

**PERCEPTION OF THE RELEVANCE OF HOME ECONOMICS EDUCATION
AMONG SECONDARY SCHOOL STUDENTS IN OREDO LOCAL
GOVERNMENT AREA OF
EDO STATE**

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**UNIVERSITY OF BENIN
BENIN CITY**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND
TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF
BENIN, BENIN CITY, IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF BACHELORS' DEGREE (B.Ed) IN HOME ECONOMICS
EDUCATION**

MAY 2024

APPROVAL PAGE

I certify that this work was carried out by Favour Igbinosa OMORODION with Matriculation Number EDU1904858 in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

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Date

CERTIFICATION

We, the undersigned, certify that this study was carried out by Favour Igbinosa OMORODION with matriculation number EDU1904858 with the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This project work is dedicated to God Almighty for guidance, wisdom and protection. Also to my Biological Parents Mr. and Mrs. Omorodion and Spiritual Parents Apostle Timi and Reverend Mega Erewejob

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The researcher wishes to express her utmost appreciation to her supervisor, Dr. E. Iyamu whose patience, invaluable expertise, experience, and constructive criticism has enabled her to accomplish this work. The researcher also expresses her deepest appreciation to Mr Peters for his corrections and encouragement.

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ABSTRACT

This study investigates the perception of the relevance of Home Economics Education among secondary school students in Oredo local government area of Edo State. Five (5) research questions were raised to guide the study.

The study adopted a descriptive survey of a correlational type. The population for this study consisted of Eighteen thousand, one hundred and six (18,106) students in Government junior secondary schools in Oredo Local Government Area in Edo State. (Ministry of Education, 2024). The sample size of the study was made up of one hundred and thirty two (132) Junior secondary school students in Egor local government area of Edo state. A proportionate sampling technique of 0.73% was used to arrive at the sample size of the study. The instruments used for data collection for the study was a structured questionnaire titled: “Questionnaire on Perception of Home Economics Education among secondary school students (QPRHEESS). The instrument for data collection was subjected to validity by the researcher's supervisor and two other experts from the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

Findings indicated that the perception of students on the relevance of Home Economics is significantly influenced by factors such as the gender of the students, Parents, Teachers and Peer group. It emphasized the critical role of Teachers in influencing students attitude and perception. Their enthusiasm, teaching methods and interactions with students significantly impact students engagement and motivation in

Home Economics. The findings also suggest that parents are not fully leveraging their potential influence on their children's perceptions, highlighting the need for educators and policy makers to explore alternative strategies to engage students in Home Economics. Gender stereotypes and societal expectations can impact students interests and perception of various subjects including Home Economics. The findings also imply that student's perception of Home Economics are not heavily influenced by their peers group. Instead, individual interests, experiences, or other factors may play a more significant role in shaping their attitudes towards the subject.

CHAPTER ONE

INTRODUCTION

Background to the Study

The study of home economics encompasses a wide range of subjects, including foods and nutrition; clothing and textiles; housing, home equipment, and home management; family economics; child development; and family relations. Home economists are often required to have academic training in such related areas as chemistry, physics, sociology, psychology, and design. Home economics courses serve different purposes at different levels of education. In primary and junior high school, home economics students acquire homemaking information and skills that are important in their day to day life. In high school, students are introduced to all the aspects of home economics and to the careers related to home economics. In community colleges, home economics students concentrate on either vocational training or in the first two years of preparation for a professional career. At the college or university level, home economics majors prepare themselves for a choice of careers in home economics.

In the secondary schools, home economics courses usually include units on foods and nutrition, clothing and textiles, child development, housing and interior design, family and consumer economics, and management. Individualized problem-solving instruction and project-centered techniques are often used. For example, a student might help a community organization redecorate its recreation room in conjunction with a unit on interior design.

The Vocational Education Act of 1963 played a crucial role in making home economics education more widely available and accepted by providing federal funds for programs in secondary schools, area vocational schools, and community colleges to prepare students for vocations in fields related to home economics. Persons who received this vocational training could become, for example, food service workers, child care assistants, or fashion designers.

Students who plan to become professional home economists usually major in a specific field, such as dietetics or textile chemistry, within a college or school of home economics. Majoring in home economics education provides the necessary background for students who wish to teach home economics. Internships and graduate degrees may be required for home economists entering certain fields.

Nigeria is experiencing hardship, mass poverty, and high rate of unemployment and as such majority of our people cannot afford the basic needs of life such as food, clothing, decent shelter and health care amongst others. Home economics has the key to the solution of many problems of the country particularly on the issue of income generating skills among students which is a major concern in home-economics. In Home Economics, two things are central in developing occupational skills. Templeton (2016) explained them as the process of production and distribution. The ability to produce involves acquiring productive-occupational skills. Productive-occupational skills enable one to produce goods and services. On the other hand, the ability to distribute includes acquiring entrepreneurial-occupational skills that enable one to market and distribute the

goods thus produced. Udeme (2014) noted that these abilities constitute the work oriented, career-oriented or occupational-oriented competencies that attempt to improve the efficiency and productivity of its recipient's attitude required as craftsmen, business men and technicians at a professional or sub-professional level. Without teaching occupational skills, Home Economics educational program would fail in its role of empowering students to cope with the daily needs of life and surmount the economic challenges that appear to affect every profession and walk of life. As a result of this lack of skills, students continue to lose interest and cannot perform successfully in their life careers. Presently, many graduates of home economics are not sure of their employment destination. In addition, many secondary school leavers have no decent jobs and have no capacity to start their own business after graduation. Thus, many are under-employed and cannot raise their living standard through the application of occupational skills and so they remain relatively poor.

When we talk about perception on the relevance of home economics in secondary school; Amatokwu (2019) defined perception as the process of identifying, discriminating, recognizing and adjudging objects, qualities or relations in our environment by means of sensory information. This means that individual learns to understand his physical and social world through his sense organs. Perception varies from person to person. Different people perceive different things about the same situation depending on how they see it. Perception can be influenced by so many factors; some of these factors are attitudes, motives, interests, experience, expectations, time, social setting

and background (Sree Rama Rao, 2016). Relevance on the other hand is the degree to which something is related or useful to what is happening or being talked about (Cambridge English Dictionary). Secondary school students are students older than the primary school students and are between the academic class of JSS1 to JSS3 and SSS1 to SSS3.

Despite the various career opportunities available in home economics and its diverse impact in national development, many still perceive Home Economics as a course for women or drop out who cannot be taken in any other subject area and also as a course that has to do only with cooking and sewing. This misconception of Home Economics by people is one of the reasons so many students do not have interest in the subject. The perception of students on the relevance of Home Economics can be influenced by their parents, the sex of the student, the teacher, peer group, social image and parental level of income. Home economics education is one of the courses which attract minimum enrolment of students both in secondary and tertiary levels of education.

Most times students perspective are clouded by the decision of their parents about their career choices as many students have their career chosen for them by their parents. Parents prefer courses like Medicine, Engineering, Accounting, Law and Pharmacy among others to Home economics and would not encourage their children to study home economics. Parents are often more interested in occupations or professions which will bring money, prestige to the family, than how suitable their children are for those careers.

Uwameiye (2015) posited that enrolment of students into home economics related courses in the West Africa Examination Council (Home Management and Clothing and Textiles) have dwindled completely. Hinted of the views of Uko-Aviomoh (2015) and Anene (2019) that students have lost interest in home economics as a subject in secondary schools and are becoming fewer in the colleges of education, where teachers are trained as teachers for teaching in primary and junior secondary schools thereby jeopardizing the future of the subject. The misconception of home economics by individuals can also be traced to the wrong impression created by some home economics teachers. Some home economics teachers do not improve themselves on the job and get familiar with the current trends in home economics. This makes it difficult or nearly impossible for them to teach the students things that are new in the field. Hence, cooking and sewing are the major things being taught to the students. Some teachers also do not hold the subject with a high esteem thereby lacking self-esteem and the zeal for self development which results in low teaching competence.

Peer group serves as a barometer for students examining themselves and their feelings about self and family. When a peer group have interest in other areas other than home economics, they tend to look down on the student who chooses home economics as their option. The social image attached to home economics is also responsible for students' wrong perception about home economics. On first hearing the word Home Economics, the first thing that comes up in the mind of every individual is catering and sewing. A lot of individuals do not know what home economics is about and so some of

them see it as a preparatory subject for becoming good house wives, since it deals with different food preparation, decoration of home and its surroundings, making of cloths, child care among others.

In view of the negative perception of students, parents and the society at large on the relevance of home economics, it is therefore of much significance to look into these factors that influences the perception on the relevance of home economics among secondary school students in Oredo Local government area in Edo State.

Statement of Problem

Though Nigeria is blessed with plentiful human and natural resources, one of the most pressing challenges the country is bring faced with today is that of unemployment. Employment opportunities are not available sufficiently for young school graduates. Perhaps, the most important cause of this is the lack of career information or proper enlightenment of high school students which could assist them in making better decisions in regards to their course of study. This type of education is essential so as to help reduce ignorance, poverty, unemployment and increasing rate of crime. Home economics is that kind of education that contributes meaningfully to providing solutions to the problems of the society such as unemployment, poverty and malnutrition.

People are ignorant of the importance of home economics which could students to be properly informed and be able to provide solutions to problems, it also enable the students to acquire skills and training necessary for independent life to meet up with personal and family needs more especially in this economy recession. Considering

various contributions of home economics and its diverse career paths and the students' lack of interest in the courses, a study like this is essential to find out the students level of awareness and the factors responsible for that lack of interest in the course.

Purpose of the Study

The main purpose of the study is to examine the perception of the relevance of Home Economics Education among secondary school students in Oredo Local Government of Edo State. Specifically, this study will determine;

1. The extent the sex of the students influences their perception on the relevance of Home Economics Education.
2. The extent parents of the students influences their children's perception on the relevance of Home Economics Education.
3. The extent to which the social image attached to Home Economics Education influences student perception on the relevance of Home Economics Education.
4. The extent Teachers influences students perception on the relevance of Home Economics Education.
5. The extent peer groups influences students perception on the relevance of Home Economics Education.

Research Questions

The following are questions which this study desires to answer;

1. To what extent does the sex of the students influence their perception on the relevance of home economics?

2. To what extent do parents influence the perception of students on the relevance of home economics?
3. To what extent does social image influence perception of student on the relevance home economics?
4. Do home economics teachers have influence on the students' perception towards the relevance of home economics?
5. Do peer group influence the perception of students on the relevance of home economics?

Significance of Study

In Nigeria today, the educational system has not been able to match up with that of the developing nations need for skilled manpower due to the fact that vocational education and training has not been widely accepted and implemented. Parents have keen interest towards their children education which may conflict social needs and manpower development.

This study will be of immense benefits to students who due to influences of teachers, parents and the nation at large view home economics in a negative way due to lack of adequate knowledge of home economics associated careers and its essence.

The result of this study will go a long way in helping the school guidance counsellors, teachers and career advisers in the placement of secondary school students in a number of home economics related careers.

This study will also help parents view Home Economics Education in a different and positive light by providing them with adequate information of its importance and relevance just as other professional courses as Medicine, Law, Accounting and Engineering.

It is hoped that the study will assist educators and the government in the formulation of policies that will give the Nigerian citizens a system of education which should be job oriented.

Scope of Study

This study will be concerned and focused on the perception of students on the relevance of home economics with no digression into other fields like medicine, law, accounting and engineering etc. The content covers how the sex of students, their parents, social image, teachers and peer group influences students perception on the relevance of Home Economics Education.

The geographical scope covers students in secondary schools in Oredo Local Government Area in Edo State and will not in any way digress into any other area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter is concerned with the review of related literature on perception of Home Economics Education among secondary school students, and by whom and what it is influenced. They are discussed under the following subheadings.

- Theoretical framework
- Concept of Home Economics Education
- Perception of Relevance of Home Economics Education
- Gender and Relevance of Home Economics Education
- Parents and Relevance of Home Economics Education
- Social Image and Relevance of Home Economics Education
- Peer group and Relevance of Home Economics Education
- Summary of Literature Reviewed

Theoretical Framework

The theoretical framework guiding this research elaborates on incorporating the Social Cognitive Theory (SCT), Social Cognitive Theory (SCT) is a comprehensive theoretical framework that explains how individual experiences, the actions of others, and environmental factors influence human behavior. Developed by Albert Bandura, SCT posits that human behavior is shaped by the interplay between personal factors, environmental factors, and behavior itself.

At the core of SCT is the concept of self-efficacy, which refers to an individual's belief in their ability to perform a specific behavior or achieve a particular goal. Self-efficacy is not just about having the skills or knowledge to perform a behavior, but also about having the confidence and belief in one's ability to execute it. Individuals with high self-efficacy are more likely to attempt new behaviors, persist in the face of obstacles, and recover from setbacks.

A key component of SCT is behavioral capability, which refers to an individual's understanding and skill to perform a specific behavior. Behavioral capability is not just about having the knowledge or skills to perform a behavior, but also about having the physical and cognitive abilities to execute it. Individuals with high behavioral capability are more likely to perform a behavior successfully and maintain it over time. Expectations and expectancies are also crucial components of SCT. Expectations refer to an individual's belief about the outcomes of a behavior, while expectancies refer to the value an individual assigns to those outcomes. Individuals are more likely to engage in a behavior if they expect it to lead to a desirable outcome and if they value that outcome.

Self-control is another essential aspect of SCT, which refers to an individual's ability to regulate and monitor their behavior. Self-control involves setting goals, monitoring progress, and making adjustments as needed. Individuals with high self-control are more likely to maintain a behavior over time and make adjustments as needed. Observational learning is a critical component of SCT, which refers to the process of learning new behaviors by observing others. Individuals learn by observing others, imitating their

behavior, and experiencing the consequences of that behavior. Observational learning is a powerful tool for behavior change, as individuals can learn new behaviors by observing others and imitating their actions.

Reinforcements play a crucial role in SCT, which refer to the incentives and rewards that encourage behavior change. Reinforcements can be external, such as praise or rewards, or internal, such as a sense of accomplishment or satisfaction. Individuals are more likely to engage in a behavior if they receive reinforcements for doing so.

Social Cognitive Theory provides a comprehensive framework for understanding human behavior. By considering the interplay between personal factors, environmental factors, and behavior itself, SCT offers a nuanced understanding of how individuals learn, adopt, and maintain new behaviors. The components of SCT, including self-efficacy, behavioral capability, expectations, expectancies, self-control, observational learning, and reinforcements, provide a rich understanding of the complex factors that influence human behavior.

Social Cognitive Theory (SCT) posits that people learn and develop behaviors by observing others, imitating them, and experiencing consequences (Bandura, 2015). In the context of Home Economics Education, students' perception is shaped by their social environment, including peers, teachers, and family members. Observing others' enthusiasm or disinterest in the subject can influence students' attitudes and beliefs. Moreover, students imitate behaviors and attitudes they witness, which can either encourage or discourage them from engaging with Home Economics Education.

In conclusion, this theoretical framework provides a comprehensive understanding of the complex factors influencing secondary school students' perception of Home Economics Education. By considering the interplay between social environment, attitudes, self-efficacy, and interest, educators and policymakers can develop effective strategies to promote the subject's relevance and value, ultimately enhancing students' engagement and learning experiences.

Concept of Home Economics Education

Home Economics Education is a field of study that focuses on the management of resources, including time, money, and materials, to achieve a high quality of life. It encompasses various aspects of family and consumer sciences, such as:

1. Nutrition and food management
2. Clothing and textiles
3. Housing and interior design
4. Family relationships and child development
5. Resource management and consumer education
6. Health and wellness
7. Financial literacy and budgeting
8. Food science and technology
9. Home and family economics
10. Education and community development

The primary goals of Home Economics Education are to:

1. Develop essential life skills for independent living
2. Promote sustainable consumption and production patterns
3. Enhance the well-being of individuals and families
4. Foster responsible citizenship and community involvement
5. Encourage lifelong learning and professional development

Home Economics Education is essential for individuals to navigate the challenges of everyday life, make informed decisions, and contribute to their communities. It empowers individuals to take control of their lives, make wise choices, and create a better future for themselves and their families. The study of Home economics began in the USA after the American Revolution. Prior to this, young women had been taught the values and practises of Home Economics at home. This changed in the 19th century as Home Economics was introduced as a subject in schools. Some of the forces that influenced this change were a general spirit of humanitarianism across America, faith in education and a belief in equality for women.

The grant-led colleges and universities established by the Morrill Act of 1862 were the first institutions to provide a space for domestic sciences like Home Economics education to grow. These institutions had a heavy focus on providing both liberal and practical education for the industrial working classes. A lot of the courses offered in these colleges and universities catered directly to the lives and needs of their students. Amongst these courses were some specifically constructed to serve the needs of female students.

For a number of years courses centred around domestic sciences were only being offered at these grant-led colleges and universities, but, by 1890, they were widely available in American public high schools.

Some of the domestic science courses on offer were:

- Cooking
- Sewing
- Millinery
- Laundering
- Home decoration
- Home sanitation
- Home hygiene
- Home nursing.

A few years later, in 1899, a woman names Ellen H. Richards, an instructor of sanitary chemistry at the Massachusetts Institute of Technology (MIT), organised a conference for people interested in applying science to household problems. Many specialists in chemistry, biology, economics, psychology, and sociology were in attendance. As a result of this conference and the meetings that followed it, the American Home Economics Association was founded in 1909.

The American Home Economics Association pioneered the improvement of living conditions in the home and the community, as well as working for the acceptance of Home Economics education.

The members of the American Home Economics Association were dedicated to the improvement of living conditions in the home and the community, and they worked to win acceptance for home economics education. By 1920, courses in Home Economics were being offered at 6,000 high schools across the United States.

Over time, as the social sciences developed, a number of their findings were incorporated into Home Economics educations. Whilst a lot of the original teaching for Home Economics was focused on food, clothing, and shelter, it began expanding to include subjects like human relationships. Eventually, by 1935, Home Economics teachers were being encouraged to look at all fields of study to find whatever would best help improve families and family life.

Nowadays, the study of Home Economics looks much different from when it began in the 19th century. Now, the focus is much less on simply how to do things, but also on why we do them. Students are still taught how to cook and sew, but now they are also shown how to buy the food they eat and the fabrics they need to make clothing.

The emphasis in Home Economics education has shifted from home-making skills to consumer education. There is also another big shift happening in Home Economics right now. Whereas Home Economics education used to be centred around individual and family issues, it is now moving towards issues of national and international importance, such as overpopulation, urban poverty, and the development of emerging nations.

Home Economics is an extremely important part of children's education, as it will teach them lots of valuable life skills. Some of the skills and information that students will learn about food and nutrition learn in Home Education include:

- Students are educated on the food system, from how it is grown to the manufacturing and selling process.
- They also learn all about food nutrition, which is really important in enabling students to be the healthiest version of themselves. It is vital that children understand what is in the food they are eating so that they can make informed decisions on what they choose to include in their diet.
- Students will also be educated on issues concerning ethical food production, including multinational food production and health-enhancing nutritional innovations.

Whilst Home Economics was once just viewed as education on 'women's work' it now equips kids for a number of interesting career paths. Through learning Home Economics, students can go on to pursue a career as a

- Nutritionist
- Dietitian
- Medical Professional
- University Lecturers
- Food technologist

- Food Writers
- Health Practitioner
- Food Product Developers
- Chefs
- Sports nutritionist

Perception of the Relevance of Home Economics Education

Oyeleye (2018) defined perception as the process of identifying, discriminating, recognizing and adjudging objects, qualities or relations in our environment by means of sensory information. This means that individual learns to understand his physical and social world through his sense organs. Perception varies from person to person. Different people perceive different things about the same situation depending on how they see it. Perception can be influenced by so many factors; some of these factors are attitudes, motives, interests, experience, expectations, time, social setting and background (Sree Rama Rao, 2015). Relevance on the other hand is the degree to which something is related or useful to what is happening or being talked about (Cambridge English Dictionary).

Despite the various careers available in home economics and its diverse contribution to national development, so many people still perceive home economics as a course for women, drop out who cannot be taken in any other subject area and course that has to do only with cooking and sewing. This misconception of home economics by people is one of the reasons why so many students lack interest in the subject.

The perception of students on the relevance of home economics can be influenced by their parents, the sex of the student, the teacher, peer group, social image and parental level of income. Home economics education is one of the courses which attract lowest enrolment of students both in secondary and tertiary levels of education.

Besides the low enrolment pattern, home economics show wide disparity between male and female students in favour of female. This could be attributed to wrong awareness (perception) of the meaning and the role of home economics due to certain problems relating to the teaching/learning of the subject home economics, lack of equipment's and facilities for practical, the expensive nature and poor funding by the government. The short sightedness of the students is compounded by the decision of their parents about their careers as many students have their career chosen for them by their parents.

Parents prefer courses like Medicine, Engineering, Accounting, Law and Pharmacy among others to Home economics and would not encourage their children to study home economics. Parents are often more interested in occupations or professions which will bring money, prestige to the family, than the suitability of their children for a particular career Okoh (2016).

Subsequently, most male students also do not like home economics because they think it is a course meant for only girls and that is it a course that has to do with only cooking and sewing. Most male students prefer subjects like mathematics, integrated science, introductory technology and are not aware of what home economics is all about,

no ideas, no interest and their level of awareness on the course of study is near zero percent.

The misconception of home economics by individuals can also be traced to the wrong impression created by some home economics teachers. Some home economics teachers do not improve themselves on the job and get familiar with the current trends in home economics. This makes it difficult or nearly impossible for them to teach the students things that are new in the field. Hence, cooking and sewing are the major things being taught to the students. Some teachers also do not hold the subject with a high esteem thereby lacking self-esteem and the zeal for self development which results in low teaching competence. Peer group serves as a barometer for students examining themselves and their feelings about self and family. When a peer group have interest in other areas other than home economics, they tend to look down on the student who chooses home economics as their option.

The social image attached to home economics is also responsible for students' wrong perception about home economics. On first hearing the word Home Economics, the first thing that comes up in the mind of every individual is catering and sewing. A lot of individuals do not know what home economics is about and so some of them see it as a preparatory subject for becoming good house wives, since it deals with different food preparation, decoration of home and its surroundings, making of cloths, child care among others.

In view of the negative perception of students, parents and the society on the relevance of home economics and its various contributions to national development, it is therefore of paramount importance to investigate the factors that influence the perception of students on the relevance of home economics in junior secondary schools. However, I strongly believe that the home economics has an extremely important place in our educational system today. No other academic discipline incorporates in its curriculum as many as pertinent life skills that will help students succeed independent of their chosen career paths.

Some of the awakened perception of students towards the study of Home economics is as a result of the misconceptions about Home economics. Students prefer medicine, law, engineering etc, courses as being suitable for males rather than Home economics. Students perceive Home economics as a preparatory course for becoming good house wives Students perceive Home economic as a domestic after, hence it a course for females. From the colonial era till date, Home economics was mainly done by women and as such students see it as a female's course.

Dike (2016) expressed that wrong perception of Home Economics dated back from the colonial era makes it difficult for the perception to change. Bound and Hapson (1989) stated that boys are more concerned with careers that will make quick money while girls tend to pay more attention to future family improvement. The student perceive Home Economics as to do with the home, since it deals with different food preparation and serving of meals, decoration of home and its surroundings, making of cloths, child

care etc, as such the students do not see as a course for males since it deals with domestic affairs.

Males perceive Home economics as a course which makes a person servant and not a master. Males look at medicine, law engineering as being suitable for them, because the males feel is a lucrative and notable professions for reliable and successful men. These make men to be proud, have prestige and become wealthy; men from these fields are masters and directors not servants if the males should study Home economics.

According to Agusiono (2018) variety of factors both within individual and within the environment are assessed as factors for males for enrolment on the study of Home economics, therefore the perception of Home economics as woman's subject or course hinged on the educated look down on any men who studied or is studying Home Economics. Thus, this does not encourage me to study Home economics.

Boys and girls should have practical interest in home planning, budgeting, production of and preparation of food for home use. Males students would not want to join Home economics; the males feel that those areas are not for them. They see it as without home and family living education can still be complete. But it is so paramount that both males and females, in that for takes a man and women to make a family and the family is the neutering centre for human behavior personality.

Observation have been made on gender imbalance in Home economics, males would not went to study Home economics subjects because they see it is being tedious for them to practice it they would rather go for a more profiting subject like medicine, law, etc. It

is not surprising that students are not interested in Home economics subjects/courses. Osuala (2014) emphasized that, at the heart of our society and economics problem is a national attitude that implies that vocation subjects (Home economics) are designed for somebody else's children and is meant primarily for the children of the poor, for the dropout, and the less intelligent. This attitude is shared by students. Hence, it makes them to lack interest in the study of the course. Nigeria has promoted the idea that the only good education is the Education capped for a period of time.

Gender and Relevance of Home Economics Education

An evidence of gender gap begins at home. The home provides the child with first experience, these include the models with which the child can identify, the parents provides a range of materials for home play, there are also value system which are basic to special roles. The children quickly learn that the roles of men in the family are different from the role of women.

The differential role of boys and girls constitute a serious problem to Home economics studies as it affects the male students from undertaking the course. Often times, subtle message are sent to girls and boys about expectations for their behaviours, attitude, perception and other aspects in their lives.

It is important to note that this not always the case nor is necessarily intentional. Many parents, educations and the society out there are indeed very sensitive to the issue of gender. They are making great strides to create equity in all areas for males and females. On the other hand there are those parents, educators who are shocked and

surprised to realize that they are unintentionally separate signals about expectations for girls and boys.

Differential treatment by educators and parents divert boys from the study of home economic and this is why males lose interest in the study of home economics. It is apparent that there is a gender gap in Home Economics, there are variety of theories as to why males lose interest in Home economics. One speculation is that boys simply approach Home economics differently. Some point to parental influence, some blame teachers and the overall educational institution. Still other ideals lay the origins of this gap at role models or lack of role models.

Another cause of the gender gap in Home economics is believed to be the society. Although the most common point to a combination of all the factors, each of the major influences will be discussed individually. Teachers and educational system are believed to influence the gender gap in the study of Home economics Teachers may treat girls differently than boys causing differing expectations for instance; boys and girls are often approached differently when dealing with inappropriate physical and verbal attacks on others. As such boys may want courses that are more tasks oriented than girls (Miller, Chaika, Gropper, 2014).

Swanson (2019) suggested that providing children the opportunity to see guest speakers from both genders in nontraditional communication careers. Sense tells us that we find possibility or lack of possibility in what we experience. Females who see and develop communication with other females who have careers in science and technology

field will be more likely to have these high expectations for themselves. These males will perceive Home economics plausible career for themselves. (Canter, 2021) said it best that parents are the most important influential people in a child's life. Parental views on gender roles, belief system regarding genders, and actions towards both sexes will inevitably influence children. Children are sent strong signals about the world around them more specifically about men and women, from parents.

Parents and Relevance of Home Economics Education

Parent's actions and words send messages about the parents' beliefs this is why their actions and words should be closely examine as it can greatly influence how their children perceive and judge things. Okorie and Ezeji (2018) state that some parents do not properly guide their children well to develop interest in the study of Home economics courses. They would rather their children develop interest in more professional courses such as Law and Medicine rather than Home economics. Ossai (2016) emphasized that the influence of parents on the child's interest in the study of Home economics is unquestionably one of the strongest and most persistent factor determining what the child interest in school would be.

The socio-economic status of parents can also influence students in their choice of course of study to a great extent. Parents from poor socio-economic background would always have greater expectation from their child especially the male child and as such would not want them to study Home economics but go for a course which has high job opportunities and also a means to a better source of livelihood. The short sightedness of

the students is compounded by the decision of their parents about their careers. Parents are often more interested in occupations or profession which will bring money and prestige to the family, than in suitability of their children for a particular career (Okoh, 2017). It is therefore imperative that parents always set aspirations for their children hence they would not want their male children to study what they regard as woman's subject.

Consequently, the name given to the course tend to discourage females and males mostly males in studying the course. They would rather prefer if the name given to the course be changed since it will motivate them to study the course. The name Home economic makes the course appear exclusively for women alone. Thus, women are known to be mostly involved in home domestic works or activities. The main interest in the study of Home economic started from the home (Ferry 2018) stated that the "root causes of gender gap in Home economics is from home". The home provides the materials for playing role difference which create gender differentials among the children of the home.

To curb this problem, we stated that parents should not give room for anything that should create gender difference among the children since this tends to make the children loose interest in some areas of life particularly males that would not want to fall the line of Home economic as a course of study. APU (2019) emphasized that parent should guide and educate male children on the importance of Home economics in societal building since it is going to help the males to study Home economics as a course.

In the same vein another issue why students are not interested in the study of Home economics is poor orientation. If students still in secondary schools are given good orientation about the study of Home economics as a course in tertiary institutions they will develop an interest in it particularly when the males must have taught about its merits and demerit and career areas that are available to a Home economist it will arouse the students interest making them know that Home economics is not just all about cooking or domestic works.

There are many practical and easy ways parents can encourage their children in the study of Home economics. They can begin at home by exposing their children to Home economics at an early age, they can teach them the cooking and homemaking aspect of Home economics which will help children realise that home economics is generally fun and useful to everyone. They should be made to see it as one of the many tools an individual should have to make life easier. When children are especially male children are ready to be active participants of household chores, parents should be ready with the opportunities to use it. They can purchase those household equipment that will help to make them develop interest in doing some chores at home such as labour saving devices and modern cooking equipments this will help the boys develop these skills in Home economics.

The one-on-one interaction between mother and sons can be greatly beneficial to both the mother and the child. Discussing Homemaking is another way parents could encourage the study of Home economics. Raising up conversations that actively involves

the children getting to know their personal opinion about Home Economics. Parents can serve role models to their children this is because often children imitate parents priorities, attitude, and actions. When parents talk about Home economics comfortably in their daily lives both for entertainment and in their professions, their children will be more like to do the same.

Peer group and Relevance of Home Economics Education

Peer groups play a significant role in shaping students' perceptions of Home Economics. People learn and develop behaviors by observing others, imitating them, and experiencing consequences. Most students tend to conform to their peers' opinions and behaviors and studies have shown that the influence of peer groups significantly affects students' academic choices and perceptions (Wigfield et al., 2015).

Home Economics, in particular, is often stigmatized as a "non-academic" subject (Lloyd, 2017) and students, due to the opinions of their peers, view the course in a certain light that discourages them from studying it in tertiary institutions and to prioritize other "core" subjects such as Medicine, Law, Accounting and Engineering over Home Economics (Baker et al., 2018). It was reported through a research carried out in 2012 that 75% of students' perception of the relevance of Home Economics was influenced by their peer groups.

Students, especially those in their adolescence, tend to seek validation and social acceptance, especially from their circle of friends and peer group. Hence, they most likely will get rid of anything that makes them appear "uncool" and act as a source of teasing among these sets of people just to feel a sense of belonging. Most students believe that Home Economics is only for those who are "domestic" or "not intellectually sound enough" and hence they tend to look down on anyone who shows interest in choosing it as a course of study.

The negative perception and attitudes towards Home Economics is to a large extent influenced by peer pressure and students end up conforming to their peers' opinions, prioritizing "core" subjects and overlooking the value of Home Economics. When a peer group has interest in other areas other than home economics they tend to look down on the students who chooses home economics as their option. This can have a negative effect on the students as they begin to feel less and inferior to their peers whose choice of course may include the prestigious and core course. In order not to be looked down on and teased, student may end up changing their choices and going for the one that doesn't segregate them from their peers and lower their self esteem and their initial choice of Home Economics Education is clouded by their peers bit they would rather stick to it than become the off one among the rest and and an object of constant teasing at school.

Dike (2016) suggested that if career days are organized by schools from time to time, it will help provide students with proper orientation motivate and stimulate their interest as the students listen to some experts in the various areas Home economics. This will help students who have interest in studying Home economics but due to fear of mockery and being tagged unacademically fit shy away from the course whereas it is a course which the students would have done better in than the other courses. It will also to a large extent correct the misconception that students have by helping them understand the scope and application of Home Economics.

Social Image and Relevance of Home Economics Education

The social image attached to home economics place a significant role in the perception of the relevance of Home Economics Education among secondary school students. On hearing the word Home Economics, the first thing that comes up in the mind of every individual is catering and sewing. A lot of individuals do not know what home economics is about and so some of them see it as a preparatory subject for becoming good house wives, since it deals with different food preparation, decoration of home and its surroundings, making of cloths, child care among others which is only a fragment of the course as it is broad in nature and covers a wide scope.

Social status is a crucial factor in shaping students' perception of Home Economics. Factors such as social status, gender stereotypes, peer approval, media representation, teacher influence, and cultural background all contribute to a negative or positive attitude towards the subject. By understanding these factors, educators and policymakers can work to change the social image of Home Economics and promote its value and relevance to secondary school students.

Students may perceive Home Economics as a subject for those who are not academically inclined or are from a lower socio-economic background, leading to a negative social image. This perception can be detrimental, as it may discourage students from taking the subject, despite its importance in developing essential life skills. Gender stereotypes also play a significant role in shaping students' perception of Home Economics. Home Economics is often associated with traditional feminine roles, leading

to a perception that it is only for girls or students who are not interested in "masculine" subjects like science or mathematics. This stereotype can be damaging, as it may limit students' choices and potential.

The media often portrays Home Economics in a stereotypical or negative light, reinforcing negative social images and perpetuating misconceptions about the subject. This can lead to a narrow and inaccurate understanding of Home Economics, discouraging students from taking the subject. Importantly, teacher influence is also significant in shaping students' perception of Home Economics.

Teachers' attitudes and teaching methods can either promote or discourage students' interest in the subject. If teachers are not enthusiastic or knowledgeable about Home Economics, students may develop a negative social image of it. Cultural background and societal expectations can also influence students' perception of Home Economics. Some teachers do not hold the subject with a high esteem thereby lacking self-esteem and the zeal for self-development which results in low teaching competence.

There are cases we see where teachers of Home Economics teach the subject with so much nonchalance and zeal passing on the message to the students that they are not happy and satisfied with what they do and would go for something else if given a chance, this acts make student rule out the thought of going for the course in higher level of learning and also trace the unseriousness and lack of passion displayed by the teacher to the course itself

Ahmed Dauda (2018) carried out a survey in a government secondary school where he asked teachers who their best students were and what courses they would advice them to go for based on their outstanding academic performance. Home Economics was not mentioned as part of the courses and when asked why, the teachers gave their reason to be that Home Economics is not a course for academically sound students but for those who were average or bottom students since it doesn't require intellectuality but culinary and clothing skills.

Some cultures place a higher value on traditional domestic skills, while others may view Home Economics as less important. Understanding these cultural difference is crucial in promoting a positive social image of Home Economics Education.

Summary of Literature Reviewed

The theoretical framework of this research was reviewed. The influence of the parents, peer group and social image on students perception of the relevance of Home Economics Education was reviewed. Students general perception of Home Economics Education as influenced by both external and internal factors was reviewed and the negative impact the misconception of the scope of Home Economics is having on students as well as the increased gender gap was reviewed.

CHAPTER THREE

METHODOLOGY

This chapter explains the various methods and procedures that will be employed in the collection and analysis of data for this study. It will be organized under the following subheadings;

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

A descriptive research survey design was used for the study. The choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individual providing a broad perspective on various topics also it is often more cost-effective compared to other research methods like interviews or experiments, especially when reaching a large and diverse population.

The design was suitable for the study as the study sought the perception of student on the relevance of home economics in secondary school.

Population of the Study

The population of this study consists of all Government junior secondary school students in Oredo Local Government Area of Edo State. which is a total number of 18,106 students according to the statistics given by the Edo State Universal Basic Education Board, SUBEB.

Sample and Sampling Technique

Proportionate sampling technique will be used to select the number of students used in the research Due to the large population size, 0.73% of the initial population size will be used to select the students. The sample size will be a total number of 132 junior secondary school students of Oredo Local Government and 132 copies of questionnaires will be administered to the respondents.

Instrument for Data Collection

The instrument for this research is a questionnaire designed by the researcher. The instrument is titled "Questionnaire on perception of the relevance of Home Economics Education among secondary school students (QPRHEESS). The questionnaire will contain structured questions divided into two sections A and. B. Section A is meant to elicit demographic information about the respondents, Section B is made up of four parts meant to gather information concerning the research topic and will be made up of 5 items

each giving a total of 20 items in the questionnaire. The instrument is a 4 point rating scale, where the respondent is to tick either "strongly agree", "agree", "disagree" "strongly disagree".

Validity of the Instrument

To ensure content validity of this instrument, the researcher's supervisor and two experts in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City, Edo State will validate the instrument. The experts will carefully examine the relevance of the instrument in order to ensure that the instruments measure what it is intended to measure and to ascertain the appropriateness of the instrument.

Reliability of the Instrument

In order to ensure the reliability of the instrument, the test re-test reliability method will be adopted. A pretest of the questionnaire will be conducted using respondents outside the target population. Twenty (20) students will be administered the questionnaire twice within a period of two weeks. The scores obtained from both exercise will be correlated using Cronbach Alpha formula will be used to determine the reliability of the instrument.

Method of Data Collection

The researcher will administer the questionnaire to the respondents who are expected to respond to all items by ticking one of the options from the response columns. Completed questionnaires will be collected as soon as they are filled by the respondents.

Method of Data Analysis

Data collected from the instrument administered will be quantitatively analyzed using mean and standard deviation to answer the research question. A mean criterion of 2.50 will be used. Any mean value above 2.50 will be regarded as Agree of the statement while any mean below 2.50 will be regarded as Disagree of the statement.

CHAPTER FOUR

PRESENTATION OF ANALYSIS AND DATA INTERPRETATION

Introduction

This chapter is focused on the analysis and interpretation the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study.

Data Analysis

The data collected from the respondents were analyzed in tabular form using mean and standard deviation for easy understanding. A mean criterion of 2.50 will be used. Any mean value above 2.50 will be regarded as Agree of the statement while any mean below 2.50 will be regarded as Disagree. A total of 132 (one hundred and thirty two) questionnaires were distributed and 132 questionnaires were returned.

Table 1: Gender Distribution of the Respondents

Valid Response	Frequency	Percent(%)	Valid Percent (%)	Cumulative Percent(%)
Male	54	40.9	40.9	40.9
Female	78	59.1	59.1	100
Total	132	100	100	

Research Question 1: To what extent does the sex of the students influence their perception on the relevance of Home Economics?

Table 1: The influence of the sex of the students on their perception of the relevance of Home Economics

S/N	STATEMENT	X	SD	DECISION
1.	Do you think Home Economics is a feminine subject?	3.02	0.97	Agree
2.	Do you think Home Economics is a subject that can be enjoyed equally by both boys and girls?	1.01	0.06	Disagree
3.	Do you think Boys are most likely to be teased for taking Home Economics?	3.51	1.23	Agree
4.	Do you think Boys are likely to excel in Home Economics than boys?	1.20	0.81	Disagree
5.	Do you think Home Economics should only be taken up as Careers by girls?	1.82	0.53	Agree
	Grand Mean	2.51	0.92	Agree

The results indicate that the sex of students significantly influences their perception of the relevance of Home Economics. With a mean response of 2.51, it is clear that most students believe their gender plays a role in shaping their attitudes towards the subject. This finding is consistent with previous research, which has shown that gender stereotypes and societal expectations can impact students' interests and perceptions of various subjects, including Home Economics. For instance, traditional gender roles may lead to the perception that Home Economics is more relevant to females, while males may be more likely to view it as less relevant or even stigmatized.

The standard deviation of 0.92 suggests that while there is some variability in responses, the overall trend is clear. This variability may be attributed to individual differences, cultural background, and personal experiences, which can influence how students perceive the relevance of Home Economics regardless of their sex.

The implications of these findings are significant. Educators and policymakers should recognize the impact of gender on students' perceptions and work to create inclusive learning environments that promote equal opportunities and interest in Home Economics for all students, regardless of sex.

Research Question 2 : To what extent do parents influence the perception of students on the relevance of Home Economics?

Table 2: The influence of parents on the perception of students on the relevance of Home Economics?

S/N	STATEMENT	X	SD	DECISION
1.	Does your Parents think Home Economics is an Important subject for you to study?	1.45	0.66	Disagree
2.	Does your parents want you to pursue a Career in Home Economics?	1.01	0.87	Disagree
3.	Does your Parents see Home Economics as an easy and unacademically challenging subject?	3.01	0.81	Disagree
4.	Does your Parents help you out with your Home Economics assignment?	3.22	0.87	Agree
5.	Do your Parents show excitement about your academic excellence in Home Economics?	3.02	0.97	Agree
6.	Do your Parents think Home Economics is a subject for girls only?	3.03	0.92	Agree
	Grand Mean	2.50	0.85	Agree

From the above Table. 2, the findings suggest that parents' influence on students' perception of Home Economics is neutral with a mean score of 2.50. This indicates that while parents do have some impact on their children's attitudes towards the subject, their influence is not as strong as expected. This result may be attributed to various factors, such as the limitations of parental involvement, the influence of peer groups, or the individual interests and experiences of students.

Additionally, the finding may also suggest that parents are not fully leveraging their potential influence on their children's perceptions, highlighting the need for educators and policymakers to explore alternative strategies to engage students in Home Economics. With a standard deviation of 0.85, this finding may imply that parents' influence on students' perceptions of Home Economics is complex and dependent on individual circumstances. Some students may be more influenced by their parents' views, while others may be more autonomous in their opinions.

Educators and policymakers should consider this neutral finding as an opportunity to explore ways to engage parents and students in conversations about the value and relevance of Home Economics. By understanding the diverse perspectives and experiences within the student population, educators can develop targeted strategies to promote a more inclusive and supportive learning environment, where all students can develop their skills and interests in Home Economics.

Research Question 3: Do Peer group Influence the perception of students on the relevance of Home Economics?

Table 3: Peer group influence on students perception of the relevance of Home Economics

S/N	STATEMENT	X	SD	DECISION
1.	Do your friends think Home Economics is a cool subject?	1.88	0.96	Disagree
2.	Do your friends encourage you to participate in Home Economics activities?	1.02	0.76	Disagree
3.	Do your friends think Home Economics is for those who are not academically inclined?	3.27	0.83	Agree
4.	Do your friends encourage you to explore career options in Home Economics?	1.42	0.89	Disagree
5.	Do your Friends have interest in Home Economics?	1.65	0.87	Disagree
	Grand Mean	1.85	0.86	Disagree

The results according to the above Table. 3 indicate that peer groups have a relatively low influence on students' perception of the relevance of Home Economics, with a mean score of 1.85. This falls short of the agreement threshold of 2.50, indicating that, on average, students tend to disagree that peer groups significantly affect their perceptions. The standard deviation of 0.86 suggests a moderate level of variability in responses, indicating that while some students may agree that peer groups influence their perceptions, others may disagree or have neutral opinions.

This finding may imply that students' perceptions of Home Economics are not heavily influenced by their peer groups. Instead, individual interests, experiences, or other factors may play a more significant role in shaping their attitudes towards the subject.

Educators and policymakers can use this information to focus on alternative strategies to promote Home Economics, such as highlighting its practical applications, incorporating real-world examples, or providing hands-on experiences. By understanding the relatively limited impact of peer groups and the moderate variability in student responses, educators can develop targeted approaches to engage students and promote a more inclusive learning environment.

While the literature suggests that peer groups have a significant influence on students' perceptions, our findings indicate a relatively low influence. This discrepancy may be attributed to methodological differences, contextual factors, or measurement tools. Further research is needed to explore these factors and provide a more comprehensive understanding of the relationship between peer groups and students' perceptions of Home Economics

Research Question 4: Do Home Economics Teachers have influence on the student's perception towards the relevance of Home Economics?

Table 4: The Influence of Teachers on Student's perception of the relevance of Home Economics

S/N	STATEMENT	X	SD	DECISION
1.	Do you think your Home Economics Teacher is Knowledgeable and up to date the subject area?	3.51	0.96	Agree
2.	Do your teacher make you feel confident in your ability to succeed in Home Economics?	1.03	0.82	Disagree
3.	Does your teacher encourage you to ask questions and explore topics in Home Economics?	2.65	0.72	Agree
4.	Do you think your teacher's confidence and Knowledge of Home Economics influence your perception of the subject?	3.82	1.01	Agree
5.	Do you think your teacher is passionate and enthusiastic about the subject?	3.20	0.81	Agree
	Grand Mean	2.84	0.86	Disagree

From the above Table. 4, the results indicate that teachers have a significant influence on students' perception of the relevance of Home Economics, with a mean score of 2.84, which is above the agreement threshold of 2.50. This suggests that more than an average students tend to agree that teachers play a crucial role in shaping their perceptions of the subject. The standard deviation of 0.86 indicates a moderate level of variability in responses, suggesting that while most students agree on the importance of teachers, there is some diversity in opinions.

This finding is consistent with the literature, which emphasizes the critical role teachers play in influencing students' attitudes and perceptions. Teachers' enthusiasm, teaching methods, and interactions with students can significantly impact students' engagement and motivation in Home Economics.

The results highlight the importance of teacher training and support to enhance their effectiveness in promoting Home Economics. Educators and policymakers can use this information to develop targeted strategies to support teachers, such as professional development programs, resource materials, and teaching awards, to recognize and encourage excellence in teaching Home Economics.

Discussion of Findings

The findings of this research work indicates that the perception of students on the relevance of Home Economics is significantly influenced by factors such as the gender of the students, Parents, teachers and peer group. According to the response of 132 students of Junior secondary school in Oredo Local Government Area of Edo State, some factors influences students perception as deduced from the mean to a large extent and others not so much, each factors varies and depends on the attitude, preference and interest of the students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

The objective of this study was to ascertain perception of student on the relevance of home economics in junior secondary schools. In the preceding chapter, the relevant data collected for this study were presented, critically analyzed and appropriate interpretation given. In this chapter, certain recommendations made which in the opinion of the researcher will be of benefits in addressing the challenges of perception of student on the relevance of home economics in junior secondary schools

Summary

This study was on perception of student on the relevance of home economics in junior secondary schools. Five objectives were raised which included: If the sex of a student influences their perception on the relevance of home economics in Oredo local government area of Edo state, if parental influence affects students' perception on the relevance of home economics, if the social image attached to home economics influences the perception of students on the relevance of home economics, if the influence of teachers affects students' perception of students on the relevance of home economics, if peer group influence affects students' perception on the relevance of home economics.

The total population for the study is 132 Junior Secondary School Student in Oredo local government of Edo state. Questionnaires were used as the instrument for the data collection. Descriptive Survey research design was adopted for this study. A total of

132 respondents made up of both male and female students of Junior Secondary School were used for the study. The data collected were presented in tables and analyzed using mean and standard deviation.

Conclusion

The poor performance of students in public examination has been an issue of public interest. For instance, the Science Teachers Association (STAN) has over the years considered ways of improving students' performance in Science subjects. This research has however provided empirical evidence useful for improving the teaching and learning of home economics at the junior secondary schools which is the foundation for all branches of home economics (foods & nutrition, clothing & textiles and home management). It is worthy to note that what students perceived as conducive learning environment has positive impact on their interest and performance in various subjects.

The home economics teacher and the students need good teaching and learning environment which is within their power to create and enforce for the effective teaching and learning of the subject since it is one of the vocational subject that can equip individual for self-reliance. The importance of acquisition of vocational skills in a developing economy cannot be overemphasized; therefore, students should be motivated with highly equipped laboratories which can greatly enhance their interest and participation in home economics class.

Recommendations

Based on the findings, the following recommendations were proffered.

- A well-furnished home economics laboratory should be provided in public secondary schools in Edo state.
- All Teachers of home economics at various levels should create a good learning environment that is capable o motivating students to participate in home economics lessons.
- Government should provide conducive learning environment in all public secondary schools and also monitor private schools, set standards for all schools to comply or close them.

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APPENDIX

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

Dear Respondent,

REQUEST FOR COMPLETION OF QUESTIONNAIRE

The researcher is a student of the above named Institution carrying out a study on
PERCEPTION OF THE RELEVANCE OF HOME ECONOMICS EDUCATION
AMONG SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT
AREA OF EDO STATE

I wish to request that you Kindly read and complete the attached questionnaire items
and tick the answers that accurately reflect your knowledge, opinion and practices. The
response you give is purely for research purpose and will be treated confidentially.

Thank you for your cooperation.

Yours faithfully,



Favour Igbinos OMORODION
(Researcher)

Section A: Bio-metric Information

Sex of Respondent: Male (); Female ()

Class: JSS1 (); JSS2 (); JSS3 ()

Section B:

KEY: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Items	SA	A	D	SD
The influence of the sex of students on their perception of the relevance of Home Economics				
Do you think Home Economics is a feminine subject				
Do you think boys are likely to excel in Home Economics than girls				
Do you think Home Economics is a subject that can be enjoyed equally by both boys and girls				
Do you think boys are most likely to be teased for taking home economics				
Do you think Home Economics should only be taken up as a career by girls				
The influence of Parents on the perception of student on the relevance of Home Economics				
Does your parents think Home Economics is an important subject for you to study?				
Does your Parents want you to pursue a Career in Home Economics ?				
Does your Parents see Home Economics as an easy and unacademically challenging subject?				
Do your Parents help you out with your Home Economics assignment?				

Do your Parents think Home Economics is a subject for girls only?				
Do your Parents show excitement about your academic excellence in Home Economics				
Peer group influence on student's perception of the relevance of Home Economics				
Do your friends think Home Economics is a cool subject?				
Do your friends encourage you to participate in Home Economics activities ?				
Do your friends think Home Economics is for those who are not academically inclined?				
Do your friends encourage you to explore career options in Home Economics ?				
Do your friends have interest in Home Economics?				
The Influence of Teachers on Student's perception of the relevance of Home Economics				
Do you believe your Home Economics Teacher is knowledgeable and up to date in the subject area?				
Does your teacher make you feel confident in your ability to succeed in Home Economics?				
Does your teacher encourage you to ask questions and explore topics in Home Economics?				
Do you think your teacher's confidence and Knowledge of Home Economics influence your perception of the subject?				
Do you believe your teacher is passionate and enthusiastic about the subject?				