EVALUATION OF THE CONTENT AND ORGANISATION OF HOME MANAGEMENT TEXTBOOKS FOR SENIOR SECONDARY SCHOOLS.

BY

OLUFUNMILAYO F. ALABI (MRS.)

A THESIS SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR A MASTER'S DEGREE IN EDUCATION (M. Ed) HOME MANAGEMENT

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY,

ZARIA.

1995

DECLARATION

I hereby declare that this thesis has been produced by me and that it is a record and production of my own research work. The topic has not been presented in any previous application for a higher degree. Sources of information are duly acknowledged by means of references.

DEDICATION

This work is dedicated to my husband Timothy O. Alabi for his encouragement and financial support throughout the course. It is also dedicated to my children Bunmi, Tosin, Tola for their patience during the course.

CERTIFICATION

This thesis entitled "Evaluation of Contents and Organisation of Home Management Textbooks for Senior Secondary Schools by Olufunmilayo Foluke Alabi (Mrs.) meets the regulations governing the award of the degree of Masters in Education (M.Ed) Home Management of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

for _____ 28/5/96

DR (MRS) NWAKEGO MOLOKWU
Chairperson, Supervisory Committee — Date

_____ 28/5/96

MRS .V. BABALOLA.
Member, Supervisory Committee — Date

_____ 9/4/96

MRS .P. ONUIGBO
Member, Supervisory Committee — Date

_____ 29/3/96

Dr. P. Nwokocha
Head of Department. — Date.

_____ 11/08/99

Dean, Post Graduate School — Date.

ACKNOWLEDGEMENT

I give thanks to God for seeing me through the period of this study. He supplied all my needs, what started as a wish has been made a dream come true, may God's name be praised.

I wish to express my appreciation to all those who in one way or the other contributed to the success of this study. I am particularly indebted to my supervisor Dr. (Mrs.) N. Molokwu, she has been kind, patient and helpful in this study. She read through each stage of the preparation of the manuscripts and made valid criticisms and gave useful suggestions. I am also grateful to late Dr. Oladebo who was my Co-Supervisor at the early part of this project, for his contribution. My gratitude also goes to Mrs. V. Babalola and Mrs. P. Onuigbo who were appointed as my supervisors when my main supervisor left.

I am grateful to all the teachers that were selected in the schools to fill the questionnaire used in this study. Several people have assisted me in different ways during the course of this study. I am grateful to them all. I must however show my gratitude to the following people for their special assistance to me during this study. Dr. (Mrs.) M.C. Yaroson, Mr. and Mrs. Edun for their concern and

encouragement, Dr. Mamman Musa, Dr. L. Atoyebi, Dr. Asiribo for their suggestions on data analysis.

Finally, I am grateful to all members of my family for their support and understanding during the course of this study.

May God bless and reward you all amen.

Thank you.

Olufunmilayo F. Alabi (Mrs.)

ABSTRACT

This study was conducted to evaluate the content and organisation of Home Management textbooks used at the Senior Secondary Schools in Nigeria. Two commonly used Home Management Textbooks at the Senior Secondary Schools were selected for evaluation. These are Book I -- Home Management Textbook by CESAC (1980) Macmillan publisher Ltd., Nigeria. Book II - Home Management for School and Colleges by Anyakoha E. and Eluwa E. (1991) Africana Fep. The following evaluation criteria were used:-

i) Content Coverage

ii) Freedom of content from sex bias

iii) Quality and location of questions used in the textbook

iv) Quality of Activities and practicals contained in each textbook.

v) Ease of language used in each textbook.

vi) Provision of appropriate study Aids.

vii) Quality of illustration used in the textbook.

Instruments used for collecting data included:-

i) Use of Check List of topics contained in Home Management Curriculum for Senior Secondary School for assessing content coverage for each book,

ii) Assessing the gender of pronounce used on the preface for describing the target audience of the book and determining percentage book space devoted to photographs and drawings for each gender and for combined gender,

iii) Use of Questionnaire

iv) Calculation of percentage book space devoted to Activities and Illustrations,

v) Calculation of Readability co-efficient using Dale Chall formula. Both books have very satisfactory scores in the areas of content coverage, quality of activities/practical work and illustration, although the use of colour is very inadequate. On the other hand the language used in the two textbooks was found to be difficult for the age group of learners. Book II exhibited sex bias, it also lacked intersperced questioned and did not provide summary at the end of each chapter. Book I was free from sex bias but had no table of index, no table of glossary and no summaries at the end of each chapter.

TABLE OF CONTENTS

Page

Title page i

Declaration ii

Dedication iii

Certification iv

Acknowlegment v

Abstract vii

Table of Content ix

List of Tables xiv

Definition of Terms xvi

CHAPTER ONE

1.0 INTRODUCTION. 1

1.1 BACKGROUND OF THE STUDY. 1

1.2 STATEMENT OF THE PROBLEM 5

1.3 OBJECTIVES 6

1.4 RESEARCH QUESTIONS 7

1.5 HYPOTHESIS 8

1.6 ASSUMPTIONS 8

1.7 SIGNIFICANCE OF THE STUDY. 8

1.8 SCOPE OF THE STUDY. 10

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE. 12

2.1 VARIABLES INVOLVED IN EVALUATION OF CONTENT OF TEXTBOOKS. 14

2.1.1 CONTENT COVERAGE AND ACCURACY. . . 21

2.1.2 SIGNIFICANCE OF CONTENT 21

2.1.3 QUESTIONS 22

2.2 VARIABLES INVOLVED IN EVALUATION OF ORGANISATION OF TEXTBOOKS. 23

2.2.1 SEQUENCES OF CONTENT 24

2.2.2 FORMAT OF CONTENT 25

2.2.3 THE USE OF PHOTOGRAPHS, DRAWINGS, DIAGRAMS, COLOURS ETC IN TEXTBOOKS. 26

2.2.4 READABILITY 28

2.2.4.1 DALE CHALL FORMULAE (1948). 32

2.2.4.2 MCLAUGHLIN SMOG FORMULA (1969) . . 33

2.2.4.3 MUGFORD FORMULA AND CHART. 35

2.3 VARIABLES SPECIFIC TO HOME ECONOMICS TEXTBOOKS 36

2.3.1 RELEVANCE OF CONTENT TO THE CULTURAL VALUES 37

2.3.2 FREEDOM FROM BIAS 37

2.3.3 ACTIVITIES AND PRACTICAL WORK. . . 40

2.4 SURVEY OF METHODOLOGIES USED IN THE EVALUATION OF CONTENT AND ORGANISATION OF TEXTBOOKS. . . . 41

2.4.1 QUESTIONNAIRE METHOD 42

2.4.2 METHOD INVOLVING CALCULATION OF BOOK SPACE. 43

2.4.3 METHOD INVOLVING THE USE OF INDEX OF COMPARISON FORMULA. 44
2.5 FINDINGS ON EVALUATION OF SOME NIGERIAN TEXT BOOKS. 44
2.6 SUMMARY 46

CHAPTER THREE 49
3.0 RESEARCH DESIGN AND METHODOLOGY 49
3.1 POPULATION 49
3.2. SAMPLE AND SAMPLING TECHNIQUES. 51
3.3 EVALUATION CRITERIA 53
3.4 INSTRUMENTS FOR DATA COLLECTION 53
3.4.1 QUESTIONNAIRE. 53
3.4.2 THE USE OF A CHECK LIST 54
3.4.3 CALCULATION OF READABILITY CO-EFFICIENT. 55
3.4.4 CALCULATIONS OF PERCENTAGE BOOK SPACE. 55
3.4.5 MEASUREMENT OF SEX BIAS 56
3.5 DATA ANALYSIS 58
3.6 PILOT STUDY 59

CHAPTER FOUR 60
4.0 RESULTS AND DISCUSSIONS 60
4.1 DEMOGRAPHIC CHARACTERISTICS 60
4.1.1 Sex 60

4.1.2 Age 61

4.1.3 Qualification 61

4.1.4 Frequency Distribution of Post Qualification Teaching Experience . . .61

4.1.5 LENGTH OF TIME OF USE OF THE RECOMMENDED TEXTBOOKS 62

4.2 EVALUATION OF CONTENT COVERAGE 63

4.3 TEXTBOOK QUESTIONS 66

4.4 ACTIVITIES AND PRACTICALS 67

4.5 EASE OF LANGUAGE USED IN BOOKS I AND II . .68

4.6 TABLE OF GLOSSARY IN BOOK I AND II 70

4.7 EVALUATION OF STUDY AIDS PROVIDED IN TEXTBOOK I AND II. 71

4.7.1 LOGICAL SEQUENCE OF PRESENTATION OF INFORMATION 73

4.7.2 OVERVIEW OF MATERIALS IN EACH CHAPTER 73

4.7.3 PROVISION OF APPROPRIATE TOPIC HEADINGS 74

4.7.4 PROVISION OF SUMMARIES IN EACH CHAPTER 74

4.7.5 INFORMATION RETRIEVAL IN BOOKS I AND II 74

4.8 USE OF ILLUSTRATION AND COLOUR IN BOOKS I AND II. 75

4.9 MEASUREMENT OF SEX BIAS. 77

CHAPTER FIVE 80

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS. . . 80

5.1 Summary of Major Findings 80

5.1.1 SEX BIAS 81

5.1.2 QUESTIONS 81

5.1.3 ACTIVITIES AND PRACTICALS 82

5.1.4 EASE OF LANGUAGE USED 82

5.1.5 PROVISION OF STUDY AIDS. 84

5.2 CONCLUSION 85

5.3 LIMITATION OF THE STUDY 87

5.4 RECOMMENDATIONS 88

REFERENCES 91

APPENDIX I 95

QUESTIONNAIRE 95

APPENDIX II 99

SUMMARY OF PILOT STUDY 99

APPENDIX III.. 100

CHECK LIST OF MAJOR TOPICS CONTAINED IN HOME . . .

MANAGEMENT CURRICULUM FOR SENIOR SECONDARY

SCHOOLS IN NIGERIA. 100

TABLE 4.9 PERCENTAGE BOOK SPACE DEVOTED TO ACTIVITIES AND PRACTICALS IN BOOK I AND BOOK II. . . . 68

TABLE 4.10 THE MEAN SCORES OF RESPONDENTS ON THE EASE OF LANGUAGE USED IN BOOKS I AND II. 68

TABLE 4.11 READABILITY CO-EFFICIENT FOR BOOKS I AND II. 69

TABLE 4.122 FREQUENCY DISTRIBUTION OF SCORES ON STUDY AIDS OF CONTENT IN BOOK II . . . 72

TABLE 4.13 FREQUENCY DISTRIBUTION OF SCORES ON ILLUSTRATIONS IN BOOKS I AND II. 75

TABLE 4.14 PERCENTAGE BOOK SPACE DEVOTED TO ILLUSTRATIONS 76

TABLE 4.15 FREQUENCY DISTRIBUTION OF PHOTOGRAPHS AND DRAWINGS DEPICTING SEX ROLES IN BOOK II. . 78

TABLE 5.1 MEAN SCORE FOR STUDY AID VARIABLES IN BOOKS I AND II 84

CHAPTER ONE.

1.0 INTRODUCTION.

1.1 BACKGROUND OF THE STUDY.

A textbook is a standard book in a specific area of knowledge. It is expected to contain accurate and up-to-date information on selected topics in a given area of study and at a given level of instruction.

Textbooks are written to satisfy special needs. These needs may include the communication of fairly advanced information on specialised topics in a given field of study without necessarily making any reference to a given syllabus. Such textbooks appeal to a fairly restricted readership and are often referred to as reference textbooks. A number of other textbooks are written to meet the requirements of the learners and the specified syllabus of the examining body for a given course of instruction. Such textbooks are sometimes called course textbooks.

Textbooks are one of the most important instructional tools in the teaching and learning situations. They are a basic source of information to both the teachers and the learners. Wright (1970) observed that Course Textbooks help to organise information, emphasize important concepts, suggest meaningful activities and sets goals for the study of a particular subject.

Course textbooks provide uniformity of materials for class instruction. It is possible for learners to learn at their own individual rates and according to their particular abilities. It also enables different learners to study different things at the same times or to repeat or re-study any topic as often as is necessary.

To the teacher, textbook is an important teaching aid. It provides the teacher with a ready source of material for preparing his lesson notes. It is regarded as a helpful means of improving teachers skills. This is because textbooks sometimes define the scope of coverage, provide meaningful activities and suggest special aids to the teacher for the handling of instructional problems.

Textbooks are important to learners as additional sources of information to complement what the teacher has taught and thus help to widen learners' knowledge. Learners generally feel more comfortable with a textbook than without one. Some textbooks contain summaries and study questions at the end of each chapter. These help to improve the pupils understanding of the topic discussed and thus make such textbooks very useful to learners for revision purposes.

Teaching and learning activities in any subject are greatly influenced by the type of textbooks used by the teachers and learners. Textbooks are therefore important in achieving the objectives of an educational programme. When

good textbooks are available to the teachers and learners and

when proper use is made of the textbooks by teachers and learners, teaching and learning processes are greatly enhanced.

Each subject is unique in its structure of knowledge. Textbooks for each subject are therefore unique. The uniqueness of a textbook in a course of study is reflected both in its content, organization as well as in the manner in which the textbook is used by the learners and their teachers. Thus textbook is used by the learners and their teachers. Thus textbook in English literature is unique and different in format and use from a textbook in mathematics. Similarly a textbook in natural sciences will be expected to be different from a social science textbook. Home Management textbooks are therefore expected to be unique and to reflect the structure of knowledge in Home Management.

Cross, Crandal, and Knoll (1980) have observed that the field of Home management involves the application of knowledge derived from several disciplines like Science, Economics, etc. This shows the multi disciplinary nature of the subject. The implication of this is that extra efforts will be needed to select and synthesize accurate and relevant principles from the relevant disciplines, in order to produce an adequate Home Management textbook.

Considering the fact that textbooks play a very important

role in the teaching and learning situation it is important that more attention should be paid to the quality of textbooks used in our educational system. This is to ensure that these textbooks are effective in meeting the needs of learners and their teachers.

Learners vary in their intellectual abilities. Textbooks also vary in their level of difficulties. There is need to match learner's abilities with the level of difficulties of a chosen textbook in a given field of study. According to Harrison (1980) the level of difficulty of a given textbook is often measured in terms of the calculated readability co-efficient. This factor is often neglected in the selection of textbooks in many fields of study. This is probably because teachers are themselves not conversant with the method of calculating readability co-efficient. There is therefore the need to evaluate the adequacy or otherwise of recommended textbooks in meeting the needs of the learners and their teachers.

Wilson and Nichols (1973) observed that the selection of the recommended textbooks will vary from subject to subject and from one place to another. In some places the selection of the recommended textbook is done at the level of the Ministry of Education. In some subjects the recommended textbook is prescribed in the syllabus by curriculum planners. In other places committees are set up to select recommended textbooks in a given field of study. In some other places professionals

needs of learners and their teachers.

1.3 OBJECTIVES

General Objectives.

The focus in this study is to:-

(i) Assemble a set of objectives and reliable criteria for evaluating Home Management Textbooks in general.

(ii) Use these criteria in evaluating the two commonly used Home Management Textbooks used at the Senior Secondary Schools in Nigeria.

Specific Objectives.

Specifically this study is designed to determine:-

(i) If the Home Management Textbooks contain information on all the topics outlined in the Home Management Curriculum for Senior Secondary Schools in Nigeria.

(ii) If the contents of the Home Management Textbooks are free from sex bias.

(iii) If the Home Management textbooks provide review questions at the end of each chapter or unit.

(iv) If the Home Management Textbooks contain all the suggested activities outlined in the Home Management Curriculum for Senior Secondary Schools.

(v) Whether the language of the textbook is simple enough for the comprehension of the age group of learners.

(vi) Whether the textbooks provide necessary study aids in terms of concise and meaningful summaries at the

end of each chapter, adequate table of contents and index, glossary of unfamiliar words, etc.

(viii) If the textbooks contain photographs, drawing, diagrams, charts and the use of colour to illustrate concepts and principles taught.

1.4 RESEARCH QUESTIONS

(i) To what extent do the two commonly used Home Management Textbooks contain information on all the topics outlined in the Home Management Curriculum for Senior Secondary schools ?

(ii) To what extent are the two Home Management Textbooks free from sex bias ?

(iii) Do the two Home Management textbooks provide review questions at the end of each chapter or unit ?

(iv) What percentage of the suggested activities in the Home Management Curriculum is contained in each of the textbooks under review ?

(v) Is the language used in each textbooks adequate for the comprehension of the age group of learners ?

(vi) Are study aids provided in terms of meaningful summaries, table of contents, index and glossaries of unfamiliar words in each of the Home Management textbooks ?

(vii) Are Photographs, drawings, Diagrams, charts and Colour used to illustrate concepts and principles taught in the two books under review ?

1.5 HYPOTHESIS

There is no significant difference between the content coverage of the two Home Management Books (CESAC 1980 and Anyakoha with Eluwa, 1991) with reference to the Senior Secondary School Home Management Curriculum at the 0.05 level of significance.

1.6 ASSUMPTIONS

(i) It is assumed that students and teachers have the recommended textbooks.

(ii) It is also assumed that graduate teachers of Home Economics, teaching Home Management in the selected Senior Secondary Schools are professionally competent to assess Home Management textbooks.

(iii) It is assumed that textbooks that are well organised technically accurate, up-to-date and adequate in coverage of the subject would motivate students and teachers to use them.

1.7 SIGNIFICANCE OF THE STUDY.

Textbooks are important to learners and their teachers. In Nigeria there are relatively few number of Home Management textbooks produced for the Senior Secondary School level. It is important that efforts be made to find out how adequate the available textbooks are, using the assessment of Home Management teachers who are familiar with the textbooks under review.

This study is significant in the sense that in Nigeria

many researches have been carried out to evaluate different aspects of the recommended textbooks in may disciplines, for example Ezeugbor (1979) carried out an analysis of Chemistry Textbooks in Secondary Schools in Kaduna State. Abdullahi (1980) worked on the quantitative determination of the readability difficulty of Science Textbooks used in Nigeria High Schools. Okpala (1982) carried out a measurement of readability of Physics textbooks used in Secondary Schools in Oyo State.

However, there is no reported work that has been carried out on Home Management Textbooks at the Senior Secondary School level in Nigeria. This further strengthens the significance of this study.

In this study attempt was made to draw up from previous relevant researches objective criteria for evaluating Home Management Textbooks. These criteria will form the basis for evaluating existing textbooks and provide useful guide for evaluating future textbooks on Home Management. Harrison (1980) reported that previous researches had shown that when teachers were asked to evaluate a textbook, content and mode of presentation have been the sole criteria used to the exclusion of other factors related to the ease of reading of the textbook. This apparent error makes it important to include other factors that should be considered in evaluating a given textbooks. The findings of this study will also be useful to teachers, Ministry of Education Officials,

Authors,and Editorial Board in evaluating and recommending appropriate textbooks for use by teachers and learners.
The findings of this study will also be useful to Authors and editorial board of Publishing companies in producing more *adequate textbooks in Home Management for Senior Secondary* Schools.

1.8 SCOPE OF THE STUDY.

Emphasis in this study is on evaluating how effective the two recommended Home Management textbooks are in transmitting knowledge specified in the curriculum in a simple stimulating and yet accurate manner to the intellectual level of learners in senior secondary schools in Nigeria. This study was conducted using four states in Nigeria. In each state some Senior Secondary Schools offering Home Management were selected. Home Economics Graduate Teachers teaching Home Management in the selected schools were used as respondents. In all two Hundred respondents were used.

In this study the percentage of content coverage of each book was calculated as follows:-

(i) Percentage content= $\frac{\text{No of topics coverage}}{\text{Total No. of topics in the curriculum.}} \times 100$

(ii) Freedom from Bias in a Textbook refers to the ability to resist the tendency in presenting only one popular side of controversial issue while ignoring others, or stereotyping events persons or

cultures.

(iii) The expected ideal score in each variables or in a group of related variables is an excellent rating by all respondents in the questionnaire administered.

(iv) The observed score is the actual rating of each variable or groups of related variables by respondents on the Home Management Textbook under review.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE.

Textbooks are one of the most important instructional tools in teaching and learning situations.

Surprisingly the number of researches carried out on textbooks does not reflect the important role which textbooks play in teaching and learning situations.

One of the areas of research interest on textbooks has been in the area of selection or evaluation of textbooks. Early researches in this area have shown that no standardized and objective criteria were employed when evaluating or selecting a textbook. The selection of a textbook is often a haphazard affair. Allenderfer (1971) reported that:-

> Textbooks are chosen or rejected on the personality of the author. One text was rejected because the margins were too wide, another because of the color of the cover. Texts are judged to be too small or too large, too wordy or too hard. The real criterion of how they will affect our students is seldom used because we have no information on this. No quantitative claim are ever made as to how well they reach or what are their effect on students.

Sund and Trowbridge (1973) also noted that:

> "Textbooks are often chosen after superficial inspection. Colour may influence one's choice more than content, photographs may carry more weight than organisation of subject matter, advertising appeal may be more of a deciding factor than usefulness to students"

From the foregoing observation there is a need to establish an objective criteria for evaluating textbooks in a given field of study like Home Management.

Evaluation of a textbook is becoming more widely accepted as a major professional responsibility of a teacher (Harrison 1980). However there is evidence that most teachers will need to be guided on what to look for in evaluating a given textbook. Research findings show that many teachers are concerned mainly with the content and presentation of the textbook to the exclusion of other important factors, associated with the effective use of textbooks (Harrison 1980).

There is therefore the need to agree upon a set of criteria to be used in evaluating a text book in a given field of study. These set of criteria can be assembled from various researches that have been carried out on evaluation of textbook in general and Home Management textbooks in particular. Such a list will provide a standard checklist for teachers when called upon to evaluate a textbook in a given field of study.

This study critically reviewed related literature under the following headings:-

(i) Variables involved in the evaluation of content of textbooks;

(ii) Variables involved in the evaluation of organisation of textbooks;

(iii) Variables specific to Home Economics Textbooks;

(iv) Survey of methodologies used in the previous study for the evaluation of content and organisation of text books.

2.1 VARIABLES INVOLVED IN EVALUATION OF CONTENT OF TEXTBOOKS.

In many fields of learning, committees of professionals are often set up to prepare guidelines for selection of a textbook in a given field of study and for a given level of institution. Different variables have been used by different researchers at different times.

Wilson, Brown, Harcleroad (1973) adapted materials developed by Leslie and Janke and further suggested the following criteria for choosing textbooks. The criteria are grouped for convenience under the following general headings:-

i) Scope or content

ii) Accuracy, up to datedness and completeness

iii) Suitability for intended users

iv) Philosophical consideration

v) Format

vi) study aids and suggestions

vii) Author and publisher

viii) Freedom from bias.

Important questions asked under each heading to guide evaluation activities include the following:-

i) Scope or content:-

(a) Does the textbook contain information related

to topics to be studied in the course?

(b) Does the text interpret the curricular objective prescribed by the course of study?

ii) Accuracy and up to datedness:

(a) Is the content factually accurate?

(b) Regardless of its copy right date does it include desirable and necessary developments in the field?

(c) Does it contain sufficiently complete and detailed discussions to constitute adequate presentation of subjects?

iii) Suitability for Intended User:-

(a) Are the style and vocabulary suitable for the age, grade and achievements levels of students who will use the text?

(b) Are aids provided for slow learners?

(c) Are extra challenges provided for superior students?

iv) Philosophical Consideration:-

(a) Does it emphasis creative uses of knowledge rather than unthinking, route learning and memorization?

(b) Does it help students to understand why certain responses are better than others or does it only "tell" or give proscriptive guidance ?

v) Format:-

(a) Is the type clear and readable?

(b) Is it sufficiently large?

(c) Is the book functionally attractive?

(d) Do illustrations and use of colour contribute to effective communication and understanding rather than merely decorate pages?

(e) Are the binding and paper suitable and sufficiently durable for the intended use of book?

vi) Study Aids and suggestions:-

(a) Does the textbooks have an accompanying teachers' manual?

(b) Does it contain well selected study aids to stimulate self instruction?

(c) Do well organised summaries and reviews appear at the end of chapters and units?

(d) Are the index and table of contents complete and easy to use?

(e) Are difficult and unusual words defined in a glossary?

(f) Does the textbook provide for realistic experience in its suggested activities and examples?

vii) Author/Publisher:-

(a) Who wrote the Book? What special experience and education qualified him (them) for this task?

(b) Is the publisher known to be dependable?

viii) Freedom from Bias:-

(a) Is there evidence of bias in presenting only one "popular" side of controversial issues while ignoring others?

(b) Does the text stereotyped events, person or culture?

Although these variables were meant to assist teachers in selecting textbooks in a given field of study, they are equally useful in evaluating a textbook.

Cook and Doll (1974) also suggested the use of similar variables in evaluating a textbook. These are:-

i) Content Coverage;

ii) Readability;

iii) Format;

iv) Print;

v) Quality of paper.

Cook and Doll used the term readability to refer to the difficulty level of the text compared to age, ability, and vocabulary level of the learners. Other variables are identical to those discussed by Wilson et al (1973)

Nnadi (1980) observed that Home Management is a culture bound subject and as such contents of the subject should be related to the cultural background of learners. She also suggested that Home Economics textbooks should have comparison of family life in other lands as well as cultural differences within Nigeria. It is therefore important that the content of Home Management textbook for senior secondary schools in Nigeria should be evaluated to determine the relevance of their content to the cultural values of Nigeria.

American Home Economics Association in its handbook of evaluation (1980) produced a textbook evaluation form in which several criteria were listed for evaluating Home Economics textbooks. These criteria are grouped under the following sub-headings:-

i) General Criteria

ii) Appraisal of content and organization

iii) Exemplary consideration

iv) Readability rating.

The variables contained under these sub-heading are identical to those earlier mentioned from previous studies. However the evaluation form included questions and activities as additional variables on which a textbook should be evaluated.

Peterson, Bowyer, Butts and Bybees (1984) suggested the following general guide for selecting science textbooks and

other reading materials. The following variables were used for evaluating a science textbook:-

i) Content accuracy

ii) Content coverage

iii) Content depth

iv) Content up to date.

v) Motivational appeal

vi) Illustration

vii) Organisation

viii) Readability

ix) Freedom from bias

x) Teacher support.

These variables are similar to other variables earlier discussed. This lends support to the general acceptability of these variables in evaluating a textbook. From these findings and recommendations the following criteria can be considered in evaluating a given recommended Home Management Textbook.

i) Content coverage and accuracy

ii) Content significance

iii) Relevance of content to culture

iv) Freedom from bias

v) Quality of activities/practical work

vi) Quality and location of questions

vii) Format of content

viii) The use of photographs,drawings and charts

ix) Measure of readability co-efficient.

These variables can be classified into two major areas. The two majors areas often considered when evaluating a textbook are content and organization. Nicholls and Nichools (1975) defined content as "Knowledge, Skills, Attitudes and Values to be learned". It also includes questions designed to assess what has been learnt. On the other hand the organsation of a textbook involves the sequence of information its readability,the ease of information retrieval, judicious use of colours, its format, and the quality of illustrations like pictures, charts, and diagrams. On the basis of this, the variables to be considered in evaluating the content of a textbook in this study will include the following:-

i) Content coverage and accuracy

ii) Content Significance

iii) Relevance of content to culture

iv) Freedom from bias

v) Quality of activities/practical

vi) Quality and location of questions

The variables that will be used in evaluating the organisation of a textbook are:-

i) Sequence of content

ii) Format of content

iii) The use of photographs, drawings, diagrams and charts

iv) Measure of readability co-efficient.

There is need to find out from previous researchers and other relevant literature the validity of each of the variables listed above for evaluating a Home Management Textbook.

2.1.1 CONTENT COVERAGE AND ACCURACY.

It is important that the content of a given textbook should meet the criterion of validity (Taba 1962). Content is valid when it is authentic or true. This is sometimes referred to as content accuracy or how up-to-date the contents of a given textbook is. Textbooks must also have adequate coverage of most of the important topics contained in the curriculum. This is what Peterson et al (1984) referred to as content breadth of the textbook.

Closely related to the content breadth is the content depth. This has to do with the amount of information given to the principles, concepts and the activities outlined in the syllabus. The important question to ask here is whether the textbooks contain adequate information on each of the topics and whether teachers and learners can probe at different levels of understanding in the materials contained in the textbooks (peter et al 1984).

2.1.2 SIGNIFICANCE OF CONTENT

The contents of a textbook should contain information that is significant. There is the temptation by authors to

While this may not be an exhaustive list, it provides useful guide to the teacher and textbook writers. It is sometimes easy to limit the use of questions to classroom teacher pupils interaction. It is however equally true that questions asked in a book is often a guide to the information that is presented in the textbook. Questions also serve as a guide to the level of comprehension desired from readers to the text. The quality and effectiveness of questions asked in a textbook also depends on several variables. Some of these variables include:

i) The level of cognition demanded by the questions using either Blooms (1956) cognitive domains or Guilford (1956) system.

ii) The location of question within a given textbook Harrison 1980). This variable has to do with questions placed before the text (pre-questions): Questions asked within the (inter-sperced questions): and questions asked after the text (Post-questions).

All of these go to show the importance of the nature and location of questions in a textbook.

2.2 VARIABLES INVOLVED IN EVALUATION OF ORGANISATION OF TEXTBOOKS.

The evaluation of the organisation of textbooks involves the use of the following variables derived from previous studies.

Alexander, Saybor, Williams, (1971); Anderson and Koutrick (1972); Weis (1979); Journal of American Home Economics Association (1980) Peterson et al 1984). These variables are:-

i) Sequence of content

ii) Format of content

iii) The use of photographs, drawing/diagrams and charts

iv) Measurement of readability co-efficient.

2.2.1 SEQUENCES OF CONTENT

Each textbooks is unique in its organisation. The order in which content are presented to the learners, goes a long way in either making the subject matter easy to learn or difficult. One of the criteria used in evaluating the organisation of a textbook is sequence (Cronbach (1955); Sund and Trowbridge (1973). The textbook is examined to find out whether there is a logical sequence in the idea presented. What is desired is that one concept or principle should naturally lead to the next concept or principle. Information presented earlier should promote better understanding of subsequent information. New knowledge must be built on students past experience. In doing so Cronbach (1955) suggested that the following principles should be considered in arranging content in local sequence for easy understanding. Items should be drawn:-

i) From known to unknown

ii) From easy to hard

iii) from local to distant

iv) From early times to modern times.

It is hoped that this will ensure that knowledge flows in a ladder like fashion making for easy comprehension.

2.2.2 FORMAT OF CONTENT

Closely related to the sequence is the organisation of information in terms of adequate topic headings, table of contents and index. These arrangements make it easy for the learners to find any desired information from a textbook. Rosenshine (1968) found out that when two groups of students were given passages from social studies textbooks, one set of which was rewritten in order to make the organisation of the information more clear. The group using the organised version obtained significantly higher scores on a common test based on the original material.

Anderson and Koutnik (1972) have suggested among others that the following criteria for assessing the format of textbook contents:-

i) Does the textbook have a list of objectives stated in specific behavioural terms? (i.e. students performance)

ii) Is an overview of the material provided?

iii) Does the textbooks periodically review what has been taught?

iv) Are there summaries for each unit?

Harrison (1980) proposed three other criteria for

evaluating organisation of a textbook. These are:-

i) Format variables (such as paragraphing or subheadings)

ii) The use of advance organisers in a text to help the reader prepare to tackle a passage.

iii) The use of questions printed as part of the book which are designed to promote better learning and understanding.

The term advanced organiser proposed by Harrison (1980) was coined by Ausubel, (1960) to describe introductory paragraphs which are used to help the reader by summarizing the content and structure of the succeeding sections of a textbook. Ausubels advanced organisers served a more specific function in relation to the conceptual content of his passages in the sense that they present general concepts which were subsequently developed more fully, or served the function of supplying bridging concepts to help the readers see how the new learning is related to what he already knew. This is directly related to Anderson and Koutnik criterion of providing overview of materials provided.

2.2.3 THE USE OF PHOTOGRAPHS, DRAWINGS, DIAGRAMS, COLOURS ETC IN TEXTBOOKS.

It is generally agreed that textbooks must be attractive in presentation of its contents. The more attractive the content of the textbook is, the greater the motivational appeal Many modern textbooks make use of colour to mark out

important definitions generalizations or summaries. This is intended to capture the attention of the reader to what is considered to be very important concepts in the book. Individual readers have also been known to have used different colouring devices to underline certain concepts considered important in a given textbook. It is therefore not a peculiar feature of new textbooks.

Schramms (1955) observed that colour illustrations gain attention and interest but there is no evidence that they necessarily produce greater learning when colour itself is not integral to concepts to be learned.

Modern textbooks make increasing use of photograph, drawing, diagrams and charts to illustrate many concepts and principles contained in the textbooks. When judiciously used there illustrations enhance learning. Edgar (1955) observed that photographs,drawings and diagrams provide a means of condensing a lengthy description of relationship between variables in the text. Illustration enhance one another with respect to the level of students comprehension.

In educational terms photographs offer authentic reporting, bringing the real life example into the learners experience (Wright 1970). Levis and Dickle, (1970) observed that pictures are usually superior to words, for aiding recall and recognition and learning concrete subject matter. Davies (1973) noted that whereas line drawings are frequently superior for teaching cognitive learning, realistic pictures

have advantages for teaching affective learning as they are likely to arouse a stronger emotional response.

Photographs, drawing and diagrams serve a useful purpose in communicating ideas more effectively. They also help in dramatising the points made by words and help in making instructions more meaningful.

Drawings both diagramatic and illustrative are very useful and are sometimes used in place of photographs. Drawings and diagrams simplifies shape, give emphasis to different components which otherwise would have been obscured if photographs were used (Ezeugbor 1979).

Which ever combination of these visual aids was used it is important that each visual aid should serve a specific teaching purpose and should give a clear impression of what the learner is expected to observe or study (Fleck 1980).

2.2.4 READABILITY

Several definitions have been given for the term readability. Dale and Chall (1948) stated that:-

> "In the broadcast sense, readability is the sum total (including interactions) of all those elements within a given piece of printed material that affects the success which a group of readers have with it. The success is the extent to which they understand it, read it at optimum speed and find it interesting".

Emphasis is placed on three aspects in this definition. These are comprehension, fluency and interest. These three

factors are very different and bear little relations to one another.It is therefore difficult to use this definition to measure readability of a textbook. McLaughlin (1968) argued that readability is best defined as:

> "The degree to which a given class of people finds certain reading matter compelling and necessarily comprehensible."

In determining readability we are concerned with two sets of factors; one set is related to the readers knowledge and abilities, while the other set is related to the text. Studies in readability have attempted to match readers and books.

It is usually more difficult to measure the set of factors which affects readers ability. One can list a large number of physical and mental characteristics of the reader which may have temporary or prolonged effect upon his reading ability and hence the readability of the text he chooses.

The other set of factors has to do with the text itself. Under the text factors are several variables many of which have been used in studies of readability and comprehension. Harrison, (1980) has highlighted six of such variables. These are:-

i) Legibility of print
ii) Illustration and colour
iii) Vocabulary
iv) Syntax

v) Conceptual difficulty

vi) Organisation.

Out of these variables, vocabulary has been considered to be the most important factor determining the level of difficulty of a textbook. Researches on readability have attempted to measure vocabulary difficulty in a textbook using various methods. Two of the most popular methods involve determination of word length and word frequency. Word length is usually measured in letters per word or syllabus per word while word frequency is measured by how often the words tend to occur in ordinary usage.

Several attempts have been made to determine readability co-efficient using formula. In most of these formulae vocabulary and sentence length are regarded as predictors of the level of difficulties in a given textbook. Each formula has it's strength and weakness. The formulae also vary in there effectiveness and ease of application from one age groups to another and from one subject to another. They provide a good guide in deciding whether a given textbook is suitable for the reading level of a given set of students.

There are over one hundred predictive readability formulae now in use. Some have been designed by psychologist and researchers while others have been designed by classroom teachers. A number of formulae have been designed using a statistical technique of multiple regression.Different formulae have been designed for different purposes and for a

variety of age-group.

A good formula must be valid., reliable and easy to apply. Table 2.1 gives a summary of research data on nine readability measures and rating of ease of the application (Harrison 1980).

TABLE 2:1

SUMMARY OF RESEARCH DATA ON NINE READABILITY MEASURES,AND RATINGS OF EASE OF APPLICATION.

	Validity	Age level accuracy 8 - 16 Age range	Ease of applica-tion	Number of Blobs
Flesh formula (Grade Score)	...	...	...	9
Fry graph	...	...	...	10
Powers-summary (Kearl Formula	...	...	...	8
Mugford formula and chart	...	...	...	10
Fog Formula	...	...	...	9
Smog formula	...	...	...	10
Dale - Chall Formula	...	...	...	10
Spache Formula	...	...	...	8
Forcast Formula	...	...	...	8

Key: The more blobs the better.

From table 2.1, four formulae gained a total of ten blobs. These are the fry graph, Mugford method, the smog formulae,and the Dale Chall formulae. It is therefore clear that any of these four methods can be used to obtain reliable

information on readability co-efficient. A brief description of the calculation of readability co-efficient using any of the four readability formulate is described as follows:-

2.2.4.1 DALE CHALL FORMULAE (1948)

Out of the four recommended formulae for determining readability co-efficient, Dale-Chall formula appears to have higher validity and better age level accuracy but not easy to apply. The procedure for using Dale-Chall formula (1948) is as follows:-

i) Select 100 word sample throughout the text (for books every tenth page is recommended)

ii) Compute the average number of words per sentence (WDS/SEN)

iii) Compute the percent of unfamiliar words (words outside the Dale list of 3,000 familiar words). (UFMWDS)

The formula is calculated as follows:-

us Grade = (0.1579 x PERCENT UFDUDS)

+ (0.0496 X WDS/SEN)

= 3.6365

Where WDS/SEN = Average number of words per sentence UK reading level = 5 +US grade.

The Dale Chall formula has produced the most consistent,as well as some of the highest correlations in many of the validation studies.

TABLE 2.2

DALE-CHALL FORMULA SCORE FOR THE CORRECTED AGE LEVEL.

Dale-Chall formula Score	Age Level
4.9 and below	9 and below
5.0 - 5.9	10 - 11
6.0 - 6.9	12 - 13
7.0 - 7.9	14 - 15
8.0 - 8.9	16 - 17
9.0 - 9.9	College
10 and above	College graduate

FRY GRAPH'S FORMULA

Fry (1968) described a formula which was developed for use in Uganda. He claimed that the formula is quick and simple to use. The passages each containing one hundred words are selected from a given textbook. The total number of sentences in each passage is counted and the average of these three number is taken. The number of syllable in each one-hundred word sample is counted and the average number of syllables for the three passages were determined. These two averages are plotted on a graph provided by Fry (1968) to give the appropriate grade level for which the textbook is suitable.

Research on validity and reliability on Fry's method has shown that there is high correlation between Fry's findings and Dale-Challs findings.

2.2.4.2 MCLAUGHLIN SMOG FORMULA (1969)

This formula uses a single variable, the number of Polysyllabic (i.e. three or more syllable) words in thirty

sentences. This variable focuses on vocabulary, but clearly if the thirty sentences are lengthy there will be more opportunity to encounter long words, so sentence-length is taken account of:-

The formula involves the following calculations:-

(a) Select ten sentences near the beginning, another ten near the middle and ten other sentences near the end of the text.

(b) In the thirty selected sentences count every word of three or more syllables. Estimate the square root of the number of polysyllabic words thus counted. In the formula the square to the actual number of polysyllabic words, found in thirty sentences. Thus if 50 polysyllabic words were found the calculations will proceed from the nearest perfect square i.e. 49 (7x7)
Similarly, for 39 we should proceed from 36 (6x6) etc.

(c) Add 3 to the appropriate square root this gives the Smog's grade which is the reading grade that a person must have reached if he is to understand fully the text assessed.

Maclaughling (1969) claimed that using his index a reliable grading can be produced, within a short time. The index is produced as table 2.2

TABLE 2.2

MACLAUGHLING'S INDEX.

SMOG GRADE	LEVEL
1-7	Primary Classes
8	Form I
9	Form II
10	Form III
11	Form IV
12	Form V
13	Form VI A
14	Form VI B
15	University undergraduate
16	University-post graduate

With the new National Policy on Education our Senior Secondary Schools will fall within the range form Iv to form VIA of the reading level in the index. It must be noted that MaClaughling stressed that his formula has attempted to predict the grade level necessary for 100% comprehension of a text. It must be noted that this calculations were based on United States of Americas reading level.

In fact MaClaughling gave a relationship between United Kingdom reading level and United States reading level as follows:

U.K. reading level = U.S. grade + 5.

2.2.4.3 MUGFORD FORMULA AND CHART

According to Mugford (1970 the use of the chart depends on the allocation of points to words in different categories. There are four categories and each category is based upon the number of polysyllabic words and the number of letters in

words. Category I contains words of three or more syllables. Category II consists of the non Polysyllabic words (i.e. words of one or two syllables) which are seven or more letters long. Categories 3 and 4 contain respectively the six letter and five-letter non-polysyllabic words.

The passages containing one hundred words selected from a given textbooks was classified word by word on the basis of the four categories described earlier. The total number of words in each category is determined and the word length score for each category is obtained from the Mugford (1970) readability chart which deals with words length section. The word length score for the four categories are added to obtain the word length score for the passage. The number of sentences in the selected passage is obtained by checking the Mugford (1970) conversion table. The appropriate column indicating the number of sentences in the passage is checked until the calculated word length is found. When this is done the difficulty index of the passage can be read off the chart on the same row with the word length of the passage.

2.3 VARIABLES SPECIFIC TO HOME ECONOMICS TEXTBOOKS

In evaluating Home Management textbooks there are some variables which are important and unique to Home Economics. Some of these are:

i) Relevance of content to the cultural values

ii) Freedom from bias

iii) Activities and practical work.

2.3.1 RELEVANCE OF CONTENT TO THE CULTURAL VALUES

The content of a textbook in Home Management must be relevant to the cultural values of the society to which the learners belong. Concepts and principles must be applied to the prevailing circumstances of the home setting in the society (Nnadi 1980). Illustrations and examples cited must be from the living experiences of the learners and their teachers.

Textbooks should include comparisons of cultural differences within the country. Textbooks should also suggest to students ways to apply the knowledge gained to their particular needs, interest, problems, style of living and family organizations. Efforts have been made to adapt Home Management syllabi at the Senior Secondary School level to the Nigerian Cultural Values. However, actual implementation in terms of the relevance of the content of the textbook to Nigerian cultural settings has remained an area worthy of further studies.

2.3.2 FREEDOM FROM BIAS

It is generally assumed that attitudes and biases are communicated in textbooks, to a large extent through the value judgement which are expressed.

Research has shown that attitudes can be affected by reading (Weis, 1961; Payne, 1964; Watts, 1967) and that attitudes towards minorities in particular can be affected by certain type of instructional materials (Haugh, 1952; Fisher,

1968; Lichter and Johnson 1969). The group that is likely to develop prejudiced attitudes are those who tend to depend most heavily on textbooks and teachers as sources of knowledge (Neel, 1959; Gladstein 1960; Zagona and Zurches, 1964)

The content of a textbook must however be free from bias. Textbook must not present only one popular side of controversial issue while ignoring others. Similarly textbooks must not stereotype events, persons or cultures.

In Home Management the content of the textbook must also be free from sex bias. Sex bias is called sexism. In it's original sense sexism referred to prejudice against the female sex. In its broader sense the term how indicates any arbitrary stereotyping of males and females on the basis of their gender (McGraw Hill 1974). Sexism was coined by analogy to racism to denote discrimination based on gender (Weis 1979).

The literature reviewed pertaining to sex role stereotyping and sexist bias in textbooks and texts indicated that aspects of sex discrimination are discernable in the educational material used by schools. Further, such discrimination appeared in language usage, content, themes, portrayal of role expectations, characterisation of male and female and in proportion of content focused on males and females.

Weis (1979) examined secondary level Home Economic textbooks for sex bias in terms of:-

i) The gender of the target audience

ii) The use of masculine and famine pronouns

iii) The equity of photographs portraying makes and females in selected role environments.

iv) The psychosocial role behaviour encouraged for makes and females in textbooks.

From this study it was found that although Home Economics textbooks generally imply an orientation to a gender neutral student audience especially in their prefaces, the content of this educational material presented sex bias in pronoun usage, pictures portraying make and female role environment and in role behaviour and expectations emphasized.

This text referred more to specific females than to males in this areas.

In presenting the principles of Home Management there is a possible temptation on the part of authors to advocate and recommend a particular family topology which fits readily with the ideals of Home Management Principles. (Williams and Nicholls 1981). This constitutes bias.

Williams and Nicholls (1981) analyzed the content of three major textbooks used in teaching college level Home Management courses. The study revealed that there are three family typologies namely;

i) The Open

ii) The Closed

iii) The Random.

Typologies were examined in the contents of the textbooks under review. The textbooks made significantly more reference to the closed family topology than to the two other family typologies. *The implication of this findings is* that textbooks writers tend to recommend one family topology as "The ideal family topology".

The other family typologies are given minimal attention and little efforts are made to see how these family typologies can be improved without loosing the identity of these family typologies. The question to be asked is whether a particular family topology is more often presented in the recommended Home Management textbook for Senior Secondary Schools in Nigeria than the other types of family typologies.

2.3.3 ACTIVITIES AND PRACTICAL WORK.

It is a well known fact that early Home Management courses were almost entirely composed of practice on selected household tasks. Gradually a theoretical background began to be formed in the field of study. The problem of Home management education seems to be how to make the best use of the growing body of theoretical knowledge and at the same time allow students the experience of applying the theory in relatively realistic situations (Gross et al 1973).

In place of practical work, activities are profitably utilized during which learnt principles can be related in practical discussions with life situations in different cultural settings. Vicker (1977) reported that such activities

have great potentials in transmitting desired values, interest, and attitudes to learners. When properly controlled activity periods are usually very lively, creative and educative. It therefore has great motivational appeal to learners. It is therefore important to evaluate the relative emphasis placed on practicals and activities in Home Management textbooks. The practical work represent a psychomotor level of knowledge. It can also offer opportunity for developing attitude, interest, values, in the affective domains of learning. However the number of practical work in Home management syllabus at the senior secondary school level is relatively small. The residence experience appears to be the most important attempt to relate theory to practice in Home Management (Nnadi 1980).

2.4 SURVEY OF METHODOLOGIES USED IN THE EVALUATION OF CONTENT AND ORGANISATION OF TEXTBOOKS.

Many researches have been carried out in evaluating the content and organisation of textbook in some subject areas like Biology, Chemistry, Physics and General Science. These works vary in both the focus and in the methodology adopted.

Early methods used in evaluating content coverage of a textbook involves a preliminary identification of central themes or principles considered essential components of information required in the subject area at a given educational level. This provides a checklist on which textbook contents are evaluated (Ezeugbor 1979).

2.4.1 QUESTIONNAIRE METHOD

One method of evaluating textbooks often involves the use of questionnaires. The respondents were usually teachers who are familiar with the textbooks. Schwab (1963) used this method to assess the relative emphasis placed on different units of information contained in selected Biology textbooks. The teachers were asked to give an arbitrary maximum score of five to the Biological unit which received the greatest emphasis on the textbook. The other units in the subjects were graded relative to these fixed score. Schwab (1963) later included supervisors from the publishers of each textbook. Crossland (1971) used an almost identical method to Schwabs in the evaluation of emphasis given to the different organization levels by the British O' level textbooks in Biology. Fido (1978) proposed a modification of Schwabs and Crossland's method were non-comparable and therefore cannot be subjected to statistical manipulation.

The questionnaire method which is currently used in most evaluation of textbook require scoring either on a scale of three (0.1.2) Peterson et al (1984) or on scale of five (0.1.2.3.4) as is the case in the (American Home Economics Association Evaluation from (1980). The questionnaire method has been found effective in the evaluation of such textbook variables as:-

i) Content coverage

ii) Content accuracy

iii) Content significance

iv) Content organisation

v) Quality of illustrations

vi) Relevance of content to cultural setting.

2.4.2 METHOD INVOLVING CALCULATION OF BOOK SPACE.

Carrick (1977) adopted a method of textbook analysis which involves the calculation of percentage of bookspaces devoted to each unit of Biological organisation. The modified form of Carricks's (1977) method involves a determination of the total bookspace in a given textbook. This is done by measuring the length and breadth of samples of printed pages. The average book space area per page was determined. The total area of book space per page multiplied by the number of pages contained in the textbook is calculated using the following formula.

$$\text{Percentage of book space devoted to a theme} = \frac{\text{Book space devoted to a theme}}{\text{Total Book space}} \times 100$$

Although Carrick (1977) was concerned with content coverage, she was able to apply the percentage of book space covered in making reference to other variables of textbooks like illustration used, diagrams, drawings as well as photographs.

The percentage of book space devoted to a theme or concept is assumed to reflect the relative emphasis given to the theme or concepts in a given textbook. The more important the concept is in the opinion of the textbook author the

greater the percentage of book space devoted to it.

2.4.3 METHOD INVOLVING THE USE OF INDEX OF COMPARISON FORMULA.

Ezeugbor (1979) used the index of comparison formula to determine the relative emphasis placed on thirty important generalization identified for O' level Chemistry by three recommended O' level textbooks. The formula involved estimating average number of words per line in a given textbook and determining the average number of words per page. The number of words per book was calculated. The number of words per generalization is also calculated. The index of comparison is then calculated using the following formula:

$$\text{Index of Comparison} = \frac{\text{Number of Word per generalisation}}{\text{Total number of words per Book}} \times 100$$

This method is useful in determining the relative proportion of a textbook devoted to a theme or generalisation. Like Carricks methods this will give us the relative emphasis given to each of the general themes. The index of comparison may also give an insight into the depth of coverage of a given theme in a subject.

2.5 FINDINGS ON EVALUATION OF SOME NIGERIAN TEXT BOOKS.

The Teacher Education of the Science Teacher Association of Nigeria (STAN) organised a workshop in 1976 on the Development of materials for effective science teacher

education. After reviewing existing science textbooks in use the report made several observations among which are the following:

(1) A Teacher should at least use two or three current textbooks in the preparation of his lesson. He should also draw the attention of the student to the use of more than one textbook by:

(a) Encouraging the use of their library

(b) Preparing questions and answers which comes from different textbooks

(c) Asking students to write essays using information acquired from a variety of textbooks.

(d) Giving them topics from different textbooks and leading a discussion later on these topics.

Ezeugbor (1979) found that the three popular chemistry textbooks used in Kaduna State Secondary schools differ significantly in the coverage of important generalisation in chemistry. There was also significant difference in the frequency of questions used in the three textbooks. The three books also differ significantly in the percentage bookspace devoted to illustrations, diagrams and drawings. There was however no significant difference in the readability co-efficient among the three books.

Abdullahi (1980) and Okpala (1982) have indicated that the two popular physics textbooks used in Nigerian secondary

teachers.

Variables for evaluation of content were identified from previous studies in the subject area and other related disciplines. The variables for assessing the content of a textbook is identified are:

i) Content coverage

ii) content accuracy

iii) content significance

iv) quality and location of questions.

Variables identified for assessing the organisation of the recommended Home Management textbooks include:

i) Sequence of content

ii) Format of content

iii) The use of photograph, drawings, diagrams and colour in the textbook.

iv) Readability co-efficient of the textbook.

Variables which are found peculiar and relevant for assessing Home Economics textbooks are:-

i) Freedom from bias

ii) Activities/practicals

iii) Relevance of content to cultural values.

A critical survey of methodologies used in earlier researches was also carried out. Methods used in earlier research include the following:

i) The use of questionnaire to obtain assessment from teachers who are familiar with the textbook

ii) Calculation of porcentage book space devoted to a theme.

iii) Calculation of the index of comparison for each theme in the textbook.

iv) *Calculations of readability co-efficient.*

The research design was guided by information obtained from the review of related literature.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

The research design used in this study is the descriptive survey method. In the design a set of objective criteria was assembled from previous researches in many fields of study. These criteria were used to evaluate two Home Management textbooks commonly used at the Senior Secondary Schools in Nigeria.

3.1 POPULATION

There are two sets of population used in this study. These are population of Home Management teachers at the Senior Secondary School level and population of Home Management textbooks used at the Senior Secondary school level.

(a) TEACHERS

The respondents in this study are Home Economics graduate teachers teaching Home Management in the Senior Secondary Schools in Nigeria. These teachers are familiar with the Home Management Curriculum and text books used at the senior secondary school level. The number of senior secondary schools offering Home Management as a subject is relatively small. This is due to the fact that at the senior secondary school there are three options of Home Economics to choose from. These options are:

i) Home Management

ii) Food and Nutrition

iii) Clothing and Textile

This factor has made the number of Home Management graduate teacher that can be used for this study comparatively small. This is because to be qualified to assess Home Management textbook in this study, the teacher must be graduate of Home Economics and must have used the text under review for teaching Home Management at the senior secondary school level. The population of Home Management teachers in the areas surveyed at the time of this study was three hundred and thirty two.

(b) <u>THE TEXTBOOKS</u>

There are few textbooks on Home Management used at the senior secondary school level. A survey carried out by the researcher showed that at one time or the other some of these textbooks have been used by teachers and learners as evidence by the numbers kept in the stores or in the school libraries. There is also evidence that from time to time students are being referred to some of these textbooks when certain topics are being treated. All Home Management textbooks that falls in the category described above as at the time of this study are listed below:

i) CESAC (1980) Home Management pupils text Macmillan publisher Ltd., Nigeria.

ii) Anyakoha E. and Eluwa M. (1991) Home Management for Schools and Colleges. Africana Fep.

iii) Seton D. (1979) Kingsway book of Home Management. Evans Brothers Ltd. London.

iv) Johston et al (1988) Home Management and House Care Heinman Educational Books.

v) Carpenter E. (1980) Home Management and House Care.Heinman Educational Books Ltd., London.

3.2. SAMPLE AND SAMPLING TECHNIQUES.

There are two sets of samples used in this study. These are:

i) The sample of Home Management teachers at the senior secondary school level;

ii) The sample of Home Management textbooks used at the senior secondary school level in Nigeria.

(a) SAMPLE OF HOME MANAGEMENT TEACHERS.

In this study a target of two hundred respondents was made. One Hundred each for the two books under review. The respondents were selected from four states in Nigeria. The States are:-

i) Kwara State

ii) Sokoto State

iii) Plateau State

iv) Kaduna State.

In each state the list of senior secondary schools

offering Home Management was obtained together with the number of graduate Home Management teachers in each school. From this information the following number of respondents were selected using proportional stratified random sampling in each state based on the population of Home Management teachers available. Using this method the following numbers of respondents were chosen from each of the four states under study as follows:-

i) Kwara State - thirty two (32)

ii) Sokoto State - twenty four (24)

iii) Plateau State - Twenty six (26)

iv) Kaduna State - Eighteen (18)

Where the respondent has indicated that the two textbooks under review are used by teachers and learners such respondents were given two copies of the questionnaires to complete one for each of the books.

(b) SAMPLE OF HOME MANAGEMENT TEXTBOOKS USED.

Out of the five textbooks, two are written by foreign authors. In addition they are difficult to come by and are not readily accessible to learners and teachers. The two books are:-

(i) Seton D., (1979) Kingsway Books of Home Management. Evans Brothers Ltd., London

(ii) Carpenter E. (1980) Home Management and House Care Heinman Education Books Ltd., London Home Management Textbooks by Johnston Olaitan and Mcfie is not one

of the recommended textbooks. The two books selected for evaluation were the two recommended textbooks for Home Management subject in the states surveyed. The textbooks are:-

BOOK I CESAC (1980) Home Management pupils text. Macmillan Publisher Ltd., Nigeria.

BOOK II Anyakoha E, and Eluwa M. (1991). Home Management for Schools and Colleges Africana Fep.

3.3 EVALUATION CRITERIA

The following criteria were used for evaluation:

i) content coverage

ii) Freedom from sex bias

iii) Provision of Questions

iv) Activities/practicals

v) Readability

vi) provision of study Aids

vii) Illustrations.

3.4 INSTRUMENTS FOR DATA COLLECTION

3.4.1 QUESTIONNAIRE.

Questionnaire is the instrument used for collecting data from Home Management teachers in Senior Secondary Schools. The questionnaire is made up of three sections:

A Personal Data

B Items on Content Characteristics

C Items on evaluation of Content organisation.

In section B and C respondents were requested to assess

each recommended textbook on a scale of five (0,1,2,3,4) zero score represents very poor rating, score of one represents a poor rating, score of two represents an average rating, score of three represent a good rating, while a score of four represents an excellent rating on the items contained in the questionnaire. The questionnaire is expected to provide information on adequacy of questions, activities/practicals, format and information retrieval. The questionnaire was administered by the researcher in person. This allowed for a high rate of return of completed questionnaire. The questionnaire was precoded in its construction. This is to enable data obtained from the questionnaire to be coded for computer analysis.

The questionnaire was constructed based on the research questions, hypotheses and the objectives of the study in chapter one.

The instrument was content and face validated by reseacher's main supervisor, Dr.(Mrs.) N. Molokwu and a statistician Dr. Mamman Musa all of the Faculty of Education, Ahmadu Bello University, Zaria.

3.4.2 THE USE OF A CHECK LIST

A check list containing the topics contained in the Home Management curriculum for senior secondary schools in Nigeria was drawn up by the researcher. Each of the textbooks under review was evaluated on content coverage using the check list prepared from Home Management curriculum. This is to

determine the percentage content coverage of the Home Management Curriculum by each of the textbooks under review. This exercise was carried out by the researcher and validated by the supervisors. A copy of the check list is attached as appendix III.

3.4.3 CALCULATION OF READABILITY CO-EFFICIENT.

Readability co-efficient was calculated by the researcher for each of the textbooks under review using Dale Challs formula and Smog's formula as reported in Mclaughin. In each calculation three different samples of the text were used and the mean of the readability co-efficient was taken.

This figure was used to determine the difficulty level of the vocabulary of the language used in the text.

3.4.4 CALCULATIONS OF PERCENTAGE BOOK SPACE.

The percentage book space devoted to the following variables was calculated by the researcher.

i) Questions

ii) practicals/Activities

iii) Photograph, drawings and diagrams.

The calculations gave an indication of the relative importance placed by the author on these variables. The formula used in the calculation is as follows:

$$\text{Book space devoted to theme} = \frac{\text{Area of book space devoted to a theme}}{\text{Total book space.}} \times 100$$

3.4.5 MEASUREMENT OF SEX BIAS

One of the simplest methods of measuring sex bias according to Weis (1979) is by reading the preface of the book and examining whether the writer has indicated the gender of his target audience through the use of pronouns. In this study preface was analysed to find out whether the preface was exclusively written for a particular gender or whether the text was written in a more general form which is applicable to both genders.

All the photographs in each book were analysed to determine whether the pictures depict males and females in various sex roles. The number of pictures devoted exclusively to each gender was counted; and the number of pictures depicting both sexes was also counted. The total number of pictures depicting males and females in different sex roles was determined. The percentage of pictures devoted to each gender and to the combined gender was calculated as follows:-

$$\text{percentage of photographs depicting sex roles} = \frac{\text{Number of pictures for gender}}{\text{total number of pictures depicting sex roles.}} \times 100$$

The researcher also subjected the instrument to construct and face validity. Eighteen copies of the questionnaire were produced. Nine copies each were used for both construct and face validity. Nine Home Economics lecturer at F.C.E. Zaria were selected who responded to the instrument. As a result of their responses, some adjustments were made to the

improvement of the study. Also nine final year B.Ed. Home Economics students at Federal College of Education, Zaria responded to the initial questionnaire. A pilot study was carried out during which the instrument was tried. The instrument used in the pilot study was re-evaluated and some of the sections in the instrument which produced fairly generalised responses were re-drafted in order to produce more specific responses in the final instrument used.

RELIABILITY TEST.

Responses collected from thirty Home Management teachers in Zaria metropolis were used to determine the reliability of the instrument. The split-half reliability test was used computing the reliability co-efficient of the assessment of Home Management textbooks by Home Management teachers. This involved dividing the thirty questions in the questionnaire into two equal halves and using the odd numbered items for one end and the even numbered for the other. Each of the tests of items was treated as a separate scale rated accordingly by the thirty respondents. The sets were then correlated using the formula:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{[(N\sum X^2) - (\sum X)^2][(N\sum Y^2) - (\sum Y)^2]}$$

The result obtained was taken as a valid measure of reliability. The "r" value obtained was 0.859.

3.5 DATA ANALYSIS

The questionnaire which was designed to evaluate the content and organisation of Home management textbooks produced score on a scale of 0,1,2,3,4. It is therefore possible to make comparison between the mean of the expected scores and the mean of the observed scores using the t-test. The expected score which is the ideal score is four or excellent for each of the variables used in evaluating the textbook.

The observed score is the teacher rating of a given recommended textbook on each of the variables used in evaluation. The mean score in each variable or group or related variables would then be compared with ideal mean score of four using t-test. Data obtained were used to test the hypothesis in this study.

Data obtained from the check list was scored on percentage basis. Since the number of topics in the Home Management Curriculum for Senior Secondary Schools is forty-nine and the percentage content coverage of the curriculum by each book can be calculated as follows:-

$$\text{Percentage content coverage} = \frac{\text{Numbers of topics covered in the textbook}}{49} \times 100$$

The calculation gives the percentage of the topics covered by the textbooks compared with the total number of topics in the textbooks.

The percentage book space devoted to illustrations like photographs, diagrams, chart and colour was calculated for

each book. This provides the relative importance placed on illustrations in the book.

3.6 PILOT STUDY

A pilot study was conducted using sixty respondents from selected schools in Zaria and Anchau Educational Zones of Kaduna State. Items of the draft questionnaire which were confusing were removed or reconstructed in the new questionnaire produced. The schools used in the pilot study were not included in the final study.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSIONS

This study was designed to evaluate the content and organisation of Home Management textbooks used in senior secondary schools. In the process of doing so a set of objectives criteria was developed as a guide for evaluating Home Management textbooks. Other sources of information used in the study involves the calculation of readability co-efficient using Dale Chall (1948) and Mclaughin Smogs Formula (1969) and the calculation of percentage book space devoted to themes, question illustration. Data obtained are presented and used to test the hypothesis postulated in this study.

4.1 DEMOGRAPHIC CHARACTERISTICS

The variables under this include sex, age, qualification, years of post qualification, experience and number of years of using textbook under review.

4.1.1 Sex

All the two hundred respondents were females. This is not surprising because up-till now Home Management and Home Economics have largely remained a field dominated by females. Efforts made at making the subject appealing to the males by Educationists and Government, are yet to yield significant results. It is however note worthy to mention that at the Junior Secondary Level, both girls and boys offer Home Economics. It is hoped that with time some of the boys will

see the need to offer Home Management or any other branch of Home Economics at the Senior Secondary level.

4.1.2 Age

The frequency of Age distribution for respondents is given in table 4.1

TABLE 4.1 FREQUENCY OF AGE DISTRIBUTION OF RESPONDENTS

NUMBER OF YEARS	FREQUENCY	CUMULATIVE FREQUENCY	PERCENTAGE
20 - 30	37	37	18.5
31 - 40	88	125	44
41 - 50	75	200	37.5
51 & Above	-	200	-

The age range of respondents is distributed among three age groups. The age group 51 and above has no score. The age group that has the highest frequency is 31 - 40. This means that most of the respondents are in their middle age and may perhaps be relied upon to give accurate and honest responses.

4.1.3 Qualification

All respondents have a B.Ed degree in Home Economics. This is a commendable improvement in teachers education in Home Economics field in general and Home Management field in particular. With such qualified respondents one can vouch for the quality of responses from respondents used in this study.

4.1.4 Frequency Distribution of Post Qualification Teaching Experience

The years of Post Qualification teaching experience of respondents are summarised in Table 4.2.

TABLE 4.2 FREQUENCY DISTRIBUTION OF YEARS OF POST QUALIFICATION TEACHING EXPERIENCE OF RESPONDENTS.

YEARS	FREQUENCY	CUMULATIVE FREQUENCY	PERCENTAGE
1 - 3	58	58	29
4 - 6	114	172	57
7 - 10	28	200	14
11 & above	-	-	-

The group with the highest frequency is 4 - 6 years. No respondent had 11 and above years of teaching experience. The years of Post-graduate teaching experience of respondents is satisfactory with regards to the responses expected from them. This shows that most of the respondents are experienced teachers and their judgement can be relied upon.

4.1.5 LENGTH OF TIME OF USE OF THE RECOMMENDED TEXTBOOKS

The length of time of use of each of the recommended textbooks is summarised in Tables 4.3 and 4.4

TABLE 4.3: FREQUENCY DISTRIBUTION OF LENGTH OF TIME OF USE OF BOOK I.

YEARS	FREQUENCY	CUMULATIVE FREQUENCY	PERCENTAGE
1 - 2	19	19	19
3 - 4	54	73	54
5 - 6	27	100	27
7 & Above	-	-	-

TABLE 4.4 FREQUENCY DISTRIBUTION OF LENGTH OF TIME OF USE OF BOOK II

YEARS	FREQUENCY	CUMULATIVE FREQUENCY	PERCENTAGE
1 - 2	38	38	38
3 - 4	62	100	62
5 - 6	-	-	-
7 & Above	-	-	-

From table 4.3 and 4.4 it can be seen that book II is relatively new in its use in schools.

4.2 EVALUATION OF CONTENT COVERAGE

Forty Nine topics were identified in the Home Management Curriculum for Senior Secondary Schools in Nigeria. These formed the check list on which each of the books was evaluated for percentage content coverage.

The topics in the curriculum were arranged, under the five general themes of Home Management for Senior Secondary Schools. On each theme the percentage coverage per theme was calculated as follows:

$$\text{Percentage coverage per theme} = \frac{\text{No of topics per theme in textbook}}{\text{No of topics per theme in Curriculum.}} \times 100$$

Tables 4.5 and 4.6 gives a summary of the data obtained for books I and II respectively.

TABLE 4.5 COMPARISON OF CONTENT COVERAGE OF BOOK I WITH CONTENTS OF HOME MANAGEMENT CURRICULUM FOR SENIOR SECONDARY SCHOOLS.

	No of topics in Curriculum	No of topics in Book I	% coverage per theme
1. Home Management Principles	5	4	80
2. Clothing	8	8	100
3. Housing	17	16	94.1
4. Family Living	15	14	93.3
5. Consumer Educator	4	0	0
Total No of Topics	49	42	85

TABLE 4.6 COMPARISON OF CONTENT COVERAGE OF BOOK II WITH CONTENTS OF HOME MANAGEMENT CURRICULUM FOR SENIOR SECONDARY SCHOOLS.

	No of topics in Curriculum	No of topics In Book II	% coverage per theme
1. Home Management Principles	5	5	100
2. Clothing	8	8	100
3. Housing	17	17	100
4. Family Living	15	15	100
5. Consumer Education	4	4	100
Total No of topics.	49	49	100

From the two tables it can be seen that book two scored 100% in all the five themes and in the overall content

coverage. This is excellent. Book I however has an overall content coverage of 85.7%. The main hypothesis in this study is: *There is no significant difference between the content* coverage of two Home Management books CESAC (1980) and Anyakoha with Eluwa (1991) with reference to the senior secondary school Home Management Curriculum. To test this hypothesis the mean score on the content coverage of Book I was compared with the mean score of the content coverage prescribed in the Home Management Curriculum using t-test. The same procedure is repeated for Book II. The t-value for Book I was calculated as follows:-

Since 0.44 is less than 2.306 the null hypothesis that there is no significant difference between the content coverage of Home Management textbook by CESAC and the senior secondary school Home Management Curriculum is accepted at x0.05 level. Although statistically there is no significant difference between the content of the book I and the prescribed content of Home Management, curriculum at the senior secondary school level, a close look at table 4.5 shows that book I has no information on consumer education. This is probably because the book has not been revised since 1980 when it was first published. Since that date there has been a review in Home Management Curriculum. It is however note worthy that book I scored above 80% in all the other themes. A revised edition which takes note of these short comings may make the book up

to date in content coverage.

The t-value for book II was calculated, Since 0 is less than 2.306 the null hypothesis that there is no significant difference between the content coverage of Home Management Textbook by Anyakoha and Eluwa (1991) and the senior secondary school Home Management curriculum is accepted at x 0.05 level.

From table 4.6 it can be clearly seen that book II treated all the topics contained in Home management Curriculum for senior secondary schools in Nigeria. This is commendable. It may however be observed that most textbooks do not show serious defects in content coverage of the curriculum. Defects are some times found in other variables associated with the characteristics of the content and the organisation of content.

4.3 TEXTBOOK QUESTIONS

Book I and II were assessed on the quality and location of questions used. Two classes of questions were assessed. They are: inter-sparced questions and post questions. Data obtained from questionnaire administered are summarised in table 4.7.

TABLE 4.7 THE MEAN SCORES OF RESPONDENTS ON THE TWO CLASSES OF QUESTIONS USED IN BOOKS I AND II.

CLASS OF QUESTION	BOOK I	BOOK II	t-VALUE	p-VALUE
Inter-sparced questions	3.790	0.340	-54.95	0.0000
Post questions	3.780	3.550	3.12	0.0021

From table 4.7 Book I is fairly good in intersparced questions and post-questions. Book II on the other hand is very weak in intersparced questions but satisfactory in post-questions.

There is therefore the need for Book II to improve on the short coming with regards to intersparced questions. Intersparced questions help to sustain interest, and attention of the learners. They keep the learners mentally alert and active in the process of learning.

4.4 ACTIVITIES AND PRACTICALS

Books I and II were assessed on the quality of suggested activities and practicals. Data obtained were summarised on table 4.8

TABLE 4.8 MEAN SCORES OF BOOKS I AND II WITH RESPECT TO SUGGESTED ACTIVITIES AND PRACTICALS

BOOKS	N	MEAN	ST. DEV	T-TEST	P-VALUE
I	100	3.8100	0.394	-4.82	0.00
II	100	3.8600	0.3487	-4.01	0.001

From table 4.8 above, both books have similar score for the quality of activities and practical work in their respective contents. The mean score of 3.8100 and 3.8600 are close to the expected mean score of 4.000. These are very satisfactory score on activities and practicals.

When the book space devoted to activities and practical works were calculated for each textbook the data obtained were summarised in table 4.9.

TABLE 4.9 PERCENTAGE BOOK SPACE DEVOTED TO ACTIVITIES AND PRACTICALS IN BOOK I AND BOOK II.

BOOKS	PERCENTAGE BOOK SPACE DEVOTED TO ACTIVITIES AND PRACTICALS
I	3.24
II	2.53

The calculated book space devoted to activities and practicals in the two books are not two wide apart. This is comparable to the assessment of respondents in this study. This is another strong point for the two books.

4.5 EASE OF LANGUAGE USED IN BOOKS I AND II

TABLE 4.10 THE MEAN SCORES OF RESPONDENTS ON THE EASE OF LANGUAGE USED IN BOOKS I AND II.

BOOK	NUMBER	MEAN	ST. DEV	T-VALUE	P-VALUE
I	100	3.170	0.038	-21.24	0.000
II	100	1.910	0.51	-40.65	0.000

From the mean scores for the two books. Book I has a higher rating on the ease of language used for the age group

of learners. Book II with a low rating on the ease of language used is judged by respondents to be difficult for the age group of learners.

This rating was compared with calculated readability co-efficient using two formulae. The readability co-efficient for the two books were calculated using both Dale-Chall's formula and Mclaughins Smog's formula. Data obtained are summarised in table 4.11.

TABLE 4.11 READABILITY CO-EFFICIENT FOR BOOKS I AND II.

READA-BILITY	TEXT BOOK I				TEXT BOOK II			
FORMULA	SAMPLE 1	SAMPLE 2	SAMPLE 3	MEAN	SAMPLE 1	SAMPLE 2	SAMPLE 3	MEAN
DALE-CHALL	12.57	12.41	12.96	12.65	13	12.76	12.76	12.73
SMOG	11	16	11	12.2	14	15	15	14.2

From table 4.11 the mean readability co-efficient using Dale Chall's formula for books I and II are 12.65 and 12.73. According to Dale-Chall9s formula score for corrected age level a readability co-efficient above a score of 10 will only be appropriate for College graduate. The implication of this is that even if the two books were to be used in the United Kingdom where English language is the mother tongue, the language used in the two books will still have been considered too difficult for the age group of learners at the senior

secondary school. However, book I has a lower readability co-efficient compared to book two which means that the language in book I is simpler than book II. When Smog's formula was used the calculated readability co-efficient of 12.2 for book I was obtained. This value corresponds to the level of form five in schools in the United Kingdom. This will be equivalent to form two at the Senior Secondary School in Nigeria. The implication of this is that the language in book I will be considered to be difficult for form four in the United Kingdom School or form one at the Senior School in Nigeria.

Book II has a readability score of 14.2 using Smog's formula. This score corresponds to the comprehension level of form VIB in the United Kingdom. This is equivalent to the first year in a Post Secondary School in Nigeria. The implication of this is that even in the United Kingdom where the mother tongue is English, the language used in Book II will be considered difficult for Senior Secondary School level.

There is therefore the need to take note of the difficulty level presented in the language used in the two books and the deliberate made to simplify the language to be used in the future editions.

4.6 TABLE OF GLOSSARY IN BOOK I AND II

Table of glossary of unfamiliar words is absent in book

1 but is available in book II. The absence of the table of glossary in book I does not allow for easy comprehension of unfamiliar technical terms used in the textbook, thus making comprehension of the information in the text difficult.

4.7 EVALUATION OF STUDY AIDS PROVIDED IN TEXTBOOK I AND II.

Study aids provided in the two textbooks were assessed on *six variables.*

To get a clear picture of the assessment of teachers, a frequency distribution of scores and mean scores on the variables on study aids were summarised in table 4.12 for books I and II respectively. Areas of strength on each variable has three asterics (***) while areas of weakness have one asteric (*).

Areas with average score have two asterics (**).

TABLE 4.122 FREQUENCY DISTRIBUTION OF SCORES ON STUDY AIDS OF CONTENT IN BOOK II

SCORE	VERY POOR 0	POOR 1	AVE RAGE 2	GOOD 3	EXCEL LENT 4	MEAN
1.Textbook is arranged in a logical sequence from simple to the complex & from the known to the unknown.						***
BOOK I				22	78	3.7800
BOOK II		2		18	80	*** 3,7600
2. An overview of material in each chapter is provided in the text books.						
BOOK I	34	66				*0.6600
BOOK II				14	86	*** 3.8600
3. Appropriate & well organised topic headings are provided in the textbook						
BOOK I			78	22		** 2.2200
BOOK II				14	86	*** 3,8600
4. Concise & Meaningful summaries & reviews are provided for each chapter in the Textbook						

BOOK I	79	21				0.2100
BOOK II	100					0
5. Table of contents provides ready reference to materials in the textbook.						
BOOK I	100			20	80	*** 3.800
BOOK II	100			34	66	*** 3.6600
6. Index is complete & logically cross referenced in the textbook.						
BOOK I	100					** 0
BOOK II	100	2		18	80	*** 3.7600

4.7.1 LOGICAL SEQUENCE OF PRESENTATION OF INFORMATION

The rating of the two books from their mean score is between good and excellent which shows that information in both books are presented in a logical sequence. This is a strong point for both books since logical presentation of information aids easy comprehension in any given subject.

4.7.2 OVERVIEW OF MATERIALS IN EACH CHAPTER

From table 4.12, Book I has a mean score of 0.660 while book II has a mean score of 3.860. Book I does not have adequate overview of materials in each chapter while book II does.

This is a weak point in the organisation of book I but a strong point in the organisation of book II. Overviews sometimes serve as advance organisers to learners and at other times they can be modified to serve as behavioural objectives to teachers and learners. Absence of overviews in each chapter denies learners and their teachers these advantages.

4.7.3 PROVISION OF APPROPRIATE TOPIC HEADINGS.

From table 4.12 and the mean scoresfor books I and II on this variable are 2.220 and 3.660 respectively. This shows that book II has better topic headings than book I. Appropriate and well organised topic headings aid comprehension and retention of information.

4.7.4 PROVISION OF SUMMARIES IN EACH CHAPTER

Books I and II do not have summaries and reviews at the end of each chapter. From table 4.12 mean scores for books I and II on this variable are 0.210 and 0.000 respectively. Absence of meaningful summaries and reviews at the end of each chapter does not make for easy recapitulation of information provided in each chapter. Summaries at the end of each chapter helps in revision of information learnt in each chapter.

4.7.5 INFORMATION RETRIEVAL IN BOOKS I AND II

The table of contents and the index are the major sources of checking information in the textbook. Book I has no index (mean score - 0) while book II has good index (mean score = 3.76). Lack of index in book I makes information retrieval

difficult. However the table of contents for the two books are very good with mean scores of 3.800 and 3.660 for books I and II respectively.

4.8 USE OF ILLUSTRATION AND COLOUR IN BOOKS I AND II.

Five variables were used in assessing the use of illustrations and colour in books I and II, the frequency distribution of scores on the variables on illustration in books I and II are summarised in table 4.13.

TABLE 4.13 FREQUENCY DISTRIBUTION OF SCORES ON ILLUSTRATIONS IN BOOKS I AND II.

	VERY POOR	POOR	AVER AGE	GOOD	EXCEL LENT	MEAN
1. Textbooks are ade-quately illustrated						
BOOK I				16	84	*** 3.8400
BOOK II				14	86	*** 3,7600
2. Illustrations charts & tables are sequential numbered for quick & easy reference.						
BOOK I				75	75	3.2500
BOOK II				14	86	*** 3,8600
3. Illustrations conveniently placed in rela-tionship to the text reference.						

	BOOK I BOOK II		1	2	47 18	53 81	3.5300 3.7800
4. Illustrations are properly titled & self explanatory							
	BOOK I BOOK II				82 14	18 84	3.1800 3.7900
5. Colour effectively use in the illustrations and in focusing important concepts & definitions in the textbooks							
	BOOK I BOOK II		100 35	64		1	*0 1.6900

From table 4.13 it can be seen that both books have very satisfactory mean scores from the rating of teachers on the variables related to illustrations. When the percentage was calculated for books I and II respectively the values obtained are summarised in Table 4.14.

TABLE 4.14 PERCENTAGE BOOK SPACE DEVOTED TO ILLUSTRATIONS

BOOK	PERCENTAGE
I	22.65
II	18.21

From the table above over 18% of the total book space in each book is devoted to illustrations. This is very adequate.

With regards to the use of colours both books have poor ratings from respondents from table 4.11. The mean score for book I on the use of colour is 0.00 while that of book II is 1.69.

Both books do not effectively use colour in illustrations and in focusing important concepts. Although the use of colour is expensive in the publication of a book, the educational advantages of judicious use of colour makes illustrations more attractive and important concepts more captivating.

4.9 MEASUREMENT OF SEX BIAS.

Sex bias was measured in this study by:

i) checking the preface of each book for determine the type of pronoun used for the target audience of the book.

ii) calculating the percentage book space devoted to each gender in photographs and diagrams depicting sex roles. Book I does not use pronouns directed to one gender as its target audience whereas book II uses pronouns directed to female gender as its target audience. This error is rather unfortunate especially when all efforts are currently being made to make the science of Home Management acceptable to both male and female students.

Diagrams and drawings depicting sex roles were identified and classified as to whether they depict male sex role only,

female sex role only or male and female sex role. The book space devoted to drawing and diagrams for each category was calculated and the percentage book space devoted to each was determined. Table 4.15 gives a summary of data obtained.

TABLE 4.15 FREQUENCY DISTRIBUTION OF PHOTOGRAPHSAND DRAWINGS DEPICTING SEX ROLES IN BOOK II.

Sex Role	No of pictures	Book space occupied in	Total Book Space for Drawings & Diagrams Depicting Sex Roles	%
Male Only	2	148	2386	6.2
Female Only	15	1232	2386	51.6
Male & Female	9	1006	2386	42.2

From table 4.15 above it can be seen that photographs and diagrams devoted to female sex role alone in book II accounts for 51.6% of the total book space devoted to photographs and diagrams devoted to sex role in the book. Only 6.2% of the book space devoted to sex role was available for male sex role. Although photographs and diagrams devoted to male and female sex role accounts for 42.2% of the total space devoted to photographs and diagrams devoted to sex roles. There is evidence of bias in favour of the female gender. This further confirms the bias for female gender in Home Management textbook by Anyakoha and Eluwa.

In book 1 there are no photographs and diagrams depicting sex role. Thus there is no bases for detecting bias from the photographs and the drawings. Book I is therefore free from sex bias.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Summary of Major Findings

In this study one main hypothesis was postulated together with seven research questions. The hypothesis compared the content coverage of books I and II with the prescribed content coverage of Home Management Curriculum at the Senior Secondary Schools in Nigeria. Statistically it was found that the content of both books are not significantly different from the content coverage of the Home Management Curriculum at the senior Secondary school level in Nigeria at

$$\alpha=0.05$$

using t-test. Despite this findings it was found that book I had defect in the area of consumer Education where it scored Zero percent. It has been observed that this deficiency can be corrected in the future edition of book I.

It is however important to note that content coverage is not the absolute yard stick for measuring adequacy of a textbook at any given level. The research questions were also used to evaluate the characteristics of the content of the textbooks as well as the content organisation of the textbooks.

5.1.1 SEX BIAS

When the two textbooks were evaluated for sex bias it was found that the pronoun used in the preface of book I did not select one gender as its target audience. Book II however exhibited sec bias in its preface where the author inadvertently used female pronouns to describe their target audience. When the percentage book space denoted to photographs and diagrams depicting different sex roles were calculated 51.6% was devoted to diagrams and photographs depicting female gender while 6% was devoted to make gender while 42.2% was devoted to male and female gender.

5.1.2 QUESTIONS

The two books were evaluated on the location and adequacy of questions used. Two classes of questions were used. These are questions asked within units in the chapter interspersed and review questions asked at the end of each chapter. From the respondents rating book I has a mean score of 3.790 on interspersed questions and 3.780 for post questions. These scores are out of a maximum score of four(4) for ideal situation. This shows that book I has very good questions in its content. Book II on the other hand however had a mean score of 0.340 interspersed questions and 3.550 for post-questions. The means score on post-questions for book II is very satisfactory, but the mean score for interspersed questions are very unsatisfactory. It should be known that both the quality and location of questions play an important

role in the teaching and learning situation. Most books appear to appreciate the importance of post questions but not all books seems to appreciate the importance of interspersed questions. Both Book I and II have excellent rating on post questions but only book I has very satisfactory interspersed questions. The rating on interspersed questions for book II is very unsatisfactory. Interspersed questions helps to review knowledge gained periodically within units in the chapter. This helps to sustain learners interest, and attention. It also helps to keep learners mentally alert and active in the process of learning.

5.1.3 ACTIVITIES AND PRACTICALS

When the two books were evaluated on the quantity and quality of activities and practicals content in each of them a mean score of 3.810 and 3.860 were obtained from book I and II respectively. These are close to the ideal mean score of four(4). This is very satisfactory. Home Management principles are expected to be translated into practice and one of the ways by which this is achieved is by having meaningful activities and practicals.

5.1.4 EASE OF LANGUAGE USED

Readability co-efficient for the two books were calculated using Dale-Chall's formula and Mclaughin's Smog formula. The mean readability co-efficient using Dale Chall formula are 12.65 and 12.73 for books I and II respectively. According to Dale Challs' formula score for correct age level

a readability co-efficient of above score of 10 will only be appropriate for college graduate. The implication is that even if the two books were to be used in the United Kingdom where English is the mother tongue the language used in the two books will still have been considered difficult for the age group of learners at the senior secondary school.

When Mclaughin's formula was used the mean readability co-efficient of 12.2 and 14.2 were obtained. The value of book I corresponds to the level of form five in schools in the United Kingdom. This will be equivalent to form two at the Senior Secondary Schools in Nigeria. The implication of this is that the language in book I will be considered difficult for form four in the United Kingdom or form one at the Senior Secondary School in Nigeria. The score for book II corresponds to the comprehension level of form viB in the United Kingdom this is equivalent to the first year in a post secondary school in Nigeria. The implication of this is that even in the United Kingdom where the mother tongue is English, the language used will be considered difficult for Senior Secondary school level.

There is need for the authors of textbooks in general and Home Management textbooks in particular to ensure that the language used in the textbooks are adequate for the age level of learners. This will facilitate easy comprehension of the text by learners. This is especially so because English Language is not the mother tongue of most learners in Nigeria.

Equally important is the table of glossary of unfamiliar words. Book I had no table of glossary while book II has adequate table of glossary. The table of glossary aid comprehension of unfamiliar terms.

5.1.5 PROVISION OF STUDY AIDS.

The two books were evaluated on variables which are considered important study aids for learners. The summary of ratings on each of these variables is given below.

TABLE 5.1 MEAN SCORE FOR STUDY AID VARIABLES IN BOOKS I AND II

VARIABLES	MEAN SCORE BOOK I	MEAN SCORE BOOK II
Logical sequence of presentation of information	3.760	3.780
Provision of overview of materials in each chapter	0.660	3.860
Provision of appropriate headings	2.220	3.660
Provision of summaries in each chapter	0.210	0.000
Provision of Table of contents	3.800	3.600
Provision of Index	0	3.76

A mean score of three and above is very satisfactory while a mean score between two and three is fair. A mean score less than two is unsatisfactory.

From table 5.1 it can be seen that the two books failed to provide meaningful summary at the end of each chapter.

This is unfortunate since summaries are important study aids designed to help the learner to remember the important points discussed in the chapter. Book I failed to provide overview of materials at the beginning of each of the chapters. At the same time it failed to provide index. This defect will need to be corrected in the future edition.

Both books are good in the logical presentation of information and in the provision of the appropriate table of contents, this is commendable.

Both books have excellent rating of four out of the five variables on illustration. The only variable were the two books did not have a satisfactory score is in the use of colour. This is probably because the use of colour in illustration increases the overhead cost of production of textbooks and this may affect the selling price of the textbook.

5.2 CONCLUSION

1. The variables that should be considered in selecting a Home Management textbook does not appear to have been articulated and universally accepted for uniform application. Previous researches have dwelt on only certain aspects to the neglect of all other equally important variables.

The American Home Economics Association (1980) proposed a set of variables for evaluating Home Economics textbooks. This proposal was modified and adapted in this study to cater for other criteria considered important from other researches.

This modification produced a new check-list and a new set of methodology for evaluation of Home Management textbooks in Nigeria.

2. Another important area neglected by authors and publishers is the ease of language used in the textbooks. The readability co-efficient calculated for the two books under review using Dale Challs formula and Mclaughin Smogs formula showed that the language used in the two textbooks under review is difficult for the age group of learners even if these learners were in schools in the United Kingdom. The implication of this is that the textbooks will be more difficult to understand by the same age group of learners in Nigeria where the mother tongue is not English. There is therefore the need to simplify the language used in the future editions of these books.

3. Another important variable that is often neglected is the issue of sex bias. Despite efforts in promoting Home Management as a field of study for both genders some authors still exhibit bias in favour of the feminine gender both in the pronoun used in the preface for the target audience and in the number of photographs and diagrams used in depicting sex roles. Book II which was published in 1991, was found to be guilty of sex bias in favour of the female gender. Book I was however able to avoid sex bias.

4. Some technical details appeared to have been over looked in the production of the Home Management textbooks

under review. These are in the area of necessary study aids which are capable of promoting better understanding and easier information retrieval. It is unbelievable that book I written by a team of experienced Home Economics teachers did not provide a table of index and a table of glossary of unfamiliar words. it is equally strange that book I and II failed to provide meaningful summaries at the end of each chapter. Both books also did not adequately used colours to illustrate important concepts without which the use of colour textbooks may look rather unattractive.

5. Both books made serious attempts to cover all the topics contained in Home Management curriculum for senior secondary schools in Nigeria. In fact there was no significant difference between the content of Home Management Curriculum and the content of each of the Home Management textbooks under review at x = 0.05 using t-test. Despite this book I failed to provide information on consumer education. This is probably because as at 1980 when the book was published this set of topics were not contained in the curriculum. There is however the need to revise and up-date information contained in a textbook from time to time.

5.3 LIMITATION OF THE STUDY

This study draws most of its data from the responses of Home Management teachers to items of questions on the questionnaire provided. The usefulness of the findings will largely depend upon the honest unbiased ratings from the

respondents.

The calculations on the readability co-efficient were based on formulae derived and tested in Britain and United States of America. No formula has yet been devised for converting the calculated readability co-efficient to the reading level of the Nigerian pupils, but if a given textbook is considered difficult to comprehend by a particular Age group of learners in United Kingdom Schools, it is reasonable to expect that the same textbook will even be more difficult for the same age group of learners in Nigeria since English is not the mother tongue of learners in Nigeria.

5.4 RECOMMENDATIONS

1. There is need for a Home Economics Association of Nigeria to view with seriousness the scarcity of Home Management textbooks for senior secondary schools in Nigeria and initiate action towards revising the textbooks produced by it in conjunction with CESAC in order to remedy the deficiencies noted. This effort will help to bring the existing Home Management textbooks to acceptable standard.

2. There is need to conduct similar researches on textbooks used in other areas of specialization in Home Economics these are:

i) Food and Nutrition;

ii) Clothing and Textiles.

This recommendation is based on the fact that no known work has been done in these areas.

3. Evaluation of Home Management textbooks was largely done using Home Management teachers in senior secondary schools. There is the need to use students of Home Management possibly in the third year of the Senior Secondary schools to evaluate the textbooks they have used especially in critical areas like ease of language, adequacy of questions, practicals, activities, etc. such an approach will give the learners own assessment of the textbooks they have used. Such findings may then be compared with teachers assessment of the same textbooks, to find out whether there is positive correlation.

4. Teachers are generally requested to evaluate textbooks. It is however doubtful whether the Home Economics curriculum at the National Certificate of Education and undergraduate levels have any modules or unit designed to prepare teachers for that task. The absence of this component in the Home Economics curriculum may be accountable for the relatively small number of textbooks produced in Home Economics as a field for the relatively poor research focus on Home Economics textbooks. There is therefore the need to introduce or include a unit in Home Economics Curriculum which deals with variables to be considered in evaluating textbooks.

5. One of the two books on Home Management used at the Senior Secondary Schools was not free from sex bias. Book II continued to regard Home Management as a subject for females. This element of sex bias must not be allowed to be propagated

REFERENCES

ABDULLAHI A. (1980): Quantitative determination of the readability difficulty of science textbooks used in Nigeria High Schools. African Journal of Education Research Vol 3, (1/2) pg. 61-66.

ABDULLAHI, A. (1982) Science Teaching in Nigeria. Atodo Press Limited, Ilorin, pg. 51-54

ALEXANDER, W.M. SAYLOR, J.G. & WILLIAMS E.L. (1971) The High School Today and Tomorrow. Holt Rinchart and Winston: Inc.m U.S.A., pg. 316

ALLENDORFER, C.B. (1971): Evaluation of Elementary textbooks". American Mathematics. Monthly. Vol. 10, pg. 190-191

ANDERSON, H.O. KOUTNIK, P.G. (1972). Towards more Effective Science Instruction in Secondary Education. Macmillan Publishing Company, Inc., pg 152-154

BLOOM, B. (1956) Taxonomy of Educational Objectives: Handbook, cognitive domain. David Mckay, New York, pg. 207

CARRICK, J. (1977) A comparison of recently published Biology textbook for first examinations Journal of Biological Education, Vol. II pg. 163-175

COOK, R.C. & DOLL R.G. (1974) Elementary School Curriculum. Allyu and Bacon Inc. U.S.A. pg. 158-194

CRONBACH, L.J. (1955), Text Materials in modern Education. Urbana III University of Illibonis Press pg 33-58

CROSSLAND, R.W. (1971): Nuwfield and some conventional Biology texts, compared school science review. Vol 52 pg 677-679.

DALE E. AND CHALL J.S. (1948) A formula for predicting readability. Education Research Bulletin. Vol. 27. pg 11-20

DAVIES, I.K. (1973): Competency based learning technology, management and design. Mcgraw-Hill, New York, pg 119

DEACON R.E. & FRIEBAUCH, F.M. (1975): Home Management Contexts and concepts. Houghton Mifflin Company Boston, 124- 127

EDGAR, D. (1954), Audio Visual Methods in Teaching. The drydne press, New York, pg. 269-274.

EZUGBOR Cr. I (1979), Analysis of Chemistry textbooks used in secondary schools in Kaduna State, Unpublished M. Ed. Thesis Ahmadu bello University, Zaria. pg. 41-46

FIDO, H. (1978), Analysis of content of Biology curricula, courses and texts by means of biological levels of organisation. Journal of Biological Education Vol. 12, No 2 pg 93-103

FISHER, F.L. (1968) Influences of reading and discussion on the attitude of fifth graders towards American Indians, Journal of Education Research, vol. 52 pg 1301 - 134.

FLECK, H. (1979). Better teaching of Home Economics, Macmillan publishers. pages 221-227.

FRY, F (1977), Fry's readability graph clarification validity and extension level. Journal of Reading. Vol. 17, No. 20 pages 242 - 245.

CROSS, H.I. CRANDAL, W.E. & KNOLL M.M. (1980) Management for Modern Families, Hall Inc. Eanglewood Cliffs, pages 398, 124 - 125, 391.

GUIDLFORD,J.P (1966), The structure of intellect, Psychological Bulletin Vol 53. pages 267-269

Handbook on Textbook Evaluation American HomeEconomics Association (1976) pages 7 - 15

HARRISON,C. (1980) Readabiliyy in the Classroom. Combridge University Press, pages 51 - 52.

LEVIE, W.H. AND DICKIES, K.E. (1973) The Analysis and application of media. Second Handbook Research on teaching. Mcmally, Chicago. pages 858 - 883.

LICHTER, J.H. AND JOHNSON, D.W. Changes in Attitude of white Elementary School students after use of multi-ethnic Readers. Journal of Educational Psychology. Vol. 60 pages 148-952

McGRAW, H. (1974), Book Company Guidelines for Equal Treatment of the Sex in McGrawhill Book Publications. New York pages 94-100

MCLAUGHIN, G.H. (1969), Proposals for British Readability Measures. Third International Reading Symposium. Brown and Lowning. Cassell, London, pages 22,634-646.

MUGFORD, L. (1970), A New Way of Predicting Readability. Grinn and Company U.S.A. pages 31 - 67

NEEL, A.F. (1959), The Relationship of Authoritarian Personality to Learning F. Scale Scores Combined to Classroom Performance. Journal of Education Psychology. Vol. 50 pages 195-199.

NICHOLLS, A. AND NICHOLLS, S.H. (1975) Developing Curriculum. A Practical Guide. George Compton Printing Ltd., Aylesbury, Great Britain, pages 48-52

NNADI, G. (1980), Evaluation of the Instructional design at the N.C.E. level unpublished M.Ed. Thesis Ahmadu Bello University, Zaria.

OKPALA, P.N. (1982) Readability of Physics Textbook Used in Secondary Schools in Oyo State, Nigeria. Journal of Stan Vol. 21 pages 102-110

PAYNE, J.R. (1964), Persuasibility and its Relationship to Affect,Sex and Type Persuative Appeal. Dissertation Abstracts Vol. 24 pages 3, 439.

PETERSON, R. BOWYER, J. BUTTS D., AND BYBEE R. (1984), Science and Society. A source Book for Elementary Junior High School Teachers. Charles Merill Publishing Company, U.S.a., pages 161 - 168.

ROSCOE, J.I. (1977), Fundamental Research Statistics for Behavioural Sciences Holt, Rinchart and Winston Inc. U.S.A. pages 221 - 245

ROSENSHINE, B. (1968) Reading and Realism Preceedings. International Reading Association. Newark, Delaware. Vol. 13 part 1 pages 40, 325 - 36

SCHWAB, J.J. (1963), Biological Science Study. Biology Teachers Handbook.. New York Willey. pages 3 - 15

SCHRAMM, W. (1955), "The Publishing Process" in Lee J. CRONBACH (ed) Text Material in Modern Education

University of Illinois Urbana, pages 129 - 165.

Science Teachers Associationof Nigeria. Development of Materials for Effective Science Teacher Education (1976) pages 7 - 59.

SOREY, A.G. (1970), Measure of Classroom learning Science Research Association. Chicago pages 20 - 35

SUND, R.B. AND TROWBRIDGE, L.W. et al (1973) Teaching Science by enquiry in the Secondary School. A Bell and Howell Company, Columbas Ohio. pages 81 - 107

TABA, H. (1971) Curriculum Development: Theory and Practice. Harcourt, Brace and World Inc. New York, pages 69-89.

VICKER, A.C. (1971), Home Management Residence, Journal of Home Economics. Vol. 63, No. 2 pages 93 - 149

WALT, W.A. (1967), Relative Perssistence of Opinion Change Induced by active Compared to Passive Participation. Journal of Personality and Social Psychology. Vol. 15, pages 4 - 15

WEIS, F.S. (1979), Examination of Home Economics Textbooks for Sex Bias. Home Economics Research Journal, Vol. 7 No. 3, pages 147 - 160.

WEIS, W. (1961). The Effect of a Communication on Attitude Change and Scale Judgements Journal of Abnormal and Psychology. Vol. 15 pages 133 - 140

WILLIAMS, S.W. AND NICHOLS S.W. (1981), Home Management Textbooks and the Ideal Family. Home Economics Research Journal. Vol. 9. No. 4 pages 276 - 282.

WILSON, J. BROWN T.W., HARCLEROAD P.F. Instructional Materials and Methods., McGraw Hill Book Company New York, San Francisco, pages 140 - 155

WRIGHT, A. (1970) Designing for Visual Aids. McGraw Hill. New York, pages 120 - 145.

ZANGONA, S.U. AND ZURCHES, A. (1965), Participation Interaction and Role behaviour in Groups Selected from the Extremes of the Open Closed Cognitive Contum. Journal of Psychology. Vol. 58, pages 255 - 264.

APPENDIX I
QUESTIONNAIRE

Dear Respondents,

This questionnaire is designed to evaluate the content and organisation of Home Management textbooks used at the Senior Secondary Schools. The research is carried out in partial fulfillment of the requirement for the award of Masters Degree in Home Management at the Faculty of Education, Ahmadu Bello University, Zaria.

I request that you please assist in this research by supplying accurate information relating to the questions asked. Information supplied will be treated in confidence.

Anonymity will be granted to your person and to the institution in which you teach.

Thank you for your anticipated cooperation.

INSTRUCTIONS FOR SECTIONS 'B' AND 'C'

In each of the following sections you are requested to give an assessment on a scale of zero (very poor) to four (excellent). Average assessment has a score of two.

Please tick ( ) appropriate column for each statement.

		Very Poor	Poor	Ave rage	Good	Excel lent
1.	Contents of the textbook emphasises principles, concepts and generalisations rather than isolated facts.					
2.	Illustrations and examples cited in the textbooks are drawn from the living experiences of the learners and their teachers.					
3.	The pronouns used in the textbook does not select one gender as its target audience.					
4.	The textbooks have equity of photographs portraying males and females in selected role environmen.					

5.	The textbook provides for realistic and meaningful experiences in its suggested activities and practicals.				
6.	The textbook periodically reviews knowledge gained by asking questions within units in the chapter (interspersed questions)				
7.	The textbook has meaningful review questions at the end of each chapter (post questions).				

SECTION 'C'

APPRAISAL OF CONTENT ORGANISATION

		VERY POOR	POOR	AVE-RAGE	GOOD	EXCE-LLENT
1.	The Textbook is arranged from simple to complex from the known to the unknown.					
2.	An overview of materials in each chapter is provided in the textbook.					
3.	Appropriate and well organised topic headings are provided in the textbook.					
4.	Concise and meaningful summaries and reviews are provided for each chapter in the text-book.					
5.	Table of contents provides ready reference to materials in the textbook.					
6.	Index is complete and logically cross referenced in the textbook.					
7.	Textbooks are adequately illustrated.					
8.	Illustrations, charts and tables are sequen-tially numbered for quick and easy references.					
9.	Illustrations are conveniently placed in relationships to the text reference.					
10.	Illustrations are					

	properly titled and self explanatory.					
11.	Colour is effectively used in the illustrations and in focusing important concepts and definitions in the textbooks.					
12.	The vocabulary of the language used in the textbook is adequate for easy comprehension by the age group learners.					
13.	A table of glossary of unfamiliar key words is available in the textbook.					
14.	The textbook has bold print for easy reading.					

APPENDIX II
SUMMARY OF PILOT STUDY

The pilot study was conducted in two out of the four Educational Zones in Kaduna State. These are Zaria Educational Zone and Anchau Educational Zone. In all sixty respondents were used.

The instrument used was the questionnaire. Items 1 and 2 on the Pilot study questionnaire dealt with content coverage. These items were replaced with a check list of topics contained in Home Management Curriculum for Senior Secondary Schools .

Item on sex bias in the pilot study was re-constructed to make the meaning of the questions clearer to respondents.

Appendix III

CHECK LIST OF MAJOR TOPICS CONTAINED IN HOME MANAGEMENT CURRICULUM FOR SENIOR SECONDARY SCHOOLS IN NIGERIA.

	GENERAL THEME/SUB-THEMES	TOPICS	BOOK I	BOOK II
	Home management Principles	1. Goals values and standards		
	Human Resources	2. Time and Energy Management 3. Skill Development		
	Material Resources	4. Money Management 5. House Hold Budgeting.		
2.	**FAMILY LIVING**			
2.1	Types of Family	6. The Family Life cycle		
2.2	Feeding the Family	7. Family Relationship 8. Nutritional needs of the Family		
2.3	Clothing the Family	9. Meal Planning for Different Income Groups 10. Prepration and Serving of meal. 11. Planning the wordrobe 12. mending of Garments		

2.4	Planning for Marriage	13. Care of Garments 14. Boy/Girl Relationship 15. Courtship 16. Preparation for Marriage
2.5	Parenthood Role of Father/Mother	17. Planning a Family 18. Mother Care 19. Child Care 20. Child Development
3	**HOUSING**	
3.1	Types of Decoration	21. Factors Affecting Choice of a House 22. Setting up a House
3.2	Interior Decoration	23. Principles of Art and Design 24. Furniture and Fixtures 25. Flower Arrangements
3.3	Maintenance and Care of Home Furnitures	26. Clearing Agents and Materials 27. Care of Surfaces 28. Care of Floors 29. Care of Ornaments.
3.4	Utilities in the Home.	30. Care of Home Furnishings/Renovations 31. Water 32. Electricity 33. Fuel
3.5	Sanitation in the Home	34. The Drainage System

		35. Clearing of Surrounding and Drains
		36. Disposal of Refuse/Waste
		37. Household Pests
4.	**MAINTENANCE OF CLOTHING AND HOUSEHOLD ARTICLES.**	38. Origin of Fabric
4.1	Textiles	39. Care of Different Materials
4.2	Laundry Agents	40. Clearing Agents
		41. Removal of Stains
		42. Fabrics Rinses
		43. Stiffering Agents
4.3	Management of Family Wast	44. laundry Process
		45. Care of Special Garments
5.	**CONSUMER EDUCATION**	46. Principles of Consumer Education
		47. Consumer Agents
		48. Consumer Programmes
		49. Purchasing.