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PERCEIVED FACTORS THAT AFFECT THE PRODUCTIVITY LEVELS OF HOME ECONOMICS GRADUATE TEACHERS IN POST PRIMARY INSTITUTIONS IN EDO STATES.

BY

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Abstract

This paper examined perceived factors that affect the productivity levels of Home Economics graduate teachers in Post Primary Institutions in Edo State. A questionnaire was developed and administered to 100 Home Economics graduate teachers in Edo State. The questionnaire examined their perception of factors that affect their productivity levels. The data collected was analyzed using the Cronbach alpha reliability formula. A reliability coefficient of 0.65 was obtained. The result showed principals feelings has a significant influence on the productivity levels of the Home Economics teachers. The availability of instructional materials, Home economics graduate teacher feelings and societal beliefs were found to be factors that did not affect the productivity levels. It was therefore recommended that principal should have positive attitude towards the teaching of Home Economics.

Introduction

Home Economics is a broad field of study that is concerned with all aspects of family life. It draws knowledge from many disciplines. Such as biological, physical, social sciences, humanities, and arts. It is a disciplines that helps students to think intelligently and make meaningful decisions on facts of life. Home Economics touches on all aspects of man and his achieving a healthy and happy home. Production. Productivity is a measure of the efficiency of production. It is a ratio of production output to what is required to produce it. (Wikipedia The free encyclopedia, 2012). Productivity shows whether the activity of an organization is efficient and effective. It requires both efficiency and effectiveness, because a certain activity will not be productive if it is only efficient but not effective. (Rutkauskas and Paulavicien, 2005). Productivity and employment are issues that are central to the social and economics live of every country. The extant literature refers to productivity and unemployment as constituting a vicious cycle that explains the edemic nature of poverty in developing countries. With continuous improvement in productivity, is the surest way to breaking this vicious cycle. Thus a country with high productivity is often characterized by a high capacity utilization, high standard of living, low rate of unemployment and social progress. One of the subjects that can improve unemployment rate and self reliance is Home Economics (Obadan and Odusola, 2011). One major problem of Home Economics Education is its poor image. It is regarded as a subject that could be taught by every mother hence parents look down on the subject as it is

regarded as a sheer waste of time and money to include it in the school curricula. People's awareness and attitudes regarding the philosophy and objectives of the National policy and their participation in and support of vocationalisation of secondary school Education is very low (Olaitan et al, 1981; Akanbi et al, 2000; Oyegbeda 2000; Anyakhoha 1999).

Home Economics was never attractive, as it was misconceived to be for those less able to pursue rigorous academic studies in the secondary schools. It would seem that the duty of Home Economists is to provide programme for persons who, because of academic, socio economic or other handicaps can not succeed in their various undertakings. Experiences shows that majority of students in secondary schools do not come to school with needed materials for practical's. Some parents believe that the school is basically for academic activities. The low awareness of parents regarding Home Economics hampers their good disposition and contribution to the success of Home Economics (Badmus 1998; Iyamu, 1995).

Today's graduates from tertiary institutions are no longer privileged in the market place as thousands of them join the rank of the unemployed. It has been a widely held conviction that obtaining higher education was a sort of automated high way to upward occupational mobility and preferred socio – economic status. Evidences are now mounting that a university degree is no longer a ticket to upper income brackets and preferred jobs or for that matter any job at all. The basic fact is that Nigeria is not tradition – directed and with each passing year, it is increasingly evident that tradition society, rather it is leading graduates into poverty arrogance, kidnapping and uselessness (Toby 1995).

With the advent of science and technology more people are becoming aware of the fact that Home Economics could help to solve socio economic, emotional and matrimonial problems which troubles society today realizing the importance of Home Economics to every one in society. The West African Examination council has therefore included the Home Economics as an option in the West African school certificate Examination, Olaitan et al 1981.

Statement of the Problem

The negative attitude of society towards the study of Home Economics has resulted to low enrollment of persons studying the course. This adversely affects general staffing and expertise in the post primary schools and society. The society continues to see this subject as based on only cooking and sewing rather than recognizing it as a subject that has been designed to solve societal, family, and individual problems, while meeting the social, emotional and physiological needs. Hence, the need for this study

Purpose of the Study

The purposes of the study therefore are to:-

1. Examine school principals' feelings on Home Economics subject in Post Primary Institution;
2. Determine the availability of instructional materials in post primary institution and how they affect the teaching of Home Economics;
3. Examine Home Economics graduate teachers' feelings about the subject in post primary institution and
4. Determine whether societal beliefs affect the teaching of Home Economics.

Research Question

The following questions were therefore raised to guide the study.

1. Do principals feelings affect productivity level of Home Economics subject in post primary schools?
2. Does availability of instructional materials affects the productivity level of Home Economics graduate teachers in Post Primary Institutions?

3. Do Home Economics graduate teachers have positive feelings towards teaching of Home Economics?
4. Does societal belief influence the productivity levels of Home Economics graduate teacher in post primary institutions?

Research Design: The study adopted descriptive survey design

The population: The population for this study comprised of all Home Economics graduates teacher in Post Primary Institution.

Sample and Sampling Procedure: One hundred graduate teachers consisted the sample. They were selected using multistage sampling technique.

Instrument of Study

The instrument used for the study is a questionnaire. The instrument was to help elicit information from the Home Economics graduate teachers in post primary schools. The questionnaire was design with a likert type scale. The response were based on a five points. (5, 4, 3, 2, 1) scale, by using strongly agree 5, Agree 4, undecided 3, disagree 2, strongly disagree 1, respectively. Items one to five (1 – 5) sought solution to hypothesis one. Items five to ten (5 – 10) sought solution to hypothesis 2. Items eleven to fifteen (11 – 15) sought solution to hypothesis 3, while items sixteen to twenty 16 – 20 sought solution to hypothesis 4.

Validity of The Instrument

Experts in Home Economics from the Department of vocational and technical Education, University of Benin validated the instrument in the area of scope, coverage and content. Suggestions and corrections made were then incorporated to the final instrument.

Reliability of the Instrument

In order to ascertain the reliability of instrument, it was administered to twenty Home Economics graduate teachers. The data collected was computed using the Cronbach alpha reliability formula which is the split value of all possible pairs. A reliability coefficients of 0.65 was obtained.

Method of data collection: The questionnaire was personally administered with the assistance of one research assistance. The instrument were collected immediately after completion.

Data Analysis

The statistical analysis employed was the t-test of difference. Which is suitable as a measure of relationship. It was employed to test the four hypotheses. All decisions to accept or reject have been made at 0.05 level of significance.

Findings

Table 1 shows 100 respondents with a mean of 16.16, a standard deviation of 3.38 and a t – test of 12.5 yielding a calculated t value of 10.035. testing at an alpha level of .05 degree of freedom of 99, a critical value of 1.96 was obtained. The calculated t – value falls within the rejection region, so the null hypothesis which states that there is no significant difference between principal's feelings and productivity level of Home Economics graduate teachers in post primary institution was rejected. Consequently, the alternative hypothesis which states that principals attitude significantly influence productivity level of Home Economics graduate teacher in post primary school's was accepted.

Table 1: One sample t – test on principal's attitudes influences Productivity level of Home Economics Graduates.

Variable	N	Mean	Std Dev	Test value	T	Df	Critical	Level
Principal's attitude	100	16.16	3.38	12.5	10.035	99	1.96	.05

Table 2 shows 100 respondents with a mean of 12.47 standard deviation of 3.47 and a calculated t – test value of 12.5 yielding a calculated t value of 1.18. with a degree of freedom of 99, testing at an alpha level of .05 a critical value of 1.96 is obtained. The calculated t falls within the acceptance region, so the null hypothesis which states that there is no significant difference between availability of instructional materials and productivity level of Home Economics graduate teachers in post primary institution is accepted.

Table 2: One sample T – test on availability of instructional materials

Variable	N	Mean	Std	Test	T	Df	Critical	Level
Availability of infrastructural materials	100	12.47	3.47	12.5	1.18	99	1.96	.05

Table 3 shows 100 respondents with a mean of 15.65 with standard deviation of 3.01 and a t- test value of 12.5 yielding a calculated table value of 9.15, testing of an alpha level of 0.5 degree of freedom of 99 is obtained, a critical value of 1.96 is obtained. The calculated t – value fall within the rejection region, so the null hypothesis which states that, Home Economics graduate teachers do not have a positive attitude toward Home Economic teaching is rejected, consequently, the alternative hypothesis which states that Home Economics graduate teachers do not have a negative attitude towards Home Economics teaching is accepted.

Table 3: One sample t – test on Home Economics graduate teachers feeling towards teaching of Home Economics.

Variable	N	Mean	Std	Test	T	Df	Critical	Level
Teacher's feelings	100	15.65	3.10	12.5	9.15	99	1.96	.05

Table 4 shows 100 respondents with a means of 12.20, standard deviation, of 3.26 and a calculated table value is 0.861, and a t-test value is 12.5, a calculated t-value of 0.861 with a degree of freedom 99, testing at an alpha level of .05 a critical value of 1.96 is obtained. The calculated t value falls within the acceptance region, so the null hypothesis which states that societal beliefs have no significant influence on the productivity level of Home Economics graduate in post primary Institution is accepted.

Table 4: One Sample t Test on the Societed benefit on teachers graduates.

Variables	N	Mean	Std dev	Test value	Df	Critical t	Level
Principal's Attitude	100	12.20	3.26	0.861	99	1.96	.05

Discussion of Findings

The findings on table 1 indicates that principal's feelings has a significant influence on the productivity level of Home Economics graduate teachers in post primary schools. It is clear that principal's negative attitude towards Home Economics affect the teaching of Home Economics. Most principals feel that Home Economics is not an important subjects. They see it as just mere learning, of how to cook and sew. They also see it as a subject every mother can teach their children. This finding is in line with (Oyegbeda 2000) who said that Home Economics is seen as a subject every mother can teach their children at home. The findings on table 2 revealed that availability of instructional materials has no significant difference. This indicate that instructional material do not affect the teaching of Home Economics in Post Primary Institutions. Most public schools have laboratory for practical's, but some private schools do not have. They improvise by using classroom and ask students to bring utensils and Equipments for the practical's.

The findings on table three shows that Home economics graduate teachers feelings do not affect the productivity level of home economics graduate teachers in post primary institution. This because they know the importance of Home economics on individuals, Families and the society. But they are discourage because of excess of work load resulting from few expects in Home economics subjects.

The findings on table 4 revealed that society belief has no significance influence on the productivity level of Home Economics graduate in post primary institution. This mean that, the negative feelings of the society on Home Economics subject do not have negative influence on the productivity level of Home Economics graduate teacher.

Conclusion

Based on the findings, the researcher concluded that principals feelings has influence on productivity level of Home Economics graduate's teachers. It was also revealed that availability of instructional materials do not affect the productivity level of Home Economics graduates' teacher in post primary institutions. Also, it was concluded that Home Economics graduates teachers feeling do not affect their productivity level. Finally, it was proven that society beliefs on Home Economics subject do not affect the productivity level of Home Economics graduate teachers in post primary institutions.

Recommendation

1. Principals should have positive attitude towards the teaching of Home Economics and make provision for the necessary things required for effective teaching of Home Economics in post primary institutions.
2. General enlightenment on Home Economics is needed to solve the problem of societal ignorance of the subject.

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