

**TEACHERS' ATTITUDE TOWARDS IMPROVISATION IN THE TEACHING OF
HOME ECONOMICS EDUCATION IN SECONDARY SCHOOLS.**

BY

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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 Education in Secondary Schools in Ika metropolis of Delta state, Nigeria. The data were generated in the use of A22 item question on 70 teachers. The data were analyzed using simple percent, ANOVA and the Scheffe Multiple Comparism for group means. Finding of the study indicated that teachers qualification have significant influence in their attitude towards improvisation in the teaching of home economics, this was also seen in the Scheffe's Multiple Comparism of group means. The study recommends that since qualifications has significant effect on teaching Home Economics, government should help train the teachers to help reduce such challenges.

Keywords: Attitudes, Improvisation, Teaching, Achievement

INTRODUCTION

The cry for the funding of the Nigeria education system has been on for long. Recently the Academic staff union of university in Nigeria (ASUU) embarked on strike with one of its demands of better funding, A look at our educational system down to the secondary, primary will reveal the gap between enrollment of student and teaching facilities, most of which have been out stretched. The current economic meltdown has not helped matters. Based on forgone, stakeholders in the educational sector must find a way to reduce this and sure way is by improvisation in the teaching of subject.

Improvisation is defined as the act of a science teacher producing science instrument, materials and equipment which are not readily made or available in the school. (Odili, 2002).

According to him such improvised material when used in teaching and learning can bring about higher achievement in education.

However Brain (2008), see improvisation as a state of mind and it is a skill that lies at the heart of good science teaching. But improvising will notably solve a possible problem of lack of equipment, and also convey an important message to student that improvisation is a useful life skill, these kinds of skills and attributes will help the development of greater autonomy of the student.

Attitude can be seen as like, or dislike, affinity for something etc. Ebegebedia (1997) as cited by Odili (2002) showed that Vocational Home Economics teacher have positive attitude towards improvisation in teaching of Home Economics Subject.

Therefore, preference and behaviour of Home Economics Education teachers as professional will ensure better teaching of the subject. In this context since attitude, norm and value are important determinants of human behaviour and preference, in the long run; attitude will play a prominent role in providing character and purpose to behaviour and performance. Thus a better understanding of the teacher attitude towards improvisation would aid the development of teaching and learning initiatives in the area purposely. (Lighati, Veisi, Hematyar Ahmadzadeh, 2008)

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 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. If there is any difference in the attitude of teachers in respect to 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 in respect to their qualification towards improvisation?

METHODOLOGY

The study was conducted in secondary school located in Agbor metropolis of Delta State, Nigeria across two main local government areas which are Ika South local government area and Ika North local government areas.

The sample consists of 70 Home Economics teachers in both public and private secondary schools in the study area. The sample size was considered representative as most of the Home Economics teachers in secondary school in the study area were used.

The data was obtained using A 22 item questionnaire with five options : Strongly Agree(SA), Agree(A), Undecided(U), Disagree (D), and Strongly Disagree(SD), scoring was carried out by awarding 5, 4, 3, 2,1 to SA,A,U,D,SD respectively. This questionnaire was

adopted from the work of Odili (2002) and modified by the researchers and the instrument has a reliability index of 0.87 using the Cronbach alpha. The value was considerable high.

The attitudes of the teachers based on their qualification were also carried out using the scoring techniques mentioned previously. ANOVA analysis was used to analyze the mean difference in attitude while the scheffe multiple comparison of group mean was also employed to confirm their significant difference.

Results

Demographic Characteristics

The issue considered here are the teachers qualification and their years of teaching.

The percentage of the respondents are as follows: 13 teachers representing 18.57% had NCE, 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.

In respect to 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 of the respondents have 1-10 years teaching experience.

Attitudes Regarding Improvisation

To determine the attitude of the respondents; with regards to improvisation, attitude was categorized with a score of 54 graded as negative attitude or unfavourable, 55-65 moderately positive or neutral and >65 positive of favourable. The results in table 1 indicated that a majority

of the respondents 87.14% had favourable attitude towards improvisations with 11.43% have a mode rating positive attitude and 1.43% have negative or unfavourable attitude towards improvisation.

Table1: Summary of trichotomized attitude scores of teaching towards improvisation

Attitude score	Trichotomy	Frequency	percent	Cumulative (%)
Unfavourable	<54	1	1.43	1.43
Neutral	55-65	8	11.43	12.86
Favourable	>65	61	87.14	100.00
Total		70	100	

Also a further analysis was carried out on the attitude on each of the item to have a detailed analysis of the respondent attitude towards improvisation. In determining the overall attitude of the teachers, the five response option SA through SD were collapsed to have SA and A to A, and D and SD to D. while U was not affected.(i.e A U and D)

Table 2: Shows the overall pattern of attitude of secondary Home Economics teachers towards improvisation.

Frequency Distribution (N=70).

S/N	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 will 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 is too much problem in sourcing local materials for Home Economics teaching	39 (55.72)	7 (10.00)	24 (34.28)
8	It interest me to teach with local material	44 (62.86)	9 (12.86)	17 (24.28)
9	Good Home Economics teaching mean 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 to teach Home Economics to my students	57 (81.43)	6 (8.57)	7 (10.00)
12	I could ask my students to get relevant materials from home 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 an improved	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 in 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 78.59 percent of the respondents agreed that they will like to illustrate Home Economics concept with local materials while 17.15 percent disagree and 3 percent were undecided. However, for items (2, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 19, 20) also show that above 50% of the respondent agrees with the statement or rather showed positive attitude toward improvisation in Home Economics teaching. This finding is in agreement with

the finding in an earlier research that was reported by Egbegbedha (1997) and Odili (2002). Thus teachers can make do in the absence of imported equipment, Home Economics teachers can make do with locally made ones.

The table also revealed that despite this positive attitude towards improvisation, most of the teachers would not mind if locally made teaching materials are not improvised by themselves as seen in item 3 and 10.

The issue of if there is a significant difference in the attitude of teachers as regard to their qualification towards improvisation, the ANOVA was employed.

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
$\underline{N} = 13$ $\underline{X} = 72.39$	$\underline{N} = 27$ $\underline{X} = 73.74$	$\underline{N} = 16$ $\underline{X} = 71.25$	$\underline{N} = 14$ $\underline{X} = 64.36$

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

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

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

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 group of teachers are not equal. However in order to find out which of the means are significant, the Scheff'e multiple comparism of group means of data was used and findings below.

Table 4: Scheff's multiple comparism 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 $\alpha = 0.05$

**significant at $\alpha = .01$

Table 4 was evaluated using the same content F – ratio as there is 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. The conclusion therefore is that the mean of group 4 (M.Sc/M.Ed.) is significantly different from the mean of group 1 and 2 (NCE and B.Sc) with the others not being significant. This can be due to the fact that M.Sc/M.Ed. Teacher 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.

CONCLUSION AND RECOMMENDATION

The main objective of this study was to examine teacher's attitude towards improvisation in the teaching of Home Economics in secondary schools.

In term of the overall pattern of attitude; (1) it was revealed that the teachers are positive towards the improvisation of teaching Home Economics. (2) That 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 towards the improvisation of teaching Home Economics.

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

1. That the teacher be encouraged to improvise teaching materials which are scarce due to the poor funding of schools and the current global economic meltdown.
2. There is need to develop curriculum to familiar teachers/students teachers with improvisation, teaching in Home Economics.
3. Seminars, workshops, in-service course be organized for teachers in order to improve their skill in the act of improvisation of teaching materials.

The above recommendation if adhered to, we help reduce the gap currently being experienced in the teaching of Home Economics Education

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