

**THE INFLUENCE OF HOME ECONOMICS TEACHERS
QUALIFICATION ON JUNIOR SECONDARY SCHOOL
STUDENTS PERFORMANCE IN HOME ECONOMICS IN
OVIA L.G.A EDO STATE, NIGERIA**

BY

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EDU1605649

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

FEBRUARY, 2024

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**A RESEARCH PROJECT SUBMITTED TO FACULTY OF
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CERTIFICATION

We the undersigned certify that this work was carried out by **Oghenebrohien Rejoice OVWIE** with the Matriculation Number **EDU1605649** of the Department of Vocational and Technical Education, Faculty of Education University of Benin, Benin City, for the award of B.Sc. (Education) in Home Economics.

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DEDICATION

This research work is dedicated to God Almighty without whom, I will be nowhere close to the completion of this research

ACKNOWLEDGEMENT

To God Almighty be all glory and adoration for the immersed love shown throughout her study in the University of Benin

The researcher deeply express absolute gratitude to the supervisor of this study, Dr. Mrs. G.I Bardi for his dedication, correction and guidance towards the success of the completion of this scholarly work.

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ABSTRACT

This study therefore aims to determine The Influence Of Home Economics Teachers Qualification On Junior Secondary School Students Performance In Home Economics In Ovia L.G.A Edo State, Nigeria. In order to carry out the study, four research questions were raised. The descriptive survey research design was used for the study.

The population of the study comprised 17 government junior secondary School in Ovia North - East Local Government Area of Edo State with a total population of about 2,550 (junior secondary schools only) this will however represent the total population of the study.

The purpose of this study is concerned mainly to investigating the influence of home-economics teachers' qualification on the secondary school students' performance in home -economics in Ovia L.G.A in Edo state. To determine the reliability of the instrument, the internal uniformity of items were determined using Cronbach alpha statistic. The instrument was administered to 20 Senior Secondary School Students (SSSS) who were not part of the study sample. The instrument yielded an alpha of 0.73.

The data was analysed using descriptive statistics such as frequency, percentages and means.

The results shows that the level of academic performance of students in Home-economics in public junior secondary school in Ovia North-East Local Government of Edo State is high.. Educational authorities and policymakers should prioritize the recruitment and retention of qualified Home Economics teachers. Efforts should be made to attract more qualified teachers to junior secondary schools in Ovia North-East Local Government Area. This can be achieved through targeted recruitment campaigns, incentives, and professional development opportunities.

CHAPTER ONE

INTRODUCTION

Background of the Study

Home Economics is an applied field, which integrates knowledge obtained from various relevant disciplines. It generates knowledge as well as uses concepts from other fields and applies them to help individuals and families improve their modes of life and society as a whole. Heneritta (2018) regards the family ecosystem as a core of Home Economics. According to Parker (2021), the Home Economics views the family as a major source of nurturance, protection and renewal for the individuals. As an educational force, the family significantly contributes to the qualitative development of its individual members and has the potential to prepare them for effective productivity in respect of self and society. As the relationship between the family, home & Home economics is inseparable, from this perspective, Home economics works through family to develop balanced relationship between people and social environment and thus paving the way for healthy human development. Quite contrary to the present perceived view, Home Economics is much more than cooking and sewing and thereby the curriculum must be flexible, individualized, diversified and aimed at the

provision of good foundation to the liberal arts. The contents of Home Economics should be a synthesis of the physical, biological and social sciences, the arts and the humanities as they are applied to the improvement of quality and family life relations.

Teacher quality is widely recognized by policymakers, practitioners, and researchers alike to be the most powerful school-related influence on a child's academic performance. Fenster (2014) maintains that a teacher who is highly effective, improves both students' academic learning in the short-term and their long-term quality of life. School is where people go to acquire knowledge, learn skills, and develop values that will make them productive citizens and help them grow to their fullest potential as human beings. The quality of the teacher in any school setting is claimed to be the most critical component for improving student achievement and closing achievement gaps. Leigh and Mead (20015), argue that the knowledge and skills of teachers are the most important factors influencing children's learning. Therefore teacher quality is considered a means towards this end.

The dramatic effects that teachers have on Students' achievement are largely

undisputed. This is the reason why teacher quality influences student performance and highlights academic qualification and experience as some of the qualities of a teacher. A highly effective teacher improves both students' academic learning in the short-term and their long-term quality of life. The veracity of this statement has been supported by empirical information but what has not been clear from these empirical findings is the exact characters or qualities that impact student performance. Several studies that have been carried out on various factors affecting student performance, offer deeper and insightful reflection on the topic. Irfan and Shabana (2018) have identified several factors that impact on student performance. They include: communication, proper guidance, and learning facilities.

Teachers are the most important resource that a school should have to achieve greater and better results. It is supposed that teacher preparation and certification are the strongest factors contributing to students' achievement. The issue of professionalism in teaching has been on course for quite some decades ago. Scholars argued the necessity of skilled teachers for effective learning and that the success or failure of any educational programme rests majorly on the adequate availability of qualified (professional), competent and dedicated teachers. Seweje

and Jegede (2015) noted that the ability of a teacher to teach is not derived only from one's academic background but it is based upon outstanding pedagogical skill acquired. This view is supported by Nkwodimah's (2013) submission that the teacher's quality will inevitably be seen in the citizens tomorrow. Okebukola in Ngada (2018), while remarking on teachers' quality, observed that over 80% of respondents in a survey research (journal of Education and humanities Pg6.) were of the view that teachers are carriers of weaknesses. These weaknesses include among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter and lack of professionalism. From Ajayi's (2019) point of view, the professional qualities of a teacher have to do with the following:

- Mastery of the subject matter
- Sense of organization
- Ability to clarify ideas
- Ability to motivate students
- Good imagination
- Ability to involve the students in meaningful activities throughout the period

of teaching

- Management of the details of learning
- Frequent monitoring of students' progress through tests, formal and informal, written and oral quizzes.

The availability of professional teachers of Home economics in our schools is low (Ngada, 2008). The reasons may not be farfetched as teaching may be seen as a dumping ground for any unemployed school leavers, irrespective of their area of specialization. This group of able bodied young men and women thus handle the job as a bye-pass venture to their desired ends. Consequently, their input on the job would be very low since it lacks the dedication demanded by the job. The few ones that seem to show little dedication lack the technical knowhow of teaching since they were never trained on the job. The resultant effect on the students' performance is catastrophic. The major evil done by this is half-backed and shallow-knowledge students who often perform poorly in English language during external examinations.

Home Economics integrates the social, physical and the human sciences in the study of problems arising from daily lives in homes, families and communities.

Home Economics Institute of Australia (HEIA) (2002) said Home Economics

contribute to empowering people to become active and informed members of the society. Nigerian Education Research and Development Council (NERDC) in 2007, Home Economics has different areas such as Food and Nutrition, Home Management, and Clothing and Textile which help to improve the home and family. The National Policy on Education (2004) said Home Economics is a vocational and technical education design to prepare individuals to acquire practical skills, basic scientific knowledge and attitude required as craftsmen technicians at sub - professional level. Home Economics as a discipline has several objectives (Anyakoha, 2007). Home Economics is an entrepreneurial skills basic oriented field of study that is expected to equip learners with skills for self - reliance. The major objectives of Home Economics are as follows;

1. To help students prepare themselves for home and family living.
2. To provide certain experiences which are preparation for professional Home Economics employment such as event planning, interior decoration, nutritionist and dietetics, hotel management and flight attendant etc.
3. Home Economics enables individuals to be self - reliant, innovative and creative by creating jobs for themselves without

warning in the government.

4. It helps Students with proper finance budgeting, learning how to spend wisely and efficiently.
5. To equip students to be saleable for life e.g sewing, baking, cooking, knitting, hand craft, recipe development and many more.

For these objectives to be attainable, students must have optimum academic performance in the subjects. Academic performance according to Ezenwafor and obidile (2016), refers to the result of students' effort in the examinations. However, recent time, Mbugua, Kibet, Muthaa and Nkonke (2012), identified the factors affecting academic performance of students to be under staffing, inadequate teaching/learning materials, lack of motivation and poor attitude by both teachers and students. Igwe and Ikatule (2011), opined that poor academic performance of students is a deficiency in teaching method(s) employed by teachers. According to Tshabalala and Ncube (2013), lack of materials, bad teaching behavior, poor grounding in the subject area at lower levels, poor teaching methods as well as fear of the subject are factors affecting academic performance of students. Eamon (2005), said parents' education affect academic performance in school.

Teachers' qualification and experience affect academic performance. Atieh (2013), said the academic performance of Home Economics is not improving and this may be as a result of underlining factors as indentified by Enu, Agyman and Nkum (2015), which include Attitude of students, peer group influence, parental education, learning facilities, method of instruction, teachers and students' self-motivation.

Statement of the Problem

Home economics is one of the subjects needed by every individual irrespective of the person's profession. Home economics helps students prepare themselves for home and family living. It also helps the nation to reduce poverty, crime, prostitution, and other vice associated with youth. This is because its knowledge provides many jobs for youths who are qualified and interested. For anyone thriving to be self-reliant and independent and also wants to run his/her home effectively, the knowledge of Home Economics is necessary.

Unfortunately, Concerns have been raised by educational unions, parents and concerned individuals about the poor academic performance of students in secondary schools, which has perhaps led to the fall in the standard of education. This challenge could be as a result of the quality of teachers in the school as the

qualification of teachers greatly affects the performance of students, or perhaps it could be that the students themselves do not put a lot of effort towards learning. Student's lack of interest towards learning affects their academic performance in the long run. Therefore, this study is out to investigate the influence of home-economics teachers' qualification on the secondary school students' performance in home -economics in Ovia L.G.A in Edo State Nigerian

Research questions

The following research questions were raised to guide this study

1. To what extent does shortage of qualified teachers constitute challenges in the learning of Home-economics in secondary schools in Ovia North-East Local Government Area?
2. What is the level of academic performance of students in home-economics in public secondary school in Ovia North-East Local Government of Edo State?
3. To what extent does shortage of qualified teachers constitute challenges in the learning of Economics in public secondary schools in Ovia North-East Local Government Area?

4. To what extent does teachers' method of teaching constitute challenges in the learning of Economics in public secondary schools in Ovia North-East Local Government Area?

Purpose of the study

The purpose of this study is concerned mainly to investigating the influence of home-economics teachers' qualification on the secondary school students' performance in home -economics in Ovia L.G.A in Edo state.

Significance of the study

The finding of this study when published in journals, books of proceeding, research related materials and presented in conference, will be of immense benefits to students, teachers, school administrator, the Federal Government and researcher.

To the students, the findings of the study will help them to be aware of some factors affecting academic performance of Home Economics which will make them to do better in their academic pursuit. The study will not only assist the students to improve academic performance in school but also, it will improve the level of performance in life.

The finding of the study would be useful to the teachers. This is because the study will give a baseline data on the extent of factors which affect academic performance of Home Economics students and also, the study will be useful as to identifying major areas of inadequacies in the teaching and learning Home Economics.

Also, the school administrators will find this study very important because school administrators in charge of Home Economics Education programme will be able to put measures in place as regards to poor academic performance to ensure that Home Economics students perform optimally.

The Federal Government will also find this study useful because it will expose them to various issue that are affecting Home Economics education and how they can go about to tackle them to make sure that academic performance of Home Economics attain maximum height.

Finally, to the researcher, the information provided by this study would serve as basis for further research area uncovered by this study and also an important reference tools for further research in the related field of study.

Scope and delimitation of study

The scope of this study focuses on how Home economics teacher's qualification affects student's academic performance in home economics. It shows how indicators like teacher's qualifications, teaching experience, teacher's capacity building and instructional task performance impacts on the academic performance of secondary school students. The study is delimited to public secondary schools in Ovia North-east Local Government Area of Edo State looking specifically at J.S.S 3 students for 2021/2022 academic session.

Operational definition of terms

The following variables and terms are defined operationally as they are used in this study:

Teacher's quality: In this study, teacher quality refers to the teaching skills and observable characteristics such as teacher's qualifications, teaching experience and teacher capacity building.

Academic performance: Academic performance in this study means the students learning outcome.

Teaching experience: In this study teaching experience means how effectively the teacher's impact the student's performance.

Qualification: This means the type of experience or knowledge a teacher possess to make him/her suitable to teach.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature related to this study and relevant to the Study were organized under the following sub - headings:

- Theoretical Framework
- Concept of Home Economics Education
- Concept of Teachers' Qualification
- Concept of Students' Academic performance
- Teacher Experience and Student Academic Performance
- Teachers knowledge of subject matter and student academic achievement
- Summary of Reviewed Literature

Theoretical Framework

The theoretical framework of the study is anchored on Walbergs theory of academic performance. The theory states that the psychological characteristics of individual student and their immediate psychological environment Influences

educational outcomes which is academic performance (cognitive, behavioural and attitudinal).

Walberg's theory tackles about the influences on learning that affects the academic performance of a student. It is an exploration of academic performance wherein Walberg used a variety of methods on how to identify the factors that affects the academic performance of a student. He analyzed his theory with the help of different theorists and integrated his study with over 3000 studies. In his theory, he classified 11 influential domains of variables, 8 of them were affected by social-emotional influences namely, classroom management, parental support, student-teacher interactions, social-behavioral attributes, motivational-effective attributes, the peer and learning facilities.

The variables are reflected with different representation. In the first three variables (ability, motivation, and age) reflect characteristics of the student. The fourth and fifth variables reflect instruction (quantity and quality), and the final four variables (classroom climate, home environment, peer group, and exposure to media) represent aspects of the psychological environment. He explained that these variables has a certain effects that might cause problems with the academic performance of students if it will not be properly guided. Giving importance with

a certain variable can mean a big impact with the student's academic performance.

Several studies have been done to identify problems that affects students' academic performance. The students' academic performance depends on a number of socio- economic factors like students' presence of trained teacher in school, teacher-student ratio, attendance in the class, sex of the student, family income, mother's and father's education, , and distance of schools.

Students are most essential asset for any educational institute. The social and economic development is directly linked with student academic performance. The students' performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development. Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence on the student performance, but these factors vary from person to person

Welberg's theory of academic performance is related to this study because the

cognitive, behavior, attitude and immediate environment of Students affect their academic performance.

Academic performance is strongly associated with the latent variable labeled “cognitive ability” which captures most of the variation in the individual specific outcome measures. Working memory, visual spatial skills, and learning together stood out as the best combination to predict academic performance. Students’ behavior and attitude influence academic performance. Through a variety of methods, a large number of studies have investigated the factors that determine academic performance. Vandamme, Meskens and Superby (2017), analyzed a broad range of individual characteristics concerning personal history, behavior, perception, social behavior and personality, the research observed correlations between academic performance and students behavior. The immediate environment of Students is where they live and study. Karemera (2013), found that students' performance is significantly correlated with satisfaction with academic environment and the facilities in the school and at home.

Since it is assumed that the psychological characteristics of the individual and their immediate environment have effect on their academic performance , it is

believed that students 'academic performance is dependent on good learning environment and positive psychological traits. Thus, students' most desirable academic performance is rests on how well schools and parents is able to provide effective and conducive learning environment and good psychological characteristics to students.

Concept of Home Economics Education

Home Economics is a field of study that is primarily concerned with strengthening family life and increasing productivity of individuals in the social economy. It synthesis knowledge from arts and science based disciplines to improve manipulative skills, organizational skills and social skills. Home economics also known as family and consumer Sciences is a field of education which concerns itself with management and economics of the community and home (Falae, 2018).

Nigerian Education Research and Development Council (NERDC) in 2007, to suit the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDGS) highlighted the major areas of Home Economics which are; food and nutrition, clothing and textile and home

management.

Foods and Nutrition is made up of food processing, preservation, food preparation, meal management and services. Food is any substance which after consumption, digestion and absorption by the body nourishes the body, supplies energy, promotes growth, repairs the worn out tissues and regulates all the body processes. (Olusanya, 2019). According to the author, food contains nutrients which must be consumed in the right proportion for good intellectual development, growth and for the maintenance of good health. Nutrition is the science that deals with the study of food in relations to their effects on the human body. It involves the study of the chemical and physical properties of the nutrients, their food sources, deficiency symptoms and their appropriate proportions in a balanced diet.

It includes the study of food processing, preservation, food preparation meal management and services. The knowledge of Nutrition is important for the following reasons.

Helps one to have basic knowledge and principles of nutrients. Promotes good intellectual development

For maintenance of good health and knowledge of the kind of food nutrients necessary to reduce the incidence of sickness, it also helps one to know the kind of food that will meet the dietary requirements of different age groups.

Careers associated with foods and nutrition includes:

Teaching, Dietetics, Food Scientists Food Technology, Food engineers and caterer.

Clothing and Textile is an aspect of Home Economics that deals with the study of textile and designing of clothes which involves the following.

Personal appearance and grooming Selection of clothing for the individuals

Choice, use and care of sewing tools and equipment Scientific, economic and cultural aspects of textiles and clothing Pattern drafting, alteration and adaptation.

Construction of articles and garments Care of clothing.

Application of arts principles to home furnishing, clothing and textiles, house hold and personal accessories, children's toys etc

Careers associated with clothing and textiles includes the following

Designing, pattern illustration, beauty care and hair dressing, Dress making dry

cleaning and laundering, modeling, fashion merchandising weaving, fabric dyeing, teaching and research.

Home management deals with the processes of using those things which the family has to obtain the things needed by the family (Anyakoha, 2017). Some of the things which the family possesses include – money, knowledge, imagination time, energy and house hold equipment. These are called human resources while those things the family needs includes foods, clothing, and shelter and these are referred to as material resources.

Careers in Home management includes;

Family living and child development, Home making, Home Economics Extension, Journalism, Interior decoration, Institutional Housekeeping, Babysitting, child care, social welfare work, Teaching and Research. From the above areas of Home Economics highlighted, one observes that Home Economics at both junior and senior level develop knowledge, skills, and attitudes of students.

In the face of pervasive and relentless change, young people need to learn to become family literate (McGregor, 2009), such literacy is provided through Home Economics education within the formal school curriculum. According to

National Council for curriculum and Assessment (NCCA) (2012,) Home Economics have the potential to facilitate and empower young 21st century learner “to be the next generation of creative problem solvers” and to become responsible, discerning and healthy citizens of the future.

Roles of Home Economics Education in Economic Development

Education is one of the most important aspects of human life and a basis for human development which brings about economics development It is imperative that every child should have the opportunity to achieve his or her academic potential (Haki Elimu,2008). Economic development is a process that generates economic and social, quantitative and, particularly, qualitative changes, which causes the national economy to cumulatively and durably increase its real national product.

Lemchi (2019), noted that Home Economics is a skill oriented subject which is capable of equipping the individuals with basic skills and knowledge that will help them to be self-reliant and thereby contribute to the social and economic development of the individual, the family and the nation at large. Some of the careers open to a Home Economics include designing clothes, clothing retailers,

home services representative; food specialist, home economist in journalism, nutrition and dietetics, family and child development, catering advertising, magazines and public relation writing, television, publications, business and industry. Home Economics is also a diversified filed of knowledge that involves education and research in many areas including: food and nutrition, clothing and textiles, family life and Human Development, Household and Institutional resource management and community Health. Home Economics is a course that has a greater role to play in poverty alleviation. Poverty is a global phenomenon ravaging most countries in Africa. Poverty is a state where an individual or group cannot obtain the necessities of life. It is also a situation of low income or low purchasing power.

Poverty may be described as the scarcity of human basic needs or the inability of an individual or society to acquire human basic needs (Olaitan, Ali, Onyemach and Christ 2010), in this context poverty can affect individual or group of community or nation. When human and natural resources of a nation are not sufficiently developed, poverty becomes the order of the day and the economic scenes will be eluded with various problems to the extent that policy makers, practitioners and general public will be in a state of confusion. (Ajekamo, 2008).

Nigeria has an estimated population of 155 million inhabitants believed to be living below international poverty line (Adekoya, 2010). It is estimated that two thirds of the country's 120 million people or 80 million are said to be poor and this is inspired by the fact that since independence Nigeria is said to have realized \$ 300 billion in oil and gas revenues and development aid. According to Adekoya (2015), despite the efforts of successive governments in Nigeria to tackle the issue of unemployment and scourge of poverty by different approaches the issue of wealth creation and poverty still remain elusive. Hence a greater number of Nigerians remain trapped in a cycle of poverty up till now and many Nigerians are still falling into this trap because of ignorance and lack of vocational training and skills. Poverty reduction becomes the most difficult challenge facing the developing countries of the world, Nigeria in particular. (Arogundade, Adebisi and Ogunro 2011). This is where Home Economics have to help families. Thus the aim of Home Economics in poverty alleviation is to show how skillfully a family can manage the meager family resources and generate more. Home Economists should realize that they should be producers of goods and services, producers of saleable knowledge, attitudes in order to alleviate poverty.

The rate of unemployment and youths' restiveness has encouraged government

agencies to train people in skills for food preparation. They make meat kebabs (suya, kilishi pastries, cake, drinks and beverages and other finger foods. Some of these trainees are given take - off capital and equipment's to start their business. In this way, the government is sure to have taken some youths off the streets.

Some nutritionist open canteen were they make and sale all types of food to earn a living. Food and Agriculture Organization (FAO) (2019), observed that the preparation and sale of food provide a regular source of income to millions of men and women in developing countries. In fact, there is a popular saying that it is only in the business of food that a business man never loses. The nutritionist is gotten through Home Economics Education and it help to develop the economy of the nation.

Home Economics Institute of Australia (HEIA) (2012), said Home Economics contributes to empowering people to become active and informed members of the society. It also makes individuals to become active and informed members, teaching them how to produce household articles such as wall hanging, flower vase, cotton fabrics, apron, table mat and many others, they are produce in bulk and sold for income which can bring about economics development.

Concept of Teacher's Qualification

Teacher's qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teacher's qualification could therefore mean all the skills of a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development.

Someone might have a teaching certificate at hand but without adequate knowledge of subject matter, this individual has no teaching qualifications yet. Similarly, someone without proper knowledge of pedagogy or someone who spent few years in training without completing the required years does not possess teacher qualifications. It was observed that one of the most important factors in the teaching process is a qualification of the teacher. The perspective was that a teacher's qualification can go a long way to bring about student's higher academic achievement.

Teacher qualifications can be divided into two categories. The categories are personal quality and certification as represented in the figure 1 below. What qualify someone to teach and that can influence student's academic performance are related to certain qualities teacher got in the classroom and was certificated at

a particular period of his or her lifetime. The second one are those related to personal quality that are continuous in his or her lifetime. Degree certificates, formal education, and in-field preparation are not throughout the life of a teacher. Once a teacher has them, it is over for his or her lifetime. Teaching strategies, experience, professional development, motivation, and interaction is personal to the individual teacher and keep changing in a teacher life. A teacher who has a bad teaching strategy today may not have it another time. A teacher's experience today will not remain the same in a year to come so is professional development. A teacher who is poor in motivating and interacting with students today may not remain the same another time. The two categories of qualifications influence learning and lead to the learning outcome. This learning outcome could either be positive or negative depending on the teacher. The most important teachers' qualifications are those that relates to "teacher personal" quality. The model shows how certification and personal quality affects student learning through the various lines drawn pointing to the student learning. From the student learning, another line is drawn to the learning outcome. The implication of this is that what the student learned will ultimately determine the academic performance (learning outcome).

Concept of Student's Academic Performance

Students' academic performance is an issue that deeply concerns students, parents, teachers and authorities not only in our country, but also in other countries. The complexity of the academic performance starts from its conceptualization. Sometimes it is known as school readiness, academic achievement and school performance, but generally the difference in concepts are only explained by semantics as they are used as synonyms. Conventionally, it has been agreed that academic performance should be used in university populations and school performance in regular and alternative basic education populations. Several authors agree that academic performance is the result of learning, prompted by the teaching activity by the teacher and produced by the student. From a humanistic approach, Martinez (2007), states that academic performance is “the product given by the students and it is usually expressed through school grades. Academic performance is a measure of the indicative and responsive abilities that express, in an estimated way, what a person has learned as a result of a process of education or training. Academic performance according to Ezenwafor and Obidile (2016), refers to the result of students’ effort in the examination. The results of students after academic instructions are very important because it help

the teachers to know the traits present and the extent to which those traits are present. For Caballero, Abello and Palacio (2017), academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. These are expressed through grades which are the result of an assessment that involves passing certain tests, subjects or courses. On their part, Torres and Rodríguez (2016 quoted by Willcox, 2017) define academic performance as the level of knowledge shown in an area or subject compared to the norm, and it is generally measured using the grade point average.

The purpose of the school or academic performance of students is to achieve an educational goal. Students' Performance varies according to circumstances, organic and environmental conditions that determine skills and experiences. Academic performance involves factors such as students' attitude, intellectual level, learning facilities, motivation, peer group influence, parental education, self-esteem or the teacher students' relationship. When there is a gap between the academic performance and the student's expected performance, it refers to a diverging performance. An unsatisfactory academic performance is the one that is below the expected performance. Sometimes it can be related to teaching methods. (Marti, 2003).

Teachers Experience and Students Academic Performance

It has been established that in-experienced teachers perform less effectively than the experienced ones. The inexperienced ones are those with-less than three years of experience. Rosentholtz, 1986 and Hanushek, 1996 found that fewer than half of the 109 previous studies, the estimated of teacher experience show that a student statistically significant effect on student achievement; but Stevens found that more experience actually had a negative impact and student achievement. Other studies show a stronger positive relationship between teacher experience and student outcomes in scores.

Owolabi (2017) state that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system. Rivkin, Hanushek, and Kain (2019) also, pursue a non-parametric investigation of experience and find that experienced effects are concentrated in the first few years as to a somewhere extent their second year tend to perform significantly worse in the classroom.

The relationship between teacher experiences as student's achievement receives

considerable attention in the empirical literature, with somewhat mixed results. Several researchers said that experience, especially during the first couple of years in the classroom, is positively associated with student achievement in mathematics and reading at the elementary and middle school levels. Several other studies, however, do not detect meaningful differences between more and less experienced teachers (Carr, 2006; Gallagher, 2004). Murnane (1995) suggest that the topical teacher learning have peaks in a teacher's first few years. Some statistics also review that well prepared begins teachers can be highly effective. For example studies of 5 years teacher education programme that include bachelor degree in the discipline and matters in education as well as year-long student teaching placement have found graduate to be more confident than graduate of 4 years programme and as effective as more senior teacher (Dentan and Peters 1988). Really, teaching experience influences students' achievements. Teachers experience in teaching plays a very vital role in the achievement of students. Most of the in-experienced teachers become experienced as a result of their years of experience in teaching. Teachers play a vital role in the development of education. The success of any educational system depends largely on the quality of teachers. "A teacher is a maker of man"; "a teacher is a

helper and guide”.

According to Zakir Hussain (1897-1969), the president of India, “they (teachers) are literally the arbiters of a nation’s destiny. Rabindranath Tagore (1861-1941), an Indian philosopher and poet says “if there is any profession of paramount importance, I believe it is that of the school master”. A teacher plays his role towards society in two ways:

- a. Inside the school by preparing students towards being good and effective citizens and;
- b. Outside the school by assuming the role of a social worker and agent of social change. However, the teacher’s role in the school is of vital significance.

The validity of any educational system naturally is dependent upon the quality of the teaching and the availability of competent teachers, it is difficult to assess the quality of a teacher. We can only determine what makes a qualitative teacher. A teacher qualification, the qualities related to professional requirements.

- Qualities relating to character and personality
- Qualities relating to human relationships

- Qualifications relating to professional education/training.

Glass (2012) reviewed the characteristics of teachers that might be identified and used in the initial hiring of teachers to increase their student's achievement. Glass (2000) stated that teacher characteristics can include qualities of teachers that are viewed as personal – such as mental ability, age, ethnicity, gender and the like - or “experiential” – such as certification status, educational background, previous teaching experience and the like. He claimed that psychometric measures of teacher characteristics are not useful for initial teacher selection implies that candidates be selected by other means - staff interviews, recommendations by peers or past supervisors.

Rivkin Hanushek and Kain (2008) point to the fact that high quality teachers can offset a substantial portion of disadvantage related to family economic and social circumstances. Hanushek et al (2008) pin point the experience gains arising during the first year of teaching with essentially flat impacts of experience subsequently. Consequently misspecification of the relationship between outcomes and experiences likely contribute to the failure and find a systematic link between quality and experience.

The national policy on education (2004) stated that the “teacher education will continue to be given a major emphasis in all our education planning because no education can rise above the quality of its teacher”. The policy stated that, the purpose of teacher education in Nigeria is as follows:-

To produce highly motivated conscientious and efficient classroom teachers for all levels of our education system.

- a. To encourage further, the spirit of enquiry and creativity in teachers.
- b. To help teachers fit into the social life of the community and society at large and to enhance their commitments to national objectives.
- c. To provide teachers with intellectual and professional background adequate for the assignment and to make them adaptable to any changing situation not only in their country but in the wider world.

On the other hand, on the issue of students’ achievement, generally there are certain factors that influence the achievement of students. The background of the students, which is the home background, the nature of the environment the students come from influences their performance in school. The socio- economic status of the parents plays a vital role in the academic performance of the students.

Aduwa (2014), the determinants of students' academic success reported that students' home environment, their cognitive abilities, self-esteem, self-concept, study habits and motivation affect their academic success. The peer group to which the students belong to plays a significant role. That is if a child is lucky to find himself in a peer group that are more serious and concentrate in their studies, the end result will be excellent.

It is on the other hand, if a student happens to find himself in the contrary group, he will not concentrate in his studies, the reverse will be the case Igwe (2000). Conducive atmosphere for teaching greatly influences achievement in terms of learning. The learning environment should be conducive, not congested. And spacious enough for the learners, an environment that is not conducive affects learning seriously. The usage of instructional materials that are relevant influences student's performance. A great teacher teaches with instructional materials, which greatly help or make the teacher teach easily, so also the students understand or receive the message easily. A few research studies was found consisted, positive relationship between student learning and teacher "flexibility", "creativity" and "adaptability" (Walberg Waxman 1993).

Teacher training program is a vital factor that influences achievements of students. The education commission (1964-1966) said “A sound program of professional education of teachers is essential for qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions”.

The National Policy of Education States, “No education system can rise above the quality of teachers in the system”. (FGN, 2006). Ogunsaju (2004) states that the academic standard in all Nigerian educational institutions has fallen considerably below expectations. Blumende (2001) corroborated this view when he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. There is a great need for the training and re-training of teachers for the improvement of students’ performance.

Teachers Knowledge of Subject Matter and Students Academic Performance

Knowledge of the subject matter is a variable that influences teachers’ quality and also affects students’ performance. Students understand lesson more and with keen

interest when lesson was taught by a teacher who master his subject matter very well. A teacher that masters his subject matter teaches very well. He is able to perform his duty efficiently and effectively. He is capable of developing and implementing curriculum. Broughten et al (1980) points out, learning to use a language involves a great deal more than acquiring some grammar and vocabulary. It involves the competence to suit the language to the situation, the participants and the basic purpose conversely. It involves the competence to interpret what other speakers mean.

The mastery of relevant knowledge is one of the most important attributes of the teacher, according to Majason (1995). Bello (1980) in ELT (2001) the teacher today must have a good grasp of the subject matter if he is to command respect of his pupils. Since the frontiers of knowledge keep expanding every day and the level of the students generally keep rising too, an English language teacher therefore who wants to keep abreast in the area of specialization should not cease to learn, he/she must have a strong command of the subject matter as well as the behavior he expects from his students and how it is related to the aims of the lesson i.e whether their class work is silent like writing Or reading or controlled oral activity at class group or a free group activity.

Positive associations between teacher content knowledge and student outcomes were also found in studies based in Germany (Baumert et al. 2010) and Peru (Metzler and Woessman 2012), and in a comparative study using Programme for the International Assessment of Adult Competencies (PIAAC) data undertaken by Hanushek et al. (2018). These findings are not universal, however, other studies from the United States (Blazar 2015; Garet et al. 2016; Rockoff et al. 2011) failed to find a statistically significant association between teacher content knowledge and student learning. Although the impact of teacher characteristics (experience, education, and preparedness to teach) on student outcomes remains an open question, there is much a much more consistent relationship between student achievement and teacher behaviors (instructional time and instructional content), especially behaviors related instructional content. Analyzing TIMSS, Schmidt et al. (2001) found an association between classroom opportunities to learn (OTL), interpreted narrowly as student exposure to instructional content, and student achievement. In a later study using student-level PISA data, Schmidt et al. (2015) identified a robust relationship between OTL and subject literacy across different educational systems. The importance of instructional content has been recognized by national policymakers, and has helped motivate standards-

based reform in an effort-to improve student achievement.

Summary of Reviewed Literature

This chapter discusses the issue of teacher qualification with its ripple effect on academic performance of students in external examinations. In this research the researcher is able to also highlight the important variables of teacher quality, teachers' effectiveness and attitude towards the profession and the students' academic achievement.

The researcher provided the conceptual framework of the study which encompasses issues such as the concept of home economics, role of Home Economics Education in economic development, and the concept of students' academic performance. Home economics is a field of study that teaches individuals skills to make themselves useful to his or herself and the society at large. Home economics equip individuals with basis skills and knowledge that will make them to be self - employed and to be able to employ other people which can bring about economics development. Academic performance is the outcome result of students after they have been exposed to school activities.

The summary of key messages emerging from the literature reviewed is that

teachers' qualification, experience, teaching methods and host of others can affect student' academic performance in Home Economics.

CHAPTER THREE

METHODOLOGY

This chapter is basically concerned about the method and procedures used in conducting this study. This chapter was sub-divided into the following sub-headings:

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

Design of the Study

The research design that was used for this study is a descriptive survey research design. Descriptive survey research involves the assessment of public opinion, beliefs, attitudes and motivation using questionnaire as a means of data collection.

This design was suitable for this study because the opinion and fact that was elicited from a representative of respondents is on their perception about the influence of home-economics teacher's qualification on the secondary school students' performance in home-economics.

Population of the Study

The population of the study comprised 17 government junior secondary School in Ovia North - East Local Government Area of Edo State with a total population of about 2,550 (junior secondary schools only) this will however represent the total population of the study.

Sample and Sampling Technique

The sample size for the study consisted of 80 junior secondary school students. The students were carefully selected from four schools consisting 20 students from each school which gave a total of 80 junior secondary school students used for the study. The sampling technique that was used is proportionate sampling technique.

Instrumentation

The instrument that was used for the data collection is a structured questionnaire titled "The influence of Home-economics teachers qualification on junior

secondary school students performance in Home -Economics In Ovia L.G.A in Edo State Nigerian". The questionnaires consisted of two sections, A and B. Section A covered the demographic information of the students. Section B of the instrument consisted of 24 question items to seek the opinions of the respondents on the subject matter. Questions were raised in each of the research questions where the respondents were required to select the most appropriate options. The response were rated on a four (4) point rating scale. Ranging from Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) =2, Very Low Extent (VLE) = 1.

Validity of the Instrument

The instrument used for data collection was subjected to face validity by the research supervisor and one other expert in the Department of Vocational and Technical Education (VTE) University of Benin - Benin City. The opinions, suggestion and recommendations of these experts were used to produce a final instrument. The screening processes ensured the content and construct Validity.

Reliability of the Instrument

To determine the reliability of the instrument, the internal uniformity of items were determined using Cronbach alpha statistic. The instrument was administered to 20 senior secondary School students (SSSS) who were not part of the study

sample. The instrument yielded an alpha of 0.73.

Method of Data Collection

The researcher administered the questionnaire with the help of a research assistants who were the teachers of Home Economics in the schools used after taking permission from the school authorities. The research assistants were briefed on what to do. The researcher collected back the questionnaire on the spot.

Method of Data Analysis

The data that was collected from the respondents was analyzed using mean (\bar{x}), Standard Deviation (SD) and two sample independent t-test. The mean and Standard deviation was used to answer the data collected for the research questions while two sample independent t-test was used to test hypothesis at 0.05 level of significance. Decision rule was based on mean value of 2.50 such that any calculated mean (\bar{x}) equal or greater than 2.50 was regarded as high extent while any mean (\bar{x}) less than 2.50 was regarded as low extent. On the bases of hypothesis, the probability value (p) was used. If p-value rule was less than or equal to 0.05, null hypotheses was not retained, but if p-value was greater than 0.05, null hypotheses was retained

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study. The research questions were answered under the following subheadings;

- Presentation of Results
- Discussion of Findings

Research Question one

To what extent does shortage of qualified teachers constitute challenges in the learning of Home- economics in junior secondary schools in Ovia North-East Local Government Area?

Table 1: Mean and Standard Deviation showing extent of Shortage of Qualified teachers and Learning of Home Economics

Item	N	Mean	Std. Deviation	Remarks
Qualification of teachers does not affect learning outcome of Home-economics	80	2.20	1.010	Low Extent
What are the qualifications required to teach Home-economics in junior secondary schools?	80	2.59	1.186	High Extent
Students tend to learn better under the tutelage of a qualified Home-economics teacher	80	2.90	.810	High Extent
Do you think something can be done to attract more qualified teachers to teach Home-economics in junior secondary schools?	80	3.99	.773	High Extent
What can be done to retain qualified Home-economics teachers in junior secondary schools?	80	2.59	1.183	High Extent
The qualification of teacher affects the students learning of Home economics	80	3.99	.773	High Extent
Cluster Mean	80	3.05	0.988	High Extent

In response to research question one, table 1 showed that the respondents rated item two to six as high extent with a mean rating ranging from 2.59 to 3.99 while item one indicated low extent with a mean of 2.20. The standard deviation also ranges from .773 to 1.186. The cluster mean showed a mean of 3.05. With these results, the above mean shows that shortage of qualified teachers constitute challenges in the learning of Home-economics in junior secondary schools in Ovia North-East Local Government Area at a high extent.

Research Question Two

What is the level of academic performance of students in Home-economics in public junior secondary school in Ovia North-East Local Government of Edo State?

Table 2: Mean and Standard Deviation showing Level of Academic Performance of Students in Home Economics

Item	N	Mean	Std. Deviation	Remarks
The students that have qualified teachers always perform well in class.	80	3.03	.944	High Extent
Qualification of teachers does affect learning outcome.	80	2.54	1.380	High Extent
Utilization of library facility enhance students academic performance.	80	3.96	1.300	High Extent
Laboratory equipment's improve student's academic performance.	80	2.52	1.362	High Extent
A clean and well ventilated classrooms motivate Students to learn more during Home-economics classes.	80	2.60	1.186	High Extent
Good teaching aids enhance students academic performance in home economics.	80	3.96	1.300	High Extent
Cluster Mean	80	3.10	1.069	High Extent

In response to research question two, table 2 showed that the respondents rated item one to six as high extent with a mean rating ranging from 2.52 to 3.96. The

standard deviation also ranges from

.944 to 1.380

The cluster mean showed a mean of 3.10. With these results, the above mean shows that the level of academic performance of students in Home-economics in public junior secondary school in Ovia North-East Local Government of Edo State high?

Research Question Three

Does the qualification of qualified teachers determine the extent of their productivity in teaching Home Economics in Junior Secondary Schools in Ovia North East Local Government Area?

Table 3: Mean and Standard Deviation showing if the qualification of qualified teachers determine the extent of their productivity in teaching Home Economics in Junior Secondary Schools in Ovia North East Local Government Area

Item	N	Mean	Std. Deviation	Remark
Qualification of teachers does not affect learning outcome	80	2.32	.944	Low extent
Qualified teachers have no impact on learning	80	2.10	1.380	Low Extent

outcomes				
The students are more comfortable when being taught by a qualified teacher	80	3.96	1.300	High Extent
Shortage of qualified teachers makes learning of Home economics uninteresting.	80	2.00	1.277	Low Extent
A qualified teacher knows how best to handle laboratory equipments during home-economics practical	80	3.96	1.300	High Extent
Students enjoy learning when under qualified teachers.	80	3.92	1.310	High Extent
Cluster Mean	80	3.04	1.23	High Extent

In response to research question three, table 3 showed that the respondents rated item one, two and four showed low extent ranging from a mean score of 2.00 to 2.32, while item 3, five and six showed high extent with a mean rating from 3.92 to 3.96. The standard deviation also ranges from .944 to 1.380. The cluster mean showed a mean of 3.04. With these results, the above mean shows that qualification of qualified teachers determine the extent of students productivity in teaching Home Economics in Junior Secondary Schools in Ovia North East Local Government Area.

Research Question Four

To what extent does teachers' method of teaching constitute challenges in the learning of Home economics in junior secondary schools in Ovia North-East

Local Government Area?

Table 4: Means and Standard Deviation showing Extent teachers method of teaching constitute challenges in the learning of home economics

Item	N	Mean	Std. Deviation	Remarks
Teaching method does not matter in the learning of Home economics.	80	2.20	1.010	Low Extent
Qualified teacher's find it difficult to adopt student centered teaching methods	80	2.10	1.186	Low Extent
Most teachers lack experience in teaching of Home economics.	80	2.00	.810	Low Extent
Parental education determines the quality of assistance offer to their kids school works.	80	3.99	.773	High Extent
Students don't care about teaching methods in the learning of Home economics.	80	2.10	1.186	Low Extent
Cluster Mean	80	2.47	0.988	Low Extent

In response to research question 4, item one to three, five and six showed low extent with a mean rating from 2.00 to 2.20, while only item four showed high extent with a mean score of 3.99. The standard deviation ranged from .773 to 1.186 and the cluster mean was 2.47. This result clearly shows that teachers' method of teaching constitute challenges in the learning of Home economics in junior secondary schools in Ovia North-East Local Government Area to a low

extent.

Discussion of Findings

The findings of the study reveal significant insights into the challenges faced in the learning of Home Economics in junior secondary schools in Ovia North-East Local Government Area. The first research question addressed the extent to which the shortage of qualified teachers constitutes challenges in the learning of Home Economics. The results indicated that the respondents perceived a high extent of challenges associated with the shortage of qualified teachers. Items related to the qualifications required to teach Home Economics, the impact of qualified teachers on students' learning outcomes, and the potential measures to attract and retain qualified teachers all received high mean scores, suggesting a consensus among respondents regarding the significance of teacher qualifications in enhancing the learning experience.

In addressing the second research question on the level of academic performance of students in Home Economics, the findings revealed a high extent of positive factors influencing academic performance. Elements such as having qualified teachers, the impact of library facilities, utilization of laboratory equipment, the quality of classrooms, and the effectiveness of teaching aids were perceived to contribute significantly to students' academic success. These findings align with

existing literature emphasizing the importance of qualified teachers, supportive learning environments, and adequate educational resources in enhancing student achievement (Darling- Hammond, 2017; Hattie, 2009).

The third research question explored whether the qualification of teachers determines the extent of their productivity in teaching Home Economics. The results indicated a high extent of agreement among respondents that qualified teachers have a positive impact on students' learning outcomes. The comfort level of students, the interest in learning, and the effective handling of laboratory equipment were identified as areas where qualified teachers significantly contributed to productive teaching. These findings are consistent with research emphasizing the crucial role of teacher qualifications in fostering positive learning experiences (Ingersoll & Strong, 2011; Darling- Hammond, 2000).

Finally, the fourth research question investigated the extent to which teachers' methods of teaching constitute challenges in the learning of Home Economics. The findings suggested a low extent of challenges associated with teachers' methods of teaching. While some concerns were raised, such as the difficulty for qualified teachers in adopting student-centered teaching methods and the perceived lack of experience among teachers, the overall mean scores indicated a

relatively lower impact compared to other factors. However, the importance of parental education in influencing the quality of assistance provided to students was highlighted as a significant factor. These findings align with literature emphasizing the multifaceted nature of educational challenges and the need for a holistic approach to address them (Hanushek & Woessmann, 2015; UNESCO, 2017).

In conclusion, the study provides valuable insights into the challenges and factors influencing the learning of Home Economics in junior secondary schools. The findings underscore the critical role of qualified teachers, supportive learning environments, and adequate educational resources in enhancing students' academic performance and overall learning experience. Addressing the shortage of qualified teachers and ensuring a conducive learning environment are essential steps towards improving the quality of Home Economics education in the study area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

This study accessed the influence of home-economics teacher's qualification on the junior secondary school students' performance in home-economics in Ovia L.G.A in Edo State. Four (4) research questions were raised to guide the study. The study adopted a descriptive survey research design. The population of the study consisted of two thousand, five hundred and fifty (2550) Junior Secondary School students in the 17 Public Junior Secondary Schools in Ovia North East Local Government Area. A proportionate sampling technique was used to select four junior secondary schools and 80 students, 20 from each of the four junior secondary schools to represent the total population of the study. The instrument for data collection was a questionnaire; it was built around the research question by the researcher and validated by the researcher's supervisor and two other experts in the Department of Vocational and Technical Education.. Data collected were analyzed using frequency count, mean and standard deviation.

The major findings of the study are as follows:

- The qualifications of teachers are crucial in enhancing students' learning

outcomes in Home Economics.

- Various factors, including the presence of qualified teachers, utilization of library facilities, clean and well-ventilated classrooms, and effective teaching aids, significantly contribute to the high extent of academic performance of students in Home Economics.
- Shortage of qualified teachers constitute challenges in the learning of Home economics in junior secondary schools in Ovia North-East Local Government Area to a high extent.
- Teachers' method of teaching constitute challenges in the learning of Home economics in junior secondary schools in Ovia North-East Local Government Area to a low extent

CONCLUSION

The findings of this study provide valuable insights into the dynamics of Home Economics education in junior secondary schools in Ovia North-East Local Government Area, Edo State. The study revealed the critical importance of teacher qualifications, supportive resources, and various factors in enhancing students' academic performance in Home Economics. Respondents strongly acknowledged the role of qualified teachers in positively influencing learning outcomes and student motivation. The availability of library facilities, well-ventilated classrooms, laboratory equipment, and effective teaching aids emerged as key contributors to students' success in this subject.

Recommendations

Based on the study's findings, the following recommendations are put forth:

1. Educational authorities and policymakers should prioritize the recruitment and retention of qualified Home Economics teachers. Efforts should be made to attract more qualified teachers to junior secondary schools in Ovia North-East Local Government Area. This can be achieved through targeted recruitment campaigns, incentives, and professional development opportunities.

2. Schools should be equipped with well-maintained library facilities, laboratory equipment, clean and well-ventilated classrooms, and high-quality teaching aids to support Home Economics education. Adequate funding and resource allocation are necessary to ensure these facilities are readily available to students.
3. Teachers should receive training and professional development to enhance their teaching skills, especially in utilizing student-centered teaching methods. This will help address potential challenges associated with teaching techniques and provide students with a more engaging learning experience.
4. Parents play a crucial role in supporting their children's education. The study underscores the importance of parental education in assisting students with their schoolwork. Schools should encourage and facilitate parental involvement in their children's Home Economics education.

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APPENDIX A

Department of Vocational and Technical Education Faculty of Education

University of Benin, Benin City

Questionnaire On the influence of home-economics teacher's qualification on the secondary school students' performance in home-economics in Ovia L.G.A In Edo State Nigerian

Dear Respondents,

LETTER TO RESPONDENTS

I am an undergraduate (B.Sc.) student in the Department of Vocational and Technical Education (Home Economics) of the above institution. I am currently carrying out a research on "the influence of home-economics teacher's qualification on the Junior secondary school students' performance in home-economics in Ovia L.G.A in Edo State Nigerian".

The attached structured questionnaire is designed to elicit the necessary information for the study. You are requested give your candid opinion by marking the appropriate box attached to each questions below. I humbly request you to fill this questionnaire honestly.

Thanks for your cooperation.

Rejoice

Research Student

APPENDIX B

INSTRUCTION: Please read the following questions and indicate your responses by ticking () in the space provided.

SECTION A

Gender: Female () Male ()

SECTION B

Please check to indicate your extent of agreement or disagreement with the following items: Very High Extent – VHE

High Extent - HE

Low Extent - LE

Very Low Extent – VLE

S/N	To what extent does shortage of qualified teachers constitute challenges in the learning of Home-economics in junior secondary schools in Ovia North-East Local Government Area?	VHE	HE	LE	VLE
1.	Qualification of teachers does not affect learning outcome of Home-economics				
2.	What are the qualifications required to teach Home- economics in junior secondary schools?				
3.	Students tend to learn better under the tutelage of a qualified Home-economics teacher				
4.	Do you think something can be done to attract more qualified teachers to teach Home-economics in junior secondary schools?				
5.	What can be done to retain qualified Home-economics teachers in junior secondary schools?				
6.	The qualification of teacher affects the students learning of Home economics				
S/N	What is the level of academic performance of students in Home-economics in public junior secondary school in Ovia North-East Local Government of Edo State?	VHE	HE	LE	VLE
7.	The students that have qualified teachers always perform well in class.				
8.	Qualification of teachers does affect learning outcome.				
9.	Utilization of library facility enhance students				

	academic performance.				
10.	Laboratory equipment's improve student's academic performance.				
11.	A clean and well ventilated classrooms motivate Students to learn more during Home-economics classes.				
12.	Good teaching aids enhance students academic performance in home economics.				

S/N	To what extent does shortage of qualified teachers constitute challenges in the learning of Home economics in junior secondary schools in Ovia North-East Local Government Area?	VHE	HE	LE	VLE
13.	Qualification of teachers does not affect learning outcome				
14.	Qualified teachers have no impact on learning outcomes				
15.	The students are more comfortable when being taught by a qualified teacher				
16.	Shortage of qualified teachers makes learning of Home economics uninteresting.				
17.	A qualified teacher knows how best to handle laboratory equipments during home-economics practical				
18.	Students enjoy learning when under qualified teachers.				

S/N	To what extent does teachers' method of teaching constitute challenges in the learning of Home economics in junior secondary schools in Ovia North-East Local Government Area?	VHE	HE	LE	VLE
19.	Teaching method does not matter in the learning of Home economics.				
20.	Qualified teacher's find it difficult to adopt student centered teaching methods				
21.	Most teachers lack experience in teaching of Home economics.				
22.	Parental education determines the quality of assistance offer to their kids school works.				
23	Students don't care about teaching methods in the learning of Home economics.				