

**PERCEPTION OF STUDENTS ON THE CAREER RELEVANCE OF HOME  
ECONOMICS IN JUNIOR SECONDARY SCHOOL IN OREDO LGA OF EDO STATE**

**Christabel Cynthia OMOREGBE**

**EDU 1511200**

**FACULTY OF EDUCATION UNIVERSITY OF BENIN, BENIN CITY**

**SEPTEMBER, 2023**

**THE INFLUENCE OF ENTREPRENEURIAL SKILLS ACQUIRED BY BUSINESS  
EDUCATION STUDENTS ON THE ESTABLISHMENT AND MANAGEMENT OF  
SMALL-SCALE ENTERPRISE IN EDO STATE**

**Christabel Cynthia OMOREGBE**

**EDU 1511200**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL  
AND TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF  
BENIN, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
BACHELOR OF SCIENCE IN EDUCATION B. SC (ED.) DEGREE IN HOME  
ECONOMICS EDUCATION**

**SEPTEMBER, 2023**

## **APPROVAL**

1, hereby certify that this study was carried out by Christabel Cynthia OMOREGBE EDU 1511200 in partial fulfillment of the requirements for the award of bachelor of science in education B. SC (ED.) degree in home economics education.

DR. S.B ABUSOMWAN (Project Supervisor

18-09-23-Date

## **CERTIFICATION**

We the undersigned certify that the research work was carried out by Christabel Cynthia OMOREGBE EDU 1511200 in the Department of Vocational and Technical Education, Faculty of Education, Faculty of Education, University of Benin.

DR. S. B ABUSOMWAN

(Project Supervisor)

DR. S.B ABUSOMWAN

(Project Coordinator)

DR. S.O. OSUYI

HEAD OF DEPARTMENT

Dale 22/04/2015

## **DEDICATION**

This project is dedicated to Almighty God for His love, grace, mercy, guidance, provision and protection throughout my academic pursuit. **ACKNOWLEDGEMENT**

Research of this magnitude cannot easily see the light of the day without the help and assistance of certain person. First and foremost, I want to sincerely thank God for His benevolence and for seeing me through my B.Sc. (Ed). Undergraduate programme successfully.

I am eternally grateful to my able, dedicated and indefatigable project supervisor who also double as my project coordinator, Dr. S. B Abusomwan whose valuable suggestion and guidance made it easy for me to grasp rich insight to the project matter of this study. The knowledge and understanding I gained from him was indeed overwhelming, and his instrumentality in the successful completion of this study is inestimable.

My sincere appreciation goes to my beloved husband Dr. Nosa J. Obayuwana and my dear children Ebenezer, Goodness and Peace for their sacrifices. Also Mr. Andasson Okoro Mr. David Omoregbe, Mr. Osakpanwan Omoreghe, Constance, Princess, Elogbosa for their Support.

## TABLE OF CONTENTS

PAG	iii
TITLE	
APPROVAL	iv
CERTIFICATION	
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	6
Purpose of the Study	7
Research Questions	8
Hypotheses	8
Significance of the Study	
Scope of the Study	10
Delimitation	10
Limitation of the Study	11

Operational Definition of Terms	11
---------------------------------	----

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

Concept of Home Economics	13
---------------------------	----

The Concept of Perception	17
---------------------------	----

The Perception of Students on the Career Relevance of Home Economics	18
----------------------------------------------------------------------	----

Home Economics and Education	23
------------------------------	----

Summary of Related Literature Reviewed	27
----------------------------------------	----

## **CHAPTER THREE: METHODOLOGY**

Research Design	29
-----------------	----

Population of the Study	30
-------------------------	----

Sample and Sampling Technique	30
-------------------------------	----

Instrumentation	31
-----------------	----

Validity of the Instrument	
----------------------------	--

Reliability of the Instrument	32
Method of Data Collection	32
Method of Data Analysis	32

#### **CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF RESULTS**

Data Analysis	34
Analysis and Interpretation of Demographic Data	34
Analysis and Interpretation of Research Question	35
Discussion of Findings	42

#### **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

Summary of the Study	46
Conclusion	48
Recommendations	

49

Contribution to Knowledge

51

Suggestions for Further Study

53

REFERENCES

53

APPENDIX

55 LIST OF TABLES

Page

Table 1: Percentage Distribution of Sex of Respondents

Table 2: Percentage Distribution of Age of Respondents

Table 3: Arithmetic mean of sex influence on the perception of students on the career relevance of Home Economics

Table 4: Arithmetic mean of perception of student Home Economics parental influence on the on the career relevance of Home Economics

Table 5: Arithmetic mean of the social prestige influence on the perception of students on the career relevance of Home Economics

Table 6: Arithmetic mean of the influence of Borne Economics Teachers on student's perception on the career relevance of Home Economics teachers on student's perception on the career relevance of Home Economics 41

## **ABSTRACT**

The purpose of this study was to find out the perception of students on the career relevance of home economics in junior secondary schools of Oredo Local Government Area of Edo State. This work focused on JSS3 students of five secondary schools in Oredo Local Government Area.

From each school twenty students were randomly selected making a total of 100 students which constituted the sample size. The major instrument for data collection was based on questionnaire. The questionnaire comprised of two sections, section A and B. Section A was designed to elicit information relating to demographic data, while section B was designed to elicit information relating to factors which tend to influence the perception of students on the career relevance of home economics. The questionnaire was personally administered to the respondents by the researcher. Information gathered from the questionnaire was analyzed using mean.

From the analysis it was discovered that sex of a student, parents, social prestige and home economics teachers have an influence on the perception of students on the career relevance of people. On the basis of the findings made, the researcher strongly recommends that educational policies should mainly be value-oriented in practice and not just rhetorical. Government should fund vocational education in schools and provide both urban and rural schools with highly relevant and stimulating materials, so as to stimulate positive attitude among students towards home economics. The research suggests that other research studies be carried out to find out other factors that are likely to influence the perception of students towards the career relevance of home economics.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The term "Home Economics" may call up stereotypical images of girls busily sewing and cooking, images that have led many people to view this field as fundamentally narrow, dull and socially conservative. So often, home economics has been cast as a conspiracy to keep women in the kitchen, an interpretation that has overlooked its impressive and diverse contributions. Home economics is much more than cooking and sewing. Home economics combine aspects of science, nutrition, cooking, clothing, art, biology, and physics, parenting skills, humanities and finance. Home economics is a broad field, so broad that the public rarely grasps its importance. Home economics is a broad field of knowledge and services concerned with all phases of family life, it is a course designed to promote a healthy home and society. It is also the major delivery system of education for home and family life. Home economics is a broad field which embraces separate but interrelated subject areas thus helping individuals to think intelligently and make meaningful

decisions on facts of life. The subject is divided into three major areas: Food and Nutrition, clothing and Textile and home management. These three areas of home economics are skill oriented; they

are expected to equip learners with saleable skills that make for self-reliance, self-employment and paid employment.

Our country Nigeria is experiencing hardship, mass poverty, and high rate of unemployment and as such majority of our people cannot afford the basic needs of life such as food, clothing, decent shelter and health care amongst others. Home economics has the key to the solution of many of the problems of the country particularly on the issue of income generating skills for both men and women, poverty alleviation since developing occupational skills among students is a major concern in home economics. It is concerned with using, developing and managing human and material resources for the benefits of individuals, families, institutions and the community now and in future. The world is growing technologically and Nigeria must not be left out. The Nigerian child must be given that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. That kind of education that will prepare an individual for a productive life in a world that needs the best possible contribution from every person is home economics. People are ignorant of the importance of home economics and various contributions to national development, which could help male and female students to receive information and be able to work solutions to problems.

Home economics careers abound for youths who are interested in them, knowledge of the careers would aid a student in decision making with regard to the future choice of career. Some of these careers are nutritionists, fashion designing, interior decorating, catering, event planning, etc.

Home economics careers take into consideration the reality of the environment as materials in the environment are utilized for effective living. In view of the apparent contributions of home

economics and other vocational subjects to the family and the society, the 6-3-3-4 system of education was introduced which is made up of six years of primary education, three years of junior secondary school, three years of senior secondary school and four years of higher education. One of the

3

- major objectives of this policy is to enable the junior secondary school leavers who could not continue their academic pursuit to acquire skills and abilities in any of the vocational courses.
- Despite the various careers available in home economics, and its diverse contribution to national development, so many people still perceive home economics as a course for women, drop outs who cannot be taken in any other subject area and course that has to do only with cooking and sewing. This misconception of home economics by people is one of the reasons why so many students lack interest in the subject. The perception of students on the career relevance of home economics can be influenced by their parents, the sex of the student, the teacher, the self concept of the student, social prestige and parental level of income.
- Home economics education is one of the courses which attract lowest enrolment of students both in secondary and tertiary levels of education.

- Besides, the low enrolment pattern, home economics education show wide disparity between male and female students in favor of female. This could be attributed to wrong awareness (perception) of the meaning and the role of home economics due to certain problems relating to the
- teaching/learning of the subject, parents not encouraging their children to study home economics, lack of equipment and facilities for practical, the expensive nature and poor funding by the government. Many students have their career chosen for them by their parents; parents prefer courses like medicine, engineering, accounting, law, pharmacy, etc to home economics and would not encourage their children to study home economics. Some male students also do not like home economics because they think it is a course meant for only girls. Most students are not aware of what home economics is all about, no ideas, no interest, and their level of awareness on the course of study is near zero percent.
- In view of the negative perception of students, parents and the society on the various career path of home economics and its various contributions to national development, it is therefore of paramount importance to investigate the factors that influence the perception of students on the career relevance of home economics in junior secondary schools. However, I strongly believe that home economics has an extremely important place in our educational system today. No other academic

### **Statement of the Problem**

Though Nigeria is blessed with abundant human and natural resources, one of the most serious problems facing this country today is that of unemployment. Employment opportunities are not

sufficiently available for young school leavers. Perhaps, the most important reason is that there is little or no career information available to our students in secondary schools, which could help them make appropriate decisions concerning their courses of study. We need a type of education that will liberate its citizens from ignorance, poverty, unemployment and crime. Home Economics is that kind of education that contributes meaningfully to the solutions of the problems of the society such as unemployment, poverty, and malnutrition. People are ignorant of the importance of home economics which could help male and female students to receive information and be able to work solutions to problems, it also enables the students to acquire skills, abilities essential for independent life met up with personal and family needs more especially in this economic difficulties. Considering various contributions of home economics and its diverse career paths and the students' lack of interest in the course, a study like this needed to find out the students level of awareness and the factors responsible for that lack of interest on the course.

### **Purpose of the Study**

The major purpose of the study was to investigate the perception of students on the career relevance of home economics in junior secondary schools. Specifically, the study will find out:

If the sex of a student influences his or her perception on the career relevance of home economics.

Parental influence on students' perception on the career relevance of home economics.

If the social prestige attached to home economics influences the perception of students on the career relevance of home economics.

4. The influence of teachers on the perception of students on the career relevance of home economics.

## 7Research Questions

The following research questions were raised to guide the study.

1. Does the sex of student influence his/her perception on the career relevance of home economics?
2. Will parents influence the perception of students on the career relevance of home economics?
3. Does the social prestige attached to home economics have any effect on the perception of students towards home economics?
4. Do home economics teachers have any influence on the perception of students towards the career relevance of home economics?

## **Hypotheses**

The following null hypothesis were formulated and tested at 0.05 level of significance

Ho: There is no significant difference between male and female students perception on the career relevance of home economics.

Ho: There is no significant influence of parents on the perception of students on the career relevance of home economics.

Hoy: There is no significant influence of social prestige attached to home economics on the perception of students on the career relevant of home economics.

Ho: There is no significant influence of the teachers on students' perception on the career relevance of home economics.

### **Significance of the Study**

In Nigeria today, the educational system has not kept pace with the developing nations need for skilled manpower just because vocation has not been widely accepted and implemented, parents have keen interest towards their children education which may run counter to social needs and manpower development. Based on the result of this study, it is expected that awareness of facts would be provided which will help educational planners and administrators.

This study will be of immense benefit to students, teachers, parents and the nation at large who perceive home economics in a negative way due to lack of adequate knowledge of home economics associated careers and its relevance. The result of this study will go a long way in helping the school guidance counselors, teachers and career advisers in the placement of secondary school students in a number of home economics related careers. It is hoped that the study will assist educators and the

government in the formulation of policies that will give the Nigerian citizens, a system of education which should be job oriented.

### **Scope of the Study**

The study was designed to investigate the perception of students on the career relevance of home economics, hence did not encroach into other fields like medicine, law, accounting, engineering etc.

Also, out of lots of variables this study attracts only four, which are gender (sex of the student), the parents of the student, the teachers of home economics and the social prestige attached to home economics.

### **Delimitations**

The study was limited to Junior Secondary School students of Oredo Local Government Area of Edo State for obvious reasons of time and finance. The population for this study consists of junior secondary three students from five secondary schools in Oredo Local Government Area of Edo State which will be sampled for data collection.

### **Limitations of the Study**

This study has several limitations due to the nature of the research design. All data were obtained using a four-point Likert scale thereby bringing into question the issue of common method bias.

This study was limited to JSS3 students in 5 secondary schools in Oredo Local Government Area of Edo State due to finance and time constraints.

### **Operational Definition of Terms**

Some of the terminologies used in this research are entirely for the purpose of the research and they include:

Perception: Conscious understanding of something.

Vocation: An occupation, for which a person is suited, trained or qualified.

Career: An individual's work and life roles over their lifespan.

Occupation: An activity or task with which one occupies oneself.

Employment: The work or occupation for which one is used and often paid.

Student: A person formally engaged in learning, especially one enrolled in school or college

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the procedure used for the review of related literature to the study and it was organized under the following sub-headings:

Concept of Home Economics

Concept of Perception

The Perception of Students on the Career Relevance of Home Economics Home Economics and Education

Summary of Related Literature Review

#### **Concept of Home Economics**

The term home economics is a field of knowledge and services primarily concerned with strengthening the family life through educating the individual for family living, improving the services and goods used by families, conducting researches to discover changing needs of the individuals and families and the means of satisfying these needs. Olaitan and Agusiobo (2002) noted that home economics embraces the study and application of liberal arts and the natural and social sciences and

their application to everyday life. Home economics deals with the social, economic and scientific changes that affect the needs of man. It is dedicated to the task of helping individuals learn better those behavioral patterns and skills that will enable them to fulfill effectively their roles as family members and society members. As a matter of fact home economics education combines the liberal arts and the technical, the scientific and the artistic in solving problems of individuals and society. Home economics is a skill oriented field of study that is capable of equipping learners with skills that create room for self-reliance or paid employment which aims at reducing unemployment and improving manpower development. Leinch (2001) stressed that home economics is built upon many disciplines from which an individual who engages on it gains that opportunity, experience and skills required for effective output. The various Home economics related occupation makes provision of knowledge and skill to be diversified in the field of the study. Ekpenyong (2008) asserted that among the areas that education employs to enhance development, home economics has persistently identified itself as the right step in the right direction. It has passed the period when it was regarded as only the acquisition of skill in household arts or just cooking which prevents male's enrolment in the course related areas of the study in higher institutions of learning. Today, home economics has given the bounding of focusing attention on the home/family to the dynamics of the present to forestall credibility in career establishment as well as skills concrete enough to sustain individuals, family and the nation at large. It encompasses all areas of food and nutrition, home management, clothing and textiles, child and family living, consumer education etc, hence integrating them into all aspects of life.

Tate (1973) identified twelve separate and interrelated fields in Home economics. These include the following:

Clothing construction, design and theory

Child development and family relations

Communication

**Food, its preparation, management and technology**

Housing period when it was regarded as only the acquisition of skill in household arts or just cooking which prevents male's enrollment in the course related areas of the study in higher institutions of learning. Today, home economics has given the bounding of focusing attention on the home/family to the dynamics of the present to forestall credibility in career establishment as well as skills concrete enough to sustain individuals, family and the nation at large. It encompasses all areas of food and nutrition, home management, clothing and textiles, child and family living, consumer education etc, hence integrating them into all aspects of life.

Tate (1973) identified twelve separate and interrelated fields in Home economics. These include the following:

. Clothing construction, design and theory

Child development and family relations

Communication

Food, its preparation, management and technology

Housing

Household equipmen

Interior design and decoration

Textile design and decoration

Human nutrition and dietetics

Family economics and home management

Education

The content of home economics comes from the synthesis of multiple disciplines. This interdisciplinary knowledge is essential because the phenomena and challenges of everyday life are not typically one-dimensional. Home economics combines aspects of science, nutrition, cooking, parenting skills and finance. Students learn about the inter-relationships between diet, health, family, home and choice and the management of resources. According to Wikipedia (2010), home economics also known as family and consumer science, human ecology or home science is the profession and field of study that deals with the economics and management of the home and community. According to Uko-Ariomoh (2005), home economics is a skill-oriented field of study

16that is expected to equip learners with survival skills that make for self. reliance, employment and paid employment. It prepares students for home making or professional careers. It is taught In

secondary schools, colleges and universities, vocational school and in adult education centers, where students include women and some men.

### **The Concept of Perception**

According to Wikipedia (2014), perception is the organization, identification and interpretation of sensory information in order to represent and understand the environment. Oladele (1988) defined perception as the process of identifying, discriminating, recognizing, adjudging objects, qualities or relations in our environment by means of sensory information. This means that individual learns to understand D-is physical and social world through his sense organs. A further classification of this definition sees perception as a function of the present past and fixture experience in cooperating motive contexts, needs, expectation goals, people and necessity to communicate with them. According to the Cambridge Advanced Learners Dictionary. perception as the quality of being aware of things through the physical senses, and someone's ability to notice and understand things that are not obvious to other people. It can also be said that perception is a belief or opinion, often held by many people and based on how things seem. The perception process allows us to experience the world around us.

Perception varies from person to person. Different people perceive different things about the same situation depending on how they see it. Perception can be influenced by so many factors; some of these factors are attitudes, motives, interests, experience, expectations, time, social setting and background (Sree Rama Rao, 2008).

### **The Perception of Students on the Career Relevance of Home Economics**

Students' home found many ways of expressing their opinion and views on the relevance of home economics. Home economics is one of the courses which attract the lowest enrolment and interest of students. The low interest and enrolment of students have been attributed to wrong awareness (perception) of the meaning and relevance of home economics (Olaitan, 1986). Students have different perception about home economics base on their personal experience, self concept, gender, parents, socio-economic background and the society. Some male students prefer medicine, law, engineering, etc. than home economics for males because they are lucrative and notable professions for reliable and successful men, these make men to be proud, fulfilled, have prestige and become wealthy. Some students also see home economics as a preparatory course for becoming good house wives, since it deals with different food preparation and serving of meals, decoration of home and its surroundings, making of cloths, child care etc. Home economics is also perceived as a course for female. From the colonial era till date, home economics was mainly done by women and as such students see it as a female course. Dike (2006) expressed that wrong perception of home economics dated back from the colonial era, this makes it difficult for the perception to change. These misconceptions have posed a negative effect on the attitude of students especially males towards home economics.

The perception of students towards home economics as a subject and as a career can be influenced by some factors; some of the factors influencing their perception are their parents, interest, society, teachers, gender, peer group and social prestige attached to home economics. Career selection is one of many important choices students make in

determining future plans. Akomolafe (2003) pointed out that the individual's vocation or career is one of the most important aspects of human endeavor because it determines a lot of things in human existence. In Nigeria, many youths make wrong career choices due to ignorance, inexperience, peer pressure, wrong modeling, and advice from friends, parents and teachers or as a result of the prestige attached to certain jobs without adequate vocational guidance and career counselling (Salami, 1999). A child can be influenced by his parents' profession or interest when making a choice of his career. An average Nigeria parents does not want his son to earn a living as a full time farmer, a watch-repairer, a plumber, a house painter, for many Nigerians, these jobs are for the poor and underprivileged. Padunny (1998) stressed that typically the higher the occupational status of the students' parents, the positive their attitude towards Science. This is to say that higher occupational parents would want their child to be doctors, engineers, pharmacist, etc. without considering if the child would actually read science subject to achieve that. The influence of

20parents in the development of students in vocational/technical subjects cannot be over emphasized; this is because parents seem to have much influence on children's choice of educational career. Ocho (2005) revealed that some individuals have their career chosen for them by their parents. Observation has shown that most parents tend to guide their children towards their own profession for purpose of continuity and to prevent wastage of investments. For example, an established doctor would naturally want his son or daughter to take over from him when he retires or dies, not only for continuity but also to make sure that the capital invested in the business is not left to waste. Such parents would not consider home economics as a choice of career for their children regardless of their child's natural capability.

The social prestige ascribed to certain professions also influences a persons' attitude towards selecting the related career. Mermit (2008), Egbochukwu and Obiunu (2006), Adeleye (1998) have all pointed that members of the society hold certain profession to a high esteem as though they are more important than others. Medical doctors and lawyers are held to a very high esteem by members of the society

21whereas clerical staffs and teachers including their like are looked through a microscope, Gender stereotyping has been a major problem in home economics. Many people, parents, professionals, teachers and the society at large have the misconception that home economics are a course for female. This assumption has posed a negative effect on the attitude of male students towards the subject. It is apparent that there is a gender gap in home economics; an evidence of this gender gap is that it starts at home. The home provides the child with first experience, these include the models with which the child can identify, the parents provides a range of materials for home play, there are also value system which are basic to special roles. The children quickly learn that the roles of men in the family are different from the role of women. The differential role of boys and girls constitute a serious problem to home economics studies as its affects the male students from undertaking the course. The teachers of home economics to a great extent have an influence on the perception of students on the course. The success of an educational program is largely dependent on the quality of its teachers.

Teachers, who are occupationally qualified and competent in their subject areas, contribute immensely to the success of any educational program. The more qualified and well trained teachers

are the easier the aim and objectives of home economics would be achieved. The way the teacher presents the subject matter to the learner may make a student like or dislike a subject (Ozioma, 2011). If the teacher uses an appropriate method of teacher, the course would be more interesting and students would get motivated to study the course. The need for home economics students to be taken for excursion to various establishments such as clothing and textiles, home management and food and nutrition establishment was recommended by Ovute (2001), this will expose students to various career paths and broaden their knowledge about home economics.

### Home Economics and Education

Developing occupational skills among students In a major concern in home economics; it is one of the compulsory pre-vocational subject taught at junior secondary education level in Nigerian education system.

According to Uko-Aviomoh (2005), home economics is a skill-oriented field of study that is expected to equip learners with survival skills that make for self-reliance, employment and paid employment.

Occupational skills are best understood as competency on resourceful skills capable of steering an individual to be self-reliant, independent and productive in meeting life's challenges. Similarly, Ifegbo (2002) described occupational skills as those skills, which a person acquires, that help develop in the person, abilities and competencies needed for firm career commitments. Occupational skills in home economics include food and nutrition skills, home management skills and clothing and textile skills. Biao (2008) noted that the acquisition of these skills has the capability to augment

and inspire productivity and to further income generating life endeavors among people. Thus, home economics plays a significant role in the achieving the goals of the National Economic and Development Strategy (NEEDS, 2005). The world is growing technologically and Nigeria must not be left behind. The Nigerian child must be given that aspect of education, which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. In this direction, there arose the need to improve our

educational system (Adaralesbla, 2001). Because of the above fact, the national policy on education in Nigeria; instead of the former five years of secondary education, there is now a six years secondary school system broken into two stages; junior and senior stages, each lasting for three years (National Policy situation in Nigeria will reveal that there are not enough jobs to absorb the thousand of the school leavers who are yearly produced by our secondary school system irrespective of whatever skill they may pose. The UBE which was launched on 30 September, 1999 by President Olusegun Obasanjo among other things, to improve the standard of literacy and improve societal development. Ansi (2002) stressed that the aim of the DBE includes ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative skills, communicative skills and life skills as well as the ethical, moral and civic values needed to lay a solid foundation for life-long learning. In line with this objective, the National Policy on Education (FRN, 2004) reiterated a variety of goals aimed at facilitating educational and national development. Home economics is among the vocational subjects through which this goal may be realized. Home economics as a school subject is taught at all levels of education to bring up young people to become good citizens, parents and above all to be stable and happy people able to enjoy life in full. Thus, home economics becomes a means of promoting those goals of education concerning the preparation of both the young and adult

for a happy family life. Home economics has a position of importance in the 6-3-3-4 system of education. At post-primary level, home economics is geared towards preparing students for occupations of a technical nature. It helps pupils and students practice little or no home making. School activities, per group's interaction, entertainment (television, and magazines), and mobile phones occupy most of children's time and attention, such that may rarely be called upon by parents to assist in the work of the home. The school has now assumed responsibility for helping to train children for the vocation of home-making as well as for those other home economics occupations that were traditionally learned through the apprenticeship system or shared experience in the home. A complete assessment of the school's system shows that the teaching of home economics starts from kindergarten. According to Thyne (1990), topics that teach formation of habits in eating, clothing, washing, cleaning and playing together, which are the first steps in the home, are taught at the kindergarten level. In the elementary school, the rudiments of home economics are taught. Home economics in secondary school is more closely connected with the home and community and more practical attention is given to areas of skill acquisition. In addition, home economics seeks other avenue of preparing children for the part they will play later in life as parents and citizens.

### **Summary of Related Literature Review**

Literature has revealed that home economics contributes to manpower development by equipping individuals with reliable occupational skills, which leads to self-reliance. There are different career path is home economics which"" can keep a graduate gainfully employed. Despite the various contributions and relevance of home economics to the society. home economics is perceived by many people and professionals as a course which has to do with cooking and sewing and a course

for only females. This misconception of home economics is one of the major reasons for the negative attitude of male students towards the course of study and has created a gender gap. The perception of students towards home economics is greatly influenced by their parents. The short sightedness of the students is compounded by the decision of their parents about their careers. Parents are often more interested in occupations or profession which will bring money, prestige to the family, than the suitability of their children for a particular career (Okoh, 2006). The social prestige ascribes to home economics, the teacher, the sex of the students are also some of the factors that influence the perception of students towards the career relevance of home economics.

### **CHAPTER THREE**

#### **METHODOLOGY**

This chapter describes the procedures that was used in the study under.

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

Method of Data Analysis

### **Design of the Study**

The design for this study was the survey research design. The survey research is one in which a group of people or items is studied by collection and analyzing data from a few people or items, considered to be representative of the entire group. This was adopted since the study is to find out the perception of students on the career relevance of home economics.

### **Population of the Study**

The population of this study comprises of few JSS 3 students of Oredo Local Government Area of Edo State. This is because it was perceived that JSS 3 students have been more exposed to the study of Home Economics as a subject. All private secondary schools were left out in the study largely because one is not very sure of the number of such schools in existence.

### **Sample and Sampling Technique**

The sampling technique for this study was the simple random sampling technique. This was achieved through the application of the table of random number. The sample for the study was drawn from five secondary schools in Oredo Local Government Area of Edo State. From each school 20

students in JSS3 were randomly selected making a total of 100 students which was the sample. The under listed schools were used for the study:

1. Akenzua Junior Secondary School

302. Edo College Junior Secondary School

3. Emotan Junior Secondary School

4. Evbuotubu Junior Secondary School

5. Idia College Junior Secondary School

### **Instrumentation**

The instrument for this study was a structured questionnaire. The items were generated based on the information gathered from the purpose of the study. It consists of two sections, Section A and B. Section A consists of demographic data like age, sex and class, while Section B was designed to obtain response from students on their perception. A four point Likert scale was used for rating the

response options of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) as well as numerical values of 4, 3, 2, and 1 respectively.

#### Validity of the Instrument

The questionnaire was given to my supervisor and two other lecturers in the Faculty of Education, Department of Vocational and Technical Education, University of Benin to scrutinize the items in relation to the

Research hypotheses. Their suggestions were used to improve on the validity of the instrument.

#### **Reliability of the Instrument**

Using the split half procedure, the questionnaire was administered on a sample of 20 students in a public secondary school not included in the main study. The responses obtained were organized according to odd and even numbers. The Pearson Product Moment Correlation was applied to the score and a co-efficient of 0.8 is obtained the instrument is reliable and can be used.

#### **Method of Data Collection**

The data for this study was collected with the aid of a questionnaire developed from the study. The questionnaire was personally administered by the researcher with the assistance of the home economics teachers in the respective sampled schools. The questionnaires were collected as soon as they are completed. Mean scores were used in answering the research question. Since the items were based on a 4-point Likert scale with an average of 2.50, in interpreting the result, items with mean ratings up to and above 2.50

32 were regarded as agree, while items with mean rating below 2.50 were regarded as disagree.

### **Method of Data Analysis**

Mean scores were used in answering the research questions since the items were based on a 4-point likert scale with an average of 2.50, in interpreting the results, items with mean ratings up to and above 2.50 were regarded as agree, while items with mean rating below 2.50 were regarded as disagree. well taught in my school because we lack equipment needed for the subject My teacher encouraged 20 19 30 21 me to study Home Economics.

Disagree

Average Mean

2.556

From the above table, it is observed that the arithmetic mean ranges from 2.18 to 3.18, with an average mean of 2.546 to give a decision that Home Economics teachers influences the perception of students towards the career relevance of Home Economics.

## **CHAPTER FOUR DATA ANALYSIS AND DISCUSISON OF RESULTS**

### **Data Analysis**

This chapter IS concerned with the analysis of the research quesions which was done with the use of simple percentage and arithmetic mean. This analysis was based on the 100 questionnaires that were administered and collected from five (5) secondary schools in Oredo Local Government Area of Edo State.

## Analysis and Interpretation of Demographic Data

**Table 1: Percentage Distribution of Sex of Respondents**

SEX	FREQUENCY	PERCENTAGE(%)
Male	40	40
Female	60	60
Total	100	100

**Source: Field Study**

The table above shows the frequency and percentage of the sex of the respondents.

Male respondents have a frequency of 40 and a percentage

of 400/0, while the female respondents have a frequency of 60 and a percentage of 60%

**Table 2: Percentage Distribution of the Age of Students**

<i>Age</i>	Frequency	Percentage (%)
10-13	23	23
14-17	59	59
18 and above	18	18
Total	100	100

The table above shows the frequency distribution and percentage of the ages of students ranging from 10 years to above 18 years. 10-13 years students have a frequency of 23 and a percentage of 23, 14-17 years students have a frequency of 59 and a percentage of 59, while students of 17 years and above have a frequency of 18 and a percentage of 18.

### **Analysis and Interpretation of Research Questions Research Question One**

Does the sex of a student influence his/her perception on the career relevance of home economics?

From the above table, it is observed that the arithmetic mean ranges from 2.27 to 3.24, with an average mean of 2.778 to give a decision that the gender will play an important role in influencing the perception of students on the career relevance of Home Economics in Oredo Local Government Area of Edo State.

### **Research Question Two**

Do parents influence the perception of students on the career relevance of home economics?

**Table 4: Arithmetic means of parents influence on the perception of**

S/N	Item Statement	SA	A	D	<sup>S</sup> SD	X	Decision
6.	My parents refuse to support me financially to study the subject	21	19	26	24	2.17	Disagree
7.	My parents made me believe that home economics is meant for female students only	19	24	36	21	2.41	Disagree
8.	My parents prefer I become an engineer, doctor than to become a fashion designer,caterer,dietitian,etc.	38	31	19	12	2.95	Agree
9.	My parents discouraged me from studying home economics because of their socio-economic class	33	14	32	21	2.38	Disagree

10.	My parents do not like home economics because they think it has to do with cooking and sewing.	39	23	19	19	2.82	Agrec
Average Mean		2.546					

According to the analysis in the above table, the arithmetic mean ranges from 2.17 to 2.95 with an average mean of 2.546 to give a decision that parents influence the perception of students on the career relevance of home economics.

### **Research Question Three**

Will the social prestige attached to home economics influence the perception of students on the career relevance of home economics?

**Table 5: Arithmetic means of the influence of social prestige attached to home economics on the perception of students on the**

S/N	Item Statement	SA	A	D	SD	X	Decision
11.	People look down on those that study home economics	35	33	19	13	2.90	Agree
12.	I do not like home economics because it is not well recognized by the society	28	29	17	26	2.59	Agree
13.	Studying home economics will limit my chances of being respected citizen in Nigeria.	35	20	18	27	2.68	Agree
14.	I prefer other subjects than home economics because they are more prestigious.	22	29	25	24	2.49	Disagree
15.	I do not like the name of the subject (Home Economics) because of the poor image attached to it.	19	17	26	38	2.17	Disagree
Average Mean		2.556					

From the above table, it is observed that the arithmetic mean ranges from 2.17 to 2.90, with an average mean of 2.556 to give a decision that the

social prestige attached to Home economics will play an important role in influencing the perception of students on the career relevance of home economics.

#### **Research Question Four**

Do teachers in Home Economics have any influence on the perception of students on the career relevance of Home Economics?

**Table 6: Arithmetic means of the influence of Home Economics teachers on the perception of students on the career relevance of home economics**

S/N	Item Statement	SA	A	D	SD	X	Decision
16.	My teacher does not motivate me to like home economics	17	19	33	31	2.22	Disagree
17.	Home Economics is not well taught in my school.	19	20	32	29	2.29	Disagree
18.	I do not know the career opportunities in Home Economics because I was not taught by my teacher	34	32	20	14	2.86	Agree
19.	Home Economics is not	48	32	10	10	3.18	Agree

	well taught in my school because we lack equipment needed for the subject						
20.	My teacher encouraged me to study Home Economics.	20	19	30	21	2.18	Disagree
Average Mean		2.556					

From the above table, it is observed that the arithmetic mean ranges from 2.18 to 3.18, with an average mean of 2.546 to give a decision that Home Economics teachers influences the perception of students towards the career relevance of Home Economics.

### **Discussion of Findings**

The data analyzed in table 3 revealed that the sex of a student has an influence on the perception of students' on the career relevance of home economics. This is informed by the mean distribution ranging from 2.27 to 3.24 to yield at), average mean of 2.778. From the table, respondents seem to agree with the fact that home economics is meant for girls since it has to do with cooking and sewing. This is in line with Ode (2011)

findings that students' perceive home economics as a subject which cannot take one outside the four walls of the home and kitchen.

The data analyzed in table 4 revealed that parents have a strong influence on the perception of students on the career relevance of home economics. This is revealed by the mean distribution which ranges from 2.17 to 2.95 with an average mean of 2.546. From this, respondents seem to agree with the fact that their parents do not like Home economics and prefer they become doctors, engineers,lawyers,and accountants than to become fashion designers, nutritionist and dieticians. This finding agrees with the findings of Ozioma (2011) who in his research stated that some parents discourage their children especially male children from studying home economics, because they feel it is meant for only female students. They also feel that there are better subjects than home economics.

Based on the data presentation as shown in table 5, it is observed that the social prestige attached to home economics has an influence on the perception of student on the career relevance of home economics. This is

informed by the mean distribution which ranges from 2.17 to 2.90 to yield an average mean of 2.556. From the table, respondents seem to agree with items 11, 12 and 13 which states that people look down on those studying home economics, that home economics is not well recognized in the society and that studying home economics will limit their chances of being respected citizens in Nigeria. This agrees with Eze (2013) findings that the name "Home Economics" is part of the reasons people have the misconception that Home Economics has to do with cooking and sewing and look down on those studying home economics.

The findings from the data presented in table 6 revealed that home economics teachers, their method of teaching and availability of equipment in the teaching of home economics has a great influence on the perception of students on the career relevance of home economics. This is informed by the responses given by the students in items 18 and 19. This finding is in line with the findings of Udom (1979) who concluded that all complaints about the teaching of home economics are mostly shortage of teachers, equipment and accommodation. Anyakoha

(1992) found that the adequate utilization of instructional materials and equipment can motivate and sustain students' interest.

## **CHAPTER FIVE**

### **Summary, Conclusion and Recommendations**

This chapter aims at succinctly summarizing the entire research work under the following guidelines:

- Summary
- Conclusion
- Recommendations
- Contribution to Knowledge
- Suggestion for Further Studies

#### **Summary**

This study gets out to investigate the perception of students on the career relevance of Home Economics in Junior Secondary School of Oredo Local Government Area of Edo State. The purpose of the study was to find out if parents, the sex of students, teachers and the socio-prestige attached to home economics influences the perception of students on the career relevance of home economics.

A sample of 100 students were randomly selected from five secondary schools in Oredo Local Government Area. In order to effectively carry out this research, four research questions were raised to guide the study. They include:

1. Does the sex of student influence his/her perception on career relevance of home economics?
2. Will parents influence the perception of students on the career relevance of home economics?
3. Does the social prestige attached to home:' economics have any effect on the perception of students towards home economics?
4. Do home economics teachers have any influence on the perception of students towards the career relevance of home economics?

The design of the study used was survey research design: the instrument for data collection used was the questionnaire, a total number of 100copies were administered to the respondents and the responses were used for the analysis. The data was analyzed using mean distribution.

From the data collected and analyzed, findings revealed that:

1. The sex of a student influences his/her perception on the career relevance of home economics.
2. Parental influence affects the perception of student on the career relevance of home economics.
3. The social prestige attached to home economics affects the perception of students on the career relevance of home economics.
4. Home economics teachers and their method of teaching influences the perception of students on the career relevance of home economics.

### **Conclusion**

Based on the findings of the data presented and analyzed, the following conclusions were drawn in relation to the research questions raised to guide the study:

1. The sex of a student influences his/her perception on the career relevance of home economics.
2. Parents influence the perception of students on the career relevance of home economics.

3. The prestige or social economic importance attached to home economics influences the perception of students on the career relevance of home economics.
4. Home economics teachers and their method of teaching has an influence on the perception of students on the career relevance of home economics.

### **Recommendations**

In light of the findings made, the researcher strongly recommends that:

1. Parents should encourage their children to study home economics; they should also provide enough finance/resources for their children to study the subject.
2. Guidance and counselling should be encouraged in schools by providing funds and facilities especially at the secondary school level since the subjects done at this level influence one's choice of career programme.
3. Government, schools, NGOs should provide facilities/equipment/ materials and fund to promote effective teaching and learning.

4. The name of home economics should be changed to remove the poor image attached to it.
5. The teachers of home economics, the government and the curriculum planners should join hands to ensure that the name "Home Economics" could be changed to something better to ensure if changed of name could attract more males and females to study the course.
6. The wrong conception and perception of home economics as women subject should be changed through public enlightenment programme.
7. Students should be taken on excursion/field trips to various establishments of home economics such as food processing industries, textile mills, sewing institutions. This will give them opportunity to see both males and females employed to work in these areas.
8. Career days/orientation should be organized from time to time for primary and secondary school students.

**Contribution to Knowledge** This study has helped the society to realize the relevance of home economics and its diverse contribution to national development and change the misconception that home economics is for only female students. It has also helped parents to realize that their encouragement and support is needed in the process of their children choosing a course, they should not dictate for their children the kind of course to study. Teachers and their method of teaching has been identified by other researchers to be one of the factors influencing students' perception towards home economics, this research also stressed on the part sex of a student's plays in the perception of students towards home economics.

### **Suggestions for Further Study**

Since this study was carried out with earlier mentioned limitations, it is suggested that with improved resources the scope could be widened to be able to ascertain whether the state of affairs in Oredo Local Government Area of Edo State could also be the same in other local government areas. And also other research study should be carried out to cover all junior secondary school students.

It is also suggested that research studies be carried out to find out other factors that are likely to influence the perception of students towards home economics.

## References

Anyakoha, E. & Eluwa, M. (1991). Management for Schools and Colleges. Onitsha: Africana-FEP Publishers.

Anyakoha, E.U. (1992). Development and Utilization of facilities for home economics education programmes In Nigeria schools. Journal of Vocational and Technical Education, University of Nigeria, Nsukka, NVA Publication.

Anyakoha, E.U. (2000). Home Economics for Junior Secondary Schools, Onitsha: Africana-FEP Publishers Limited.

Anyakoha, E. U. (2000). Home economics for junior secondary schools.

Durojaiye, (2000). Educational and occupational prestige In Nigeria secondary school pupils. West Africa Journal of Education, 18(8).

Eze, N.M. (2001). Strategies for improving male enrolment in home economics at NCE program in Nigeria. Home Economics Research Association of Nigeria (HERAN) Conference Proceedings.

Ezenwanne, D.N. (2013). Students' attitude to home economics: A challenge to vocational education and universal basic education. *Journal of Research and Development*, 5(1): 71-78.

Federal Republic of Nigeria (2004). National policy of Education.

Abuja: NERDC Press.

National Policy on Education, Federal Ministry of Education Printing Division, Lagos (FRN, 2000).

Ode, M.O. (1998). The place of Vocational home economics as base for national progress in Nigeria. *Journal of Curriculum and Instruction*, National Association of Curriculum Theorist (NACT 70).

Ode, M.O. (2013). Low students enrolment in home economics program: A case study of University of Horin. *Journal of the Research on Humanities and Social Sciences*, 3(1): 46-53

Ohiole, F. & Ogomezim, B. (2014). The role of vocational and technical education In Nigeria economic development. *Journal of Educational Research Quarterly*, 36(3).

Ovute, A.O. (2001). Male and female students' perception of the roles of home economics in education. Research imperatives challenges for home economics. Published by Home Economics Research Association of Nigeria (HERAN), Department of Vocational Education, University of Nigeria, Nsukka.

Oyebode (1986). Influence of parents educational attainment and vocational choice.

Ozioma, C.A. (2011). Influential factors affecting the attitude of students towards vocational and technical subjects in secondary schools in Southern Eastern Nigeria. *The Journal of Educational and Social Research*, 1(2): 49-56.

Ozioma, C.A. (2012). Societal and gender issues in the study of home economics education in Nigeria Tertiary institutions. *Journal of Education and Social Research*, 2(10): 38-48

Tate, M.E. (1961). *Home economics as a profession*. New York: McGraw-Hill Books Company.

Uko-Aviomoh, E.E. (2005). Evolving a dynamic curriculum for home economics in Nigeria school. In 8.0. Oraifo, G.C. Edozie and D.N. Ezeh. *Curriculum Issues In contemporary education*. Benin City Da-Sylva Influence.

Ukpore, B.A. (2009). Home economics and occupational skills: perception of Nigerian home economics teachers and students. *Journal of Research in National Development*, 7(1).

**APPENDIX  
BENIN, BENIN CITY  
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY  
OF EDUCATION, UNIVERSITY OF**

Dear Respondents,

I am a final year student of the above named department carrying a research study on the perception of students on the career relevance of Home

Economics in Junior Secondary Schools of Oredo Local Government Area of Edo State. I will be very grateful if you can carefully and sincerely fill out this

questionnaire on your opinion of the subject matter. Response will be treated confidentially and used only for research purposes. Thanks.

Yours Sincerely,

**Aibalegbe Tracy Obazee**

## SECTION A (Personal Data)

### Instruction

**Please Tick [ ] in the appropriate box after each question**

Sex: Male [ ], Female [ ]

School type: Mixed [ ], Single Girl [ ], Single Boy [ ]

School:

Class: JSS 1 [ ], JSS 2 [ ], JSS 3. [ ]

Age: 10-13 years [ ], 14-17 years [ ], 18 and above [ ]

## SECTION B

The following items were raised from the research questions to elicit response from the students.

**Instruction(s):** from the alternatives below, tick the one that best describes your view.

Keys: SA - Strongly Agreed, A- Agreed, D - Disagreed, sn Strongly Disagreed

S/N	Item Statements	SA	A	D	SD
	Does the sex of a student influence his/her perception on the career relevance of Home Economics?				
1.	Home Economics is about cooking and sewing so it is not meant for boys				
2.	I feel Home Economics is meant for female students				
3.	Girls are more interested in Home Economics than Boys				
4.	Girls do better in Home Economics than Boys in my Class				
5.	Boys want to study Engineering,Accounting, Law, Medicine instead of Home Economics				
	Do Parents influence the perception of				

	students on the career relevance or Home Economics?				
6.	My Parents refuse to support me financially to study the subject.				
7.	My Parents made me believe that Home Economics is meant for female students only.				
8.	My Parents prefer I become an Engineer, Doctor than to become a fashion designer, caterer, dietitian, etc.				
9.	My Parents discouraged me from studying Home Economics because of their socio-economic class.				
10.	My Parents do not like Home Economics because they think it has to do with just cooking and sewing.				
	Will the social prestige attached to				

	Home Economics influence the perception of students on the career/relevance of Home Economics?				
11.	People look down on those that study Home Economics.				
12.	I do not like Home Economics because it is not well recognized by the society.				
13.	Studying Home Economics will limit my chances of being a respected citizen of Nigeria.				
14.	I prefer other subjects than Home Economics because they are more prestigious.				
15.	I do not like the name of the subject "Home Economics" because of the poor image attached to it.				
	Do teachers in Home Economics have				

	any influence on the perception of students on the career relevance of Home Economics?				
16.	My teacher does not motivate me to like Home Economics				
17.	Home Economics is not well taught in my school.				
18.	I do not know the career opportunities in Home Economics because I was not taught by my teacher.				
19.	Home Economics is not well taught in my school because we lack equipment /materials needed for the subject.  My teacher encouraged me to study Home Economics.				
20.					