

# Evaluation of the Implementation of Home Economics Curriculum at the Junior Secondary Schools in Ibadan Metropolis, Nigeria

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## Abstract

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*This study evaluated the implementation of Home Economics curriculum at the Junior Secondary Schools in Ibadan Metropolis with focus on the input and process components of CIPP evaluation model. The study adopted the descriptive research design. Twelve schools where home economics is being offered were purposively selected in Ibadan metropolis of Oyo State. The instruments used were: Inventory of Resources and Facilities for teaching Home Economics ( $r=0.81$ ), Questionnaire on Utilization of Resources for Teaching Home Economics ( $r= 0.79$ ) and Checklist of Home Economics Teaching Methods ( $r= 0.76$ ). Four research questions were answered, while data were analyzed using descriptive statistics which include simple frequency count, mean and standard deviation. The results revealed that all the home economics teachers are qualified to teach all the components of the subject as 91.7% of the teachers are home economics specialists. However, material resources for teaching home economics were available in schools but insufficient. The available material resources are sparingly utilized. Non-adherence to some methods of teaching home economics as stated in the curriculum was as well found in this study. Excursion method (79.2%) exhibition method (66.7%), Resources person/Guided method (45.8%), problem solving method (45.8%), discovery method (45.8%) and project method (41.7%) were rarely utilized. Based on these findings, it is recommended that for effective implementation of Home Economics curriculum, materials resources should be provided adequately and utilized, teachers should employ more of activities based methods of teaching such as excursion, project, exhibition and problem methods as stated in the Home Economics curriculum.*

**Key words:** Evaluation, Implementation, Home Economics, Curriculum, CIPP Model.

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## Introduction

Home Economics deals with the management of available resources creatively in our household and society at large. It facilitates the adjustment of skills and also acknowledge individuals to the changing demands of the society. That is, it places emphasis on skills development in choosen occupations for man's survival. Through acquisition of skills individuals could explore their environment and manage available resources to serve them better in the society. Home Economics also enables the youths to develop good morals to live a good healthy and happy life in the family, community and the nation at large. The skills developed in home economics subjects helps in the course of training to increase the productivity and earning capacity of individuals by enabling people to earn more income, while preparing individuals for home making and better career opportunities in dietetics, nutrition, food-service, catering, hotel management, teaching, fashion-designing, pattern-illustration, dress making and tailoring, laundering, modeling, interior decoration, institutional house-keeping, child care and nursery management.

According to Ochonogor (2001) Skills acquired in the study of clothing and textiles design, construction and maintenance can help home

economics graduate to engage in self- employed ventures like: Laundering and dry cleaning for commercial purposes, tailoring and textile merchandising, apparel decorator, fashion illustrator, toy maker, establishing a craft centre which involves producing needle craft, woven or embroidery articles on clothing and soft furnishings and carrying out traditional printing on garments, tie and dye as well as creative batik design. Ochonogor (2001) stressed further that knowledge acquired from consumer education, foods and nutrition and home management for graduates of home economics includes: The establishment and operation of a restaurant, working day care centre, establishment of cookery or catering schools, organization of food demonstration in the media, cake decoration services, manufacturing and sales of household and laundry agents.

According to NERDC (2007), objectives to be achieved by the students of home economics at Junior Secondary level includes: Contribution to healthy family, develop manipulative skills that will enable students function effectively in the society within the limit of their capacity, develop healthy and aesthetic values, attitudes and skills, develop the ability to adapt to their changing environment, develop a sense of inquiry and scientific approach to daily living and

appreciate the dignity of labour. The Nigerian Education Research and Development Council (NERDC, 2007) gave some reasons why we need a Nine-year Basic Education Curriculum: The present primary and junior secondary school curricula can no longer meet the goals of basic education, subjects are overloaded, there is a disconnection in some subjects between primary and JSS1 curricula in the context of the nine year continuous basic education schooling, the new curriculum is addressing some of the observed gaps in the old curriculum, the existing primary and JSS curriculum could not achieve the acquisition of entrepreneurial skills, strategic communication skills, functional literacy and numeracy. Since 1981, Home Economics has been one of the subjects offered in Nigeria schools. It was implemented under the old 6-3-3-4 system of education in Nigeria. Now, due to changes in the educational sector of Nigeria, a new system is being created to suit the Universal Basic Education aims/goals.

The new system is 9-3-4 system of education. Owing to this creation, a new Nine-year Basic Education Curriculum was introduced and one of the subjects being offered in home economics. However, home economics has an extremely important place in Nigerian Educational system today especially after the introduction of the new 9-3-4 system of education (Universal Basic Education) which took off in 2006, has the first nine years of basic and compulsory education up to the junior secondary level by the National Educational Research and Development Council (NERDC). Since then no other academic discipline incorporates in its curriculum as many pertinent life skills that will help students succeed independent of their chosen career paths. Junior Secondary school students are older than the primary school students but not yet in the senior secondary school. Home Economics is a vocational subject taught at Junior Secondary Education System as a compulsory part of the curriculum.

It is also, among the new subjects compressed in the curriculum called Pre-vocational studies taught in Nigerian Junior Secondary schools nowadays. Going by the objectives of junior secondary education in Nigeria are to: provide the child diverse basic knowledge and skills for entrepreneurship and educational advancement, develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities,

inculcate values and raise morally upright individuals capable of independent thinking and who appreciates the dignity of labour and inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background; home economics has play a vital role. Looking at the goals, objectives, methods and materials upon which junior secondary home economics curriculum is planned as well as the freedom of formulating achievable classroom objectives, organization and presentation of contents, activities and evaluation by home economics teachers. In order to achieve the aforementioned objectives, the implementation of home economics curriculum demands the attention of a creative and a very resourceful teacher, capable of teaching the content of the subject as stated in the curriculum from one stage to another.

Esu, Enokha and Umorin (2009) defines Curriculum Implementation as the execution or the putting into effect curriculum plans and programs. Also, Olofu (2003) sees Curriculum Implementation as valid actions (through participation, resources provisions or creating enabling environment) in the execution of planned program or translating theory into practice, with a view to yield expected result. Curriculum Implementation is the process of bringing about change and improvement through teaching and learning. A good Home Economics curriculum lies in the hand of a bad teacher is as good as giving an untrained soldier gun to fight a battle. Implementation of home economics curriculum cannot be successful if school heads and teachers do not appreciate the richness of the subject and the fact that it has the capacity to affect other subjects and human life generally.

Over the years there have been series of challenges facing home economics education in junior secondary schools. Home Economics educational program fails in its role of empowering students to cope with the daily needs of life and surmount the economic challenges that appear to effect every profession and walk of life into the teaching and learning of home economics in junior secondary schools. Most junior secondary school students apply occupational skills to ensure productive living in home economics subjects therefore as a result of this lack of skills in them, students continue to lose interest and cannot perform successfully in their life careers. Presently many

students of home economics are not sure of their employment destination while many school leavers in home economics subjects have no decent jobs and capacity to start their own business after school. Many are also under-employed and cannot raise their living standard the application of home economics skills and so remain relatively poor.

Arubayi (2010) stated that without funds the materials resources cannot be made available and this has led to poor quality and poor implementation of Home Economics subjects which in turn have a negative effect on learning abilities of the students, poor motivation and frustration on the part of the students. Take for example, most junior secondary schools in Oyo State do not have Home Economics laboratories; this has had an effect on the teaching and learning of Home Economics especially in some areas of the subject like Foods and Nutrition, Home Management and Clothing and textiles; these aspect of Home Economics requires the use of materials such as sewing machine, clothing materials, modern kitchen utensils and equipment, crèche for childhood studies to enhance thorough practicals and instructional strategies to exhibit active teaching. Although some schools in Oyo state were equipped with insufficient materials but could not accommodate the students and this becomes problematic towards the effectiveness of the curriculum. Also, another problem facing home economics subjects in Junior Secondary schools in our society is the poor public image. It was regarded as a subject that could be taught by every mothers so as a result; parents looked down on the subject and thought it was a sheer waste of time and money. Therefore, the short sightedness of the students is compounded by the decision of their parents about their careers as many students have their career chosen for them by their parents.

Parents prefer courses like medicine, engineering, accounting, law, pharmacy, microbiology to mention but a few. As a result would not encourage their children to study home economics. This is because parents are often more interested in occupations or professions which will bring money, prestige to the family. Also most male students do not like home economics because they think it is a subject that has to do with only cooking and sewing, they perceive home economics as a subject for girls. Most male students prefer subjects like mathematics, basic science and technology, religion and national values to mention but a few. As a result they have no ideas, no

interest and their level of awareness in the subject is zero and lack interest in the subject.

There is dearth of qualified teachers in all areas of home economics this could be attributed to poor remuneration in terms of salary and low status image. As a result, many available home economics teachers abandoned the teaching profession for more attractive opportunities in the dietetic department in Hospitals, food-producing industries, hotels and textiles companies. Ovute(2002) recommended the excursion or field trips as methods of teaching Home Economics in all levels of education. This is to encourage the learners to actively participate in class activities and even to do more to produce high cognitive and affective outcomes but due to some inefficiency on the part of the government, the presentation of all these strategies seems difficult and make the curriculum ineffective. Home Economics as a subject is capital intensive and there is need for the procurement of equipment and tools. The high cost of procuring equipment and the poor resources of home economics subjects in Nigeria makes the subject in this country not to stay current with modern industrial demand. Anyakoha (1992) pointed out that Home Economics programmes with poor facilities base, would produce ill-equipped students who will lack the skills and confidence required for self-reliance. In consideration of the afore-mentioned it has become necessary to offer some suggestions for improving the home economics education to play a vital role in human development. The rate of low students' enrolment of Home Economics in Oyo State calls for much concern. This could be due to certain problems relating to the teaching/learning of the home economics subjects. Therefore, teaching people about the importance of Home Economics is very necessary.

Armstrong (1989) defined curriculum as a master plan for selecting content and organizing learning experiences for the purpose of changing and developing learners' behaviours and insights. Oliver (1989) defined curriculum as the program, a plan, content and learning experiences. Decker Walker (1990) A curriculum consists of those matter: A. that teachers and students attend together, B. that students, teachers and others concerned generally recognize as important to study and learn, as indicated particularly by using them as a basis for judging the success of both school and scholar, C. the manner in which these matters are organized in relationship to one another, in relationship to the other elements in the immediate educational situation and in time and space.

Dada Kolawole and Arikpo (2003) defined curriculum as the 'what' and 'how' of any educational enterprise. This is because what is the content or body of knowledge while how is the procedure or methodology to be adopted. The content of the Home Economics curriculum is determined by its objectives and consists of the learning experiences in home and family living for which the school is responsible. These experiences are selected by teachers, students and directed home experience, club and group activities and curriculum content. The present Home Economics Education curriculum in Nigeria is designed to furnish teachers and students with numerous ideas of simple but problem-solving practical exercises requiring the application of the scientific method. There are several teaching methods used in teaching home economics subjects in junior secondary schools which includes; laboratory method, discussion method, demonstration method, role playing and questioning method. It also encourage both individual and group projects. It also consists of facts, knowledge on the topic to be taught, the use of materials to facilitate learning and more importantly consequent evolution of knowledge on each steps. It calls for students clarification of ideas and pupils activities. A strong background in Home Economics curriculum is crucial for many careers and job opportunities in today's increasingly technologically society therefore the learning outcomes must see effectiveness in terms of school results at both internal and external examinations. Generally, teaching of home economics subjects is for evaluation either formative, summative or diagnostic to ensure proper effectiveness of the curriculum.

Among the aims of evaluation is to provide students with changes in a technological, socio-economic and multi-cultural society, contemporary social sciences which have been integrated in the curriculum, more practical lessons must be introduced and lessons must be organized to promote and plan for a variety of teaching and learning techniques in Home Economics. At the junior secondary level, the objectives of Home Economics curriculum is to teach learners strategically plan and use available resources in their environment to improve their homes, families and social life.

Despite the objectives of Home Economics curriculum as a vocational subject, it appears achieving the aim remained difficult in Nigeria, therefore the home economics curriculum needs to be

evaluated regularly to meet the needs of the society. Ezewanne (2006) lamented the inability of most junior secondary school leavers of Home Economics to effectively apply entrepreneurial skills to ensure productive living. As a result of this lack of entrepreneurship skills to ensure productive living, students continue to lose interest and most cannot perform successfully in their life careers. A review of some of these problems indicate that the delivery of Home Economics curriculum needs rev isitation.

Evaluation which is a process of gathering, obtaining and providing information for decision makers (Stufflebeam, 2002) or the assessment of outcomes, intended or otherwise (Scriven, 1987) enables valid judgements to be made aimed at providing valuable feedback into the educational system to all stake holders for timely decision to be made. Evaluation as the process of determining the merit, worth and value of things and evaluations are the products of that process. Evaluation of curriculum is an integral part and essential part of the whole process of curriculum development. It is a continuous activity and not a tail-end process. Curriculum is incomplete and meaningless without it. It is a process of passing a verdict on the worth of any educational enterprise and to select aims and objectives for the sake of having them in the curriculum. Therefore, evaluation of the Junior Secondary Home Economics offers opportunity for both teachers and students to access the curriculum in detail and to identify the areas where home economics needs re-adjustment. Curriculum Evaluation is to determine whether or not the newly adopted curriculum is producing the intended results and meeting the objectives that it has set forth, it is an essential component in the process of adopting and implementing any new curriculum in any educational setting. Another purpose of curriculum evaluation is to gather data that will help in identifying areas in need of improvement or change. Curriculum evaluation model is needed to provide a conceptual framework for designing a particular evaluation depending on the specific purpose of the evaluation. The concept of curriculum evaluation model can best be explained as a process (why) and also describes as a process (how). Curriculum evaluation model is a representation of reality presented with a degree of structure and order. Curriculum evaluation models can best be classified into conceptual models, procedural models and mathematical models. A conceptual model describes

the concept, procedural models is how to perform a task and mathematical models is the relationship between the various elements of a situation or process.

There are different curriculum evaluation models and they are: Tyler's Model, CIPP Model, Stake's Model, Roger's Model, Scriven Model, Kirkpatrick Model and Taba Model. Tyler's curriculum evaluation model lay emphasis on instructional objective. It is also called an Objective/rationale model. The theory was propounded by Ralph Tyler 1949. The purpose is to measure students progress towards objectives. It can be used to specify instructional objectives, collect performance data, compare performance data with the objectives and standards specified. Tyler's model ignores process and not useful for diagnosis of reasons why a curriculum has failed. Tyler's curriculum evaluation models is divided into: Objectives, Selection of learning experiences, organization of learning experiences and evaluation of students performance.

There is the CIPP Model propounded by Stufflebeam (2004). It covers the context of the programme, Input into the programme, Process within the programme and Products of the programme. It emphasizes on decision-making. The purpose of CIPP is to facilitate rational and continuing decision-making. It is sensitive to feedback. Rational decision making among alternatives and identifies potential alternatives, set up quality control systems. The limitation's of CIPP Model is that it values efficiency but it undervalues students aims.

Out of the aforementioned types of curriculum evaluation models, this research adopted the CIPP model for the curriculum evaluation. This model is to evaluate home economics curriculum because is to use the observable information about context, input and product to evaluate the efficiency of the process. Generally, evaluation methods include investigations, questionnaires, visitations, interviews and natural random sampling techniques. The objective of this model is to determine the efficiency or effectiveness of the entire programme or of any of its components. According to Stufflebeam, the four evaluation of CIPP includes; types of context, input, process and product with their unique individual function and collectively to form a complete evaluation model. The rationale for the choice of CIPP evaluation model is because; it provides an overall opportunity to make decisions about what the

programme introduces. The CIPP model is interesting because it enables the evaluator to know whether the stated objectives or goals of a programme are achieved or otherwise. It can also find out why some curriculum innovations failed and others succeed.

The model is basically a decision making oriented model. It also affords the evaluation to observe or search for factors that can serve as hindrances to the success of a curriculum programme. This curriculum evaluation model, four major components of the programme are evaluated. These are Context, Input, Process and Products Evaluation. Context determines what needs are addressed by a programme and what a programme already exist helps in defining objectives for the programme. Information leading to the determination of the objectives of programmes or education activities are also sought and provided for, It also includes the assessment of the environmental setting within which the educational activities is taking place.

Input evaluation in this theory is concerned with resources provided and available to run the programme. The evaluation also provides information on how to utilize the said resources in order to achieve the programme objectives. The information gathered was related to material, instructional and all other physical resources available. The process evaluation in this theory helps to provide information regarding the implementation stage. It provides information regarding the activities taking place. It helps to explain how teaching and learning is being implemented. Process evaluation helps to explain how teaching and learning is being implemented. Process evaluation helps identify the barriers and revisions that need to be made so as to make the curriculum meet its objectives.

The final stage is the product evaluation. The information gathered at this stage helps to explain the outcomes. The quality of the end product is explained and interpretation of the attainment of the objectives is made. At this stage, evaluation carried out helps to determine the worthiness and merit of the programme. Conclusion made at this stage helps to renew, modify, proceed or suspend the programme. CIPP evaluation model was applied in a way that the teacher's perception of the objectives of Home Economics curriculum formed the context aspect of the model. Instructional materials available, teachers and students attitude to classroom teaching formed the Input. Teaching and all learning methods comprised the Process aspect of the model. The product (outcome) theory formed the extent to which the

Home Economics curriculum has met the needs and expectations of most Junior Secondary School students in Ibadan, Oyo State.

Evaluation studies earlier conducted were largely on Primary Education Studies, Junior Secondary School Social studies curriculum, evaluation of population education in Nigeria Junior secondary schools among others with little consideration for evaluation of Junior secondary Home Economics Curriculum in Ibadan, Oyo State. To the best of the researcher's knowledge, evaluation of the implementation of home economics curriculum has been left unevaluated since the inception of the current curriculum and it is geared towards making students self-reliant and productive in the society. It has become necessary to evaluate the implementation of home economics curriculum using CIPP model with focus on the input and process aspects of the model.

### Statement of Problem

Home Economics is a vocational subject with the aim of equipping students with knowledge and skills for coping with problem of unemployment and economic realities of the society. However, as useful as the subject is for academic and career development, feelers from the school system revealed that the curriculum is not meeting the objectives for which it is designed. This might be due to the perceived inadequacies in the curriculum. Previous Studies, concentrated largely on evaluation of primary education curriculum, Junior secondary school English and Basic science and technology with little emphasis on evaluation of home economics curriculum in junior secondary Oyo State, especially since the inspection of 9-3-4 education system. Therefore, this studies evaluated the Implementation of Junior Secondary School Home Economics curriculum in Ibadan, Oyo state using the input and process components of CIPP model as the framework.

### Research Questions

This study sought answers to the following questions:

- (1) What is the profile of home economics teachers in Ibadan?
- (2) Are home economics teachers adequate in junior secondary schools?
- (3) What are the teaching methods adopted in

teaching home economics at Junior secondary schools in Ibadan?

### Significance of Study

The study has revealed the problems and challenges militating against the implementation of home economics curriculum that need to be addressed at the junior secondary school level.

The findings of this study will contribute in various ways valuable feedback to relevant stakeholders in education for decision making and to promote empowerment in Oyo state and Nigeria at large. It will also reveal the specific objectives of Home economics curriculum, learning experiences, instructional materials and strategies, curriculum activities and evaluation models to achieve the planning, organizing, designing and the development of Home Economics curriculum.

### Methodology

The study adopted the descriptive research design of the ex-post facto type. The Context, Input, Process and Product model was adopted in evaluating the curriculum. The Input and Process components of the CIPP model was adopted in the evaluation. Input refers to the human and material resources for teaching home economics, while process refers to the utilization of teaching aids and methodology in the teaching learning process of home economics. The population of this study comprised of Home Economics teachers in Ibadan metropolis, Oyo State. Random sampling technique was used to select four local government areas from the five local governments in Ibadan. Purposive sampling technique was used to select three junior secondary schools offering home economics from each of the local government areas making a total number of 12. All teachers of home economics in each school were involved in the study. The instruments used were: Inventory of Resources and Facilities for teaching Home Economics ( $r=0.81$ ), Questionnaire on Utilization of Resources for Teaching Home Economics ( $r= 0.79$ ) and Checklist of Home Economics Teaching Methods ( $r= 0.76$ ). Data collected were analyzed using descriptive statistics such as frequency counts, mean, median and mode, percentages, standard deviation and inferential statistics.

## Results

**Research Question 1:** What is the profile of Home Economics Teachers in Oyo State?

**Table 1: Demographical Characteristics of the respondents**

s/n	Variables	Labels	Frequency	Percentage
1	Gender	Male	1	4.2
		Female	23	95.8
2	Age	Below 30 years	8	33.3
		31-39 years	7	29.2
		40-49 years	7	29.2
		Above 50 years	2	8.3
3	School type	State	24	100.0
4	Highest educational qualification	B.Sc.	8	33.3
		B.A.	1	4.2
		B.A(ED)	1	4.2
		B.Ed.	11	45.8
		M.Sc.	2	8.3
		PhD	1	4.2
5	Area of specialization	Home Economics Education	22	91.7
		Science education	2	8.3
6	Teaching experience	1-5 years	9	37.5
		6-10 years	4	16.7
		11-15 years	3	12.5
		16-20 years	5	20.8
		21-25 years	2	8.3
		26-30 years	1	4.2
7	Status	Vice principal	1	4.2
		H.O.S	4	16.7
		Class teacher	19	79.2

Table 1 shows the profile of Home Economics Teachers in Oyo State.

Gender; majority 95.8% were female and 4.2% were male. Age; 33.3% were below 30 years, 29.2% were within 31-39 and 40-49 years, 8.3% were above 50 years. School type; all, 100.0% of the Home economics were from state owned school. Highest educational qualification; 33.3% had B.Sc. certificate, 4.2% had B.A(ED) & B.A. certificate, 45.8% had B.Ed. certificate, 8.3% had M.Sc. certificate, and 4.2% had PhD certificate. Area of specialization; majority 91.7% specialize in Home Economics education and 8.3% specialize in Science

education. Teaching experience; 37.5% had within 1-5 years, 16.7% had within 6-10 years, 12.5% had within 11-15 years, 20.8% had within 16-20 years, 8.3% had within 21-25 years and 4.2% had within 26-30 years of work experience. Status; 4.2% were Vice principal, 16.7% were H.O.S., 79.2% were Class teacher respectively.

**Research Question 2:** What are the available human and material resources for the implementation of teaching Home Economics?

**Table 2: Inventory of availability of Human resources and facilities for teaching Home Economics**

s/n	Human Resources	Not available	Available	$\bar{x}$	S.D
1	Are there Qualified Home Economics teachers in schools?	-	24(100.0%)	2.00	0.0
2	Are Agricultural Science teachers available for the teaching of Home Economics in the schools?	1(4.2%)	23(95.8%)	1.96	0.20
3	Are Basic Science teachers available for the teaching of Home Economics in the schools?	1(4.2%)	23(95.8%)	1.96	0.20
4	Are Physical and Health education teachers available for the teaching of Home Economics in the schools?	6(25.0%)	18(75.0%)	1.75	0.44

Table 2 shows that the available human resources in the study. Home Economics teachers ( $\bar{x}=2.00$ ) were ranked highest as the most available human resources by the mean score rating and was followed by Agricultural science teachers ( $\bar{x}=1.96$ ), Basic science teachers ( $\bar{x}=1.96$ ) and Physical and health education teachers ( $\bar{x}=1.75$ ) respectively.

**Table 3: Inventory of availability of material resources and facilities for teaching Home Economics**

s/n	Material Resources	Not available	Available	$\bar{x}$	SD
1	Are there Home Economics Syllabus in the schools?	-	24(100.0%)	2.00	0.0
2	Are there Home Economics Scheme of work in the schools?	-	24(100.0%)	2.00	0.0
3	Are Home Economics Lesson plans in the schools?	-	24(100.0%)	2.00	0.0
4	Are there Home Economics Teacher's reference books in the schools?	5(20.8%)	19(79.2%)	1.79	0.41
5	Are Home Economics laboratory, textile studio available in schools?	10(41.7%)	14(58.3%)	1.58	0.50
6	Practical materials and equipment on Home economics (Foods and Nutrition) e.g. Nutrition Brochure, Food pyramid charts, Apron, Cooking utensils, Cutleries, Serving plates are available?	12(50.0%)	12(50.0%)	1.50	0.51
7	Practical materials and equipment for Home economics (Home management) charts, coloured pencils, Glue, decorative items, brushes, beads, egg shell, crèche for early childhood are available?	14(58.3%)	10(41.7%)	1.42	0.50
8	Are there Students textbooks in the schools?	15(62.5%)	9(37.5%)	1.38	0.49
9	Practical Materials and Equipment on Home economics (Clothing and textiles) e.g. Textiles album, stitches album, sewing kit, sewing machines, working tables, fabrics are available?	16(66.7%)	8(33.3%)	1.33	0.48

Table 3 shows that the available material resources in the study. Syllabus ( $\bar{x}=2.00$ ) was ranked highest as the most available material resources by the mean score rating and was followed by Scheme of work ( $\bar{x}=2.00$ ), Lesson Plan ( $\bar{x}=2.00$ ), Teacher's reference books ( $\bar{x}=1.79$ ), Home Economics laboratory, textile studio ( $\bar{x}=1.58$ ), Practical materials and equipment on Home economics (Foods and Nutrition) e.g. Nutrition Brochure, Food pyramid charts, Apron, Cooking utensils, Cutleries, Serving plates ( $\bar{x}=1.50$ ), Practical materials and equipment for Home economics (Home management) charts, coloured pencils, Glue, decorative items, brushes, beads, egg shell, crèche for early childhood ( $\bar{x}=1.42$ ), Students textbooks ( $\bar{x}=1.38$ ) and lastly by Practical Materials and Equipment on Home economics (Clothing and textiles) e.g. Textiles album, stitches album, sewing kit, sewing machines, working tables, fabrics ( $\bar{x}=1.33$ ) respectively

Table 4 shows the teaching methods adopted in teaching Home economics at Junior Secondary Schools in Ibadan. Demonstration ( $\bar{x}=1.96$ ) was ranked highest by the mean score rating as the most used teaching method in teaching home economics and was followed in succession by Direct Teaching ( $\bar{x}=1.96$ ), Assignment method ( $\bar{x}=1.96$ ), Discussion ( $\bar{x}=1.83$ ), Questioning method ( $\bar{x}=1.83$ ), Play way method ( $\bar{x}=1.79$ ), Grouping ( $\bar{x}=1.71$ ), Project method ( $\bar{x}=1.58$ ), Discovery method ( $\bar{x}=1.54$ ), Problemsolving method ( $\bar{x}=1.54$ ), Resources person/Guided method ( $\bar{x}=1.54$ ), Organization of exhibition method ( $\bar{x}=1.33$ ) and lastly by Excursion method ( $\bar{x}=1.21$ ) respectively.

**Research Questions 3:** What are the teaching methods adopted in teaching Home economics at Junior Secondary Schools in Ibadan?

**Table 4 Checklist of Home economics teaching methods**

s/n	Methods of teaching Home economics	Not used	Used	$\bar{x}$	S.D
1	Is Demonstration method used by Home Economics teachers?	1(4.2%)	23(95.8%)	1.96	0.20
2	Is Direct teaching method used by Home Economics teachers?	1(4.2%)	23(95.8%)	1.96	0.20
3	Is Assignment method used by Home Economics teachers?	1(4.2%)	23(95.8%)	1.96	0.20
4	Is Discussion method used by Home Economics teachers?	4(16.7%)	20(83.3%)	1.83	0.38
5	Is Questioning method used by Home Economics teachers?	4(16.7%)	20(83.3%)	1.83	0.38
6	Is Play way method used by Home Economics teachers?	5(20.8%)	19(79.2%)	1.79	0.41
7	Is Grouping method used by Home Economics teachers?	7(29.2%)	17(70.8%)	1.71	0.46
8	Is Project method used by Home Economics teachers?	10(41.7%)	14(58.3%)	1.58	0.50
9	Is Discovery method used by Home Economics teachers?	11(45.8%)	13(54.2%)	1.54	0.51
10	Is Problem solving method used by Home Economics teachers?	11(45.8%)	13(54.2%)	1.54	0.51
11	Is Resources person/Guided method used by Home Economics teachers?	11(45.8%)	13(54.2%)	1.54	0.51
12	Is Organization of exhibition method used by Home Economics teachers?	16(66.7%)	8(33.3%)	1.33	0.48
13	Is Excursion method used by Home Economics teachers?	19(79.2%)	5(20.8%)	1.21	0.41

### Discussion of Findings

The results were discussed based on the analyzed data. With reference to research question on the profile of teachers that teach home economics in junior secondary schools, the findings of this study revealed the qualification of Home Economics teachers in junior secondary schools, the findings revealed that they are qualified to teach all the components of the subjects like Foods and Nutrition, Home Management, Clothing and Textiles, Consumer Education, Housing and interior decoration, Child development and care and Family Living in some local government area in Ibadan metropolis. The reason is that majority of the teachers are specialists in home economics education; their qualifications include NCE, B.Ed and M.Ed in Home economics while few are specialists in other field of science. This can be attributed to the fact that majority

of the colleges of education and universities in Nigeria has department for Home Economics that will produce teachers with knowledge and skills in home economics subjects. This finding corroborates that of Ishaya (2014) who noted that trained teachers are better in the implementation of curriculum than untrained ones at Junior Secondary school level.

### Availability of Human and Material Resources

Responses on the availability of human and material resources revealed that human and some material resources needed for the implementation of home economics curriculum are not adequate.. The few available human and material resources are insufficient in some schools, this is because there are no specified home economics laboratories in some schools. All that one sees is a common classroom labeled as Home Economics laboratory. Some schools

have no specific laboratory assigned for clothing and textiles, foods and nutrition, home management. This finding agrees with Akpan (2014) who evaluated the implementation of Universal basic education curriculum modules in primary schools in Nigeria and discovered that inadequacies of resources, equipment, facilities and general resources required for implementing new curriculum. This study Udo (1997) and Adeyemi (1997) also stated that major constraints facing the implementation of programmes includes: Inadequate classroom blocks and seats, inadequate teaching/learning equipment, inadequate trained manpower, lack of staff development facilities which makes both human and material resources of a programme inadequate.

### Teaching Methods adopted in teaching Home Economics

The findings revealed that teaching methods adopted by Home Economics teachers are not in accordance with the methods used in the implementation of the curriculum. It is obvious from this present findings that appropriate methods of teaching which are meant to be activity based methods as stated in Home Economics curriculum were not always utilized. These methods include; Excursion methods, organization of exhibition, resource person or guided method, problem-solving method, discovery method and project method were not used, Ebele and Chinyere (2014) reported that teachers need to employ methods and techniques stated in the curriculum which will bring about permanent learning which is also learner centered, learner focused, learner-driven and learner friendly.

### Conclusion

It can be concluded in this study that availability, adequacy, utilization of resources as well as adoption of prescribed methods of teaching home economics are important ingredients for effective implementation of junior secondary home economics curriculum which must be addressed if its objectives are to be achieved for sustainable development.

### Recommendations

Human and materials should be made available and utilized always in schools. Teachers should employ more of activity based methods as stated in the

curriculum. It was also recommended that home economics teachers should endeavour to be learner-centred when teaching and use learner strategies so that students will contribute more in the process and thus make learning more concrete. Curriculum planners should emphasis more on the use of interactive method of instruction like role playing, which will not only make the teacher's work easier but also boost students performance. Also, the ministry of education should organize workshops and seminars to re-train teachers on the proper implementation of the home economics curriculum in Junior Secondary Schools to achieve curriculum objectives effectively.

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