TEACHERS' ATTITUDE TOWARDS IMPROVISATION IN THE TEACHING OF HOME ECONOMICS SUBJECT IN SECONDARY SCHOOLS

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Abstract

This study was carried out to examine the attitude of Home Economics teachers towards improvisation in the teaching of Home Economics subjects in Secondary Schools in the Ika metropolis of Delta state, Nigeria. The data were generated using A22 item questions on 70 teachers. The data was analyzed using simple percent of ANOVA and the Scheffe Multiple Comparism for group means. Findings from the study indicated that teachers' qualifications significantly influence their attitude towards improvisation in the teaching of Home Economics. This was also seen in Scheffe's Multiple Comparison of group means of 43.43 at a 0.05 significance level. The study recommends that since qualifications significantly impact the teaching of Home Economics, Seminars, workshops, and in-service courses should be organized for teachers to improve their skills in improvising teaching materials.

Keywords: Teacher, Attitude, Home Economics, teachers towards, improvisation, teaching Home Economics, subject

Introduction

The cry for the funding of the Nigerian education system has been on for a long period. The Academic Staff Union of Universities of Nigeria (ASUU) has recently embarked on a continuous strike based on poor government interference over the demands for better funding. A look at the educational system down to the secondary primary levels reveals the gap between enrollments of students and teaching facilities where most of them have been stretched. The current economic meltdown has not helped matters (Flowers, 2019).

Improvisation is a science skill teachers use to produce science instruments, materials, and equipment that are not readily made or available in the school (Edet, 2019). According to him, such improvised material can bring about higher educational achievement when used in teaching and learning. The researcher sees improvisation as using images, objects, and material resources to display Home economics teaching to improve the teaching and learning process. A teacher's attitude is necessary for knowledge transformation, especially in practical teaching in the Home economics laboratory.

Adelaye (2020) said that improvising would notably solve a possible problem of lack of equipment and also convey to students that improvisation is a useful life skill. These skills and attributes will help the development of greater autonomy of the student. Hence, all these result in poor improvisation of teaching and learning of Home economics subjects.

Attitude can be seen as like, dislike, affinity for something, etc. Vocational Home Economics teachers have a positive attitude towards improvisation in teaching Home Economics Subjects. Okolo (2021) stated that the teachers of Home Economics Education in Secondary

schools should have technical skills to produce students with improved positive attitudes towards Home Economics. It is generally known that education unlocks the door to modernization. Still, it is not often realized and appreciated that the teacher determines what happens in the classroom. William (2022) indicates that a teacher's qualification is essential in transferring Home economics knowledge to the students. For instance, Home economics teachers acquaint students with entrepreneurial skills such as preparing a menu, baking different snacks, weaving, make-ups, etc. These skills will help the student to become self-employed and self-reliant after graduation (Hematyar & Ahmadzadeh, 2019).

Objective of the Study

The general objective of this study is to examine the attitude of Home Economics teachers towards improvisation in the teaching of Home Economics in Delta State, Nigeria.

The specific objectives are:

1. The attitude of Home Economics secondary school teachers towards improvisation in the teaching of Home Economics.
2. There is any difference in the attitude of teachers concerning their qualification towards improvisation?

Research Questions

1. What is the attitude of secondary school Home Economics teachers towards improvisation in Home Economics Teaching?
2. Is there a significant difference in the attitude of Home Economics teachers regarding their qualification towards improvisation?

Literature review

Conceptual framework

According to Medulu (2019), Home Economics is applying many sciences and arts to achieve a healthy and happy home. It is an interdisciplinary subject that must incorporate both boys and girls.

Okolo (2019) stated that Home Economics teachers at the Secondary school level should have technical skills to produce students with improved positive attitudes toward the knowledge acquired. Although many of the teachers may be dedicated, their own deficiencies in academic background and technical skill set a limitation of their performance and the student's achievement.

Scribner (2020) defined a teacher's qualification as a fundamental understanding of tools necessary for tracking student's progress towards achieving good academic factors that will reposition them in time to come. However, students' interest in teaching and learning helps to understand teaching methods. At the same time, Monye (2021) viewed a teacher's qualification as an instrument of educational development that guides students on different classroom activities to be productive themselves without fear of favour from any person.

Teacher's attitude towards improvisation of teaching home economics

Teacher attitude was defined as the expectation of a positive or negative outcome of using improvisation in the classroom based on their perception of how the academic and social community would respond to improvisation in the curriculum. The attitude scale of the survey is designed to measure the participant's anticipation of a positive or negative consequence as a result of success in completing the task (Wehr-Flowers, 2016). Attitude was included because a teacher's attitude toward the subject matter influences what is taught, how it is taught, and who is expected to be able to learn it.

Hamann and Gillespie (2019) improvisation is a teaching tool that can be accessible to teachers from many backgrounds. Teachers see improvisation as something that people either do or do not do. Therefore, attitude is the teacher's expectation of a positive or negative outcome based on social acceptance and student achievement. Several articles have been published supporting improvisation as a teaching tool. The teaching of form, scales, modes, chords, nomenclature, instrumental and vocal technique, ear training, rhythm, articulation, forward motion, theory, melodic construction and development, and style can all be approached through improvisation. Potentially, teachers can gain as much science and pedagogical growth as students from using improvisation as a teaching tool, but attitude may be a factor in teachers' capacity to adapt. Again, a teacher's attitude will affect what and how curriculum is used in the classroom (Darling-Hammond, 2015).

Attitude of Home Economics teachers concerning their qualification towards improvisation

Teachers with home economics knowledge usually motivate their students with adequate information from the subject content or area of study. Home economics at the secondary level needs high teacher qualifications that can impact the students' knowledge. Home economics is the most practical subject that needs to be handled with efficient teachers with higher qualifications in that field of subject content. Akinsola (2020) opined that the availability of teacher's qualifications in home economics determined students' academic performance.

Theoretical framework

Behaviorist Learning Theories

The origins of behaviorist learning theories may be traced back to the late 1800's and early 1900's with the formulation of "associationistic" learning principles. The general goal was to derive elementary laws of learning and behavior that may then be extended to explain more complex situations. Inferences were tied closely to observed behavior in "lower organisms" with the belief that the laws of learning were universal and that work with laboratory animals could be extrapolated to humans.

Empirical studies

Bakare and Ikatule (2021) carried out a study to examine teachers' qualifications in teaching Home economics in senior secondary schools in Lagos State. The study made use of three research questions. A survey design was adopted for the study. The population for the study was 580 Home economics teachers. A random sampling technique was used to collect data from

teachers for the study. The questionnaire was structured to collect data from the teachers of Cranach alpha reliability method was adopted to determine the internal consistency of the questionnaire items values of 0.80, 0.84, and 0.81 were obtained for the set of questionnaire, respectively. Data collected were analyzed using weighted mean and improvement needed index (INI). The result shows Home economics teachers need higher training in their subject area to qualify as teachers.

Methodology

The design used for this study is the survey design. The study was conducted in a secondary school in the Agbor metropolis of Delta State, Nigeria, across two main local government areas: Ika South and Ika North East. The study population consists of 100 male and female home economics teachers. A random sample was used to select 70 Home Economics teachers in both public and private secondary schools in the study area. The sample size was considered representative as most Home Economics teachers in secondary schools in the study area were used. The researchers designed a structured questionnaire containing 22 items based on a four-point frequency rating scale. The usage ratings were Strongly Agree (SA), Agree(A), Undecided(U), Disagree (D), and Strongly Disagree(SD). Scoring was carried out by awarding 5, 4, 3, and 2,1 to SA, A, U, D, SD respectively. The instrument's internal consistency was computed using the Cronbach Alpha Coefficient measure of internal consistency. Subsequently, a value of 0.87 was obtained as the reliability index. The instruments were personally administered to the respondents. The entire instrument issued was returned. The teachers' attitudes based on their qualifications were also carried out using previously mentioned scoring techniques. ANOVA analysis was used to analyze the mean difference in attitude while the scheffe multiple comparison of group mean was also employed to confirm significant differences.

Results

Demographic Gender

The issues considered here are the teachers' qualifications and years of teaching.

Table 1 Frequency descriptions showing Gender respondents.

Gender	Frequency	Percentage
Male	10	14.29
Female	60	85.71

Sources: Author computation (2023)

Table 1 shows a demographic analysis of the gender group of teachers. The findings reviewed that 14.29% of the respondents are male and 85.71% are females. There was gender imbalance, as seen by the highest number being female compared to male respondents.

Demographic Characteristics

The issues considered here are the teachers' qualifications and years of teaching.

Table 2 shows teachers' qualification and their years of teaching

Teachers Qualification	Frequency	Percentage
NCE	13	18.57%
B.Sc/Ed	27	38.57%
OND/HND	16	22.86%
M.Sc/M.Ed.	14	20%

Sources: Author computation (2023)

The percentage of the respondents is as follows: 13 teachers representing 18.57%, had NCE, and 27 teachers representing 38:57%, had B.Sc/Ed, 16 teachers representing 22.86% had OND/HND, while 14 teachers representing 20% had M.Sc /M.Ed. The results showed that most of the teachers in secondary school have B.Sc(ED) qualification.

Table 3 shows years of teaching

Years of Teaching Experience	Frequency	Percentage
1-10	45	64.29%
10	25	35.71%

Sources: Author computation (2023)

Concerning the years of teaching, 45 teachers have been teaching for 1-10 years, representing 64.29%, while the remaining 25 teachers have been teaching for above 10 years, representing 35.71%. The results revealed that most respondents have 1-10 years of teaching experience.

Attitudes Regarding Improvisation

To determine the attitude of the respondents, with regards to improvisation, the attitude was graded with a score of 54 as a negative attitude or unfavourable, 55-65 as moderately positive or neutral, and >65 as positive or favourable. The results in Table 1 indicated that a majority of the respondents, 87.14%, had favourable attitudes towards improvisations, with 11.43% having a mode rating positive attitude and 1.43% having a negative or unfavourable attitude towards improvisation.

In determining the overall attitude of the teachers, the five response options SA through SD were collapsed to have SA and A to A, and D and SD to D. while U was unaffected. (i.e., A, U, and D)

Table 1: Shows the overall pattern of attitude of secondary Home Economics teachers towards improvisation.

Frequency Distribution (N=70).

1	Statement	STATEMENT		
		A	U	SD
1	I like to illustrate concepts with local materials	55 (78.56)	3 (4.29)	12 (17.15)
2	Home Economics could be taught alongside the laboratory	41 (58.57)	3 (4.29)	26 (37.14)
3	I would like to teach Home Economics with materials made by me	23 (32.85)	12 (17.15)	35 (50.00)
4	Home Economics cannot be effectively taught with local materials	24 (35.72)	5 (7.14)	40 (57.14)
5	Local materials are dirty for teaching Home Economics	17 (24.28)	15 (21.43)	38 (54.29)
6	It is motivating with local materials	50 (71.44)	4 (5.71)	16 (22.85)
7	There are too many problems in sourcing local materials for Home Economics teaching	39 (55.72)	7 (10.00)	24 (34.28)
8	It interests me to teach with local material	44 (62.86)	9 (12.86)	17 (24.28)
9	Good Home Economics teaching means creativity	69 (98.57)	1 (1.43)	0 (0)
10	I have enough time to create materials for Home Economics teaching	24 (34.29)	15 (21.43)	31 (44.28)
11	I could spend a little of my money to buy local materials that could help me teach Home Economics to my students	57 (81.43)	6 (8.57)	7 (10.00)

(The figures in parenthesis are percentages.)

Table 1 indicates that 72.44 percent of the respondents agreed that they would like to illustrate the Home Economics concept with local materials while 17.15 percent disagreed and 3 percent were undecided. However, items (1, 2, 6, 7, 8, 9, 11) also show that above 50% of the respondent agrees with the statement or rather show a positive attitude toward improvisation in Home Economics teaching. This finding concurs with the earlier research reported by Hamann and Gillespie (2019), who said that teachers must have a positive attitude to improve teaching and learning of Home economics.

Research question 2

Is there a significant difference in the attitude of Home Economics teachers regarding their qualification towards improvisation?

Table 2: Shows the overall pattern of significant difference in the attitude of Home Economics teachers concerning their qualification towards improvisation.

Frequency Distribution (N=70).

S/N	Statement	STATEMENT		
		A	U	SD
12	I could ask my students to get relevant materials for Home Economics teaching.	47 (67.14)	9 (12.86)	14 (30.00)
13	It is boring to develop teaching materials	34 (48.58)	15 (21.42)	21 (30.00)
14	I could collect materials for Home Economics	64 (91.43)	4 (5.71)	2 (2.86)
15	I could use improved materials for teaching Home Economics.	49 (70.00)	7 (10.00)	14 (20.00)
16	Time spent on collecting local teaching materials is worthwhile	54 (77.14)	8 (11.43)	8 (11.43)
17	I would like to store local materials for Home Economics teaching	39 (55.71)	11 (15.71)	20 (28.58)
18	I have little problem getting local materials for Home Economics teaching	32 (45.71)	8 (11.43)	30 (42.86)
19	Sourcing teaching materials is one of the jobs of a teacher	58 (82.86)	6 (8.57)	6 (8.57)
20	I have enough training to source local Home Economics teaching materials	48 (68.57)	10 (14.28)	12 (17.15)
21	Local Home Economics materials are as good as imported ones	6 (8.57)	9 (12.86)	55 (78.57)
22	Local materials are very accurate in teaching	4 (5.71)	7 (10.00)	59 (84.29)

(The figures in parenthesis are percentages.)

Table 2 indicates that 73.27 percent of the respondents agreed that they would like to illustrate the Home Economics concept with local materials, while 48.58 percent disagreed and 3 percent were undecided. However, items (12, 13, 14, 15, 16, 17, 19, 20,) also show that above 50% of the respondent agrees with the statement or rather show a positive attitude toward improvisation in Home Economics teaching. This finding agrees with the earlier research reported by Akinsola (2020) who opined that the availability of teacher's qualifications in home economics determined students' academic performance.

The ANOVA was employed to determine whether there is a significant difference in teachers' attitudes regarding their qualification towards improvisation.

Table 3a: Summary of Group Values

Qualification			
Group I	Group 2	Group 3	Group 4
NCE	B.Sc/Ed	OND/HND	M.Sc./M.Ed
$\underline{N}$ = 13	$\underline{N}$ = 27	$\underline{N}$ = 16	$\underline{N}$ = 14
$\underline{X}$ = 72.39	$\underline{X}$ = 73.74	$\underline{X}$ = 71.25	$\underline{X}$ = 64.36

Sources: Author computation (2023)

Table 3b: ANOVA analysis of the teacher's attitude based on qualification

Source of variation	Sum of square	Degree of freedom	Mean square	F
Between sample with sample	871.49	3	290.50	
	2866.50	66	43.43	6.69**
Total	373.99	69		

Sources: Author computation (2023)

**Significant both at 0.05 and 0.01 level of significance.

Table 3 indicates that the F – ratio calculated is statistically significant at = 0.05 and 0.01. Since the calculated F – ratio is greater than the critical F – ratio ($F_{0.05}$ = 2.75. $F_{0.01}$ = 4.10), we conclude that the mean of the four groups of teachers is not equal. However, to determine which of the means are significant, the Scheff'e multiple comparison of group means of data was used, and the findings below.

Table 4: Scheff's multiple comparison of group means of data of Table 3a.

Group Compound	F
1 and 2	0.12ns
1 and 3	0.72ns
1 and 4	3.34*
2 and 3	0.48ns
2 and 4	6.23**
3 and 4	1.24ns

*significant at a = 0.05

**significant at a = .01

Table 4 was evaluated using the same content F – ratio as Table 3b of the original F – test. This are $F_{0.05}$ (3,66) = 2.75, $F_{0.01}$ (3,66) = 4.10.

The conclusion is that only 2 of the 6 groups are statistically significant. There are those for group 1 and 4, and 2 and 4. Therefore, The conclusion is that the mean of group 4 (M.Sc/M.Ed.) is significantly different from the mean of groups 1 and 2 (NCE and B.Sc), with the others not being significant. This can be because M.Sc/M.Ed. Teachers are well trained and better equipped than the NCE and B.Sc/B.Ed teachers. This result shows that the academic qualifications of teachers affect their attitude towards improvisation in the teaching of Home Economics.

Summary of Study

Teaching and learning of Home economics requires a positive attitude of teachers that will motivate students to focus on the teaching regularly during classroom management. Teachers with low qualifications need to be given study leave to undergo a higher degree programme to upgrade the teaching qualifications in Home economics. Teachers should be able to teach good moral, vocational, and technical skills in teaching Home economics education. They need to partake in

seminars, conferences, and workshops to acquire more knowledge that will enable them to improve their teaching process,

Conclusion and Recommendations

This study's main objective was to examine teachers' attitudes towards improvisation in teaching Home Economics in secondary schools.

Regarding the overall pattern of attitude, (1) it was revealed that the teachers are positive towards the improvisation of teaching Home Economics. (2) The teachers, however, do not bother if these locally made items are not done directly by them. (3) that the qualification of the teachers has a lot of influence on the improvisation of teaching Home Economics.

Based on the above findings, the following recommendations are made:

1. The teacher should be encouraged to improvise teaching materials, which are scarce due to the poor funding of schools and the current global economic meltdown.
2. A curriculum needs to be developed to familiarize teachers/students' teachers with improvisation teaching in Home Economics.
3. Seminars, workshops, and in-service courses will be organized for teachers to improve their skills in improvising teaching materials.

If adhered to, the above recommendation will help reduce the gap experienced in the teaching of Home Economics Education.

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