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# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Education plays a crucial role in national development by equipping individuals with knowledge, skills, and competencies needed for personal growth and societal advancement (Okoro & Ekwueme, 2019; Oviawe, Ezeji, & Uwaifo, 2020). One of the subjects designed to achieve this objective is Home Economics, a multidisciplinary field that focuses on preparing individuals for effective home management, personal development, and career opportunities in areas such as food and nutrition, clothing and textiles, and family living (Iwuoha & Nworgu, 2018).

Home Economics is a vital subject in secondary school education worldwide, aimed at equipping students with essential life skills such as nutrition, home management, clothing and textiles, family living, and consumer education (Aina, 2013). In developed countries like the United States, Canada, and the United Kingdom, Home Economics has evolved into Family and Consumer Sciences (FCS), integrating modern technological advancements and career-oriented training (Laster, 2014; Shirley & Watson, 2015). These nations emphasize practical and hands-on learning, supported by well-equipped laboratories, digital tools, and specialized teachers (Olaitan & Ali, 1997). Home Economics is recognized as a field that contributes to individual development, family well-being, and national economic growth (Adeyemi, 2017).

In many African countries, including Nigeria, Home Economics remains an important subject, but it faces significant challenges that hinder its effectiveness (Eze & Nwankwo, 2019). Unlike in developed nations where Home Economics enjoys strong governmental and

institutional support, many African countries struggle with inadequate resources, outdated curricula, and societal perceptions that the subject is only for females or is less important than science-based subjects (Okeke, 2011; Akpan & Etuk, 2015). These misconceptions reduce student interest and limit the career prospects of graduates in the field (Adeyemi, 2017).

In Nigeria, Home Economics is included in the secondary school curriculum to help students develop practical skills for everyday life and future employment (Federal Republic of Nigeria, 2013). However, its implementation is hindered by several factors, including a lack of qualified teachers, insufficient instructional materials, poor funding, and limited infrastructure (Oviawe et al., 2020; Omotayo & Adenike, 2016). Many schools lack functional laboratories, making it difficult for students to gain hands-on experience (Ojo & Adu, 2018). Additionally, rapid technological advancements have not been fully integrated into the teaching of Home Economics, further widening the gap between theory and practice (Idogho & Nwaogu, 2019).

Benin City, the capital of Edo State, is not exempt from these challenges. Despite its rich cultural and economic history, many secondary schools in Benin City face similar constraints in teaching and learning Home Economics (Eze & Nwankwo, 2019). The shortage of well-trained Home Economics teachers, inadequate government funding, and the perception of the subject as less lucrative contribute to its declining interest among students (Okoro & Ekwueme, 2019).

Globally, Home Economics has evolved into a modern discipline that integrates science, technology, and vocational skills to meet the demands of contemporary society (Shirley & Watson, 2015). In developed countries such as the United States, Canada, and

Australia, Home Economics often referred to as Family and Consumer Sciences has been restructured to include areas such as hospitality management, interior decoration, entrepreneurship, and consumer education (Laster, 2014). These countries recognize the significance of Home Economics in fostering self-reliance and improving quality of life (Okoro & Ekwueme, 2019).

In Nigeria, the National Policy on Education emphasizes the importance of vocational and technical education, including Home Economics, in reducing unemployment and promoting economic self-sufficiency (Federal Republic of Nigeria, 2013). However, despite these policies, the effective teaching and learning of Home Economics in Nigerian secondary schools face numerous challenges (Oviawe et al., 2020).

Given these challenges, this study seeks to examine the difficulties associated with the teaching and learning of Home Economics in secondary schools in Benin City, with the aim of identifying key factors and proposing workable solutions (Aina, 2013).

### **Statement of the Problem**

Home Economics plays a crucial role in secondary education, equipping students with essential life skills such as food preparation, home management, textile and clothing care, and financial literacy. Despite its importance, the teaching and learning of Home Economics in secondary schools in Benin City face numerous challenges that hinder its effectiveness.

One of the major issues is the lack of adequate facilities and instructional materials. Many schools do not have well-equipped laboratories, modern kitchenettes, or sewing machines needed for practical lessons. This makes it difficult for students to acquire hands-on experience, which is a key component of the subject. Additionally, many schools struggle with an insufficient number of qualified Home Economics teachers, leading to ineffective

lesson delivery and poor student performance. Another significant challenge is the growing disinterest among students. Many perceive Home Economics as less valuable compared to science and technology-related subjects, often due to societal misconceptions that limit its career prospects. This lack of motivation negatively affects student enrollment and participation in the subject.

Furthermore, inadequate government support and poor funding have contributed to the decline of Home Economics education. Many schools cannot afford to update their teaching materials or provide the necessary resources for practical learning. The curriculum in some schools is also outdated, failing to reflect modern advancements in Home Economics-related fields.

If these challenges persist, students may graduate without essential skills for self-reliance, family management, and career opportunities in food, fashion, and hospitality industries. This study, therefore, seeks to investigate the specific barriers affecting the effective teaching and learning of Home Economics in secondary schools in Benin City, identify their root causes, and propose practical solutions to improve the quality and relevance of Home Economics education.

## **2 Research Questions**

1. What are the key challenges affecting the teaching of Home Economics in secondary schools in Benin City?
2. Do students' perceptions of the subject and condition of learning pose challenges to the teaching and learning of Home Economics in Benin City?
3. What are teaching-related factors affecting the teaching and learning of Home Economics in Benin City?

4. What are the societal factors affecting the teaching and learning of Home Economics in Benin City?
5. What are governments related factors affecting the teaching and learning of Home Economic in Benin City?

#### **Purpose of the Study**

The purpose of this study is to examine the challenges affecting the teaching and learning of Home Economics in secondary schools in Benin City. The specific objectives are as follows:

1. To find out the key challenges affecting the teaching of Home Economics in secondary schools in Benin City.
2. To determine how students' perceptions of the subject and condition of learning pose challenges to the teaching and learning of Home Economics in Benin City.
3. To ascertain teaching – related factor affecting the teaching and learning of Home Economics in Benin City.
4. To find out the societal factors affecting the teaching and learning of Home Economics in Benin City.
5. To determine governments related factors affecting the teaching and learning of Home Economic in Benin City

#### **Significance of the Study**

This study is significant because it addresses critical challenges affecting the teaching and learning of Home Economics in secondary schools in Benin City. As an essential subject that equips students with practical life skills, the effective teaching of Home Economics is key to promoting personal development, family welfare, and national economic growth. By

identifying the obstacles hindering its successful implementation, the study aims to create a clearer understanding of the subject's challenges, which are often overlooked (Aina, 2013).

<sup>33</sup> The findings of this study will be valuable to educators, school administrators, and policymakers in improving the quality of Home Economics education. By highlighting the shortage of qualified teachers, inadequate resources, and societal misconceptions, the study will inform future curriculum adjustments, resource allocation, and teacher training programs. It will also raise awareness about the importance of Home Economics in fostering self-reliance and vocational skills among students, especially in a rapidly changing society (Okoro & Ekwueme, 2019).

Moreover, this research holds the potential to inspire reforms that can transform Home Economics into a more engaging, relevant, and modern subject. The study's recommendations could lead to better classroom environments, enhanced teacher-student interactions, and increased student interest in pursuing careers related to Home Economics. Ultimately, it will contribute to the development of a more skilled and self-sufficient generation of students, positively impacting both individuals and the broader community (Olaitan & Ali, 1997; Adeyemi, 2017).

The findings of this study are valuable to educators, policymakers, students, and other stakeholders in the education sector. By identifying the challenges affecting the teaching and learning of Home Economics in secondary schools in Benin City, this study provides insights that can help improve the subject's delivery and overall effectiveness (Olaitan & Ali, 1997; Adeyemi, 2017).

1. **Educators and Teachers:** The study highlights key barriers such as inadequate teaching resources, lack of qualified teachers, and students' disinterest. It provides

recommendations on how teachers can adopt innovative teaching methods, utilize available resources effectively, and create engaging lesson plans to improve student participation and performance.

2. **School Administrators:** The research findings will help school authorities recognize the need for better-equipped Home Economics laboratories, modern instructional materials, and continuous teacher training. It will also encourage school management to support Home Economics education by integrating practical learning experiences and aligning the curriculum with modern industry trends.
3. **Policymakers and Government Agencies:** The study provides data-driven insights that can guide policymakers in formulating policies that support Home Economics education, including improved funding, curriculum updates, and teacher recruitment. It highlights the importance of government intervention in providing resources and infrastructure to enhance vocational education in secondary schools.
4. **Students:** By addressing the misconceptions about Home Economics, the study aims to boost student interest and motivation in the subject. It emphasizes the relevance of Home Economics in real-life applications, including entrepreneurship and career opportunities in fields such as catering, fashion design, and interior decoration.
5. **Future Researchers:** This study serves as a foundation for future research on Home Economics education, offering a detailed analysis of its challenges and solutions. It provides data that can be used to explore further studies on vocational education and its impact on students' skill development.

## 55 Scope and Delimitation of the Study

This study focuses on investigating the challenges that affect the teaching and learning of Home Economics in secondary schools specifically in Benin City. The research is limited to a sample selected from public and private secondary schools within the City. The study primarily explores factors such as the availability of qualified teachers, instructional materials, facilities, and government support, as well as the level of student interest in the subject (Idogho & Nwaogu, 2019).

The study participants include both teachers and students of Home Economics, with data being collected through surveys. The scope excluded schools outside of Benin City or to other subjects within the curriculum.

### Operational Definitions of Terms

**Home Economics:** Home Economics refers to the multidisciplinary field of study that encompasses various aspects of personal and family well-being, including food and nutrition, clothing and textiles, household management, and family resource management. In this study, Home Economics specifically focuses on the curriculum taught in secondary schools, which includes both theoretical knowledge and practical skills, aiming to equip students with essential life skills for managing their homes and contributing to the economy (Iwuoha & Nworgu, 2018).

**Teaching:** Teaching refers to the activities conducted by the teacher to impart knowledge and skills to students. It includes both theoretical instruction and practical demonstrations. In this study, teaching focus on how effectively Home Economics concepts are conveyed to students

**29 Learning:** Learning refers to the process by which students acquire knowledge, skills, and attitudes. It entails how students engage with and understand these concepts, particularly in practical areas like cooking, sewing, and home management.

**Challenges:** This refers to the obstacles or difficulties that hinder the effective teaching and learning of Home Economics in secondary schools. These challenges may include the lack of qualified teachers, insufficient teaching materials, poor infrastructure, inadequate facilities for practical lessons, and negative societal perceptions of the subject.

**Qualified Teachers:** Qualified teachers are individuals who possess the necessary academic qualifications, certifications, and professional training to teach Home Economics effectively at the secondary school level. This includes holding relevant degrees in Home Economics or related fields, undergoing pedagogical training, and having experience in teaching the subject.

**Instructional Materials:** Instructional materials refer to the resources used by teachers to facilitate teaching and enhance learning. These materials include textbooks, charts, visual aids, models, and tools for practical lessons. In the context of Home Economics, instructional materials may also include kitchen appliances, sewing machines, and household management tools.

**Government Funding:** Government funding refers to the financial resources allocated by the government to support the educational sector, specifically for vocational and technical subjects like Home Economics.

**Societal Perceptions:** Societal perceptions are the attitudes, beliefs, and opinions held by the community, parents, students, and other stakeholders regarding the importance and relevance of Home Economics as a subject.

**Technological Integration:** Technological integration refers to the incorporation of digital tools, online platforms, and modern technologies into the teaching and learning process. In Home Economics education, this may involve the use of computers, e-learning platforms, instructional videos, or virtual simulations to enhance learning experiences.

**Practical Skills:** Practical skills are the hands-on abilities that students develop through the practical application of knowledge. In Home Economics, practical skills include cooking, sewing, budgeting, and managing household chores.

**35 Secondary Schools in Benin City:** Secondary schools in Benin City refer to public and private schools that provide education for students aged 12 to 18, specifically focusing on those that offer Home Economics as part of their curriculum.

## 23 CHAPTER TWO

### REVIEW OF RELATED LITERATURE

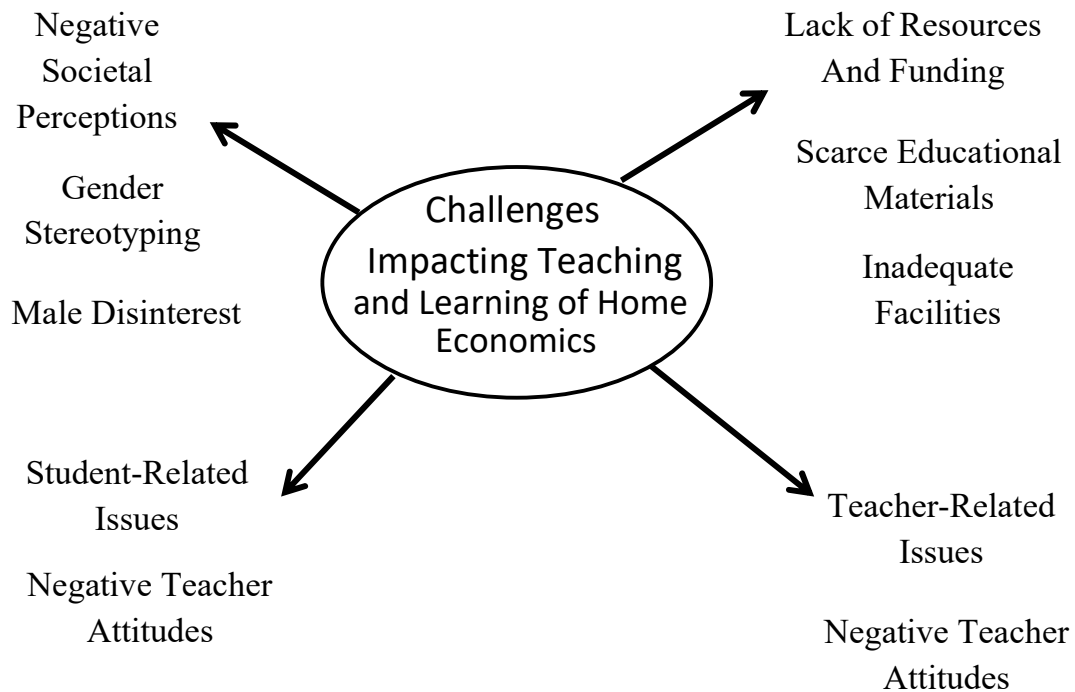
This chapter presents a detailed review of existing literature related to the challenges of teaching and learning Home Economics in secondary schools under the following subheadings:

- Conceptual Framework
- Theoretical Framework
- Scope and Relevance of Home Economics to National Development
- Challenges of Teaching and Learning Home Economics
- Empirical Review of Studies on Challenges of Teaching and Learning Home Economics
- Summary of Literature Reviewed

#### Conceptual Framework

Home Economics, as an interdisciplinary and practical-oriented subject, plays a vital role in equipping individuals with the knowledge and skills needed to manage personal and family life efficiently. It is instrumental in fostering economic empowerment, self-reliance, and improved quality of life (Adedayo & Ogunyemi, 2019). However, its teaching and learning are significantly constrained by a web of interconnected challenges. This conceptual framework offers a synthesized view of these barriers and their cascading effects on educational outcomes in Home Economics.

This visual flowchart illustrates the major challenges affecting Home Economics and how they interconnect:



***Figure 1: Conceptual Framework of Core Challenges of Home Economics and Their Interactions***

### **1. Negative Societal Perceptions**

Home Economics continues to struggle with outdated gender stereotypes. It is often viewed as a "female-only" subject, associated with domesticity and informal labor (Okoh, 2020). This stereotype contributes to male disinterest, reducing overall enrollment and discouraging diverse participation. This not only affects the student demographic but also weakens societal support for the subject.

- **Impact:** Limits inclusiveness and perceived career relevance, contributing to reduced prioritization by education stakeholders.

### **2. Inadequate Resources and Funding**

The practical nature of Home Economics demands well-equipped laboratories, tools, and consumables. Yet, schools often face chronic underfunding, leading to scarcity of

educational materials and inadequate facilities (Okon & Dijeh, 2021). As a result, teachers struggle to provide hands-on experiences, which are essential for skill mastery.

- **Impact:** Diminishes instructional quality, restricts curriculum execution, and frustrates student engagement.

### 3. Teacher-Related Issues

Teachers play a central role in delivering Home Economics. However, issues such as insufficient professional development, negative attitudes, and low morale often stemming from under appreciation of the subject can hinder effective instruction.

- **Impact:** Reduces instructional quality, innovation, and teacher motivation, ultimately affecting student learning outcomes.

### Linkages and Interplay

These challenges are not isolated. For instance:

- **Negative perceptions** lead to low enrollment, which in turn justifies reduced funding.
- **Lack of resources** demotivates teachers, exacerbating **teacher-related issues**.
- **Demotivated teachers** may unintentionally reinforce **negative perceptions** through dispassionate teaching or outdated methods.

### Effects on Teaching and Learning

The cumulative result of these factors includes:

- Low student interest and participation.
- Inadequate practical skills acquisition.
- Reduced status and influence of Home Economics in the national curriculum.
- Poor learner outcomes and limited career progression pathways in the field.

This conceptual framework underscores the systemic and interactive nature of challenges affecting Home Economics education. It reveals the necessity for holistic interventions including curriculum rebranding, policy support, teacher training, and public sensitization to revitalize the subject and unlock its full potential for national development.

### **Scope and Relevance of Home Economics to National Development**

47 Home Economics is an interdisciplinary field of study that emphasizes the development of knowledge, skills, attitudes, and values necessary for personal and societal well-being. The subject covers a wide range of areas, including nutrition, clothing, family management, consumer education, housing, interior decoration, food science, and entrepreneurship (Anyakoha, 2015). As an applied science, it integrates various disciplines such as biology, chemistry, economics, sociology, and education to solve everyday problems and improve quality of life. According to Osuala (2019), Home Economics is a dynamic subject that equips individuals with life skills that enhance self-reliance and economic independence. It aims to prepare students for effective home management and productive living, fostering personal development and promoting social responsibility.

The National Policy on Education (Federal Republic of Nigeria, 2013) recognizes Home Economics as an essential subject designed to develop creative abilities, encourage entrepreneurship, and equip learners with practical skills for everyday living. It also promotes awareness of family living and resource management, thereby contributing to national development.

According to Okojie and Ighodaro (2021), Home Economics also promotes gender equality by encouraging both male and female students to participate actively in skill

acquisition. The inclusion of entrepreneurship in the curriculum further ensures that students are prepared for self-employment and financial independence.

### **Scope of Home Economics**

The scope of Home Economics in secondary education is broad and includes:

- **Food and Nutrition:** Understanding principles of food preparation, nutrition, meal planning, and dietary management (Akinola, 2016).
- **Clothing and Textiles:** Knowledge of textile selection, clothing construction, maintenance, and fashion design (Adewumi, 2019).
- **Home Management:** Skills in budgeting, resource management, interior decoration, and household maintenance (Olawale, 2018).
- **Child Development and Care:** Understanding child growth, development, and appropriate parenting practices (Adedayo & Ogunyemi, 2019).
- **Consumer Education:** Educating students on wise consumer practices and financial management (Eze & Okoro, 2021).
- **Housing and Interior Decoration:** Principles of housing selection, furnishing, and decoration for comfort and aesthetics (Anyakoha, 2015).

### **Objectives of Teaching Home Economics in Secondary Schools**

The primary objectives of teaching Home Economics at the secondary school level include:

1. **Skill Development:** Equipping students with practical skills in food preparation, sewing, home management, child care, and entrepreneurship (Adewale & Olatunji, 2020).

2. **Self-Reliance:** Promoting economic independence by teaching skills that can be used for income generation and sustainable living (Okorie, 2017).
3. **Resource Management:** Enhancing students' ability to manage resources effectively, including time, money, and materials (Olawale, 2018).
4. **Healthy Living:** Educating students on proper nutrition, hygiene, and wellness to promote good health (Eze & Okoro, 2021).
5. **Family Life Education:** Providing knowledge and skills for effective family relationships and community living (Okoh, 2020).
6. **Creativity and Innovation:** Encouraging creativity through practical activities such as sewing, cooking, and interior decoration (Adedayo & Ogunyemi, 2019).

Broadly speaking, Home Economics <sup>6</sup> plays a critical role in preparing students for responsible adulthood and enhancing their quality of life. Studies have shown that Home Economics contributes significantly to developing life skills such as problem-solving, decision-making, and critical thinking (Adebayo, 2019).

## Theoretical Framework

<sup>48</sup> The teaching and learning of Home Economics can be understood through various educational theories that explain how learners acquire knowledge and skills. The relevant theories include:

### <sup>15</sup> Constructivist Theory

The Constructivist Theory, developed by Jean Piaget and expanded by Lev Vygotsky, posits that learners construct knowledge based on their experiences and interactions with the environment. According to Piaget (1964), learning is an active process where students build

their understanding by engaging with materials, reflecting on their experiences, and connecting new knowledge with prior learning.

In the context of Home Economics, constructivism emphasizes experiential learning through hands-on activities such as cooking, sewing, and budgeting. Practical lessons where students apply theoretical concepts in real-life situations enhance their understanding and skill acquisition (Akinola, 2016).

<sup>40</sup> Vygotsky's social constructivism highlights the importance of social interactions in learning. According to Vygotsky (1978), knowledge is constructed through collaborative learning, dialogue, and mentorship. Home Economics classrooms where peer interactions and teacher guidance are encouraged provide conducive environments for effective learning.

### **Experiential Learning Theory**

Kolb's Experiential Learning Theory (1984) emphasizes learning through experience, particularly through <sup>28</sup> a four-stage cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. This theory is especially relevant to Home Economics, as students learn by doing.

According to Kolb, effective learning occurs when students are allowed to engage in concrete experiences (e.g., cooking or sewing), reflect on their activities, form generalizations, and apply the newly acquired skills to different contexts. As noted by Adewale (2018), the experiential learning approach enhances students' creativity, critical thinking, and problem-solving skills.

Furthermore, experiential learning promotes lifelong learning, which is essential for Home Economics students preparing to adapt to evolving societal and economic needs (Adebayo, 2019).

## 27 Social Learning Theory

Albert Bandura's Social Learning Theory (1977, 1986) proposes that learning is a social process that occurs through observation, imitation, modeling, and the evaluation of consequences. It emphasizes that individuals can acquire new behaviors and skills by watching others, making it highly relevant to Home Economics, where students often learn through demonstration and practice.

### **Attention (Observation)**

Learning begins when the learner pays attention to the behavior being modeled. Attention is influenced by the attractiveness, relevance, and competence of the model (Bandura, 1977). In Home Economics, students observe demonstrations by teachers on tasks such as meal preparation or textile design. This attentiveness is critical for initiating learning (Oluwagbemileke & Nwabah, 2022).

### **2. Retention**

After observation, the learner must retain the information. This involves encoding the behavior into memory for future replication (Bandura, 1986). For example, in a cooking class, students must recall the precise sequence of steps, such as ingredient measurement and timing. Retention is enhanced through repeated exposure, note-taking, and verbal reinforcement (Okon & Dijeh, 2021).

### **3. Reproduction (Imitation)**

Reproduction is the actual performance of the behavior that has been observed and retained. It involves motor coordination and practice. In Home Economics, students reproduce demonstrated techniques like hemming fabric or garnishing a dish. The hands-on

nature of these activities allows learners to translate observation into skill, reinforcing procedural memory (Morgan et al., 2023).

#### **4. Motivation**

Motivation determines whether a learner chooses to imitate the observed behavior. It is driven by expectations of reward, fear of punishment, or internal satisfaction (Bandura, 1986). Students are more likely to replicate behaviors in Home Economics when they see peers praised for creativity or precision, or when they themselves are recognized for improvement (Harinie et al., 2017).

#### **5. Modeling**

Modeling is central to the theory—it refers to the process of demonstrating behavior that others may imitate. Models can be live (teachers), verbal (instructions), or symbolic (videos, charts). Teachers act as live models in Home Economics by demonstrating practical tasks. Peer modeling also plays a significant role as students observe and learn from one another’s successes or errors (Firmansyah & Saepuloh, 2022).

#### **6. Vicarious Reinforcement**

This occurs when learners observe others being rewarded or punished for a behavior, influencing their own decision to engage in that behavior. If a student sees a classmate praised for sanitation in the kitchen, they are likely to adopt the same habits. Conversely, observing a peer being corrected for poor knife handling teaches safety through indirect experience (Okoh, 2020).

## 7.9 Self-Efficacy

Self-efficacy is the belief in one's ability to perform a task. Bandura identified it as a major determinant of whether individuals will attempt to learn or perform a behavior (Bandura, 1986). In Home Economics, students with high self-efficacy are more persistent in mastering complex tasks like tailoring or menu planning. Teachers can enhance this by offering constructive feedback and achievable challenges (Morgan et al., 2023).

Bandura's Social Learning Theory offers a rich and dynamic framework for teaching Home Economics. It promotes an understanding that students learn best when they can **observe** meaningful behavior, **retain** knowledge, **practice skills**, and feel **motivated and capable** to succeed. The classroom becomes a **social environment** where learning is not just an individual endeavor but a communal experience enhanced through interaction and feedback.

### Relevance of Theories to Home Economics Education

The theories discussed above provide a framework for understanding how students learn Home Economics effectively. Constructivist Theory emphasizes the importance of practical experience, Social Learning Theory underscores the role of observation and imitation, while Experiential Learning Theory advocates for learning through concrete experiences.

Combining these theoretical approaches offers valuable insights for designing Home Economics curricula and instructional methods that promote active learning, creativity, and skill acquisition. As stated by Adedayo and Ogunyemi (2019), integrating these theories into pedagogical practices can help overcome some of the challenges faced in teaching and learning Home Economics.

## **Relevance of Home Economics to National Development**

Home Economics contributes to national development by promoting self-reliance, entrepreneurship, health, and family stability. According to Okoh (2020), the subject enhances students' employability by providing them with practical skills applicable in various industries, including catering, fashion, and childcare.

Furthermore, Home Economics education addresses issues related to food security, health education, and poverty reduction, which are critical to achieving sustainable development goals (Adebayo, 2019).

## **56 Challenges of Teaching and Learning Home Economics**

Despite the importance of Home Economics in developing practical skills for personal and national development, several challenges hinder its effective teaching and learning in secondary schools. These challenges include:

### **Inadequate Qualified Teachers**

The availability of qualified teachers is essential for effective Home Economics education. However, studies have shown that there is a significant shortage of qualified Home Economics teachers in Nigerian secondary schools (Olawale, 2018). Many schools employ teachers who lack the necessary training and certification in Home Economics, leading to ineffective teaching practices.

According to Adedayo and Ogunyemi (2019), some teachers who teach Home Economics are graduates of other disciplines with minimal knowledge of the subject. This issue affects the quality of instruction and reduces students' interest and participation.

### **Poor Funding and Inadequate Facilities**

Funding remains a critical challenge for Home Economics education. The provision of adequate funding by the government and school administrators is essential for purchasing instructional materials, constructing laboratories, and providing equipment for practical activities. However, studies reveal that funding for Home Economics is grossly inadequate, resulting in poorly equipped laboratories and lack of essential materials for effective teaching and learning (Eze & Okoro, 2021). As noted by Okorie (2017), many schools lack basic facilities such as sewing machines, cooking utensils, and instructional charts.

### **Outdated Curriculum**

The Home Economics curriculum used in many Nigerian secondary schools is outdated and does not adequately address contemporary issues such as food security, technology, and entrepreneurship (Okoh, 2020). According to Adebayo (2019), the curriculum is overly focused on traditional aspects of the subject, neglecting the evolving needs of society and the job market.

Furthermore, the rigid nature of the curriculum limits teachers' ability to implement innovative teaching methods that promote creativity and practical learning (Adedayo & Ogunyemi, 2019).

### **Negative Societal Perceptions**

Societal attitudes and cultural beliefs play a crucial role in shaping students' choices in educational pathways, and Home Economics is a prime example of how these perceptions can act as barriers to equitable participation. In many communities, Home Economics is still widely regarded as a subject that primarily caters to women, focusing on domestic responsibilities such as cooking, sewing, child-rearing, and household management. This

gendered stereotype persists despite the subject's evolution into a multidisciplinary field that includes nutrition, hospitality, consumer education, human development, and family resource management (Okoh, 2020).

The persistent belief that Home Economics is "women's work" reinforces the marginalization of the subject and undermines its broader educational and economic relevance. As a result, male students often face societal stigma or peer ridicule if they express interest in the subject. Such gendered perceptions discourage male participation, limiting diversity in classroom demographics and curbing the subject's potential to promote life skills among all students regardless of gender (Okojie & Ighodaro, 2021).

Moreover, parents and guardians often influence their children's course selection based on these societal beliefs. They may discourage enrollment in Home Economics for fear that it signals a deviation from traditional masculine roles or will not lead to prestigious or lucrative careers. In turn, this affects school curriculum planners, who might reduce investment in Home Economics due to perceived low interest or enrollment, thus creating a self-reinforcing cycle of underrepresentation and undervaluation.

These perceptions have broader implications for workforce development and life skill acquisition. By framing Home Economics as less rigorous or important than science, technology, engineering, and mathematics (STEM) subjects, society diminishes its value despite its potential to contribute meaningfully to personal development, entrepreneurship, food security, public health, and economic sustainability.

Addressing these negative perceptions requires deliberate policy interventions, public awareness campaigns, and curriculum rebranding. Highlighting male role models in the field, integrating entrepreneurial and scientific components into the curriculum, and fostering a

more gender-inclusive narrative are necessary steps to reverse this trend and ensure equitable access and participation.

### **Lack of Practical Learning Opportunities**

Home Economics is a practical subject that requires hands-on activities for effective learning. However, many schools lack the facilities necessary for practical sessions. As noted by Olawale (2018), overcrowded classrooms, inadequate laboratory spaces, and insufficient materials hinder effective practical learning.

Moreover, practical activities are often restricted due to a lack of funds to purchase consumable materials (e.g., food items, textiles). The lack of exposure to practical experiences negatively affects students' acquisition of essential skills (Eze & Okoro, 2021).

### **Poor Motivation and Professional Development**

Teachers' motivation plays a critical role in effective teaching. However, poor remuneration, lack of incentives, and inadequate professional development opportunities negatively affect teachers' commitment and performance (Adewale & Olatunji, 2020).

The absence of regular training and workshops prevents teachers from updating their skills and adopting modern teaching techniques that could enhance learning outcomes (Okorie, 2017).

### **Inconsistent Government Policies**

The inconsistency in educational policies related to Home Economics also poses a challenge. According to Adedayo and Ogunyemi (2019), frequent changes in policies, curricula, and examination standards without adequate consultation with stakeholders hinder the effective implementation of the subject in schools.

Additionally, the lack of monitoring and evaluation by educational authorities contributes to the poor quality of Home Economics education (Okoh, 2020).

### **Suggested Strategies for Addressing the Challenges**

Addressing the challenges facing the teaching and learning of Home Economics requires multi-faceted approach involving government intervention, school administrators, teachers and community. The strategies suggested include:

#### **Improved Teacher Training and Professional Development**

To enhance the quality of Home Economics education, there is a need for regular training and retraining of teachers through workshops, seminars, and conferences (Okorie, 2017). Additionally, teacher education programs should be strengthened to ensure that graduates possess the required knowledge and skills to teach Home Economics effectively (Adewale & Olatunji, 2020).

#### **Adequate Funding and Resource Provision**

Governments and school authorities must increase funding for Home Economics education. Adequate funds should be provided to equip laboratories, purchase instructional materials, and support practical learning activities (Eze & Okoro, 2021). Moreover, collaboration with non-governmental organizations (NGOs) and private institutions could help improve the availability of resources and facilities (Adebayo, 2019).

#### **Curriculum Reform**

The Home Economics curriculum should be reviewed and updated to reflect contemporary issues such as entrepreneurship, technology, health education, and sustainable living (Okoh, 2020). Incorporating these aspects into the curriculum will make the subject more relevant to students' future careers and societal needs (Adedayo & Ogunyemi, 2019).

## **Public Awareness Campaigns**

Creating awareness about the importance of Home Economics can help change societal perceptions. Awareness campaigns should emphasize that the subject is not only about domestic skills but also about building essential life skills, entrepreneurship, and economic empowerment (Okojie & Ighodaro, 2021).

## **Government Policy Implementation and Monitoring**

Educational policies concerning Home Economics should be consistently implemented and monitored to ensure adherence to standards and quality (Okoh, 2020). Educational authorities should collaborate with stakeholders to design policies that promote effective teaching and learning of the subject.

## **Empirical Review of Studies on Challenges of Teaching and Learning Home Economics**

Empirical studies have been conducted worldwide to examine the challenges associated with teaching and learning Home Economics. <sup>51</sup> The findings of these studies provide valuable insights into factors influencing the effectiveness of Home Economics education.

Research conducted by Smith and Anderson (2020) in the United States found that Home Economics is often undervalued in school curricula due to societal perceptions that it is primarily for female students. The study also revealed that inadequate funding, limited teacher training, and lack of facilities were common challenges.

Similarly, a study by Choi and Lee (2019) in South Korea highlighted the need for curriculum reform to align Home Economics education with contemporary societal issues, such as food security and sustainable living. The researchers emphasized the importance of integrating technology and entrepreneurship into the curriculum. Siddique et al. (2002) which

noted that the most students views the subjects linked to key areas of Home Economics such as food & nutrition, clothing & textile and home management as highly interesting, meaningful, relevant and applicable to their daily life though, sought for equilibrium in both theoretical and practical aspects of these areas.

In Nigeria, several studies have examined the challenges associated with teaching and learning Home Economics. According to Okorie (2017), the lack of qualified teachers and inadequate instructional materials are significant barriers to effective Home Economics education. The study recommended enhanced teacher training and government investment in educational resources.

Adedayo and Ogunyemi (2019) found that negative societal perceptions of Home Economics as a "female-oriented" subject have discouraged male students from participating, thereby limiting enrollment. The researchers emphasized the need for awareness campaigns to change societal attitudes toward the subject.

Eze and Okoro (2021) noted that outdated curricula and insufficient practical facilities are major challenges in Nigerian secondary schools. Their study called for curriculum reviews and the provision of modern facilities to enhance teaching and learning outcomes.

Studies specifically focusing on Benin City are limited. However, Olawale (2018) conducted research in selected secondary schools within the City and found that inadequate funding, poor infrastructural facilities, and lack of qualified teachers were significant challenges. The study also indicated that Home Economics is often neglected in school timetables, limiting students' opportunities for practical learning. Okoh (2020) also examined the challenges faced by Home Economics teachers in Benin City and concluded that societal

perceptions, coupled with inadequate training programs, contributed to the subject's declining popularity.

### **Summary of Literature Reviewed**

The literature reviewed highlights the significance of Home Economics as an essential subject aimed at equipping students with life skills for personal, family, and societal development. Several theories, including the Constructivist Theory, Experiential Learning Theory, and Social Learning Theory, provide frameworks for understanding the teaching and learning of Home Economics.

Empirical studies from various parts of the world and within Nigeria reveal several challenges associated with teaching and learning Home Economics. These challenges include inadequate qualified teachers, poor funding, outdated curricula, negative societal perceptions, limited practical learning opportunities, lack of motivation for teachers, and inconsistent government policies.

Researchers have proposed several strategies to address these challenges, including improved teacher training, adequate funding, curriculum reform, public awareness campaigns, and effective policy implementation and monitoring. However, there remains a gap in empirical studies specifically focusing on Benin City, particularly in understanding the unique challenges faced by schools in this region.

It is evident that for Home Economics education to be effective, concerted efforts are required from all stakeholders, including government agencies, educational institutions, teachers, parents, and the community at large.

## 1 CHAPTER THREE

### METHODOLOGY

This chapter outlines the methodology used in the study, under the following sub-headings:

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

#### **Research Design**

This study adopts a survey research design because it allows for the collection of data from a sample to represent a larger population. The design is appropriate because it enables the researcher to gather opinions, experiences, and challenges faced by teachers and students in Home Economics education.

#### 32 Population of the Study

The target population consists of all Home Economics teachers and students in public and private secondary schools in Benin City.

#### **Sample and Sampling Technique**

The sample for this study includes 10 Home Economics-related teachers and 180 students selected through a multi-stage sampling technique. The first stage involves stratifying the secondary schools on the basis of ownership (public and private). In the second stage, the simple random sampling technique was adopted in the selection of two

secondary schools from each stratum resulting in four<sup>57</sup> schools. In the third stage, the purposive sampling technique was then use to select 10 home economics teachers and 180 students offering the subjects culminating in a sample of 190 participants.

### <sup>36</sup> **Research Instrument**

The instrument for data collection was a two self-structured questionnaire designed after careful review of literature. The first tagged the teachers questionnaire was specifically designed for the teachers. It consists of two sections: Section A elicited demographic information (such as age, gender, school type, role among others). Section B solicits information<sup>54</sup> on the challenges of teaching and learning Home Economics. The questionnaire has a total 22 items. The second questionnaire was tagged “the students’ questionnaire”. It consists<sup>61</sup> of two sections (A and B) Section A elicited demographic data of the students (such as age, gender, school type, class among others). On the other hand, Section B elicited responses on students’ perceived challenges of teaching and learning Home Economics. The questionnaire has 14 items.

### <sup>1</sup> **Validity of the Instrument**

The face and content validity of the research instrument (questionnaire) was ascertained by Home Economics education experts and research supervisor. They validated the instrument in terms of clarity and relevance to the objectives of the<sup>13</sup> study.

### **Reliability of the Instrument**

The reliability of the instrument was tested by conducting a pilot study with 30 respondents which were no part of the study but share same characteristic with the respondents. The data generated was tested<sup>14</sup> using the Cronbach’s Alpha method which yields a reliability coefficient of 0.85 which indicates high consistency.

## **Method of Data Collection**

Data collection was done through direct questionnaire distribution to teachers and students in the selected schools. Respondents were given adequate time to fill out the questionnaires, and responses were retrieved immediately to ensure completeness. Informed consent was obtained from all participants. Respondents were assured of confidentiality and anonymity. Participation was voluntary, with the option to decline responding to the questionnaire.

## **Method of Data Analysis**

The collected data was analyzed using descriptive statistics such as mean scores and standard deviation for ranking challenges. Analysis was conducted using SPSS (Statistical Package for Social Sciences) Version 22.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter discussed the analysis of data, presentation of results and discussion of the findings emanating from the administration of the research instrument.

#### Research Questions One

What constitute the key challenges affecting the teaching and learning of home economics in secondary schools in Benin City?

**Table 1: Mean rating of key challenges affecting the teaching of home economics in secondary schools in Benin City**

Items	Mean	Std. Deviation	Remarks
Students-related challenges	0.98	1.98	Not a challenge
Teaching related factors	3.21	0.91	Key challenge
Societal factors	3.16	0.99	Key challenge
Government related factors	3.19	0.89	Key challenge

Table 1 presents the responses on the mean rating of the key challenges affecting the teaching and learning of home economics in secondary schools in Benin City. The table further indicates that teaching related factors, government related challenges and societal challenges were rated key challenges. However, student-related challenges as perceived by the students do not constitute challenge to the teaching and learning of home economics.

## Research Questions Two

Do students' perceptions of the subject and condition of learning pose challenges to the teaching and learning of Home Economics in Benin City?

**Table 2: Mean ratings of students' perceptions of the subject and condition of learning pose challenges to the teaching and learning of Home Economics in Benin City**

Items	Mean	Std. Deviation	Remarks
My class is too large and it difficult to learn home economics practical	2.22	1.09	Disagree
Home economics is female subject and it's difficult to learn	1.70	.84	Disagree
I find home economics difficult to learn because my school do not have the facilities	2.14	1.08	Disagree
There is no teacher in my school teaching home economics and this make it difficult to learn	1.63	.80	Disagree
Home economics is out-dated and therefore challenging to learn	1.95	.95	Disagree
I find it difficult to learn home economics because it is expensive to buy learning materials basically for practical	2.14	1.05	Disagree
I found home economics challenging because of the way my teacher handle it	2.08	1.01	Disagree
Learning home economics is not interesting because it is difficult	1.79	.89	Disagree
Home economics is less valuable compared to other Science subjects	2.10	1.04	Disagree
Teacher does not allow opportunity for practical in home economics	1.81	.90	Disagree

Table 2 reveals the mean responses students' perceptions of the subject and condition of learning pose challenges to the teaching and learning of Home Economics in Benin City. The

results as presented in the table shows that the students were in disagreement with all the statement including classes are too large and it's difficult to learn home economics practical, that home economics difficult to learn because the school do not have the facilities, home economics is difficult to learn because it is expensive to buy learning materials for practical. In addition, they do not agree that home economics is less valuable compared to other science subjects and that teacher does not allow opportunity for practical in home economics amongst others.

### Research Questions Three

What are teaching-related factor affecting the teaching and learning of Home Economics in Benin City?

**Table 3: Mean rating of the teaching-related factor affecting the teaching and learning of Home Economics in Benin City**

Items	Mean	Std. Deviation	Remarks
High cost of purchasing teaching materials	3.47	.79	Agree
Lack of continuous training and professional development	3.23	.95	Agree
Negative perception of the subject	3.15	.99	Agree
Low student interest and engagements	3.07	.95	Agree
Lack of support from school heads for the subjects	2.86	1.13	Agree
Overcrowded classrooms	3.00	.99	Agree
Lack of standardised curriculum implementation	3.05	1.06	Agree
Challenges of students assessment	2.93	1.14	Agree

Table 3 shows the mean scores for challenges experienced by teachers in the teaching of home economic ranging from 2.86 to 3.47. The results in the table farther indicate that

respondents acknowledge that high cost of purchasing teaching materials, lack of continuous training and professional development, negative perception of the subject, Low student interest and engagements, lack of standardised curriculum implementation, challenges of students assessment and Lack of support from school heads for the subjects were teaching–related factor affecting the teaching and learning of Home Economics in Benin City.

#### Research Questions Four

What are societal factors affecting the teaching and learning of Home Economics?

**Table 4: Mean rating of societal factors affecting the teaching and learning of Home Economics**

Items	Mean	Std. Deviation	Remarks
Negative perception of the subject	3.15	.99	Agree
Lack of standardised curriculum implementation	3.05	1.06	Agree
Societal cultural attitude towards the subject	3.18	.99	Agree
Societal misconception of the subject as female profession	2.64	1.10	Agree
Parental influence in choosing the subject for their children	3.14	.99	Agree

Table 4 shows the mean ratings of societal factors affecting the teaching and learning of home economics within the range of 3.05 to 3.18. The results reveal that all the mean rating were above a criterion mean of 2.50 indicating that the respondents acknowledge societal cultural attitude towards the subject, negative perception of the subject, parental influence in choosing the subject for their children, lack of standardised curriculum implementation and societal misconception of the subject as female profession constitute challenges affecting the teaching and learning of home economics.

## Research Questions Five

What are the governments related factors affecting the teaching and learning of Home economics?

**Table 5: Mean rating of the government related factors affecting the teaching and learning of Home economics**

Items	Mean	Std. Deviation	Remarks
Poor funding and government supports	3.27	.76	Agree
Provision of laboratory	3.17	.89	Agree
Insufficient recruitment of home economics teachers	3.20	.91	Agree
lack of opportunity for on -the -job training	3.17	1.01	Agree
inadequate policy implementation	3.10	.99	Agree

The results in table 5 shows a mean rating of 3.17 to 3.27 which were all above a benchmark of 2.50 indicating the respondents agree that poor funding and government supports, insufficient recruitment of home economics teachers and lack of opportunity for on-the-job training and inadequate policy implementation were government related challenges affecting the teaching and learning of home economics.

## Discussion of Findings

The purpose of this study was to examine the challenges affecting the teaching and learning of Home Economics in secondary schools in Benin City. The study found that the key challenges affecting the teaching and learning of home economics in secondary schools in Benin City include teaching-related, government-related and societal-related challenges. However, student-related challenges as perceived by the students do not constitute a challenge to the teaching and learning of home economics. This is agreement with Olawale (2018) who acknowledged that Home Economics is a practical subject that requires hands-on

activities for effective learning. However, many schools lack the facilities necessary for practical sessions. As noted by overcrowded classrooms, inadequate laboratory spaces, and insufficient materials which hinder effective practical learning. The inconsistency in educational policies related to Home Economics also poses a challenge. It also affirms Adedayo and Ogunyemi (2019) who stated that frequent changes in policies, curricula, and examination standards without adequate consultation with stakeholders hinder the effective implementation of the subject poses challenge to Home Economics in schools. Additionally, the lack of monitoring and evaluation by educational authorities contributes to the poor quality of Home Economics education (Okoh, 2020).

In addition, the study revealed that disagree that students' perceptions of the subject and condition of learning pose challenges to the teaching and learning of Home Economics in Benin City. This finding aligns with Siddique et al. (2002) which noted that indicates that the most students view the subjects linked to key areas of Home Economics such as food & nutrition, clothing & textile and home management as highly interesting, meaningful, relevant and applicable to their daily life; though, sought for equilibrium in both theoretical and practical aspects of these areas.

Moreover, the study found that teaching-related factors such as high cost of purchasing teaching materials, lack of continuous training and professional development, negative perception of the subject, low student interest and engagements, lack of standardised curriculum implementation, challenges of students assessment and lack of support from school heads for the subjects were teaching-related factors affecting the teaching and learning of Home Economics in Benin City. This lends credence to previous study which outlined that Home Economics curriculum used in many Nigerian secondary schools is outdated and does

not adequately address contemporary issues such as food security, technology, and entrepreneurship (Okoh, 2020). As Adebayo (2019) noted that the curriculum is overly focused on traditional aspects of the subject, neglecting the evolving needs of the society and the job market.

Furthermore, the study established that societal factors such as societal cultural attitude towards the subject, negative perception of the subject, parental influence in choosing the subject for their children, lack of standardised curriculum implementation and societal misconception of the subject as female profession constitute challenges affecting the teaching and learning of home economics. This corroborates previous assertion which states that there is the persistent belief that Home Economics is "women's work" reinforces the marginalization of the subject and undermines its broader educational and economic relevance. As a result, male students often face societal stigma or peer ridicule if they express interest in the subject. Such gendered perceptions discourage male participation, limiting diversity in classroom demographics and curbing the subject's potential to promote life skills among all students regardless of gender (Okojie & Ighodaro, 2021).

Finally, found that governments related factors such as poor funding and government supports, insufficient recruitment of home economics teachers and lack of opportunity for on-the-job training and inadequate policy implementation are government-related challenges affecting the teaching and learning of home economics. This is in line with previous assertion which stated that the absence of regular training and workshops prevents teachers from updating their skills and adopting modern teaching techniques that could enhance learning outcomes (Okorie, 2017). It also align with Olawale (2018) noted that the availability of qualified teachers is essential for effective Home Economics education.

However, studies have shown that there is a significant<sup>2</sup> shortage of qualified Home Economics teachers in Nigerian secondary schools hence, many schools employ teachers who lack the necessary training and certification in Home Economics, leading to ineffective teaching practices.

## 10 CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The study examined the challenges affecting the teaching and learning of Home Economics in secondary schools in Benin City. The specific objectives were as follows:

1. To find out the key challenges affecting the teaching of Home Economics in secondary schools in Benin City.
2. To determine how students perceive the challenges affecting the learning of Home Economics in Benin City.
3. To ascertain teaching – related factor affecting the teaching and learning of Home Economics in Benin City.
4. To find out the societal factors affecting the teaching and learning of Home Economics in Benin City.
5. To determine governments related factors affecting the teaching and learning of Home Economic in Benin City.

As a follow up to the objectives, five research questions were raised and answered accordingly. The study adopts a descriptive survey research design. The target population consists of all Home Economics teachers and students in public secondary schools in Benin City. The sample for the study was 190 participants made up of 130 students and 60 teachers selected through multistage sampling techniques. The instrument for data collection was two sets of questionnaire (the teachers' and students' questionnaire) designed after careful review of literature. The face and content validity of the research instrument (questionnaire) was ascertained by Home Economics education experts and research supervisor to ensure that it

measures the intended objectives. <sup>1</sup> The reliability of the instrument was tested using Cronbach's Alpha method which yields a reliability coefficient of 0.85. Data collection was done through direct questionnaire distribution to teachers and students in selected schools.

<sup>30</sup> The data obtained was analyzed using descriptive statistics such as mean scores and standard deviation for ranking challenges. <sup>9</sup> Analysis was conducted using SPSS (Statistical Package for Social Sciences) Version 22.

## Major Findings

The study revealed the following key findings:

- <sup>2</sup> 1. The key challenges affecting the teaching and learning of home economics in secondary schools in Benin City include teaching-related, government-related and societal-related challenges. However, student-related challenges as perceived by the students do not constitute a challenge to <sup>46</sup> the teaching and learning of home economics.
2. Students' perceptions of the subject and condition of learning did not pose any challenge to <sup>50</sup> the teaching and learning of Home Economics in Benin City.
3. The study found that teaching-related factor such as high cost of purchasing teaching materials, lack of continuous training and professional development, negative perception of the subject, low student interest and engagements, lack of standardised curriculum implementation, challenges of students assessment and lack of support from school heads for the subjects pose challenge to the teaching and learning of Home Economics in Benin City.
4. Societal factors such as societal cultural attitude towards the subject, negative perception of the subject, parental influence in choosing the subject for their children, lack of standardised curriculum implementation and societal misconception of the

subject as female profession constitute challenges affecting the teaching and learning of home economics.

5. Governments related factors such as poor funding and government supports, insufficient recruitment of home economics teachers and lack of opportunity for on-the-job training and inadequate policy implementation are government-related challenges affecting the teaching and learning of home economics.

## **Conclusion**

From this study, it can be concluded that teaching of Home Economics is besets with myriads of challenges which affects the effective instructional delivery. The key challenges affecting the teaching and learning of home economics in secondary schools in Benin City include teaching-related, government-related and societal-related challenges. However, student-related challenges as perceived by the students do not constitute a challenge to the teaching and learning of home economics.

## **22 Recommendations**

Based on the findings from the study, the following recommendations were put forward:

1. The Nigerian governments including school owners should accord adequate support for Home Economics' through provision of funds and infrastructures such as building home economics labouratory in all secondary schools offering the subject.
2. Qualified teachers should be recruited and ensure only teachers trained in the subjects are allowed to teach it as well as sponsoring in services training for serving Home Economics teachers.
3. Societal negative perception or stereotyping of the subject as women course should be dissuaded through public enlightenments.

4. Students should be motivated by government and parents to offer Home Economics as a subject through provision of learning materials to enhance learning.

### **Contributions to Knowledge**

This study contributes to knowledge by unmasking some of the challenges affecting the teaching and learning of Home Economics in Benin City thus adding to existing literature in education and Home Economics. Specifically, the study identified the teaching-related, government-related and societal-related challenges hindering effective teaching and learning of the subject. Thus, dispelling the notion that student-related constitute a challenge to the teaching and learning of home economics.

### **Suggestion for Further Studies**

It is suggested that the study be replicated in other parts of the state as well as comparing the perception of teachers and students on the challenges of teaching and learning Home Economics in urban and rural schools.

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## APPENDIX

Institute of Education,  
University of Benin  
Benin City,  
Edo State.

Dear Respondent,

### REQUEST FOR COMPLETION OF QUESTIONNAIRE

I am a Post graduate student at the Institute of Education, University of Benin. I am currently conducting research on the topic: Challenges of Teaching and Learning Home Economics in Secondary school in Benin City." Your school has been selected to participate in this study.

Your participation is crucial to help me achieve the objectives of this research. I kindly request that you provide accurate responses to the questionnaire.

Please be assured that all information provided will be treated with the utmost confidentiality and used solely for academic purpose

Yours sincerely

**Ehimare Eghosa Beatrice**  
Researcher

## QUESTIONNAIRE

### SECTION A: Demographic Information

What is your gender? ( ) Male ( ) Female

What is your role? ( ) Home Economics Teacher ( ) Student

What type of school do you attend/work in? ( ) Public Secondary School ( ) Private Secondary School

How many years of experience do you have teaching/learning Home Economics? ( ) <sup>24</sup> Less than 1 year ( ) 1–3 years ( ) 4–6 years ( ) More than 6 years

### SECTION B

#### CHALLENGES OF TEACHER TEACHING HOME <sup>45</sup>ECONOMICS IN THE SECONDARY SCHOOL

S/N	ITEMS	A	SA	D	SD
1.	High cost of purchasing teaching materials is a challenge to teaching of home economics				
2.	Lack of training and professional development is a challenge to teaching of home economics				
3.	Negative perception of the subject is a challenge in the teaching of home economics				
4.	Low student interest and engagement is a challenge to teaching of home economics.				
5.	Lack of support from some school heads for the subjects especially practical poses challenge				
6.	Overcrowded classrooms challenge to effective teaching of home economics				
7.	Lack standardized curriculum implementation is a challenge to teaching of home economics				
8.	Challenges of student assessment affect the effective teaching of home economics0				
9.	Time constraints for practical lessons is a challenge to teaching of home economics				

<b>10.</b>	Societal cultural attitude towards the subject is a challenge to teaching of home economics				
<b>11.</b>	Lack of community support affects the learning of home economics				
<b>12.</b>	Societal misconception of the home economics as women profession poses a challenge to teaching of home economics				
<b>13.</b>	Parental influence in choosing subject for their children affect teaching and learning of economics				
<b>S/N</b>	<b>ITEMS</b>	<b>A</b>	<b>SA</b>	<b>D</b>	<b>SD</b>
<b>14.</b>	Poor funding and government support affects effective teaching of home economics				
<b>15.</b>	Provision of home economics laboratory by government affect teaching of the subject				
<b>16.</b>	Insufficient recruitment of home economics teachers affects the teaching of the subjects				
<b>17.</b>	Lack of opportunity for on-the-job training of home economics teachers affect teaching of the subject				
<b>18.</b>	Inadequate policy implementation affects the overall effectiveness of home economics				

## QUESTIONNAIRE

### SECTION A: Demographic Information

59 What is your gender? Male ( ) Female ( )

What is your age? 11-12 [ ] 13-15[ ] 16-18[ ]

What type of school do you attend/work in? ( ) Public Secondary School ( ) Private Secondary School

What is your class? JSS 1 ( ) JSS 2( ) JSS3 ( )

### CHALLENGES<sup>49</sup> OF STUDENTS LEARNING HOME ECONOMICS

S/N	ITEMS	A	SA	D	SD
1.	My class is too large and make it difficult to learn home economics practical's				
2.	home economics is a female subject and it difficult to learn				
3.	I find home economics difficult because my school do not have the facilities				
4.	There is no teacher in my school teaching home economics and that makes it difficult to learn the subject				
5.	Home economics is outdated therefore challenging to learn				
6.	I find it difficult to learn home economics because of the it is expensive to buy learning materials especially for practical				
7.	I found home economics challenging because of the way my teacher handles it				
8.	learning home economics is not interesting because is difficult				
9.	Home economics is less valuable compared to other science subjects the				
10.	My teacher does not allow opportunity for practical in-home economics and this makes it difficult				

**CHALLENGES<sup>11</sup> OF TEACHING AND LEARNING HOME  
ECONOMICS IN SECONDARY SCHOOL IN BENIN CITY**

**EHIMARE EGHOSA BEATRICE  
PG/IED PG/IED2215457**

**INSTITUTE OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY**

**AUGUST, 2025**

**CHALLENGES<sup>11</sup> OF TEACHING AND LEARNING HOME  
ECONOMICS IN SECONDARY SCHOOL IN BENIN CITY**

**EHIMARE EGHOSA BEATRICE  
PG/IED PG/IED2215457**

**A RESEARCH PROJECT<sup>13</sup> SUBMITTED TO THE INSTITUTE OF  
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, NIGERIA, IN  
PARTIAL FULFILMENT OF THE REQUIREMENT SFOR THE  
AWARD OF POSTGRADUATE DIPLOMA IN EDUCATION**

**AUGUST, 2025**

## CERTIFICATION

We, the undersigned, certify that the research project titled “Challenges<sup>11</sup> of Teaching and Learning Home Economics in Secondary school in Benin City<sup>1</sup>” was carried out by Ehimare Eghosa Beatrice with Matriculation Number PG/IED2215457 in the Institute of<sup>5</sup> Education, University of Benin, Benin City in partial fulfillment of the requirement for the award of Postgraduate Diploma in Education (PGDE).

---

**Dr. Wesley C. Uwadiae**  
(Project Supervisor)

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**Date**

---

**Ag. Prof. Kehinde Aluko**  
(Project Co-Ordinator)

---

**Date**

---

**Dr. Kennedy Imasuen**  
(Director of the Institute)

---

**Date**

## 9 DEDICATION

This work is dedicated to God Almighty for His guidance and protection throughout my stay  
in school

## ACKNOWLEDGEMENTS

All gratitude to God Almighty, the giver and sustenance of life, who made this achievement possible. May his name be praise forever.

My unreserved gratitude goes to my amiable and intelligent supervisor. Dr. Wesley Uwadiae for his patience, guidance and well-articulated instructions during the course of the this project for accuracy and splendid completion. Thank you sir.

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## LIST OFFIGURES

Conceptual framework core challenges of teaching Home Economics and their interaction.

**Figure 1:**

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## ABSTRACT

This study<sup>34</sup> investigated the challenges affecting the teaching and learning of Home Economics in secondary schools in Benin City. As a follow up, five research question were generated to guide<sup>1</sup> the study.

This study adopts a descriptive survey research design. The target population consists of all Home Economics teachers and students<sup>39</sup> in public and private secondary schools in Benin City. The sample was 190 respondents comprising teachers and students of Home Economics<sup>25</sup> selected through a multi-stage sampling technique. The instrument for data collection was a two set-structured questionnaire comprising teachers and students' questionnaire.<sup>6</sup> The face and content validity of the research instrument (questionnaire) was ascertained by Home Economics education experts and research supervisor.<sup>6</sup> The internal consistency of the instruments was established with Cronbach's alpha method which yields a reliability coefficient of 0.85. The instrument was administered by the researcher and the data generated was analysed with Means and standard deviations, utilizing SPSS<sup>44</sup> (Statistical Package for Social Sciences) Version 22. The study revealed that<sup>2</sup> the key challenges affecting the teaching and learning of home economics in secondary schools in Benin City include teaching-related, government-related and societal-related challenges. However, student-related challenges as perceived by the students do not constitute a challenge to the teaching and learning of home economics. Based on these findings, it was therefore recommended that the Nigerian governments including school owners should accord adequate support for Home Economics' through provision of funds and infrastructures such as building Home Economics labouratory in all secondary schools offering the subject. Additionally, qualified teachers should be recruited and ensure only teachers trained in the subjects are allowed to teach it as well as sponsoring in services training for serving Home Economics teachers. Moreover, societal negative perception or stereotyping of the subject as women course should be dissuaded through public enlightenments.

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