 66

67. What is the total enrollment in your home economics classes?

- (1) 50 or more students
- (2) 40 - 49 students
- (3) 30 - 39 students
- (4) 20 - 29 students
- (5) 10 - 19 students
- (6) Less than 10 students

☐ 67

68. Which home economics subject matter area(s) do you presently teach? Check all that apply.

(1) Human Development and the Family ☐ 68

(2) Home Management and Family Economics ☐ 69

(3) Food and Nutrition ☐ 70

(4) Textiles and Clothing ☐ 71

(5) Housing ☐ 72

73. Which home economics subject matter area(s) do you feel most competent to teach?
Check all that apply.

(1) Human Development and the Family ☐ 73

(2) Home Management and Family Economics ☐ 74

(3) Food and Nutrition ☐ 75

(4) Textiles and Clothing ☐ 76

(5) Housing ☐ 77

78. If you have a choice, which subject matter area(s) do you prefer to teach? Rank all five areas

Most Favourite		Rank Order					Least Favourite

Human Development and the Family

Rank
 78

Home Management and Family Economics

79

Food and Nutrition

80

Textiles and Clothing

81

Housing

82

83. How many years have you been teaching?

- (1) 20 or more years
- (2) 16-19 years
- (3) 12-15 years
- (4) 8-11 years
- (5) 4-7 year
- (6) 2-3 year
- (7) 1 year
- (8) less than 1 year

83

84. What is your highest academic qualification?

- (1) M.A./M.Sc.
- (2) B.A./B.Sc./H.N.D.
- (3) N.C.E./O.N.D.
- (4) H.S.C./G.C.E. Advance Level
- (5) Teacher's Grade I
- (6) Teacher's Grade II
- (7) W.A.S.C./G.C.E. Ordinary Level
- (8) Other (specify) _____

84

85. Have you taken any home economics courses above high school level?

(1) Yes (2) No

☐ 85

86. Are you a member of any professional organization associated with home economics or education?

(1) Yes (2) No

☐ 86

87. If yes, to which of the following professional organizations do you belong?
Check all that apply.

(1) Oyo State Home Economics Teachers Association ☐ 87

(2) Nigerian Home Economics Teachers Association ☐ 88

(3) Nigerian Union of Teachers ☐ 89

(4) Nigerian Federal Home Science Association ☐ 90

91. Have you attended any professional organization meetings within the last year?

(1) Yes (2) No

☐ 91

92. If yes, to which of the following professional organization meetings have you attended in the last year? Check all that apply.

(1) Oyo State Home Economics Teachers Association ☐ 92

(2) Nigerian Home Economics Teachers Association ☐ 93

(3) Nigerian Union of Teachers ☐ 94

(4) Nigerian Federal Home Science Association ☐ 95

96. When did you last attend an inservice training course/workshop?

- (1) 5 or more years ago
- (2) 3-4 years ago
- (3) 1-2 years ago
- (4) Less than 1 year

☐ 96

97. How many inservice training courses/workshops have you attended?

- (1) 5 or more
- (2) 3-4
- (3) 1-2
- (4) 0

☐ 97

98. Which instructional materials are you using in your school? Check all that apply.

- (1) Standard textbooks

☐ 98

- (2) Teacher's Guide

☐ 99

- (3) Student workbooks

☐ 100

- (4) Wall charts

☐ 101

- (5) Specimens

☐ 102

GENERAL COMMENTS

Please feel free to comment on the current status of the home economics program in your school. You may wish to comment on the subject matter areas taught, instructional materials, or home economics programs in general.

THANK YOU FOR YOUR TIME

APPENDIX E
SUBJECT MATTER EMPHASIS

Table E-1
Subject Matter Emphasis
Teachers' Responses to Questionnaire Items

Item No.	Questionnaire Items	Scale	1	2	3	Degree of Emphasis (%)				M
						4	5	6	7	
Human Development and the Family										
2	The customs of various ethnic groups in Nigeria.		14.5	16.1	14.5	17.7	9.7	12.9	8.1	6.5
7	The importance of healthy boy/girl relationship.		11.3	22.6	29.0	17.7	11.3	6.5	1.6	0.0
12	The impact of physical changes on the psychological development of adolescents.		12.9	25.8	25.8	14.5	6.5	8.1	4.8	1.6
17	Stages of development of an infant.		9.7	16.1	21.0	27.4	9.7	6.5	9.7	0.0
22	The family life cycle.		16.1	16.1	32.3	16.1	11.3	3.2	4.8	0.0
27	The different types of marriages that exist in Nigeria.		14.5	16.1	38.7	11.3	1.6	8.1	9.7	0.0
32	The challenges of contemporary parenthood.		1.6	12.9	19.4	25.8	17.7	11.3	8.1	3.2
37	Human reproduction.		16.1	17.7	25.8	17.7	8.1	6.5	8.1	0.0
42	Relationships and social skills.		9.7	6.5	27.4	29.0	14.5	11.3	0.0	0.0
47	The role of communication in maintaining a healthy relationship.		8.1	16.1	25.8	24.2	14.5	8.1	3.2	0.0
Home Management and Family Economics										
1	The meaning of management.		19.4	21.0	30.6	16.1	3.2	3.2	4.8	1.6
6	Household budgeting.		11.3	30.6	30.6	6.5	8.1	4.8	6.5	1.6
11	The decision-making process.		6.5	16.1	24.2	24.2	16.1	6.5	1.6	4.8
16	The available human resources and their use for the welfare of families.		9.7	22.6	25.8	22.6	6.5	11.3	0.0	1.6
21	The different banking systems available to families.		3.2	12.9	21.0	22.6	19.4	8.1	12.9	0.0
26	The impact of advertising on the consumer.		11.3	14.5	16.1	24.2	19.4	6.5	8.1	0.0
31	Family use of credit.		1.6	8.1	11.3	27.4	22.6	14.5	14.5	0.0
36	The changes in today's society that have an impact on the family's management practices.		3.2	17.7	33.9	24.2	9.7	6.5	3.2	1.6
41	Patterns of spending family income.		11.3	19.4	29.0	22.6	6.5	6.5	3.2	1.6
46	The role of the consumer in the market.		11.3	17.7	32.3	14.5	8.1	11.3	4.8	0.0

Table E-1 continued

Item No.	Questionnaire Items	Scale	Degree of Emphasis (%)						
			1	2	3	4	5	6	7
Foods and Nutrition									
5	The functions of nutrients in the body.	40.3	35.5	14.5	3.2	1.6	3.2	1.6	0.0
10	Nutrition-related diseases.	14.5	22.6	22.6	14.5	14.5	8.1	1.6	1.6
15	Preparation of foods.	40.3	21.0	25.8	4.8	4.8	1.6	1.6	0.0
20	Preservation of foods.	21.0	24.2	27.4	14.5	6.5	3.2	3.2	0.0
25	Classification of food.	27.4	33.9	25.8	6.5	3.2	1.6	1.6	0.0
30	The meaning of balanced diet.	30.6	33.9	19.4	4.8	3.2	3.2	4.8	0.0
35	The effect of traditional beliefs on food choices.	12.9	21.0	21.0	14.5	14.5	9.7	4.8	1.6
40	Storage of food.	16.1	32.3	27.4	11.3	4.8	6.5	1.6	0.0
45	Convenience foods.	11.3	24.2	24.2	22.6	1.6	14.5	0.0	1.6
50	Meal planning in relation to the family.	27.4	25.8	24.2	9.7	8.1	4.8	0.0	0.0
Textiles and Clothing									
4	Care of clothing.	24.2	16.1	32.3	11.3	8.1	6.5	1.6	0.0
9	Classification of fabrics.	6.5	30.6	30.6	17.7	8.1	1.6	4.8	0.0
14	Fashion consciousness.	14.5	22.6	35.5	14.5	4.8	8.1	0.0	0.0
19	The differences between construction standards of readymade clothing and clothing made by tailors.	4.8	16.1	27.4	14.5	16.1	4.8	16.1	0.0
24	Use of a sewing machine.	17.7	16.1	30.6	16.1	11.3	1.6	6.5	0.0
29	The care of sewing machines.	4.8	24.2	35.5	19.4	3.2	6.5	6.5	0.0
34	Use of commercial patterns.	1.6	9.7	24.2	11.3	17.7	11.3	21.0	3.2
39	Children's garments.	4.8	21.0	24.2	21.0	8.1	16.1	4.8	0.0
44	Characteristics of fabrics.	4.8	14.5	35.5	21.0	9.7	9.7	4.8	0.0
49	Clothing worn for different occasions.	29.0	29.0	33.9	3.2	1.6	3.2	0.0	0.0

Table E-1 continued

Item No.	Questionnaire Items	Scale	Degree of Emphasis (%)							M
			1	2	3	4	5	6	7	
Housing										
3	The impact of family income on the choice of family living space.		17.7	19.4	25.8	19.4	8.1	3.2	4.8	1.6
8	The importance of good ventilation.		19.4	22.6	40.3	9.7	4.8	3.2	0.0	0.0
13	Housing as a basic need of the family.		21.0	27.4	30.6	9.7	4.8	3.2	0.0	3.2
18	Maintenance of family living space.		8.1	17.7	41.9	14.5	4.8	4.8	6.5	1.6
23	The implications of living in an overcrowded house.		25.8	32.3	25.8	6.5	1.6	3.2	4.8	0.0
28	Different ways of owning a house (e.g., inheritance, mortgage, loan, housing scheme, etc.).		8.1	11.3	17.7	21.0	19.4	9.7	12.9	0.0
33	Choice of home furnishings.		3.2	16.1	40.3	21.0	4.8	12.9	0.0	1.6
38	The use of wood, kerosene, electricity, gas, etc. in the home.		25.8	27.4	29.0	9.7	8.1	0.0	0.0	0.0
43	Government's role in housing.		0.0	6.5	19.4	11.3	24.2	27.4	11.3	0.0
48	The different types of houses.		8.1	27.4	29.0	22.6	3.2	3.2	6.5	0.0