

INSTRUCTIONAL DESIGN AND DEVELOPMENT FOR HOME
MANAGEMENT (HOME ECONOMICS) AT N.C.E. LEVEL

BY

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DEDICATION

This work is dedicated to my father who gave
me breadth of mind.

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CHAPTER I

INTRODUCTION

The study of home management in Nigeria has come under many different nomenclatures in the evolutionary process. Home and Family Living is the name used in teacher training colleges while Home Management is the name used in secondary schools.

At N.C.E. level Home Management is the name of one specific course of instruction within the Home Economics major which forms only one part of the training of teachers in home economics at N.C.E. level. Some aspects of what is called Home Management or Home and Family Living at post-primary institutions are taught in other than the Home Management course at N.C.E. level, namely in Family and Child Development, Foods and Nutrition, Laundry, Textiles, or Community Health.

The image created of Home Management in post-primary institutions is therefore of a course with generalized home economics coverage. Home Management is in fact a highly specialized course as reflected at the N.C.E. level.

SIGNIFICANCE OF THE STUDY

Home management is a relatively new area within Home Economics in Nigeria. Needlework and Cookery were part of domestic science courses since their introduction into Nigerian schools. Home management has been more recently added.

There is a lack of research dealing with the specific ways and means of designing home management instruction in the Nigerian context. Development of the subject thus far has been somewhat haphazard. Topics that are useful but do not fit other subjects within Home Economics are apt to be grouped under Home Management.

There is also a lack of information with regards to the content of Nigerian home management instruction. Those concerned with the development of Home Management as a course of study and who have some specialized training in the field, must offer leadership in this area. This study will therefore provide essential information concerning the design of instruction in the home management program.

It has been observed in teaching N.C.E. level home economics that students are sometimes confused by the different structuring of syllabus at various teaching training colleges and secondary schools as compared to the N.C.E.

Home Management syllabus. The need for systematic design of instruction in home management at the N.C.E. level is imperative.

Home economics students at the N.C.E. level tend to be more oriented to the practical aspects of home economics rather than the theoretical. The vast majority of students in this area have some background experience in Needlework or Cookery or a combination of these two subjects. This is the extent of their exposure to Home Economics prior to the N.C.E. course as these two aspects of home economics depend heavily on practical work. Apparently everything taught at this level has been more skill oriented. In order to enhance the students level of understanding of the concepts of home management, a new approach to instructional design must be introduced in the teaching of home management courses. This study will therefore provide important basis for introducing new ideas into home management instruction.

The approach of residence laboratory (formerly known as the practice house) is an important aspect of teaching home management at the N.C.E. level. The need to examine this area in the Nigerian context is very important and relevant to the requirements of home management courses. This study will make available necessary information to

help teachers in home management to provide some direction in the development of home management instruction.

It is strongly felt that this study would lead to the development and improvement of home management instruction through proper analysis of the current status of instruction as well as giving teachers guidelines for the improvement of home management instruction in the Nigerian context.

OBJECTIVES OF THE STUDY

The objectives of this study are:

- 1) to identify from the literature the status of instructional design and development in home management courses at the N.C.E. level,
- 2) to analyze and compare these approaches with the existing practices in instructional development at the N.C.E. level in home management,
- 3) to conclude and suggest practical procedures for designing instruction for home management courses in the Nigerian context.

DELIMITATION

This study will be delimited to the design and development of home management instruction at the N.C.E. level only, and within only one subject area of home economics.

DEFINITION OF TERMS

Home management - An integral part of all aspects of home and family living.....it involves clarifying values and goals, assessing resources, becoming aware of obstacles, gathering information, determining possible solutions, making a decision, putting the plan into action, and evaluating results in terms of satisfactions and in terms of goal achievement.

Instructional design - Term referring to the systematic planning, implementation, and evaluation of instruction. It is a group of procedures which are followed in the hope of improving learning.

Instruction - A set of events external to the learner which are designed to support the internal processes of learning.

Residence - A laboratory simulated situation in which a group of six to eight students live together and run their household on the principles and concepts of Home Management.

CHAPTER IIREVIEW OF RELATED LITERATURE

There is no existing literature specifically on instructional design at N.C.E. level Home Economics/Home Management in the Nigerian context. Literatures bearing on this study pertaining to home management instruction are studies done in the U.S. where home management is a well recognized area within Home Economics. Some insights can be gained from these studies as related to the Nigerian situation. Instructional design as an area of study on its own is also relatively new and evolving area within education.

Home management began as an entirely practical course without any theory. The residence or practice house was widely used to teach skills. The 'concept approach' to home economics subject matter was explored at the French Lick Conferences which began in 1961. Home management literature and theory has grown since that time.

The research on home management instruction is scanty and the reports made are not available in Nigeria. Only those studies available to the author are mentioned here.

In 1967 Bok Cha Yoon Lee completed a doctoral dissertation at Pennsylvania State University entitled College

Students' Attainment of Selected Home Management Concepts.

The study involved home management students from nine universities in the U.S. This study was trying to measure concept attainment as a result of the home management residence experience. The study revealed positive but not significant increases in learning for eight home management concepts (Lee, 1967). The researcher was mainly concerned with the home management residence experience at university level which has little bearing on the N.C.E. home management course in the Nigerian situation because of the difference in educational level.

In 1969 Carole A. Vickers completed a doctoral dissertation at Ohio State University entitled Level of Selected Home Management Concepts Attained in Residence and Non-residence Courses. The study was concerned with concept attainment in both residence and non-residence courses at 10 U.S. universities. The study revealed a significant increase in concept attainment at the knowledge level of Bloom's Taxonomy for the residence courses. Increases at the analysis, synthesis, and evaluation levels were significant for the non-residence courses (Vickers, 1969). This study was again concerned with concept attainment but does not concern itself with design of instruction for home management courses.

In 1973 the third edition of Management for Modern Families by Gross, Crandall, and Knoll was published. The book is a common text for university level home management courses in the U.S. and other countries. The book covers home management theory with many examples or cases drawn from American family life. The authors include a chapter on "The Teaching of Management" in which they discuss various teaching methods related to the objectives of home management teaching (Gross, Crandall, Knoll, 1973). However teaching is treated in rather general terms without the approach of instructional design.

In 1977 a handbook prepared by Thomas E. Cyrs entitled Handbook for the Design of Instruction in Pharmacy Education was published. This handbook presents a classroom instructional model based on validated professional competencies. Cyrs highlights one chapter with this question, "Should a professional competence be described as a diploma hung on the wall or as those professional attributes one should possess and be judged capable of demonstrating?". This is an area of concern for instructional design efforts for the Nigerian situation (Cyrs, 1977).

In 1979 Robert M. Gagne' and Leslie J. Briggs produced the 2nd edition of their book, Principles of Instructional

Design. In this book the basic concepts of instructional design are outlined. Procedures to be followed when designing instruction are discussed in detail. These principles of instructional design can be applied in the Nigerian situation.

CHAPTER III

METHODOLOGY

This study is an exploratory research in an effort to evaluate the present status of N.C.E. Home Management instruction with the view toward improvement. An extensive literature investigation was attempted to identify current thinking in the area of home management instruction. A questionnaire was designed for students to identify areas that need attention in the effort to improve home management instruction.

The Sample

All the 1980 N.C.E. III Home Economics students in A.T.C., Zaria were used as the sample. The questionnaire was administered after the completion of instruction and evaluation for the course.

Questionnaire

The questionnaire was formulated with questions to assess the students' background in home management, problems experienced by them in the N.C.E. home management course, and attitudes toward the residence.

The questionnaire contained both open and close ended

questions. The questionnaire was administered by the research. (See Appendix).

Analysis of Data

The data collected was summarized in tables indicating the students' responses.

CHAPTER IV

HISTORICAL DEVELOPMENT OF HOME MANAGEMENT COURSES

A clearer understanding of the subject of home management can be gained by looking at the history of the subject as a course of study.

Home economics in Nigeria dates back to 1873. Some domestic science subjects such as needlework, housewifery, and embroidery were already in the curriculum of St. Mary's Convent School (Lagos) in 1873 (Okon, 1966). One can not be sure what the subject housewifery might contain but very likely the rudiments of home management were taught.

Likewise the development of the field of home management in the U.S. began at the end of the nineteenth century. In the 1890's the University of Wisconsin and the University of Chicago began courses centering on Household Economics and Administration (Gross, Crandall, Knoll, 1973). From 1899 - 1908 in the U.S., the ten Lake Placid Conference were held to define the beginnings of home economics. Even as the field of home economics was forming at these conferences, home management was viewed as a central component. The early leaders at the Lake Placid Conferences listed the content of a course in home management as:

Methods of cleaning
Care of floors
Planning of work
Division of income
Household accounts
Consumer's League

(Proceedings of Seventh Annual
Lake Placid Conference, Gross,
Crandall, and Knoll, 1973).

Since home management did not emerge out of an existing body of knowledge, in its development there have been efforts to create a conceptual framework for home management or to analyze the content of the field. These efforts have led to various concept emphases in the development of the field.

Gross, Crandall, and Knoll (1973) trace the development of the field of home management in the U.S. in six stages. The stages may be listed as follows:

- Stage 1 - Dumping ground period
- Stage 2 - Resource-centered emphasis
- Stage 3 - Human-centered emphasis
- Stage 4 - Process emphasis
- Stage 5 - Values and decision-making emphasis
- Stage 6 - Holistic approach

The dumping ground stage refers to the period when any home economics material that was definitely not food, clothing, or shelter was put in the home management course.

The other concept emphases arose as examination of the content of the field progressed.

The holistic approach is a product of the 1960's. It attempts to incorporate all the previous concept emphases into a dynamic functioning system centering on the family as the managerial unit (Gross, Crandall, Knoll, 1973). Previously there was a tendency to emphasize the homemaker's work rather than to see the family as a unit.

As home economics has developed in Nigeria, efforts have been made to expand the field. The report of the meeting of the board of studies in domestic science and needlework (Northern States) held in December, 1970 reflects this move. It was suggested that colleges in the northern states of Nigeria should change from schemes which concentrate entirely on needlework. It was agreed that all component parts of Home Economics should be included, namely, Food and Nutrition, Clothing, Textiles, and Related Arts; and Home and Family Living. Implementation is the next step.

Home management is an area of home economics in which the value of practical experience has long been recognized. The initial course offerings of home management at U.S. universities consisted of only practical skills centering on the home, known as the residence or practice house.

Residence approach

The use of a residence or home management house as a part of university level instruction began in 1904 (Lee, 1967). The home management house was interpreted as a "practice house" for the learning and application of skills (Gross and Reynolds, 1931). This skill orientation of the early home management courses is reinforced by Knoll, 1973:

"Historically, management courses emphasized the performance of household tasks in the "practice" houses, thus highlighting the psychomotor and affective domains of knowledge rather than the cognitive."

Even as recently as 1954 Ella Cushman, U.S. home management educator, recognized the lack of cognitive knowledge in home management when she said she did not believe she could give a written exam in management (Knoll, 1973).

The term "home management house" is no longer appropriate for the facilities used for residence courses in the U.S. Over the years the structure and use of the "practice" house have changed so that the facilities now may be called "home management laboratories", "home management center" or "residence facilities." A house, apartment, mobile home, or student housing may be used as the laboratory.

Today a residence course is a situation in which groups of students living together under limited supervision run their own household. The emphasis is on day-to-day household operation. Students are involved as managers of such household tasks as menu planning, food marketing, meal preparation and service, house care, laundry, budgetting, socializing with group members and guests, use and care of household equipment.

The residence course normally follows or is concurrently taken with a basic home management theory course. These may be the only two courses required in home management or they may be followed by other home management courses. The residence course may be part of the program for home economics education, home management, or all home economics majors depending on the offerings and philosophy of the school.

Over the years the objectives of home management residence courses have been adjusted. Vickers (1971) reviews these changes of emphases as follows:

Early stages-----application of subject
matter of other courses;
proficiency in skills;
leadership and interpersonal
skills.

Later-----values; efficiency in
resource use; application
of learnings from other
courses

More recently-----addition of decision-making;
group living; democratic
processes.

There has been a move away from skill development to more cognitive knowledge and application.

The objectives of a residence course offered at University of Nebraska reflect these shifts in objectives. The objectives reported (Larery, 1968) are stated below:

1. To apply the concepts of management to household activities and group living.
2. To make conscious the decision-making process with a view toward developing judgment in the individual.
3. To foster and promote democratic processes in a group situation.
4. To develop appreciation, understandings, attitudes, judgments, and standards that are important to good human relationships.
5. To develop the perception of home management as a way of life.

The importance placed on application and the conscious awareness of management should be noted.

The importance of some type of application courses or experiences are very important in home management. "The very nature of home management concepts demands that they be experienced and internalized rather than merely learned and appreciated. Involvement is the key" (Foster, et al., 1973).

Although a home management residence has been assumed to be an effective means of teaching home management, little evaluation of it as a means of teaching home management concepts has been done. In the late 1960's investigations into the value of the residence approach and alternatives were begun in the U.S. These investigations were stimulated by the cost of maintaining a home management house, the problem of recruiting competent and willing staff to supervise, increasing student enrollments, and the response of students to the experience (Vickers, 1971). In addition, with more married, mature students the residence concept was not always practicable.

Alternative methods suggested by home management educators include: field/community experiences or interviewing homemakers, simulations, and case studies. These

are methods specifically geared to teach the real life application of concepts usually included in a residence course. Lecture, discussion, demonstration, and other traditional classroom methods are important in the facets of home management instruction where basic theory is taught. This paper shall not deal with their use.

Field Experiences

Methods to teach home management include field experiences often centering around home visits or interviewing homemakers. One such program began at the University of Maine in 1965 to replace the home management residence. Families of various socio-economic status, family composition, and stage of family life cycle were selected and home visits arranged. Prior to the home visits, students read assigned readings, attended laboratory sessions on the use of donated foods, and listened to guest speakers from the co-operating agencies. The students did not advise the families directly but gave suggestions to the caseworker to present to the family (Hutchinson, et al., 1973).

A similar shift from residence to non-residence approach to home management experience was made at Pacific Union College, California. The non-residence course adopted included classwork, reports, guest speakers, and movies.

In addition, the students worked with homemakers of two families of varying socio-economic status. The student evaluations reported were very favourable to the non-residence approach (Simons, 1971).

Vickers (1971) investigated the level of attainment of selected home management concepts in residence and non-residence courses. Non-residence courses from 10 institutions were included in the study. Activities involved in these courses were analysis of novels and films for management concepts, seminars, field observations with caseworkers, interviewing homemakers, and laboratory experiments.

Vickers (1971) reports the common nature of non-residence courses tends to be that they require critical thinking, involve real family managerial situations, concentrate on development and use of research instruments, and demand analysis of managerial activities.

From these examples one can see that non-residence courses may take various approaches to teaching home management concepts. Field or community experience is often the approach attempted when an alternative to a residence course is sought because of the chance to deal with real-life situations. A survey was conducted by Mititka (1973) on field experience as a means of teaching home management.

Of 295 institutions offering home management courses 134 (45%) institutions offered some type of field experience. Below is a table summarizing part of her findings.

Table 1. Attitudes Towards Field Study as a Home Management Experience by Home Management Educators¹

	Number of Educators	Percent
Enriches traditional experience	116	55.3
Not <u>sufficient</u> for teaching all the practical competencies desired	86	29.2
Essential for professional development	78	26.4
Contemporary replacement for out-moded traditional experiences	66	22.4
Not appropriate for teaching management concepts and competencies desired	25	8.5
Anything is better than the residence course	8	2.7
Other attitudes	50	16.9
No attitudes	11	3.7

¹N = 295, some scored more than once.

Sources: Mititka, F. "Status of Field Experience as a Home Management Experience: Preliminary Results." Actualizing Concepts in Home Management. Proceedings of a National Workshop Sponsored by American Home Economics Association, July, 1973. Washington, D.C.: American Home Economics Ass., 1974.

In addition the home management educators were divided as to which home economics majors should be involved in field study. Only 17% felt all home economics majors should be involved in field study. 32% felt home economics education majors should be exposed to field experience. 49.5% felt family economics/home management majors should be involved in field experience as a home management experience.

Simulations

Several home management educators advocate the use of simulation in teaching home management - Harvey and Price (1967), Paolucci (1968), Gross, Crandall, and Knoll (1973), and Larery (1973). Simulation is a relatively new method in education so clarification of the meaning is needed.

The term simulation covers a wide range of meaning. Simulations and games are discussed side by side although they differ in content. Simulations are simplified patterns of human interactions or social processes where the players participate in roles. In contrast, games are more highly structured self-contained metaphors with little or no role-playing and where chance predominates (Davison and Gordon, 1978).

The range of variation in simulations is described by 3 parameters (Tansey, 1971). These parameters are degree of participation, degree of structure, and degree of competition. Simulations should be viewed as a model of the essential elements of something but not as an accurate representation of the real thing. Simulations may be presented as a case study, a role play, or as an in-basket situation. A combination of these methods may also be used.

An important thing to note when considering the use of simulation is that they do not seem useful in teaching content or factual material (Boocock, 1968 and Tansey, 1971). Simulations are useful in terms of motivation and involvement of students in problem-solving (Larery, 1973).

What are the qualities of simulation that recommend them for home management teaching? (Gross, Crandall, Knoll, 1973).

1. Simulations deal with real-world processes.
2. Simulations utilize goal-oriented behaviour theory.
3. Simulations appear to stimulate interest and involvement with the social processes under study.

4. Simulations seem to elicit an interactive or participative type of learning response.

Situations to use for simulation are not a problem in home management. Larery (1973) suggests the following ares:

1. Families progressing through various stages of the life cycle.
2. Homemakers adjusting to physical limitations
3. Homemakers in gainful employment
4. Entering 1st year students in a university
5. Special occasions in a family
6. Families in different environments

Simulations for classroom use have been developed on grocery shopping and family decision making. These are discussed by Gross, Crandall, and Knoll (1973).

The greatest problem in the use of simulation is the time and experience to develop the resources needed. Also a research base is needed in the Nigerian context on family behaviours and related areas to make such efforts relevant.

It is notworthy that simulation is strongly advocated for teacher training. This is another reason that N.C.E. students should be introduced to simulation. Cruickshank

(1971) enumerates many advantages of simulation in teacher training.

1. Simulation provides a setting wherein theory and practice can be joined.
2. Simulations force students to take action and bear resultant consequences.
3. Simulations are relatively safe.
4. Simulations are psychologically engaging.
5. Simulations permit control.
6. Simulations broaden the training horizon.
7. Simulations are relevant.
8. Simulations enable the student to be himself.
9. Simulations seem to work.

The importance of a setting to join theory and practice is especially important to home management educators.

Case Studies

Case studies are proposed as another valuable method for teaching home management. A case study is considered to be an account of an actual problem or situation which has been experienced by an individual or a group (Gross, Crandall, Knoll, 1973). The format of the case study may be a narrative, letters, log or dialogue.

The case study approach promotes discussion of realistic problems without students bringing out personal problems or family affairs. In this way students are involved in problem-solving situations that may be similar to those they face in their own lives (Chamberlain and Kelly, 1975).

Success of the case study approach depends on class discussion. In some cases a written response from students may be used to assess individual students in problem-solving. The potential benefits of the case study method are:

1. Initiating the learner into ways of independent thought and responsible judgement,
 2. Confronting the learner with situations that are not hypothetical but real,
 3. Placing the learner in an active role, open to criticism from all sides,
 4. Putting the burden of understanding and judgment upon him,
 5. Giving the student an opportunity to make contributions to learning.
- (Graggs, 1953).

Specific to home management, case studies are valuable because they help clarify the holistic view of management in the family setting. In addition it helps develop skills

needed at the upper levels of the cognitive taxonomy - analysis, synthesis, and evaluation (Gross, Crandall, Knoll, 1973).

These benefits are not achieved without problems. The evaluation of student performance with case studies is difficult. Also it is an unfamiliar method to most students so time must be used to orient them. Lastly, the source of cases to study is a problem. A teacher interested in this method must either gather data and write case studies for class use or scan popular magazines or literature dealing with family situations to find cases.

INSTRUCTIONAL DESIGN - WHAT IS IT?

There are many approaches being utilized in teaching home management. In order to discuss their value for Nigerian home management instruction at N.C.E. level, the process of instructional design must be clarified.

Learning is an individual matter. Groups do not learn, individuals learn. This fact is often forgotten in the classroom setting where emphasis may be on transmitting information to the group rather than **to the individuals'** learning.

The teacher's job in the classroom is to select and arrange conditions to promote learning. In a traditional classroom setting the teacher may focus her attention on the content of the lesson. The assumption may be that because the teacher has taught, the students have learned.

Modern learning theories emphasize the information processing that takes place between stimulation of the learner and the demonstration of behaviours or performances of the learner's capabilities (Gagne' and Briggs, 1979). Learning theories can only relate to controllable events and conditions in order to be applied to learning in the classroom.

Gagne' and Briggs (1979) emphasize that knowledge of human learning is the base of instructional design. All instruction must be planned to be effective. Learning is not haphazard so instruction to promote learning should be planned. Instruction as defined by Gagne' and Briggs is a set of events external to the learner which are designed to support the internal processes of learning. The events of instruction which these authors identify are a list of specific occurrences during instruction that support the internal processes of learning so far as it is known. The internal processes of learning are derived from the

information-processing model of learning and memory employed by contemporary learning theorists. These instructional events are as follows:

1. Gaining attention
2. Informing the learner of the objective
3. Stimulating recall of prerequisite learnings
4. Presenting the stimulus material
5. Providing "learning guidance"
6. Eliciting the performance
7. Providing feedback about performance correctness
8. Assessing the performance
9. Enhancing retention and transfer

These events of instruction serve as the skeleton of a lesson with the teacher providing specific activities and media to stimulate the learner. Performance objectives are clearly stated before any consideration is given to instructional events.

This approach is a highly detailed or specialized approach to instructional design. Nearly all decisions are related to learning theory. A more generalized systems approach to instructional design is proposed by Kemp (1977). The plan he suggests has eight parts as follows:

1. Goals, Topics, Purposes
2. Learner Characteristics
3. Learning objectives

4. Subject content
5. Pre-assessment
6. Teaching/learning activities, resources
7. Support services
8. Evaluation

Kemp also places emphasis on learning or the outcomes of instruction rather than on the means - teacher activities and methods of presenting content. The essential elements of instructional design are the following:

1. What must be learned: (objectives)
2. What procedures and resources will work best to reach the desired learning levels?
(activities and resources)
3. How will we know when the required learning has taken place? (evaluation)

These essential elements are a basic part of any instructional design system or model. The other components are highly variable depending on the orientation of the author. For instance, Kemp is one of the few to specify subject content as a part of the design plan. Often the assumption is made that the objectives specify content.

Another procedure sometimes used in instructional design is task analysis. Task analysis entails describing the full range of activities that a person may perform in the occupational setting prior to instructional planning.

Task analysis places emphasis on on-the-job competencies or performance. After task analysis, the tasks are restated as behavioral or performance objectives. It is assumed in this approach that occupational competency is the fore-most learner need.

Task analysis has most often been used in vocational or technical training where the job performances are straightforward. In the academic realms it is harder to apply. In teacher training where the competencies needed are so varied and diffuse it seems to have limited use.

CHAPTER V

STATUS OF N.C.E. HOME MANAGEMENT INSTRUCTION

There is a lack of research dealing with the design of home management instruction in the Nigerian context. Prior to the N.C.E. home economics program, students have been oriented to the practical aspects of home economics. Within home management theoretical concepts are an important guideline for action. Home management instruction therefore must be designed to join practical and theoretical learnings.

The specific objectives of this study are: 1) to identify from the literature the status of instructional design and development in home management courses at the N.C.E. level, 2) to analyze and compare these approaches with the existing practices in instructional development at the N.C.E. level in home management, and 3) to conclude and suggest practical procedures for designing instruction for home management courses in the Nigerian context.

This chapter is organized in the following sections:

1. Background of the Students
2. Organization of the N.C.E. Course
3. Problems in N.C.E. Home Management Course
4. Residence Experience
5. Instructional Design for Home Management

Background of the Students

Although home management was recommended for inclusion in the home economics program of teacher training colleges and secondary schools in 1970, implementation of such a change is dependent on availability of teachers, facilities, textbooks, and other resources. Since even students of home economics have a limited exposure to home management, the area is still poorly understood. Of the 20 N.C.E. III students in May, 1980 at A.T.C., Zaria only 1 or 5 percent had any background in home management as a course before coming to A.T.C.

Table 1. Background in Home Economics Prior to N.C.E.

Subject	%
None	15
Needlework only	20
Cookery only	10
Needlework and Cookery	50
Home Management	5

It is interesting to note however that the students reported exposure to aspects of the N.C.E. home management syllabus in their home economics training prior to A.T.C.

Table 2. Home Management Experiences Prior to N.C.E.

T o p i c	% with prior experience
Local cleaning agents	75
Commercial cleaning agents	70
Care of wood, metal, leather, glass, plastic	70
Household tools and equipment	65
Stain removal	65
Daily, weekly, and occasional cleaning	65
Furniture arrangement	55
Shopping wisdom	45
Household pests	45
Household budgetting	35
Time planning	25
Principles of home management	25
Use of space	25
Hostessing	20
Use of color	20
Choosing furniture and furnishings	20
Choosing floor coverings	20
Work simplification	15
Energy management	10
Income tax	10
Housing construction	10
Methods of obtaining housing	10
Investments	5
Insurances	0
Bank accounts	0

Nearly all topics which 45 percent or more of the students had been exposed to are related to home maintenance skills or cleaning tasks in the home. In other words their previous exposure to home management tends to be the practical aspects.

Organization of the N.C.E. Home Management Course

Home management instruction at the N.C.E. level at A.T.C., Zaria rests heavily on lecture and discussion. Notes given in class or teacher written hand-out materials are the basic subject content. This approach to content is taken due to limited availability of textbooks and their limited relevance to Nigerian family life.

The Home Economics Department at A.T.C., Zaria is equipped with a 4-room home management flat which has space for 4 people to reside. A type of residence experience is part of the three year course, currently part of the third year's work. The residence is viewed as the primary opportunity to apply the concepts learned in previous course work. This is the rationale for completing the theory work prior to the experience.

The specific objectives of the residence experience stated in the 1976 N.C.E. Syllabus are:

Students will have an opportunity to:

1. Apply their knowledge of the management process to the running of a home.
2. Practice time planning in regard to meal management and all daily tasks.
3. Practice being a good hostess.
4. Express creativity in room arrangement and interior decoration.
5. Practice budgetting over the available time period.

Prior to the residence all plans must be submitted to the lecturer in charge. Meal plans, marketing lists, and the rotation of household duties are decided among the 4 group members. Usually cooking, dishwashing, and cleaning tasks are rotated duties. Marketing is done by the students prior to the beginning of the residence and throughout the residence as needed.

Students attend their normal classes and in addition perform the tasks associated with maintaining the flat. Supervision is limited to sporadic visits by the supervisor who does not reside on the campus. Special projects or assignments are also given during the residence, such as, entertaining a guest, making a decorative article, or making a needed furnishing for the flat.

The main function of the home management flat or laboratory is to provide a facility for the residence portion of the home management course. There are supplementary functions that the laboratory serves in the home economics department. It is an area to display student work for any visitor, a place for entertaining departmental visitors, an area for a variety of displays or demonstrations to be set up for classes other than home management. For example, it is convenient for table laying demonstrations or display for foods classes and for showing the arrangement of a modern kitchen. Child care activities such as bathing a baby or making up a child's cot might be demonstrated in the laboratory. It can provide extra space for food practicals, clothing practicals, and storage when not in other use.

Practical work other than during the residence is limited. Large classes, limited class time, and shortage of equipment for practicals necessitate their limitation. A project in rug-making is required for all students as part of their N.C.E. home management course.

Instructional media utilized in teaching N.C.E. home management is limited to charts and magazine clippings. These are used in teaching shopping wisdom, household

equipment, and interior decoration topics. It rests on the teacher's initiative to find materials and prepare these aids.

Problems in N.C.E. Home Management Course

Since the background of students in home management is limited prior to their N.C.E., it should be helpful in designing instruction to know what problems students experience in the course as currently taught.

The problems identified by the sample of this study are really nothing new in the educational scene. Students would like better and more textbooks, more practical work, and more interesting theory classes. The most important element of these three in the author's judgment is the textbook problem.

1. 2

Table 3. Problems Experienced by Students

S t a t e m e n t	% Students Agreeing
Not enough textbooks	90
A textbook written for N.C.E. level Home Management is necessary	90
There should be more practicals on making things for the home	90
Textbooks not relevant to Nigerian family situations	75
The course is too theoretical	70
Lack of visual aids and demonstrations	70
Not enough practicals	60
Theory classes are boring	50
Textbooks are too difficult	20
Many things taught are not relevant to our society	30
Feel well-prepared to teach home management at a secondary school or teacher training college	100

In a culturally bound subject such as home economics it is essential to have indigenous textbooks for all levels of instruction. It is especially important in teacher training because whatever subject matter is transmitted in N.C.E. classes may be retransmitted by N.C.E. graduates in their own teaching. This is even more likely if their subject matter background is poor. They have no reserves of

knowledge to draw on so must use the sources available. Another observation during teaching N.C.E. students is that many are not able to apply the knowledge according to their cultural setting. That is it may be beyond their capacity to adapt materials for a new teaching situation. It may also be their view that their role at the A.T.C. is to observe and repeat their experiences in the secondary school or teacher training college rather than create and modify the learning experience according to the level and needs of their students. This may be an outgrowth of the nature of their own previous training.

The open-ended question on additional problems experienced by students did not reveal any consistent pattern but a variety of responses:

- Interior decoration too westernized
- Household equipment European type
- Lack of local materials
- Lack of practicals
- No activities for students
- Lack of teaching aids
- Lack of staff
- Too many assignments
- Boring because things taught are not visible

These responses point out a few general things to be remembered in designing instruction for home management. First, more adaptation of materials must be done to suit the Nigerian situation. Since most of the available textbooks were written for British or American students, this is a big job for the lecturer. Secondly, more activities or practicals should be included in the course. This is a good idea but difficult to implement with increasing class size. Thirdly, more visuals or illustrations should be used in classes to make ideas more concrete. It would be wise for each department to budget some money for development of teaching media. Instead of each teacher producing a flimsy chart she may be able to use two or three times, a durable, colorful, well-produced aid might be produced for the department. In Zaria, where there is access to the Center for Educational Technology more different types of media could be produced and possibly reproduced.

It is interesting to note that although students agree there are many problems in their course, 100% feel prepared to teach Home Management at secondary school or teacher training college level. All of these students have had a teaching practice in this type of institution so they have

some ideas of the level of competence needed. However there is no evidence that they do actually possess all the competencies needed.

Home Management Residence

The questions related to the home management residence were included to help assess the value of the experience. The author has long held the view that the residence is not really beneficial in teaching home management content. Seemingly the most benefit is derived in the area of management and development of human relations and knowledge of other cultural groups.

In the past the author has observed that students are unclear as to the purpose of the residence although the objectives are clearly stated. They are not taught any new skills in the residence but given an opportunity to apply previous theoretical learnings. This relies on application of learning experiences. Because of the time delay involved, it is highly questionable that the students really do apply the previous learning into this new situation.

The home management residence has consistently been received by students as an enjoyable experience. An occasional personality conflict with a fellow classmate

can cause an unpleasant experience but it is an exception. In this particular group of students 90% enjoyed the residence experience.

Table 4. Residence Experience Responses

Q u e s t i o n	% Students Agreeing
Did you enjoy your Home Management Residence?	90
Do you feel it gave you a chance to apply many of the things learned in the course?	95
Did you learn things you could apply in your own home?	50
Do you feel the residence should come earlier in the course?	75
Do you feel more than one residence with different classmates would be beneficial?	70
Do you feel you would learn as much if there was no residence experience?	80
Would you be willing to go with a nurse or social worker to visit families in the community to advise on home management problems as a class project?	90
Do you feel you need more experiences related to life styles of various income level families?	95

The majority of the students (80%) also felt the residence experience was necessary for their learning. In other words they were not in favor of its being removed from the course although it is a lot of work.

Although 95% of the students agreed that the residence gave them a chance to apply many of the things studied, only 50% thought they had learned things that they could apply in their own homes. This seems to indicate that many things taught are not applicable to their own homes. This raises the question of relevancy in the curriculum. Certainly clarification should be sought on this point since it seems to contradict the earlier response where 70% of the students disagreed with the statement that many of the things taught are not relevant to our society. It may be that the highly structured planning done as part of the residence is not viewed by them as applicable in their homes.

There are administrative problems associated with the home management residence. With increasing class size the length of time available for each group of students is limited - only 4 days. This makes supervision, assessment, and any project work very limited in scope. Unless the supervisor lives on the campus or nearby, the supervision is limited. A thorough analysis of concept attainment

through the residence approach should be done as well as through other types of experiences.

In regard to the timing of the residence in the three year course, 75% of the students felt the residence should come earlier in the course. All of these suggested the second year. With the current objectives this would be difficult because the basic theory should be covered before the residence.

It is the author's view that the residence approach to home management instruction still has value in the Nigerian cultural setting. The residence approach emphasizes day-to-day management of the home which is still a major role for the Nigerian housewife. The development of skills is still an important aspect of home management instruction. The role assignment of men and women within Nigerian society in the majority of homes follows a traditional pattern. Women have a limited area of responsibility and knowledge. Long-range planning for the family is not usually a female responsibility. Some long-range planning processes should be included in the course but the major emphasis should not be placed on them.

The residence is also a valuable experience in training an N.C.E. home economist because it integrates knowledge

from several areas of home economics. The students utilize knowledge from foods and nutrition, clothing, and family relationships in competing their residence activities.

Because of large classes and limited time, it is not possible to have frequent practicals to develop home maintenance skills. Many students may have limited access to modern equipments in their own homes. The students do need some chance for practical application and the residence is a way of providing this opportunity.

Instructional Design for Home Management

Home management should be viewed as a subject with as much importance as foods and nutrition or textiles and clothing in the home economics area. It is a relatively new area in the study of home economics in Nigeria so development of the subject deserves attention to meet the needs of the Nigerian situation.

The design of instruction for all home management courses should include four basic procedures. These procedures are: 1) definition of instructional objectives, 2) selection of content, 3) determining student activities and use of instructional media, and 4) planning evaluation measures.

The task of defining instructional objectives is not easy. Teachers may routinely write general objectives for teaching but well written instructional objectives must be specific. There are three basic components to well written instructional objectives. The three requirements are: 1) the action or behavior is clearly described, 2) the situation in which the action will take place is specified, and 3) the performance standard is specified in measurable terms. For example,

By the end of the lesson the student should be able to:

1. Given all table appointments, lay a dinner table for 4 people to the satisfaction of the lecturer within 15 minutes.
2. Write an invitation in acceptable style with all essential information given for a family friend to attend a family function.

The major uses of instructional objectives are to design instruction effectively and to be able to assess students. It is not always possible to write specific objectives until the subject content is specified. The two steps are not clearly distinct but they must precede determining student activities and the planning of evaluation.

Instructional objectives for any unit of instruction should cover all 3 learning domains - cognitive, psychomotor, and affective. Many individual objectives may include learning in more than one domain. In addition the lower as well as the higher levels should be treated.

Since the instructional objectives will guide assessment of the student's learning, the students should know the objectives for any course, unit, or lesson. The objectives can help them guide their own learning.

The second procedure to be followed in designing instruction is the selection of content. The content chosen must relate to the objectives specified. The selection of content involves the outline of specific knowledge, skills, and attitudinal factors in each topic. Sequencing of content is important to efficient learning. The subject and objectives will determine sequencing. Some general methods of sequencing are:

- from known facts to new facts
- from the beginning of a process to its conclusion
- from a chronological point to a later date
- from a level of simple rote learning to complex understandings
- from concrete to abstract levels

With a clear statement of instructional objectives and content in mind, the third procedure can be considered.

The student activities and use of instructional media is the central point of instruction. Objectives make clear what the student is to learn but the activities and media are the means to bring the student to that point.

There is no formula for choosing classroom activities and media to suit specified objectives. Gagne' and Briggs (1979) seem to have the most specific and detailed approach to designing instruction. In their approach the events of instruction are influenced or directed in different ways depending on the nature of the learning specified in the instructional objectives. This is not a skill every teacher can possess. It is of paramount importance that a teacher develop observation skills and adopts a research approach in the classroom.

In addition, it is essential to use a variety of activities and media to add interest in the learning process. Since group instruction is the major mode of instruction, the teacher must vary the types of activities used since all students have their individual styles of learning.

The last procedure of instructional design is planning evaluation. The assessment of student learning is important to evaluate the design of instruction and to learn if the student has reached the objectives. Tests must be

written geared to the objectives of the unit or course in order to serve these purposes. The aim of assessment should be to see if certain objectives have been covered rather than to see if the content has been covered. This makes it imperative to have objectives for a course available when writing terminal examinations for that course.

CHAPTER VI

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Home management is receiving increasing attention in home economics programs within Nigeria. Development of the subject thus far has been somewhat haphazard. It is the purpose of this study to help clarify the status of N.C.E. home management instruction, identify new approaches to home management instruction, and suggest practical procedures for designing home management instruction in the Nigerian context.

An extensive literature review pertaining to home management instruction and instructional design was undertaken. In addition a brief questionnaire was written and administered to 1980 N.C.E. III students at A.T.C., Zaria. The questionnaire was organized in three parts - 1) background of the students, 2) problems of the N.C.E. home management course, and 3) residence experience.

Findings

The findings of this study are:

- 1) Prior to the N.C.E. course home economics students have been introduced to the practical aspects of home management. This background is mainly related to home maintenance skills.

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- 2) The problems experienced by N.C.E. students in their home management course are:
 - a) lack of enough textbooks
 - b) lack of relevant textbooks
 - c) not enough practical work
 - d) boring theory classes.
- 3) The current approaches to N.C.E. home management instruction are lecture, discussion, and the residence approach. Currently no use is made of field/community experiences, simulations, or case study.
- 4) The residence approach is enjoyed by students and viewed as essential for learning.
- 5) The instructional design procedures that should be used at N.C.E. levels are:
 - a) definition of instructional objectives,
 - b) selection of content,
 - c) determination of student activities and use of instructional media,
 - d) planning of evaluation measures. *stop here.*

Recommendations

As a result of these findings the following recommendations are made:

- 1) Home management educators should make special efforts to join the theoretical and practical sides of home management. As much as possible the practical aspects should be integrated with the theoretical. This may result in more effective transfer of learning.

- 2) A residence experience should be included in the N.C.E. level home management course. The objectives of the residence experience need revision to reflect the conceptual approach.
- 3) The objectives of the N.C.E. home management course should be more clearly defined since all N.C.E. programs have a joint N.C.E. III exam.
- 4) The syllabuses of various levels of home management education should be co-ordinated. Ideally the competencies to be developed at each level could be specified - Grade II, secondary school level, N.C.E., and B.Ed.
- 5) Home Economics Departments should allocate a portion of their budget to instructional media development.
- 6) The Institute of Education should allocate some staff time to non-teaching activities. A percentage of staff time should be available for writing textbooks and developing instructional media. No significant improvements in instruction are apt to occur without these resources.

A P P E N D I XHome Economics Syllabus (Teacher Training Colleges)Home and Family Living

1. The family-definition, different marriage systems, functions of the family in society.
2. The family life cycle-roles of family members.
3. Mother and childcare-preparation for motherhood.
4. Child development-mental, physical, emotional development from birth through adolescence.
5. Managing a home-use of different resources.
6. Making the most of our resources-use of money, time, energy, work simplification (time and motion study).
7. Housing and design.
8. Care and maintenance of the home.
9. Safety in the home-causes and prevention of accidents in the home.
10. First-aid and home nursing.
11. Use of household chemicals.
12. Household pests.
13. Consumer education.

Home Management Syllabus (Secondary School)Home Craft

The syllabus consists of the following sections all of which must be studied:

- (i) Housecraft
- (ii) Laundry
- (iii) Mothercraft

Housecraft

1. Choosing a house.
2. Introduction to and care of the kitchen.
3. Essential equipment for efficient cleaning of the house.
4. Wood.
5. Care of surfaces-tiled, concrete, wooden, etc.
6. Daily, weekly, and special cleaning of the house.
7. Floor coverings-carpet, linoleum, mats, rugs, etc.
8. Composition and effective removal of dust, and disposal of refuse.
9. Household pests.
10. Household utensils and equipment.
11. Household furnishings.
12. Laying meals, table appointment, waiting at table.
13. Ventilation and lighting.
14. Water supplies, sources, purification, storage.

15. Common accidents e.g. burns, scalds.
16. Household budget; consumer education.
17. Flower arrangement-applied art.

Laundry

1. Properties and reaction of textile fibres.
2. Effects of dirt and perspiration on textiles.
3. The value of soap water (hard and soft water).
4. Properties of laundry soap, detergents and bleaches
5. Stiffening agents.
6. Laundry blue.
7. Stain removal agents-imported and local.
8. Laundry apparatus and equipment-choice, care and storage.
9. Principles of cleansing and their application.
10. Routine of family wash.

Mothercraft

1. Preparation for marriage and motherhood, pregnancy and childbirth, clothing, diet, prevalent superstition and taboos about childbirth.
2. Preparation of the home for baby's equipment.
3. The making of clothes suitable for babies and toddlers one to four year old.
Laundering of baby's clothes.
4. Routine of baby's day - bathing, feeding, care of baby's bed. Care of baby's equipment.

5. Common ailments in children, immunization.
6. The importance of breast feeding, artificial feeding, preparation and care of the feeding bottle.
7. Development of the baby, feeding during the weaning period; preparation of suitable foods. Teething period.
8. The day's routine of a toddler. Preparation of suitable meals.
9. The development of the normal child up to school age.
10. The value of **health services** to the community - hospitals, clinics, health centres, maternity, domiciliary services, etc.
11. First-aid and home nursing in relation to mothercraft.

N.C.E. Home Management Syllabus - 1969Year I

- Allocation of time, labour and money to work.
- Choice, cost and maintenance of household cleaning equipment.
- Cleaning materials and cleaning agents.
- Routine work.
- Treatment of all surfaces in the home.
- Choice, cost and maintenance of household surfaces e.g. ceilings, walls, floors, floor coverings furniture.
- Furniture for various rooms.
- Water, gas, electricity, sewage disposal, drainage, and waste disposal.
- Space desirable for family health and comfort.
- The use of space.
- Study of housing materials and construction in tropical climates and types of houses in the Northern states.
- Hygiene, sanitation, control and eradication of pests.
- Methods of obtaining a home. Legal procedures, mortgages, etc.

Year II

1. Financial management for various income levels.
2. Homemaking.
3. Group relations.
4. Residence in the Home Management House for two weeks for actual practice in the above three areas and in meal preparation and the selection of food.

N.C.E. Home Management Syllabus - 1976N.C.E. I

- I. Introduction to Home Management.
 - A. Definition of concepts
 - 1. Home Management
 - 2. Resources
 - 3. Goals and values
 - 4. Standards
 - B. Principles of home management
 - 1. Planning
 - 2. Controlling
 - 3. Evaluating
 - 4. Decision-making
- II. Time and energy management
 - A. Time planning
 - B. Energy management
 - C. Work simplification
- III. Money Management
 - A. Household budgetting
 - B. Insurances - car, life, property
 - C. Bank accounts, savings, loans
 - D. Investments
 - E. Income tax and property tax
 - F. Shopping wisdom
 - 1. Comparative shopping
 - 2. Advertisements

N.C.E. II

- IV. Maintenance of the home
 - A. Local cleaning agents - identification, preparation, and use.
 - B. Commercial cleaning agents
 - C. Identification, use, and care of all household tools and equipment.
 - D. Choice, cost, and maintenance of household equipment (e.g. kitchen, cleaning, etc.)
 - E. Care of wood, metal, leather, glass plastic
 - F. Stain removal on household surfaces and articles
 - G. Control of household pests by local and chemical methods
 - H. Daily, weekly, and occasional cleaning of toilet, sitting room, etc.

- V. Choice of housing
 - A. Materials
 - 1. Mud
 - 2. Cement
 - 3. Wood

 - B. Construction
 - 1. Styles
 - 2. Quality
 - a. Ventilation
 - b. Drainage
 - c. Sewage
 - d. Lighting
 - e. Electricity
 - f. Space

- C. Method of obtaining housing
 - 1. Renting
 - 2. Building
 - a. Obtaining land
 - b. Site
 - c. Plan
 - d. Building consultants - architect, engineer, contractor, lawyer, builder, local government.

VI. Interior Decoration

- A. Using local resources in making household articles.
- B. Use of color in interiors
- C. Choosing furniture and furnishings
- D. Choosing floor coverings
- E. Use of space
- F. Furniture arrangement

N.C.E. III

VII. Hostessing

- A. Invitation
- B. Greeting guests
- C. Conversation
- D. Seating arrangements
- E. Departure of guests

VIII. Home Management Living Experience

A. Objectives

Students will have an opportunity to:

- 1. Apply their knowledge of the management process to the running of a home.

2. Practice time planning in regard to meal management and all daily tasks.
 3. Have an opportunity to practice being a good hostess.
 4. Express creativity in room arrangement and interior decoration.
 5. Practice budgetting over the available time period.
- B. Project and assignment as assigned by lecturer.

QUESTIONNAIRE FOR N.C.E. III STUDENTS OF HOME ECONOMICS

Indicate your background in Home Economics before coming to A.T.C.

- None
- Needlework
- Cookery
- Home Management
- Others

Your educational background before coming to A.T.C.

- Teacher training college
- Secondary school

The following aspects of Home Management are taught at N.C.E. level, please indicate if they were taught at your teacher training college or secondary school.

Concepts or principles of Home Management	Yes	No
Time planning	Yes	No
Energy management	Yes	No
Work simplification	Yes	No
Household budgetting	Yes	No
Insurances	Yes	No
Bank accounts	Yes	No
Investments	Yes	No
Income tax and property tax	Yes	No
Shopping wisdom, advertisements	Yes	No
Local cleaning agents	Yes	No
Commercial cleaning agents	Yes	No
Household tools and equipments	Yes	No

Care of wood, metal, leather, glass, plastic	Yes	No
Stain removal	Yes	No
Household pests	Yes	No
Daily, weekly, and occasional cleaning	Yes	No
Housing and its construction	Yes	No
Methods of obtaining housing	Yes	No
Use of color	Yes	No
Choosing furniture and furnishings	Yes	No
Choosing floor coverings	Yes	No
Use of space in the home	Yes	No
Furniture arrangement	Yes	No
Hostessing	Yes	No

There was a home management flat or practice house for practical experience in your TTC or secondary school:

Yes No

Staff houses were used for practicals in your TTC or secondary school:

Yes No

Problems Related to Home Management

The textbooks are too difficult	Yes	No
There are not enough textbooks	Yes	No
The textbooks are not relevant to Nigerian family situations	Yes	No
Many of the things taught are not relevant to our society	Yes	No
Theory classes are very boring	Yes	No
There are not enough practicals	Yes	No
Classes are not interesting because of lack of visual aids and demonstrations	Yes	No

Do you feel your home management course is too theoretical? Yes No

Do you feel there should be more practical work on making things for the home? Yes No

Do you feel a textbook written for N.C.E. level Home Management is necessary? Yes No

Do you feel well prepared to teach home management at a TTC or secondary school? Yes No

List any additional problems you have had in home management classes:

What suggestions do you have to improve the course?

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