PROPOSED CURRICULUM DEVELOPMENT FOR THE HOME-ECONOMICS TEACHERS IN NORTHERN NIGERIA GRADE II TEACHERS' COLLEGES

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Chapter 1

INTRODUCTION

One of the basic policies of every progressive nation must be to develop, provide and support the kind and quality of education that will meet the existing and emerging needs of its citizens.[1]

The Federation of Nigeria is in West Africa with a population of 55-60 million and a growth rate of 2.5 percent. Nigeria consists of many ethnic groups and societies each, with its own culture and tradition. The groups have common educational aims and objectives, but methods differ from place to place chiefly because of social, economic and geographical imperatives.

When formal education was introduced to Nigeria in 1840, the first schools were organized by the Christian missionaries, and their main objective was to use the school as a means for converting Animists and Muslims to Christianity. Education was "free" but, with strong strings attached.[2]

The attainment of independence in 1960 makes it necessary to re-examine a type of education which in many African countries was formally designed to assimilate young Africans to the culture of the metropolitan. Nigeria has been changing her educational policy since the

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[1] A. Callaway and A. Musone, Educational Development in Africa (UNESCO International Print., 1969), p. 86.

[2] Babs Fafunwa, History of Education in Nigeria (London: George Allen & Unwin, Ltd., 1974), p. 17.

beginning of Western education in the country under the colonial government. Teachers were trained according to immediate needs of the country and according to the educational policy of the country. With this type of policy the country is faced with the problem of training and retraining her teachers, which is not an easy task.

Teacher-education is the key to educational development in Nigeria, as elsewhere, for without an adequately trained teaching cadre Nigeria cannot hope to expand and improve ner educational facilities.[3]

Ikejiani, in Nigerian Education, stated that:

> The national purpose of education is to equip people to participate in, and contribute to the modernization process in Nigeria; the process of creating a new style of life that will bear the imprint of traditional strength even as it adapts new strategies and technologies of its life.[4]

The teacher is the spark that fixed the whole development process, the key person in the drive to progress. He (or she) should have a deep knowledge of the nature of the society in which he lives and his role in influencing and shaping the social goals. If the African teacher is to cope adequately with the monumental task that lies ahead of him, he has to be well-trained for his job.

One of the competencies associated with the success in teaching home-economics is the ability to plan and organize a curriculum that meets the needs of the people and community where a teacher is employed.

Teacher Education

The real value of a sound educational principle lies in its

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[3]Fafunwa, History of Education in Nigeria, pp. 190-206.

[4]Okechukwu Ikejiani, Education in Nigeria (New York: Frederick Praeger Publishers, 1965).

effective implementation and, in the final analysis, it is the teacher who translates theory into practice. Indeed the quality of the school and that of the teaching personnel can create a vicious circle, for we cannot have good schools unless we have good teachers and we cannot have good teachers unless we have good schools to produce them.

In 1951, there were 39,573 teachers at work in Nigeria and of these 11,032 possessed degrees or training certificates. That means that over 70 percent of the teachers were neither academically nor professionally qualified to teach.[5] In 1959 the federal government of Nigeria set a commission to conduct an investigation into Nigeria's needs in the field of post school certificates and higher education over the next twenty years (1966-1980). The chairman of the commission was Eric Ashby and the report was called "Investment in Education."[6] The commission noted with concern the serious position of teacher education in the country and recommended that teachers who were deficient in general education should be trained additionally and the federal government should offer grants for the training of teachers. The commission recommended not only the increase in quality of teachers but also proposals for improving the quantity of teachers already in Nigerian schools.[7]

Ukeje said:

> Education is the direct means by which a person seeks to shape its own destiny and to transform itself from what it knows itself to be into what it would hope to become. The forms of

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[5]B.O. Ukeje, Education for Social Reconstruction (Northumberland Press, Ltd., 1966), pp. 88-89.

[6]"Investment in Education," the Report of the Commission on Post-School Certificate and Higher Education in Nigeria (Federal Ministry of Education, 1960), p. 42.

[7]Ibid.

> education will therefore be determined by the deepest feelings of a person about itself and about its future.[8]

Teacher training is an important feature of the teacher crash program which is being implemented by the federal government. Allocation for the scheme is to the tune of 32 million Naira. The state programs consist mainly of expansion of existing teacher training institutions and the establishment of the new institutions. The total allocation by both federal and state governments is N26,390 million for the period of 1975-1980.[9]

The important sign of the long-range health of a nation is the spirit and quality of its teachers. There is no substitute for teachers who are dedicated to their nation and to their pupils. It is for this reason that African nations are emphasizing the importance of getting the very best people into teaching and making every effort to keep them there, for the future of the nation rests on the hands of its teachers.[10]

The Problem

In the Northern part of Nigeria there is a great need to educate qualified personnel in the area of home economics, for home economics programs focus on the problems of human welfare which are significant in contemporary society. It is also the application of, and the search for concepts and competencies which enable the individual to meet basic needs and to improve the quality of life with interpersonal environment. The problem of this study therefore was to develop a proposed Home

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[8]Ukeje, Education for Social Reconstruction, p. 135.

[9]Second National Development (Lagos: Federal Ministry of Information, 1974), p. 5.

[10]Ikejiani, Education in Nigeria, p. 74.

Economics Curriculum for Teachers in Grade II Teachers Colleges, having in mind the needs and wants of the students with emphasis on foods and nutrition.

The study was developed around the following research questions:

1. What should the curriculum be for those teachers planning to teach home economics subjects in grade two teachers colleges?

2. How can home economics subjects be taught effectively by the teachers to best motivate the students?

Purpose and Significance of the Study

In most institutions of learning, home economics serves a triple purpose--educating for personal development, for family living, and for professional specialization. Home economics education at grade II level is therefore concerned with the improvement of the standard of living through the application of the appropriate skills in promoting attitudes towards technological developments and practices. The federal government has already planned to open more secondary schools and teachers training colleges where home-economics will be offered as compulsory subjects. It is then very necessary to make adequate provision for the students in the planning and improving of the curriculum to meet their needs and interests, and also to meet the primary objective of helping individual students to achieve a rich and satisfying home and family life.

Methodology

The researcher reviewed related literatures and curriculum guides for Home Economics from schools in Ohio and from Nigerian schools. She also collected materials from the Department of Agriculture and Extension Service in Washington. The researcher's personal experiences as a

economics teacher plus the opportunity of working during summer of 1976 with the Athens Extension Service and supervising home economics students on teaching practice helped greatly in the planning of this study.

Definition of Terms

As a means of facilitating an understanding of some terms used in this study, the following definitions are given:

1. Curriculum. Planned experiences which the individual has under the guidance of the school.

2. Evaluation. Means of determining the progress being made towards the attainment of goals.

3. Home economics program. The term refers to the total home home economics curriculum of each school or college.

4. Core. A group of courses required of all students for graduation.

5. Ability. Signifies the power to do, based upon both capacity and training.

Organization of the Study

This chapter has given a brief introduction to the study, the purpose, the significance, the method of procedures and the definition of terms. Chapter 2 is concerned with the review of literature and its significance to this study. It deals specifically with the philosophy, goals, objectives and system of education in Nigeria and the United States. Chapter 3 focuses on curriculum and the role of leadership in curriculum improvement. Chapter 4 deals with the description of the present home economics curriculum and the proposed curriculum plus

methods of evaluation. Chapter 5, which is the final chapter, presents a summary of the study with suggestions and recommendations for improvement.

Chapter 2

BACKGROUND OF THE PROBLEM AND REVIEW OF THE LITERATURE

Nigerian National Philosophy, Goals and Objectives of Education

The task of nation building requires leaders of courage, leaders of strong character and leaders with vision. This will help to build a country where every citizen is imbued with a sense of national belonging. These are gigantic tasks which pose more challenge to all educationists.

Recently, Nigeria stated its educational philosophy in the report of the 1969 Curriculum Conference as being a commitment to "reflect the present, and future of the dynamic Nigerian society in terms of the role the individual is expected to play in the present modernization process."[11] Dr. Cookey, the chief federal advisor on education said in his key address in the curriculum conference that "Education and society are inter-dependent. It is Society which sets the goals which education follows."[2]

The conference also stated that the broad objectives of Nigerian education should emphasize:

a. The inculcation of the right type of values and attitudes for individual society.

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[11]Fafunwa, History of Education in Nigeria, p. 235.

[12]J. S. Cookey, Reports on National Curriculum Conference (Lagos: Nigerian Printing Press, 1969), p. 40.

b. The training of the mind in building valuable concept generalizations, and understandings of the world around.

c. The acquisition of appropriate skills, abilities and competencies of both mental and physical nature as an equipment for the individual to live in his society.

d. The acquisition of a relevant and balanced knowledge of facts about local and world phenomena.

The goals of secondary education are carefully set in Nigeria but unfortunately these goals have not been met with the type of metropolitan structured curriculum and system that we are still using. The goals are as follow:

1. The secondary school curriculum should be so diversified as to provide useful experiences for the differences in talents, opportunities, and roles that students may possess.

2. Secondary schools should be the nation's ground for inculcation of a spirit of self-discipline among the youths, and it should be incumbent on the schools to equip students to be able to live effectively in our ever changing world.

3. The youths must learn their privileges and responsibilities in society. The schools should start developing and projecting the Nigerian education as well as the world cultural heritage. All schools must "fire" students with a desire for achievement and excellence and for continuous self-education and self-improvement.

4. The secondary school should play a major role of preparing the majority of students for a terminal education that equips them for living in society.

5. Every Nigerian secondary school should be equipped with skills,

and understandings, values and concepts necessary to sustain him in whichever job or career he may choose.

In the conference, the teacher was affirmed as the keyman in the entire educational programme. The quality of his training makes or mars the end result of his job as a teacher. The purpose of teacher education should seek to help the individual teacher to grow and develop as a person, provide him with the skills and professional abilities to motivate students to learn and help him in acquiring the right types of understandings, concepts, values, and attitudes necessary not only to survive in the classroom but also in the society in which he lives.[13]

Purposes of Teacher Education

1) To produce a highly motivated conscientious and successful classroom teacher for all levels of our education system. 2) To encourage further the spirit of inquiry, creativity, nationalism, and belonging. 3) To help the prospective teacher to fit into the social life of his home, his immediate and non-immediate communities. 4) To provide him with intellectual and professional background adequate for his assignment and adaptable to any changing situation in the life of his country.

Considering the great need for trained manpower in all areas of national development and progress, higher education has an obligation to raise the intellectual standard of the population, to improve the quality of education at all levels and to provide training to meet the country's needs.

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[13] Teacher Education and National Development; Report of the First National Conference of Principals of Teachers' Colleges, August 8-13, 1971 (Lagos: Federal Ministry of Education), p. 43.

Some Realities of the Nigerian Education

In shaping the system of formal education to meet the demands of the future, the governments of Nigeria have to deal with conditions that have evolved through a unique historical experience.[14] The first schools were founded well over a hundred years ago by Christian missionaries, both Nigerian and European; these schools were organized locally and were self-supporting. As education facilities spread, the governments of the day gradually took a greater share in the responsibilities of financing and administration, and today regional governments direct large educational enterprises. In this process, public finance and educational development have become more and more closely related.

Because the early spread of education was patchy, there are wide disparities among different areas in the proportions of children attending school. In expanding educational facilities governments may thus be faced with a conflict in the use of resources--whether to promote primary schooling in areas which have been relatively neglected, or whether to place more emphasis on building up technical and other kinds of higher education for higher-level skills. The federal government in cooperation with the state governments launched in 1969 a crash teacher-training program--a program that provided bursaries for those students in teachers training colleges and, in lesser numbers, to those in programs leading to degrees in education in the universities.[15] This program provided the means whereby teachers could be attracted into professional preparation programs through a system of bonding carefully cleared with the office

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[14]Callaway and Musone, Educational Development in Africa, p. 99.

[15]Report on the Supply of Secondary Level Teachers in English-Speaking Africa (East Lansing, Michigan: The Board of Trustees, Michigan State University, 1973), p. 223.

of the Attorney General, means whereby it was hoped to ensure that teachers stayed in the profession for which they had been educated.

Grade II Teachers Colleges

There are three principal educational institutions for teachers' preparation: Grades III and II Teacher Training Colleges and ATTCS (Advanced Teachers Training Colleges).[16]

In the past candidates who completed six or seven years or primary education could proceed to the Grade III College after serving for a year as a pupil-teacher. After successful completion of a two-year course, mostly in methodology and general education, the candidate would become a Grade III teacher, he could teach at the lower level of primary school. To advance to the upper level of teaching, the Grade III teacher could, after completing at least two years of teaching, proceed to the Grade II Teacher Training College for another two-year course leading to Grade II Teachers' Certificate, formerly styled Higher Elementary Certificate. Today there are four types of Grade II College courses: two year, three year, four year and five year courses, depending on candidates' pre-admission qualifications.

In 1965 the Federation of Nigeria had 23 Teachers Training Colleges where some aspects of home economics are taught but only two provide a broad home economics programme. In the northern states home economics was taught the first three years after which it became optional. At present there is only one advanced teacher training college in Zaria (Northern Nigeria) which has a home economics department that offers 18 hours a week of instruction in all aspects of home economics. In the Home Economics National Seminar in Zaria held on August 3-6, 1965, the

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[16]Babs Fafunwa, Philsophy for Nigerian Education (Nigeria: Heinemann Educational Books, Ltd., 1969), pp. 81-83.

following recommendations were made.[17]

1. Ministries of Education should provide training in home economics for primary and secondary schools and teachers training institutions.

2. Home economics should be made compulsory for girls in primary and secondary schools and also in teacher training colleges.

3. Conditions of service for home economists should be improved and made uniform throughout the federation.

4. The ministries should expand the use of the existing home economics facilities to meet the need of the nation.

Current Education Policies

There are two sets of regulations that are common to all ministries of education in Nigeria.[18] The first covers primary school teachers while the second relates to secondary-level teachers. A minimum of grade two teachers certificate is required for primary school teaching. This certificate is normally obtained after 11-13 years of formal schooling. A minimum of grade one teachers certificate or Nigeria Certificate of Education (NCE) is required for secondary level teaching. As a long term policy, a Bachelor degree is the requirement for secondary schools. Thus the secondary school teacher normally has had between fifteen to seventeen years of school.

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[17] Report of the Government of Nigeria on Home Economics Planning for Rural Development (Rome, 1970), pp. 7-8.

[18] Innovation in Teacher Education, Association for Teacher Education in Africa Converence Report (Addis Ababa, Ethiopia: Faculty of Education, 1972), pp. 72-73.

The Concept of Education

The concept of education as a capital good is linked with the concept of "human capital" which attaches high premium to human skills as a factor of production in the development process. A corollary of this is that human skill or productivity is just as important an input in the process of development as finance, natural wealth and physical plant. Because education plays an important role of "human capital," its relevance and importance to development is now very well recognized in development planning.[19]

The major focus of educational policy in Nigeria has been the ultimate provision of formal education to every child of school going age, on the ground that universal education is very vital in improving people's receptiveness to new ideas. The other objective of educational policy is the creation of an adequate stock of skills needed in the process of social and economics development.

Realizing the importance of teachers and of good quality teaching in any educational system, the Federal and State governments are committed to the expansion of teacher training programmes in the country.

Women Education in Nigeria

How Women Were Regarded in the Past

Throughout the ages women have always been considered inferior to men. In the Roman times women were regarded as chattels--things that could be bought, sold and treated any way. In Nigeria women enjoyed less rights

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[19]Federal Republic of Nigeria, Second National Development Plan, 1970-1974 (Lagos: Federal Ministry of Information Printing Division).

than men.[20] When a first born is a girl, parents are usually disappointed and if all children are girls the father looks outside for male successors. The reason given for wanting a male child is that the male child will propagate the family name and that any amount of money could be spent on his education and this will not be regarded as a waste whereas in the case of a girl, it is considered a waste to educate her as she will eventually end up in the kitchen.

Problems of Women Education

Because of certain social factors that impede its expansion, women's education has been a special educational problem in Nigeria. This is particularly so in the Northern part where purdah is practised. Even in the South where such a practice is non-existent, women's education is still far behind that of men. But in a rapidly developing country desiring real future progress, the present state of women's education cannot be overlooked. It has been said, that "to educate a man is to educate an individual but to educate a woman is to educate a family."[21]

The education of women is very low and below average in the northern states of the country compared with the southern states. It is only in the urban areas that women education is partially catered for. In the rural areas, parents seem to look down upon women's education. They admit that women have no role to play towards the development of the country.[22]

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[20]Adeniji Adaralegbe, A Philosophy for Nigerian Education (England: Cox and Wyman Ltd., 1972), p. 136.

[21]Onyerisara Ukeje, Education for Social Reconstruction (Lagos: Macmillan & Co. Ltd., 1966), p. 114.

[22]Summary Report on the Supply of Secondary Level Teachers in English Speaking Africa (East Lansing: Michigan State University, 1973), p. 97.

The percentage of girls going to school in Nigeria is 33.1. A number of factors account for this inequality:

1) Where parental resources were limited the education of girls was often sacrificed in the interests of their brothers.

2) Early marriage or duties at home often kept girls away from school. In the past women had always been considered inferior to men for they enjoyed less rights.

Men used to be regarded as the boss and bread winner and it was thought that they only should be educated. In the past parents used to think that as far as daughters were concerned, everything ended in the kitchen. As time went by, parents became aware of the necessity and importance of educating their daugnters and of the advantages which accrue from education; they began to send their daughters to school. Now there are many avenues open to women. Even a woman with little education can secure a job. Mercer, reported that the enrollment of girls into African schools is rising gradually.[23] She supported this statement by the fact that the enrollment of girls into schools in Nigeria rose from 30% in 1950 to 35% in 1960 and 37% in 1965.

Principles Guiding the Lives of Women

Fundamentally, three principles guide or rule the lives of women in Nigeria, as indeed that of women in other parts of Africa and really fundamentals are the same all over the world.[24] All women are expected to marry and have children. In the past in every nation, marriages were

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[23]Mercer, The Education of Women; Education and the Nation Building in the Third World (Ibadan: Onibonoje Press, 1973).

[24]Remi Doherty, Home Economics in National Life; Draft Report on National Conference of Home Economics in Nigeria, 1965, p. 4.

arranged and were often polygamous. Whatever their status; this meant that every woman had a right to marriage, a home and children. The second principle is, that women work because they like to do so, and because it gives economic independence; while the third principle concerns the rights, the duties and economic role of women. Women are concerned not only with the feeding and clothing and improving the diets of their families but with working in partnership with their husbands for the support of their family and also to educate their children; therefore home economics programs must operate in close coordination with other programs of practical and integrated activities which are of general interest to the community.

Women in Higher Education

The number of Nigerian women receiving higher education both at home and abroad has been on the increase annually, the over-all percentage is at present over 10%. The women showed a strong inclination towards arts, education, science, and medicine.[25]

Traditionally it is women education which has suffered in most countries of the world, particularly in African countries. The average Nigerian parents still prefer to educate the male first as he is the potential bread-winner, while the girl will always find someone to take care of her. This is changing and few parents send the girls to the university. Nigeria like other developing countries needs to give more attention to women's education, although women compete on an equal basis for scholarships and do win. Undergraduate women are by and large

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[25]Babs Fafunwa, History of Nigerian Higher Education (Nigeria; Macmillan & Co., Ltd., 1971), pp. 253-54.

holding their place among the men. They are elected to student unions and they hold offices with the men.

With education, Nigerian women became aware of the political situation in the country. Before, they did not understand what was going on. They were quite content to stay at home, look after their children and cook for their husbands; but with more education, their mentality was shaken up and they became alive to the fact that the happenings in the country were as much their concern as that of their husbands.

Today, education has brought a lot of advantages to women, it has made them better wives and mothers. The standard of living has improved and it is certain that things will continue to improve as education passes from one generation to the next.[26]

Philosophy and Purpose of American Home Economics

The purpose stated by the founders of the American Home Economics Association in 1909, was "to improve the conditions of living in the home, the institutional household, and the community." According to the American Home Economics Association, home economics is the field of knowledge and service primarily concerned with strengthening family through:

> educating the individual for family living, improving the services and goods used by families, conducting research to discover the changing needs of individual families and the means of furthering community, national, and world conditions favorable to family living.[27]

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[26]Adaralegbe, A Philosophy for Nigerian Education, pp. 138-141.

[27]American Home Economics Association, A Statement of Philosophy and Objectives, prepared by the Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association (Washington: AHEA. June 1959), pp. 4, 9.

Many changes influencing the needs of families have occurred in the twentieth century. The changing role of women indicates that certain role changes have also taken place for men. The day is gone in which homemaking is the responsibility of the wife alone. The broad aims of home economics programmes are to provide opportunities for individuals and families to improve their overall living and working conditions, taking into full account social, economic and cultural aspects.

Goals of Home Economics Education

A statement of goals provides a rationale for the total curriculum. Goals indicate what is to be emphasized and give direction to the choice of subject matter, teaching procedures, and means of evaluating progress. Home economics education aims to assist family members of all ages develop attitudes, appreciations, understandings, and abilities for the achievement of satisfying personal, family, and community life.[28] Thus the curriculum is designed to help individuals to:

- Appreciate significance of the family as a basic unit in society and the impact it makes upon health, values, and attitudes of members at each developmental age.

- Understand the nature of personal values and their role in determining the quality of family life and relations in society.

- Perceive family practices of different cultural groups; gain some skill in deducing general underlying principles relevant to meeting human needs.

- Acquire knowledge and skills needed to provide food, clothing, and shelter for the family; develop human skills.

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[28] Home Economics Education Syllabus The University of the State of New York (Albany, 1965), pp. 8-9.

- Develop intellectual abilities and attitudes needed to deal creatively with continuous social, economic, and technological changes affecting family life.

Home economics is defined as the study of human and material forces affecting families and individuals and the interaction between them. It is a profession with the purpose of helping families and individuals achieve a rewarding and satisfying life. This field synthesizes knowledge from its own research and from the physical, biological, and social sciences and applies this knowledge to the improvement of human life. Home economics at the secondary level must include all phases of the discipline and supporting fields should provide a strong interdisciplinary base in order that students may understand individuals and families in contemporary society.[29]

Home Economics Education

Home economics which began to emerge as an area of instruction in formal education during the last quarter of the nineteenth century, has developed largely during this century. Not unlike other areas of study introduced into the curriculum, home economics was an outgrowth of social, economic, and scientific changes that affected the needs of people.

That home economics as a field is maturing is evident from the abundance of literature devoted to analyzing, criticizing, redefining and redirecting the field. According to Enloe:

> the modernization of any discipline aspiring to relevance and sophistication involves controversy and debate as to its definition and its discernible range of activity.[30]

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[29]Daniel B. Taylor, State Superintendent of Schools Teacher Educational Programs in West Virginia, 3d ed. (1974), p. 117.

[30]The Encyclopedia of Education (Crowell-Collier Educational Corp, 1971), p. 450.

The unique quality of home economics is its concern for the needs of the family as a significant institution in our society.

Home Economics in Teachers Training Colleges

Home economics education at this level is concerned with improvement of standard of living, through application of the appropriate knowledge of the physical, biological, social and economic sciences and adequate skills in promoting attitudes towards new technolgoical developments and practices.[31]

Home economics education sometimes referred to as domestic science has been concerned with skills in cooking and needlework. In Lagos State, home economics instruction is given at two domestic science centres to about 200 girls in primary six and in Modern Girls' schools. In other primary schools only needlework is offered as an optional subject.

In 1968 the Federal Ministry of Education reported that out of 2,500,000 primary pupils of both sexes less than 3,000 girls received instruction in home economics.[32] In the secondary school, in that same year out of 186,800 students in Nigerian secondary schools, only 115 girls received instruction in home economics and about one-third of these obtained the West African School Certificate in domestic science.

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[31]Home Economics in the Teachers' College, Institute of Education, Ahmadu Bello University, Zaria, Nigeria, 1974, p. 1.

[32]Report to the Government of Nigeria on Home Economics Planning for Rural Development (Rome: Food and Agriculture Organization, 1970).

Chapter 3

THE LEADERSHIP ROLE IN CURRICULAR CHANGE

Dewey said,

> the only way in which adults consciously control the kind of education which the immature get is by controlling the environment in which they act. We never educate directly by means of environment.[33]

Attempts to change the curriculum by simply rewriting courses of study or curricular guides have seldom worked; for courses of study do not control the environment. In the thirties and forties, this fact was generally recognized in the United States, and attempts to change the educational environment were made by changing the teacher who, after all, is one of the major characteristics of the educational environment. Since then, similar efforts have focussed upon developing further techniques and philosophy of teacher change.

Major curricular efforts of today are effective because they seek to introduce into the schools new materials of education which call forth new responses from students and teachers. In other words, the last thirty years of educational change support Dewey's contention that to control the environment is to control education.

There are two major categories of conditions of identifying aspects of curricular change. The first is the artifacts or things which are made, produced or used for educational purposes, the educational material. Many of the newer curricula are basically collections of

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[33]Marcella L. Lawler, Strategies for Planned Curricular Innovation (Columbia: Teachers College Press, 1970), pp. 133-138.

artifacts, including books, experimental materials and newer media packages. The second aspect of curriculum change relates to ways of working with these artifacts and with students. Just as most textbooks at the primary level specify clearly ways for teachers to use them, so newer materials also specify the teacher behavior, including teacher language.

Realities of Educational Conditions

The curriculum is not simply an ideological phenomenon but a reality which has substance and durability. This reality, of course, is related to the various ideological structures which shape man's values, determine, to some extent, his environment, and suggest direction for the future.

Only in the establishment of a completely new educational environment can a curricular change agent start from scratch. In most situations, the responsible person is confronted by a situation which has a past and a future. In other words, the actions of the curriculum person are historically determined. The curricular leader is confronted by human beings in specific situations. Although generalizations may be used to explore specific situations to disclose aspects which might otherwise remain hidden, they cannot be used as a sole base for making decisions. The curricular leader needs an historical sense. He is an event maker who attempts to modify the direction of social evolution within a given situation. His primary mode of analysis, or at least sensitivity, becomes an historical one. He must take what has been given to him, directing the flow of future events in such a way that those individuals interested in the situation accept the change.

Leadership for Curriculum Improvement

The 1960 Yearbook of the Association for Supervision and Curriculum Development defines educational leadership as

> that action or behavior among individuals and groups which causes both the individual and the groups to move twoard educational goals that are increasingly mutually acceptable to them.[34]

The experiment of Wiles and others dealt with the formal tendering or assigning of leadership roles by members of the group. Actually leadership in groups is passed in two ways: formal, as when one receives status from the group, or from an outside authority who imposes leadership on the groups; and informal, as when one takes on behalf of the group or accepts from his group a necessary and often temporary assignment which carries with it little status. Leaders who are initially given titles and rather precise roles are often called status leader, while those who rise to the occasion are called emergent leaders.

One of the goals of modern administration is to encourage the emergence of leadership, based on the assumption that most tasks within organizations which are not too specialized or technical can be performed by the rank and file of the members.

The Principal's Role in School Administration in Nigeria

The Nigerian principal occupies a unique position in our educational system. He is an educational leader in his own right and his influence is considerable in the educational programme of the country. The principal is an agent who executes or transmits general rules and

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[34]Kimbal Wiles, "Human Relation Approach to Supervision; An Address to Baltimore Supervisors," Baltimore Bulletin of Education, Vol. 37, No. 1 (Nov., 1959), pp. 152-58.

regulations as laid down by the school authorities. The curriculum, the system of instruction and school discipline are often handed down by the Ministry of Education or School Board. Traditionally the school principal's role is that of a mid-way station between the educational policy makers, the staff and the pupils. The principal is an agent who executes general rules and regulations as laid down by the school authorities.

Good administration places large responsibility in the hands of the principal of the school. However a school system may be organized, the unit which means most to the children, to their parents, and to the community at large is the individual school. Good administrators have long recognized the necessity of modifying the programme adopted for the school system as a whole to meet the needs of the locality.[35] The principal's main tasks today is interpreting policy, executing instructional programme and selecting, inducting and training personnel. The principal has to maintain a strong liason with the Ministry of Education or its agencies. The principal as the head of the teaching staff has to ensure that qualified and competent teachers are employed. He as the head of the administration continuously seeks the welfare of his staff. He is a leader, a counsellor, a guide, a psychologist and a teacher of teachers. He has to ensure that the pupils receive good instruction. He should keep in view, the educational goals of the school and ensure that the whole organization is geared to the fulfilment of these aims and objectives. The organizational pattern of supervision is the systematic array of anticipated requisite tasks, appropriate to the achievement of

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[35] Glen G. Eye and Lanore A. Netzer, Supervision of Instruction (Harper and Row Publishers, 1965), p. 72.

instructional purposes into an organic structure of defined positions with described power or control relationships.

The Secondary School

For historical and financial reasons secondary schools in Nigeria have tended to concentrate exclusively on academic subjects and, within that sphere, to show more favor to "arts" subjects. Not only was this in keeping with tradition; it was, as we have indicated easier to obtain teachers in these subjects and less expensive to provide the facilities for teaching them satisfactorily.[36] The curriculum was well suited to an elitist enrollment where secondary pupils were being trained for white collar employment. Furthermore the secondary level education has now become available to a wider social cross-section, it has to cater for a greater range of aptitudes. Finally, the task of serving economic interests requires a secondary education in which more attention should be paid to the sciences and to pre-vocational subjects that have particular value for pupils who aspire to be engaged ultimately in varous forms of non-academic employment. All these developments in the content of secondary school programs presuppose a reasonably high rate of productivity as measured by the number of students successfully completing their courses.

In shaping the system of modern formal education to meet the demands of the future, the government of Nigeria have to deal with conditions that have evolved through a unique historical experience.

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[36]Callaway and Musone, Educational Development in Africa, p. 99.

The Role of Teachers

Trow, indicated that the teacher has more responsibilities than merely assessing the subject-mastery of the learners. He said that the teacher is not only a resource person dealing with content but also a social strategist trying to help people appreciate and understand the interpersonal interactions operative in the classroom. It is also the responsibility of the teacher to help learners to identify problems that are meaningful to them. This responsibility becomes much greater when the learners have little or no background either in content or in learning processes.[37] As a result a classroom teacher usually tries to facilitate the learning of several individuals at one time. Since teachers are confronted with a group situation, we should ascertain what particular factors are present that tend to help or hinder the learning process and encourage learning and problem solving.

The Teacher as a Key to Learning

Each teacher holds the key to a challenging and effective learning situation. To be successful, teaching must lead to learning.[38] Frequently, teachers who know their subject matter thoroughly and meet many of the competencies to be found on any list suddenly become aware that pupils are short of what is expected. The teacher's problem then becomes one of learning more about learning, more about pupils, more about herself. The learning process is not a static condition but one

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[37]Journal of Teacher Education American Association of Colleges for Teacher Education, Vol. XXVI, No. 3 (Fall, 1975), pp. 261-63.

[38]Home Economics Education Syllabus, p. 26.

that grows and develops with changing situations. It is important for the teacher to continuously analyze her success in bringing about learning and to keep up-to-date with theories of how pupils learn best.

A good teacher is beyond price. She arouses curiosity, generates ideas, permits students to express themselves, she is supportive, and provides understanding and affection for students when needed. The relationship between the teacher and the pupils is more appropriately one of affection rather than of love. The teacher, therefore, is not just someone who does teach but someone whose job is to teach; someone who has not only accepted responsibility for the learning of others, but has done so explicitly.[39] Most teaching takes place in schools. Schools are social institutions, owing their existence to the social rules which govern them.

Teaching

Magee said, "Teaching involves three elements--a teacher, a subject matter, and a student."[40] Teaching intends to bring about learning but sometimes it does not. If the teacher does not intend to bring about learning, he or she is not teaching. Teaching consists of actions, in the technical-philosophical sense, which form a pattern of activity. Success in teaching, therefore, will depend on having a clear idea of what it is hoped to achieve: teaching is a goal-directed activity; the relevant goal is the bringing about of learning. The relationship between a teacher and a pupil is governed by the same moral consideration which

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[39]Glenn Langford, Philosophy and Education (Macmillan and Co., Ltd., 1968), p. 136.

[40]John B. Magee, Philosophical Analysis in Education (Harper and Row Publishers, 1971), p. 54.

govern all social interaction.

Langford said, "Teaching occurs when a person consciously accepts responsibility for the learning of another, and subject to certain qualifications." The word teaching is used to refer to what teachers do in order to bring about learning.

> The aim in teaching is to bring about learning, for if a man is aiming at something even though he misses the target, he must know what he is aiming at. Teaching aims at changes in behavior and conduct or the acquisition of new knowledge.[41]

Humaneness in Teaching

According to Thelen, "Humaneness is a quality of experience of interaction. You cannot be human all by yourself." The most outstanding problems of teachers include: 1) developing relationships with others while growing as individuals; 2) being able to choose and use a variety of teaching techniques and resources; 3) using, adapting, and developing curriculum.

The humane effective teacher possesses a high degree of empathy that enables her to achieve teacher-student relationships characterized by mutual understanding and respect. The development of humaneness is not achieved by means of a formula nor by the application of rules or guidelines. Rather it is achieved through the integration of interacting experiences and relationships.[42]

Learning

Learning, according to psychologists, is the relatively permanent

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[41] Langford, Philosophy of Education, p. 114.

[42] Hazel Hatcher and Lilla Halctun, The Teaching of Home Economics (Boston: Houghton Mifflin Co., 1973), pp. 6-8.

modification of behavior as the result of experiences. Experiments in learning generally deal with methods by which behavioral modifications may be brought about.

Hilgard said, "learning is the process by which activity originates or is changed through reacting to an encountered situation," while Peters' characterization places learning theory as a species of materialist metaphysics, a reversion to a mode of thought rejected by analysts.[43]

Learning is a process whereby a change in behavior results from some form of experience-activity, training, observation and the like. What makes learning worth thinking about is not only its significance in human affairs or the universality of its occurrence. It also merits attention because of its elusiveness. We learn just by growing up in the midst of others, but what we learn is often a matter of chance. We do not always learn what we want to, and we do not always learn when we want to, nor do we always learn what others would like us to learn.[44]

Curriculum and Its Characteristics

The curriculum of the school represents a tangible expression of the educational philosophy of its teachers and administrators. Dewey said that,

> the opposition of child and curriculum are set up by two modes of doctrine which can be duplicated in a series of terms. "Discipline" is the watch word of those who magnify the course of study. "Interest" that of those who blazon the "child" upon their manners.[45]

Curriculum is partly descriptive, partly prescriptive, partly

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[43]Magee, Philosophical Analysis in Education, p. 71.

[44]Donald Arnstine, Philosophy of Education (Harper and Row Publishers, 1967), p. 14.

[45]Presseisen Damico, Educational Forum, Vol. 2 (Jan., 1975), p. 163.

programmatic. It describes some of the things being done at a school, e.g., food and nutrition is being taught and studied at a school that lists it in its curriculum, but one would hardly expect to find pupils in a foods class in the school that did not list it. It is prescriptive in that it requires or strongly recommends that the contents it specifies be studied, presumably because they are worth studying, and are included for that reason. It is programmatic in that it sets forth a series of actions by which pupils will study the content. If sex education is in the curriculum and it is not being taught, one has a right to complain, for the inclusion carries a promise to teach it.

A curriculum design represents a theory about pedagogical causation. The view of the good life which serves as the goal and justification of a curriculum is itself a part of the total curriculum theory, just as the theory of learning, but both are borrowed, the latter from experience and the former from a number of sources one of them being philosophy.

Home Economics Curriculum Planning

Curriculum and program planning in home economics is challenged by the variety and amount of subject matter focussed upon the family. The family both reflects and contributes to the culture, although there is no way of knowing what families and the world will be like in the future. The home economics curriculum should help all individuals establish, develop, and strive toward the achievement of personal goals and values. Home economics deals with all phases of personal and family living.[46]

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[46]Home Economics Education Syllabus, p. 6.

Human Curriculum

Trump and Miller said:

> A school with the humane emphasis keeps the students in touch with all curriculum areas by means of motivational presentations and reaction discussions.[47]

To promote human learning and personal growth, the human curriculum must include a) process not just product, b) evaluation as a continual process, not just an end of the year assessment. In essence this calls for a change in our perspectives in education. If the human curriculum is to be considered, it must be developed upon a solid foundation rather than one which collpases with new educational trends.[48]

Change can be accomplished by a procedure referred to as assessment and diagnoses. By doing this, educators in the organization can establish a) what needs to be improved or solved; b) what changes are necessary for improvement or solutions; 3) what outcomes are expected. This assessment and diagnosis includes provisions for both the organization and members of the organization.[49]

Key Factors in Organizing the Curriculum

There are four factors to consider in organizing the total curriculum, an area of the curriculum, and units of instruction: 1) scope or breadth, 2) sequence of content and learning activities, 3) cumulative learning on the part of student, and 4) integration of student's learning. The scope of areas of the curriculum is related to objectives of each area

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[47]Lloyd Trum and Delmas Miller, Secondary School Curriculum Improvement (Boston: Allyn and Bacon, Inc., 1973), pp. 348-49.

[48]"Educational Leadership," Journal of the Association for Supervision and Curriculum Development, April, 1976, pp. 527-29.

[49]P. J. Beatty, "Educational Leadership," Journal of the Association for Supervision and Curriculum Development, April, 1976, pp. 527-29.

and contributions made to major goals. Sequence is planned to provide an order of instruction that optimizes children's learning and is consistent with the logic of the subject matter. Cumulative learning is related to the planning of sequences, but it deserves special comment. Children need opportunities to apply and reinforce prior learning and to extend and enrich learning as they move from level to level.

Integration of learning. A continuing need in all approaches to integration is to give attention to processes, skills and effective dimensions of learning as well as to conceptual dimensions.[50]

Background for Curriculum Planning

Scope and sequence. In planning a total program in home economics, it is helpful to develop an outline of scope and sequence of the work to be accomplished in different subject-matter areas and at the various grade levels. Tracey and Walsh suggest that among the considerations the teacher should bear in mind when decinding the scope and sequence of a home economics program are the socio-economic status, the stage of the life cycle, the vocational needs and the geographic and cultural backgrounds of the students to be taught.[51]

A curriculum tailored to individual interests and needs does not have to be exclusively individualized. The curriculum of general education is concerned additionally with the attitudes that pupils develop towards other individuals, toward human differences and toward social purposes. The general education purpose of the curriculum is to form a

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[50]Michaelis, Grossman and Scott, New Designs for Elementary Curriculum and Instruction (McGraw-Hill, Inc., 1975), pp. 91-93.

[51]Henrietta Fleck, Toward Better Teaching of Home Economics New York: Macmillan Publishing Co., 1974), p. 123.

common base of meaning for students and also to widen the range of a student's knowledge, skills, interests and attitudes. This purpose is provided for at the elementary school level by enriched offerings that go beyond the essentials.[52]

Determination of Objectives in Curriculum Planning

It is the objectives of education which are the guiding force determining the quality and quantity of education. Determination of objectives is therefore a primary task in the field of curriculum construction.[53] The objectives of education are formulated on the basis of certain criteria which follow from the philosophical, cultural, sociological, economic and psychological foundations of education. One would hope that the objectives of education should be made more and more specific and defined in clear behavioral terms indicating the expected learning outcomes on the part of the pupils. The specification of the objectives in behavioral terms should cover all the different areas of educational pursuit, viz. knowledge, understanding, application, skill, values, attitudes. Only when objectives are thus very clearly formulated can suitable methodologies of instruction and evaluation be developed. Curriculum development would cover all the above items.

The curriculum planners have to visualize the whole spectrum of educational operations, cutting across all subjects and standards: formulate and appraise objectives, develop methods and materials designed to achieve the objectives and actively associate themselves with work

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[52]Gail M. Inlow, The Emergent Curriculum (John Wiley and Sons, Inc., 1973), pp. 70-71.

[53]Innovation in Teacher Education, pp. 72-73.

related to evaluation of achievement.

Education, which is the training of youth, is common to mankind and is as old as man, not only in other parts of the world but also in Africa. The system of education is different from one society to another. The goals of education and the method of approach also differ from place to place as well as from people to people. The Nigerian traditional education (training into adulthood) aims at developing the character of the individual and the intellectual skill from youth as well as promoting vocational training. It also aims at producing an honest, respectable, cooperative and skilled individual.[54]

Home Economist's Role in the Curriculum

In all courses in Home Economics, group procedure should be accompanied by individualized procedure. Teachers in no other field have better opportunities to engage in instruction and counseling of the individual. This is because they must work with the students in many laboratory situations. The alert and committed teacher employs all possible means to learn about each student, including the use of individual conferences. The teacher advises students on personal and academic problems and assists them in choosing and working on projects. Thus the teacher meets the obligation to provide for the all-round needs of different students.[55]

The basic question in organizing the home-making curriculum has been whether to provide separate courses in "foods, clothing and family

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[54]Fafunwa, History of Education in Nigeria, p. 190.

[55]Sauerer, Wendel and Mueller, Toward Humanistic Teaching in High School (Toronto: D. C. Health and Company, 1975), p. 212.

living" or to integrate these areas in general courses. The latter form of organization would be embodied in the school's course of study as home-making I, home-making II, III and IV. Specific topics taken up in home-making I would often reappear in home-making II at a higher level of difficulty and application. Advocates of this organization stress its value in permitting a more realistic attack on home-making problems than was permitted in the curriculum organized as separate subjects. They maintained that learning in family relations, nutrition, childcare, foods and related areas, are fused in solving family problems and little is to be gained by studying them in isolation. The present trend seems to favor the integrated courses, and the familiar subjects of cooking, sewing and child development are giving way to home-making I and II.[56]

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[56]James W. Thornton, Jr., and John R. Wright, Secondary School Curriculum (Charles E. Merrill, Inc., 1963), pp. 229-231.

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Chapter 4

CURRICULUM DEVELOPMENT IN HOME-MAKING EDUCATION

A review of current literature in the field of home-making reveals a tendency to speak of home-making by various names--domestic art, domestic science, cooking, sewing, home economics, home-making and home administration. While in certain high schools, home economics courses are listed as social arts, social living or family relation and home-crafts. Williamson and Lyle[57] said that the term home economics was on the way to becoming firmly fixed in educational vocabulary when the first American national Educational Act was passed in 1917. In that Act the term home economics was used to designate education for the home. The important thing is not the name, but rather, the need to provide a broad and rich educational program containing those activities that will give experiences and learning in better family relationship.

Six Major Strategies for Improving Curriculum

Improving the curriculum through master planning for the entire school system involves establishing purposes, policies and criteria which are to guide curriculum development.

Improving the curriculum in the classroom: Curriculum in the classrooms and schools begins with the teachers who conduct two major

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[57] Maude Williamson and Mary Lyle, Home Making Education for Adults (New York: Appleton-Century Crofts, Inc., 1949), pp. 11-12.

kinds of planning, that which they do provately and that which they do with children.

Improving the curriculum through in-service education: Organized in-service education is a conscious attempt to help school personnel improve their experiences, with the expectation that they in turn will help to improve children's experiences.

Improving the curriculum through supervision: Teachers seem to consider supervision effective when it supplies stimulation, encouragement, ideas, materials, and skill in trouble-shooting. As a strategy of curriculum improvement, supervision has the advantage of dealing with down to earth situations, building consciousness of highly specific needs for improvement and keeping close to the feelings of teachers.

Improving curriculum by re-organizing pupil experiences and by re-organizing the school. An important action for curriculum change is the action involved in moving items of subject-content and major blocks of experience from one part of the school program to another, adding new subjects and new subject matter.

Improving the curriculum through evaluation, research and experiment: Evaluation is a broad and continuous effort to inquire into the effects of utilizing educational content and process according to clearly-defined goals. A teacher may evaluate her pupils' progress in reading or a team of evaluators may assess the quality of several areas in the life and service of the school. Experimentation is also a means of trying a new content and procedures and of testing ideas in action.[58]

As curriculum workers think about the whole range of experience

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[58]Ronald C. Doll, Curriculum Improvement: Decision-Making and Process (Allyn and Bacon, Inc., 1964), pp. 144-155.

with which pupils should have in their years of elementary and secondary schooling, they face problems of scope, sequence, continuity, and balance. Scope is the latitude or the breadth of the curriculum; sequence, the order of time in which educational experiences are to be had. Continuity describes the continuousness with which the same kinds of experiences are had over a period of time. Balance defines the fit of the curriculum in providing varied by appropriate amounts of experience for learners at given times in their development.

Decision-making in curriculum improvement is a complex task which appears in the classroom where learners are, and also at the site of professional planning where proposals are made for numbers of classrooms. It involves careful and thorough thinking which is particularly at the site of planning.

Criteria for Curriculum Development

A good curriculum is the total environment in which education takes place, that is the child, the teacher, the subject, the content, the method, the physical and pscyhological environment.

Stantly defines curriculum as a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting.[59] While McWan said that curriculum is the sum of experience of learning, skills, habits and attitudes that the child has made part of himself.

A good curriculum therefore must possess three basic

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[59]George T. Gruhn, The Modern Junior High School (The Ronald Press Company, 1974), p. 104.

characteristics:

1. It must have definite and dynamic objectives based on the values of the society and the need of the child as a citizen and a skilled individual.

2. It must be flexible and provide for the growth that is essential in order to meet stated objectives.

3. It must have built into it a process of constant evaluation to keep determining the extent to which the educational process is meeting the goals as stated in terms as the end result.

General Principles of Curriculum Improvement

Improving curriculum is an involved and involving task. It takes lots of people, time, energy and tremendous amounts of information. Efforts to improve curriculum must be broad enough to encompass all of the salient aspects of curriculum meaningfully. This means that a comprehensive approach is essential. Efforts to improve curriculum must deal with the totality, including subject areas, methods and materials of instruction, organization, and evaluation among other things.[60]

Fafunwa said:

> If we are to achieve the new aims of education which would be appropriate for an independent Nigeria, the curriculum in the schools should be reviewed.[61]

Modern Concept of the Curriculum

In the early days, curriculum was regarded as a list of subject

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[60]Frymier and Hawn, Curriculum Improvement for Better Schools (Wadsworth Publishing Company, 1970), pp. 237-251.

[61]Fafunwa, Philosophy for Nigerian Education, p. 160.

matter that the student was expected to learn and recite.[62] Since the subject matter was usually found in, and limited to school subjects such as reading or writing. In those days, it was believed that book learning was the only type of learning, hence the textbook largely determined the curriculum. But today, the curriculum is not "tne inert materials in the pages of a course of study."

Program of Studies for Home Economics

According to Davis,[63] the program of studies is the most important part of the secondary school curriculum. It is a complete listing of the courses, both required and electives.

There are six areas of consumer home-making education:

a. Consumer education and management. Consumer education is the preparation of the individual in the skills, concepts, and understanding that are needed to achieve maximum satisfaction and utilization of the resources to accomplish personal and family goals which are in the interest of the society.

b. Personal, family and community relations. This is an area of basic importance in the study of home economics. Helping students to understand themselves, to live satisfying lives as family members and to develop an increasing sense of community responsibilities in major objective of home economics.

c. Child development. The study of child development is important in the vocational home economics curriculum since it contributes to understanding, self and others, the influences of heredity and environment on

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[62] Robert E. Wilson, Educational Administration (Charles E. Merrill Books, Inc., 1966), p. 512.

[63] E. Dale Davies, Focus on Secondary School Education (Glenview: Foreman and Company, 1966), p. 96.

the individual, the basic needs of children; guidance of children and parents' roles and responsibilities.

d. Foods, nutrition, and health. The study of the principles of nutrition and the influence of food on health is designed to improve eating habits and help to eliminate foods and fallicies. Courses are designed to develop skills in managing time, energy and money in the planning, preparing and serving of nutritious meals for family members of varying ages.

e. Clothing textiles and related art. Clothing and other textile products are a significant part of daily life in our society. A basic knowledge of the nature of textiles, as well as an understanding of selection, use and care of textile products, will increase the satisfaction which can be derived from them, even though textile information is constantly changing.

f. Housing, home furnishing and equipment. The objectives of housing, home furnishings and equipment are to develop an understanding of family life styles, needs, rights and responsibilities of each individual sharing the same housing, choice; selection and financing of housing.

The Present Home-Economics Curriculum in Grade II Teachers College

The home economics curriculum for teachers' training course is drawn, bearing in mind the professional and personal needs of the primary school teacher, irrespective of the duration of the course. It is expected that the entrants to this course would have completed primary six as well as those who have completed their secondary school with or without home economics subjects.

Home economics is a five-year course for students with first school learning certificate (primary six). The course is taught to all the girls during the first three years after which it becomes optional.

Clothing, Textiles and Related Arts

1. Personal appearance and grooming.
2. Selection of clothing for the individual wardrobe planning.
3. Choice, use and care of equipment.
4. Scientific, economic and cultural aspects of textiles and clothing.
5. Patterns and pattern drafting: Nigerian and Western--alteration and adaptation.
6. Construction of articles and garments: stitches, seams, openings, fastenings, collars, etc.
7. Clothing maintenance: repairs, laundering, dyeing, stain removing, etc.
8. Renovation.
9. Element of art: line, shape, color, space, mass texture.
10. Principles of art: harmony, balance, proportion, rhythm, emphasis.
11. Application of art principles to home living in the areas of home furnishings, clothing and textiles, foods, household and personal accessories, children's toys, etc.

Foods and Nutrition

1. Foods laboratory: planning, care and use.
2. Choice, care and use of equipment.
3. Nutrition and food groups: balanced diet, needs of different

people in health and disease--meal planning for different income levels and for special occasions.

4. Improving food habits.

5. Food commodities: buying and storage of foodstuffs.

6. Food preparation: principles and methods (Nigerian and international foods).

7. Convenience foods.

8. Preservation of foods.

Home and Family Living

1. The family: definition, different marriage systems; functions of the family in society.

2. The family life cycle: roles of family members.

3. Mother and childcare: preparation for motherhood.

4. Child development: mental, physical, emotional development from birth through adolescence.

5. Managing a home: using different resources.

6. Making the most of our resources: money, time, energy, work simplification (time and motion study).

7. Housing and design.

8. Care and maintenance of the home.

9. Safety in the home: causes and prevention of accidents in the home.

10. First aid and home nursing.

11. Use of household chemicals.

12. Household pets.

13. Consumer education.

Home Economics Methodology

1. Introduction to home economics: orientation to purpose and scope of home economics.

2. The place of home economics in the teacher training colleges: its interrelationship with other subjects, in the college curriculum.

3. Methods of teaching: home economics-demonstration, programmed instruction, individual and group work, role playing, field trips or projects; preparation of lesson need; preparation of lesson plan.

4. Preparation and use of different instructional materials (teaching aids), use of textbooks and references.

5. Organizing home economics program in a primary school.

6. Evaluation: purposes and the type.

Proposed Curriculum

Home economics education is now becoming a recongized field in Nigeria, than in those days when it was looked down upon. Parents and students are now realizing the importance of home-making education. There are many students seeking admission yearly into different institutions where they could receive home economics training. In order to help these students to achieve their goals, the researcher went through the formal curriculum and got it adapted to suit their needs and interests.

Home economics education aims to assist family members of all ages to develop attitude, appreciations, understandings and abilities for the achievement of satisfying personal, family, and community life. Thus the curriculum is improved to help individual student to achieve her objective, and also to help the teachers to have insight into the

different methods and techniques of teaching and the evaluation of the objectives to best motivate the students.

Curriculum is viewed in its widest dimensions so as to include all the experiences, in and out of the classroom, in which a student participated as a result of the schools' influence and direction.[64]

One of the competencies associated with the success in teaching home economics is the ability to plan and organize a curriculum that meets the needs of the people of the community where a teacher is employed.[65]

The six areas of home economics education are:

1. Clothing and textiles.
2. Foods and nutrition.
3. Child and family development and relationship.
4. Home management.
5. Home and community hygiene.
6. Art and craft.

The following six areas have been integrated under the following three major headings for practical purposes.

1. Food and nutrition.
2. Clothing, textiles and related arts.
3. Home and family living.

Foods and Nutrition for Home Economics Major

Unit I: Nutritional foods throughout the life cycle.

Basic four food groups.

Food nutrients.

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[64] Adaralegbe, A Philosophy for Nigerian Schools, p. 102.

[65] Report of the Sixth Annual Conference of Afro-Anglo-American Programme (Alden & Mowbray, Ltd., 1968), p. 100.

Needs in relation to the life cyle.

Health problems.

Principles of cooking.

Unit II: Food selection and preparation.

Food selection.

Food preparation, basic family meals.

Meal planning.

Management.

Etiquette and table service.

Food for entertaining.

Sack food or convenience foods.

Unit III: Expenditure of the food.

Relationship of food to total budget.

Different cost levels for meals.

How to cut food costs.

Types of markets.

Facts which affect food decisions.

Unit IV: Acquiring the knowledge and ability to plan and prepare foods of other culture.

Unit V: Developing creativity and management ability in the use of various types of food products in family meal planning.

Factors in meal planning.

Meal service.

Conservation of nutrients.

Foods, fruits and vegetables.

Meat: beef, prok, lamb, veal, variety meats.

Cuts of meat.

Fish and poultry.

Pastry: chinchin, tarts, turnovers.

Cakes: angel food, upside down, fruit cake.

Unit I: Nutritional foods throughout the life cycle.

Behavioral goals:

a) Determine the nutritional needs throughout the life cycle and make adjustments in meal planning to meet these different needs.

b) Recognize the value of well-planned, well-prepared, and attractively served meals.

Content	Suggested learning and evaluation experiences
Basic four food groups	Give pretest to determine background in foods. Snow slides or post cards and have students ask questions.
Food nutrients	Discuss and list the food nutrients plus food terms and words, example--enriched foods, basic food, nutrition, calory, metabolism, etc.
Needs in relation to the life cycle	Divide the class into groups to study food needs of different age groups and report to rest of class. Give observation reports to class (infant, children, adolescent, young couple, elderly, middle aged. Plan meals for different age groups following basic four food patterns and nutrients.
Health problems	Teacher presents high and low calorie weight control diets, introduces calorie content of alcohol and drugs on health as related to nutrition. Describe what is considered to be a well nourished person and an undernourished person. Teacher collects pictures they may show signs of good or bad nourishment.
Principles of cooking	Distribute dittoed lists of food terms, abbreviations, measurements, laboratory te habits and safety practices for students to study.

Content	Suggested learning and evaluation experiences
Food term Abbreviations Recipe reading Measurements Laboratory habits Safety practices Measuring	Evaluate by giving quiz, written or oral. Divide class into two groups and have them compete for motivation. Teacher should demonstrate and show how measuring is done with simple foods and recipes.
Factors in meal planning	Have students plan for procedure used in family setting. Plan sheet to include: type of meal, menu planning, basic recipes, place setting, nutritional requirements. Teacher with student participation demonstrate meal service. Compare specific types of meal service similarities and differences. Evaluate the use of these methods.
Conservation of nutrients	View filmstrips, slides or other visuals on basic food guides and how they meet nutrient standard. In setting up standards for products, have pupils consider the effect of different methods of cooking and types of equipment on retention of flavor and nutrients.
Foods, fruits and vegetables	Discuss various ways fruits and vegetables may be prepared.
Meat	Field trip to market to help students become familiar with cuts and factors in buying meats. List "why we eat meat." Discuss nutritive value of meats.
Cuts of meat	Show chart or slides on cuts of meat. Hand out pamphlets on different cuts of meat to students. Have a puzzle "Match the meat cuts to the carcass."
Pastry	Discussion on the methods of preparing pastry. Shortening agents: lard, oil, liquid shortening. Methods: traditional, paste, hot water, oil, mixer method. Fillings: fruit, cream, custard. Students prepare chinchin and evaluate according to basic standards. Use score sheet.

Clothing, Textiles and Related Arts

Developing knowledge of textiles and advanced skills in sewing.
- Textile products
- Properties of fabrics
- Household textiles
- Sewing equipment
- Fabric preparation
- Shaping
- Seams
- Finishes
- Trimming details
- Fitting techniques
- Difference between pressing and ironing
- Pressing equipment
- Creativity in clothing
- Design
- Construction

Behavioral goals:

Demonstrate good jugement in selection, use, and care of sewing equipment.

Recognize textiles fibres and know their properties.

Content	Suggested learning and evaluation experiences
Textile products	Pretest: knowledge and identification of textile products.
Properties of fabrics	Evaluate textile products by means of a field trip to department store or market.
Fiber Weave Thread count Finish Texture	Collect variety of fabrics. Collect variety of labels. Evaluate in terms of use (students). Analyze textile products located in the home economics department.
Household textiles Linens Draperies Slip covers Upholstery	(practical applications)
Sewing equipment selection Care, storage, maintenance	Demonstrate selection and use of equipment and machine attachments (resource person). Analyze plan for storage of sewing equipment in the home economics department. Practise good storage habits through assigned duties in class.

Content	Suggested learning and evaluation experiences
Advanced sewing	Pretest: practical and written to determine skills. Evaluate individual cumulative charts to determine sewing skills.
Selection of suitable construction processes	List and discuss factors to be considered in selecting a pattern.
Fabric preparation	Demonstrate preparation of fabric, view slides or film on sewing techniques as the need arises. Demonstrate construction processes in the class.
Construction	Coordinate unique combinations of line, color, texture, and fabric by use of a flipchart. Express originality by sketching a design, wall hanging, needlework. Modify a pattern or design a garment using the principles of flat pattern and apply a decorative feature to the garment (students).
Creativity in clothing design	Pretest on the art elements, and principles of design. Illustrate use of art elements (resource person - art teacher). Display a color wheel, discuss the psychological aspects (students).

Home and Family Living

1. Understanding the meaning of management.

   Managing your time and energy
   Work simplification
   Considering the cost of services
   Decision making problem

2. Family finance and consumer buying.
   Planning for money management
   Real income
   Spending family income
   Money management
   Guides to saving
   Efficient shopping

3. Recognizing and understanding the responsibilities of marriage and parenthood.
   Preparing for marriage
   Successful parenthood
   Responsibilities of parenthood
   Physical and psychological aspects of pregnancy

4. Managing housing, furniture, and equipment.
   What affects time and energy
   Management of a home-maker
   Good storage will help save time, energy and owned goods
   Care and maintenance of the home

5. Prenatal, postnatal and infant care:
   Preparation for children
   Prenatal care
   Infant care
   Infant care
   Infant development
   Influence of heredity and environment
   Parental responsibilities--management of health, physical emotional and mental

Behavioral objective:

To develop some degree of ability to make valid judgement.

Developing an awareness of the necessity for family financial planning.

Recognizes the influence of heredity as well as environment on a child.

Content	Suggested learning and evaluation experiences
Managing your time and energy	Keep a diary record of everything you do and the time you spend on it. Make a list of major goals and wishes and estimated how much time is spent each day to obtain goals.
Decision making	Distribute management outline of an example of decision making process. Have each student take a goal and work it out according to the outline.
Planning for money	Define and illustrate "standard of living" and "level of living." Identify experiences in an individual's life that influence his standard of living. Discuss some of the standards and levels that have changed in recent years and reasons about why these changes come about.
Prenatal, postnatal and infant care	Discuss with the class factors which should be considered in making decisions regarding addition of children to the home.

Content	Suggested learning and evaluation experiences
Preparation for children	Physical and mental health of parents. Emotional maturity of both parents. Basic values and attitudes of both toward children. Family income.
Prenatal care	Discuss nutritional needs during pregnancy. Discuss care of the mother (rest, diet, exercise, physical and emotional reactions).
Influence of heredity and environment	List some hereditary influences on the child. Discuss how the routine of a home has to be changed to include a child.

Throughout the history of development, home management has been interpreted in numerous ways. A typical defintion is that home management consists of planning, organizing, controlling and evaluating the use of resources available to the family for the purpose of attaining family goals. The central purpose of both home management and family living education is to use knowledge of the social sciences for analyzing ways of advancing individual family, community and national welfare. Both fields are concerned with values, goals, resources and social processes oriented to human well-being.[66]

In-Service Education

What Is In-Service Education

Broadly speaking, in-service education includes all activities that teachers engage in during their service designed to contribute to their improvement and effectiveness on the job. Good defines it as,

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[66] The Encyclopedia of Education (Macmillan Company and the Free Press, 1971), Vol. IV, p. 452.

> activities on the part of employed teachers that contribute to their professional growth and qualifications, for example, travel, professional reading, participation in supervisory and curriculum development programs, attendance at summer-session courses, etc.[67]

True in-service education is more than in-service training or on-the-job training. Training implies that the trainee learns to use a method, procedure, process, or at times tools--that an outside influence is brought to bear on him. In-service education is concerned with established procedures and practices of the school district, but to be effective in-service education must involve more than practices and procedures. It must be concerned with attitudes of mind and with ways of approaching the life of the people who make up the district.

> Professional growth is maturation as well as improvement of skills. It is continuous but takes place at different rates as needs and opportunities arise.

Every teacher should have at least minimal professional competence and should strive to become expert in some areas.

> The teacher who fails professionally fails his responsibility to his pupils, he fails to assume his obligation to the com- which has a right to expect continuing improvement through study and experience, he fails the profession which educated him, he fails to protect the privileges of tenure.[68]

Problems of In-Service Training

A complementary part to the pre-service education of teachers is a purposeful, programmed, continuous in-service courses for updating teachers and removing any deficiencies in their background. Such

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[67]Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 550.

[68]The Teachers Encyclopedia (Englewood Cliffs: Prentice-Hall Inc., 1966), p. 906.

learning hierarchies.[71]

In spite of lofty ideals about teacher involvement many in-service programs are planned for the teacher rather than with or by the teacher. An education as a human relation model recognized the fact that the quality of interpersonal experiences has a profound effect on all learning outcomes both cognitive and effective. While attending to important educational factors such as curricula, media, teaching methods, evaluation instruments, and physical plants. The education as a human relationship model focusses upon the once crucial variable all too often forgotten in the educative process--the teacher as a person and professional interaction with other human beings.

In a research study to determine the effect of in-service for home economics teachers which was given through pretest and post-test, the results revealed that the students attained the highest mean gain scores when their teachers attended the specially designed mini-conference.[72]

Guidelines for Planning Inservice Growth

Today many school systems are providing opportunities for teachers to increase their effectiveness, in large school systems, in-service education programs are made up of numerous and varied activities.[73] No matter what the scope of the program of the school, the individual teacher must accept the primary responsibility for his own growth.

Assess the local situation.

Set your goals, both immediate and long-term.

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[71] Journal of Teacher Education, Vol. XXVII, No. 2 (Summer, 1976), pp. 107, 116.

[72] Lillie Beasley Glover, Home Economics Research Abstracts (Washington, D.C.: American Home Economics Association, 1971), p. 66.

[73] The Teachers Encyclopedia, p. 911.

Plan to include a variety of activities in your program.

Recognize that emphasis in teaching is shifting.

Be ready to learn and to change.

Know the ground rules.

Evaluate periodically.

For all group activities such as study groups and workshops, leadership is of paramount importance if the group is to function well.

Curriculum Evaluation

What Is Evaluation

According to Fleck, evaluation means the extent to which a group or class is achieving its goals. It also means finding out the effectiveness of teaching.[74] Evaluation does not mean tests and measurements or other isolated activities; it is an ongoing attempt to answer the question, "How well am I doing what I am trying to do?"

Evaluation is a tool that helps you to improve your teaching. One of the best ways to determine whether you are doing a good job of teaching is to think in terms of how well your students are achieving the goals of home economics education as you have defined them for your own situation.[75]

In or der for home economics education to be meaningful, its goals must be realistic and the ideas carefully selected.[76] A variety of learning experiences must be offered, the sequences of learning must be

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[74]Fleck, Towards Better Teaching of Home Economics, p. 313.

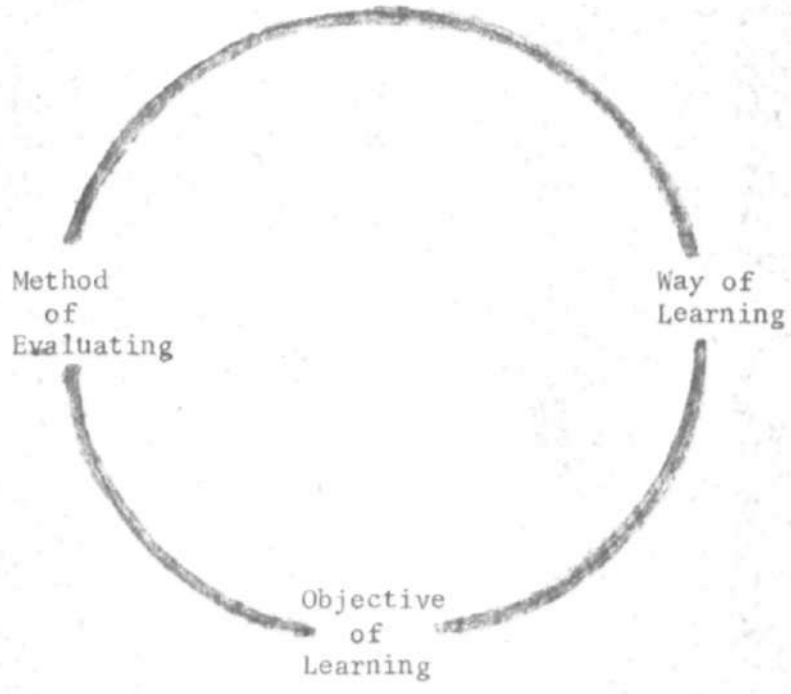
[75]Hall and Paolucci, Teaching Home Economics (John Wiley and Sons, Inc., 1970), p. 401.

[76]Evaluative Criteria, National Study of Secondary School Evaluation, 1969, p. 137.

carefully planned and articulated from level to level. Home economics programs are vital when they are characterized by creativity, flexibility, and respect for human values.

Purposes of Evaluation

The major purpose of evaluation is to assess the attainment of an objective. Objectives can be associated with programs, curriculum, and school plans. As a home economics teacher, one is most concerned with the evaluation of students' performance. According to Cross the method of evaluating dictates the way in which learning takes place but the objective should dictate the method of evaluating. This then becomes the cycle of activities which indicates that teacher must evaluate in the same manner as she teaches and as the objective implies.[77]



[77]Aileene Cross, Home Economics Evaluation (Charles E. Merrill Publishing Company, 1973), pp. 12-20.

Evaluation is a means of discovering what students already know for every student enters the classroom with his past experiences. Pretests, questionnaires and checklists are the three wyas to evaluate what the students know. Motivation to learn can result from evaluation, an impending test may motivate students to study. Evaluation provides information for guidance and counseling, this information might include data relative to students' interests, vocational goals, work experiences, special abilities, personal qualities, social adjustment. Evaluation results can be a basis for curriculum change. Many teachers alter their evaluation procedures as well as their teaching methods as a result of the analysis of tests and other means of evaluation.

Functions of Evaluation

In a school program evaluation serves three major purposes that might be classified as guidance, curricular, and administrative. As a home economics teacher one shares responsibility for each of the three functions of evaluation.[78]

Guidance. Evaluation helps a teacher to know the individual needs, interests and activities of her students. Standardized tests of intelligence and achievement can help you stimulate a student to a greater accomplishment. Evaluation can also help students to develop understanding of their strengths and weaknesses and to learn how to plan for future.

Curricular. Home economics teachers look constantly for new ways of motivating students to learn. Through pretesting, a teacher can learn

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[78]Hall and Paolucci, Teaching Home Economics, pp. 347-48.

what a student already knows and thereby plan where he needs to start in her class.

Administrative. Home economics teachers are expected to assist with the administrative duties of the school by providing certain records and reports. Evaluation techniques help a teacher to determine the extent to which an individual is achieving various educational objectives. Parents are entitled to information about the progress of their children, evaluation is the basis for improving public relations. Besides the periodic reports on their children, community, citizens particularly the taxpayers are concerned about what is being accomplished by the school.

Why Evaluate?

Fundamental to the over-all topic of evaluation is the question: Why evaluate? Education's answer is that evaluation in the schools serves the following five purposes.[79]

1. It enables students to keep abreast of the progress they are making in learning.

2. It enables parents to be aware of the progress their children are making in learning.

3. It gives teachers insight into their instructional effectiveness.

4. It provides school administrators and college admissions personnel with data on which to base selected educational decisions.

5. It provides the profession of education and other interested groups with an overview of the quality of student performance.

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[79]Gail M. Inlow, Maturity in High School Teaching (Prentice Hall Inc., 1970), pp. 299-362.

Evaluating the Curriculum

In order to evaluate the curriculum it is necessary to measure the development or status and also to determine the worth or value of the growth or status. For the qualitative measurements various psychometric devices may be used. To determine their value requires the use of judgement and standards. Therefore two basic ingredients are necessary in the evaluating of any educational program: 1) a statement of goals, purposes or objectives; 2) a quantitative and qualitative determination of the social, physical, emotional, spiritual and mental growth of the pupils.[80]

Educational goals. The important point to remember is that one should evaluate the curriculum in relationship to the goals set for that curriculum. Many evaluators ignore the fact that any judge of a product must first have in mind the quality and quantity of products that one intended to produce.

Appraising pupil progress. Each classroom teacher has a part in the evaluation of the curriculum. Each teacher is with the pupil every day the student spends in the school. The classroom teacher then is the best person to determine the progress of individual students. There are many ways in which he can do this, considerably more than just an occasional test of one kind. All measures must be applied in terms of objectives, goals, or aims of the teacher as part of the total statement of philosophy of the school.[81]

1. Objective and essay classroom test. Such tests enable a

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[80]Clark Klein Burks, The American Secondary School Curriculum (New York: Macmillan Company, 1965), pp. 428-30.

[81]Ibid., p. 431.

teacher to appraise student progress in terms of some specific objectives. They also enable the teacher to determine quickly and inexpensively the relative strengths and weaknesses of individuals and groups in the classroom.

2. Standardized tests help the teachers and administrators to compare the performance of pupils in their particular school to that of pupils in other districts.

3. Checklists, rating scales, inventories and questionnaires. Tests can only provide a small part of the total information needed to assess adequately the performance of an individual. In addition one needs instruments that can elicit knowledge of a pupil's personal social behavior performance of various skills, quality of work done, interests, ideals, habits and health.

4. Observation, anecdotal records and interviews. For an act of "seeing" to be "observation" it must be done with a purpose in mind. It must be specific; it must involve perception; it must involve recording of what was seen. The informal interview can be used very effectively by the teacher, often to provide information that is impossible to gather by any other way. By using an interview, a teacher can check on the accuracy and validity of previously recorded data.

5. Sociometrics, sociodrama, autobiography and other similar techniques. The science of sociometry can be used to determine the structure of the class. It is also an effective means of discovering the friendship patterns within the group. Sociodrama is a projective technique that enables the teacher to gather information about a pupil's home, family relationships, beliefs

and attitudes.

6. Case studies and case conferences. Although the formal case study is very time-consuming, the informal case study can be done as part of the regular activities. If all the measures of evaluation are used, a teacher will have an informal case study, provided he does four things: 1) interprets the facts in terms of the pupil's overall development; 2) summarizes and draws conclusions about that which experiences provided the most learning for the pupils; 3) provided such experiences; 4) evaluates such experiences by using the data gathering measures.

That evaluation is fundamental to any program of continuous curriculum improvement has been evidenced in many contexts. For each resource and evaluation begins when objectives are established in terms of learning products which the students have a chance to acquire. It continues throughout the entire teaching-learning cycle, through observation of student achievement and through the use of progress tests and other data gathering devices. In principle, evaluation is the same from one curriculum area to another.[82]

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[82]Roy O. Billett, Improving the Secondary School Curriculum (New York: Teachers Practical Press Inc., 1970), p. 230.

Chapter 5

SUMMARY AND RECOMMENDATIONS

Home economics is a field that contributes a great deal to the socio-economic development of the country. This is especially true of a largely agricultural developing country like Nigeria. Home economics subjects are therefore entitled to an important place in the curriculum. Education in home economics is education in home-making. It is a field of knowledge which strengthens and enriches family life and trains girls for their future role as wives, mothers, and home-makers. It is therefore important that this subject should be well taught in a more practical and interesting way and under satisfactory physical conditions.

An home economics teacher should be interested in teaching with a sense of responsibility and always aim at the highest possible standards in both her work and that of her students, and she should be, a capable organizer who chooses her material wisely, completepreparations for the day before the lesson starts and be able to give good practical demonstrations and supervise the practice class effectively.

In order to relate teaching to real life conditions the pupils must be trained to be economical and methodical in running a home and to provide simple but attractive meals for visitors and school guests thus ensuring that lessons learned are put into practice.

Teachers need to realize that when they teach subject matter and content, they are involved not with the cognitive or intellectual realm alone but are also immersed in the effective or emotive realm. Knowledge

and values are separable only conceptually, never behaviorally. Thus concentrating exclusively on imparting information or focussing solely on moral and spiritual values would be equally questionable. The oft-heard complaint of students that their education is not relevant may at times stem from a curriculum designed by educators who attempt to separate operationally that which can only be separated conceptually.

During the course of curriculum development, educators gain new ideas, new insights, unique relationships and changed perceptions that are the heart and substance of curriculum change.

To keep secondary schools and teachers colleges current and valid in today's world of change, requires continual review, re-examination. From time to time each curriculum should be evaluated by an outside agency, such as the state department or education or regional accrediting agency. Such evaluation should be salutary, but to be of most value, curriculum evaluation should be self-evaluation by the teachers and evaluators, must be concerned with the view of the stated goals and philosophy of the school. The goals themselves should also be reviewed from time to time in relation to the needs of both the local and larger society, the nature of the learners and learning, and the stated goals subscribed to by the teaching profession at large. The major curricular efforts of today are effective because they seek to introduce into the schools new materials of education which call for new responses from students and teachers.

Conclusion

In studying the home economics curriculum, attention should be given first to the realistic and comprehensive qualities of the total program in relation to the needs of students, the relation between

philosophy and broad purposes, the experiences utilized, and the procedures used in curriculum planning and evaluation.

Teachers should realize that objectives are the heart of the curriculum and without objectives there can be no curriculum. The general objectives or goals of education should be to assist the individual achieve maximum development along the lines of her abilities and interests, and to promote the welfare of the society through the optimum development of individuals.

In judging the quality of teaching in a department, staff members should determine the extent to which the general characteristics of good teaching apply to their own teaching, how well they are capitalizing upon the unique advantages within home economics, the suitability of their teaching procedures, and materials for easy and effective learning. For one of the competencies associated with the success in teaching home economics is the ability to plan and organize a curriculum that meets the needs of the people and community where a teacher is employed. It is therefore important for the teacher to continuously analyze her success in bringing about learning and to keep up to date with theories of how pupils learn best.

Recommendations

1. Teacher training programs for home economics teachers should be strengthened by placing greater emphasis on learning planning, curriculum planning, school organization, practice teaching under the supervision of competent teachers.

2. Curriculum change should be made more frequently based on the past experiences and present plus future needs.

3. New teaching methods, techniques, and innovations should be

introduced by the principles or teachers and new ideas should be encouraged in the class to meet the needs of the students.

4. Economics education should be introduced as part of the curriculum.

5. Workshops and seminars should be organized for home economics teachers and also for interested home-makers who have no opportunity of going back to school. This will help the teachers to be up to date in their major field.

6. Students should be given more access to the audio-visual lab whereby they can be given projects which will help them with their teaching and demonstration in the classroom.

7. Teachers should make concerted efforts to inject new life into their teaching approaches--interdisciplinary team teaching, exploratory programs, non-graded and individualized instruction, group method, creative learning, and more personalized guidance services should be adopted.

8. In view of the role that women can play in the modernization of a nation they should be provided with equal access to training and education.

9. Part of the money that the federal and state governments allocated for the expansion of more teachers training programmes should be used in building more home economics labs. This will make it possible in admitting more students into home economics programmes.

10. There is great need for trained home-economists in every sector of life especially in the field of teaching of nutrition, therefore the home economics curriculum should be based on the needs, interests and cultural background of the population served (and the objectives of Nigerian plan).

11. The in-service teacher education programmes envisaged would be designed to increase teacher's knowledge in the academic subjects, improve their concept of students and learning problems, enable them to write and develop curriculum materials, and help them evaluate student progress.

12. Evaluation must be continuous in order to reach its maximum effectiveness. A home economics teacher needs to know about the background and achievement of students as they enter her class in order to make a fair estimate of how much they have gained from her class. It is important to evaluate continuously to find out how well the students are progressing towards the goals, to help them overcome difficulties or weaknesses in their learning, and to guide them in reshaping and defining new goals.

Among the highly intangible goals of home economics education is growth in personal attributes. Evaluation should be planned to measure progress toward the growth of responsibility, cooperation, appreciations, interests, attitudes, values and other aspects that contribute to effective home and family living.

The teacher derives considerable satisfaction from the recognition of the importance of his task. The satisfactions resulting from a successful experience in the classroom are among the enduring benefits of the teaching profession. Lortie has shown that the job rewards which teachers consider most meaningful are those achieved through interaction with students.

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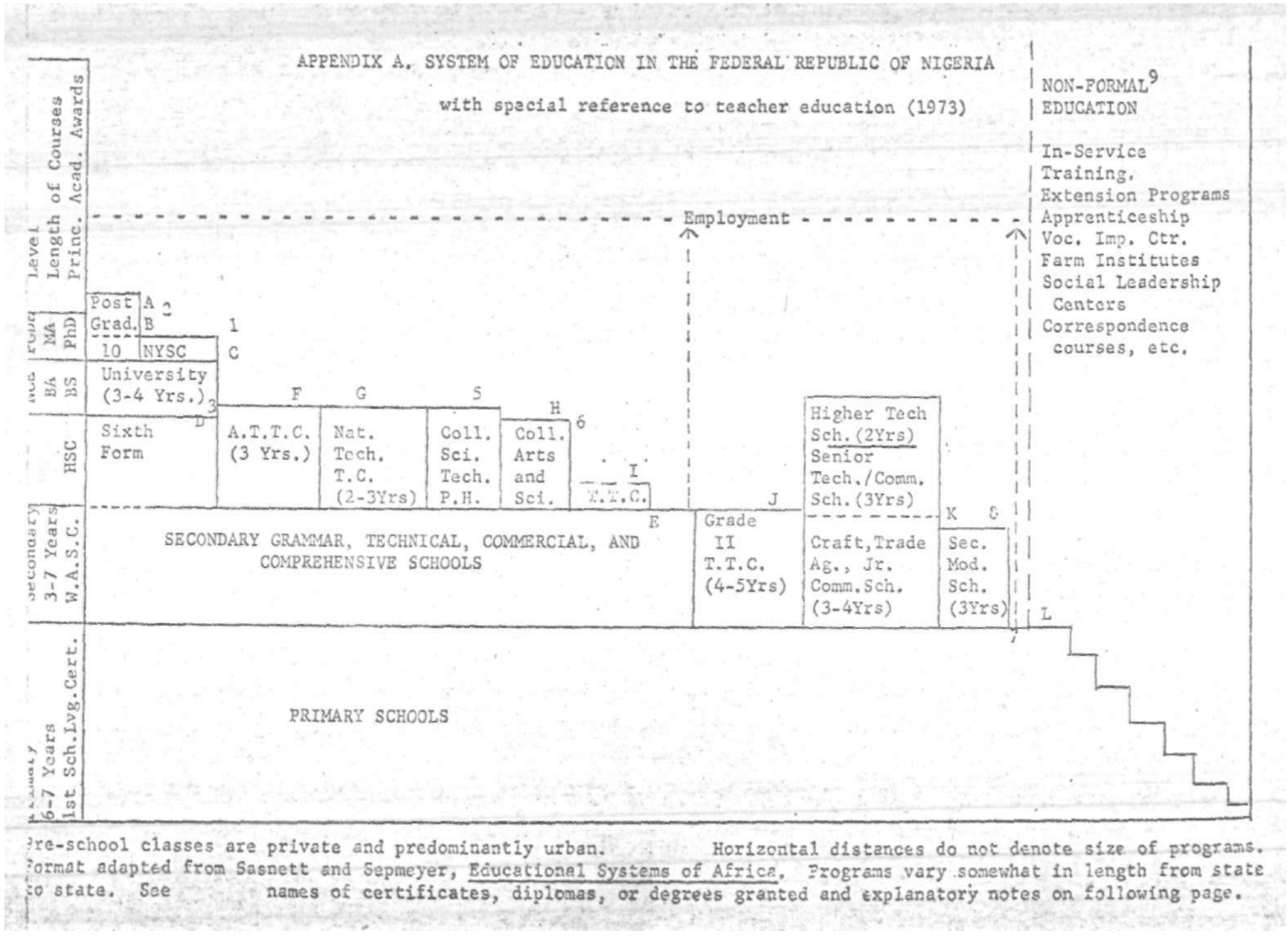
APPENDIXES

APPENDIX

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APPENDIX A. SYSTEM OF EDUCATION IN THE FEDERAL REPUBLIC OF NIGERIA

with special reference to teacher education (1973)



Pre-school classes are private and predominantly urban. Horizontal distances do not denote size of programs.
Format adapted from Sasnett and Sepmeyer, Educational Systems of Africa. Programs vary somewhat in length from state to state. See names of certificates, diplomas, or degrees granted and explanatory notes on following page.

APPENDIX B

Comparative Statistics of Educational Development in Six Northern States

Table 1 below gives the number of schools, classes, teachers and students, average number of students per school, per class, per teacher in secondary schools in Northern Nigeria from 1962 to 1968.

TABLE I

Number of Schools, Classes, Teachers and Students, Average Number of Students per School, per Class, per Teacher in Secondary Schools of Northern Nigeria for Years 1962 - 1968.

NUMBERS OF / YEARS	SCHOOLS	CLASSES	TEACHERS			STUDENTS			AVERAGE NUMBER OF STUDENTS		
			Male	Female	Total	Male	Female	Total	per School	per Class	per Teacher
1962	50	298	382	102	484	7,060	935	7,995	160	26,8	16,5
1963	56	366	470	140	610	8,469	1,412	9,881	176	26,9	16,2
1964	65	433	463	163	626	9,955	1,904	11,859	183	27,3	18,9
1965	72	497	609	216	825	11,750	2,419	14,169	196	28,5	17,2
1966	77	570	711	219	930	13,753	2,956	16,709	217	29,3	17,9
1967	103	611	804	276	1,080	15,727	3,478	19,206	186	31,4	17,7
1968	106	809	937	286	1,223	19,070	4,748	23,817	224	29,4	19,2

Source: Comparative Statistics of Educational Development in the Six Northern States, 1962-1968, p. 37.

TABLE V/7

YEARS	TEACHERS GRADE II						SEX PERCENTAGE		NATIONALITY			
	Male	Increase % Per Year	Female	Increase % Per Year	Total	Increase % Per Year	Male	Female	Nigerian	%	Others	%
1962	55	-	3	-	58	-	94,8	5,2	No Data			
1963	42	-23,7	7	133,3	49	-15,6	85,7	14,3	49	100	-	-
1964	59	+40,4	12	71,1	71	44,8	83,0	17,0	71	100	-	-
1965	58	-1,7	15	25,5	73	2,8	79,4	20,6	71	97,2	2	2,8
1966	41	-29,4	10	33,4	51	-30,2	80,3	19,7	50	98,0	1	2,0
1967	24	-41,5	8	-20,0	32	-27,3	75,0	25,0	32	100	-	-
1968	31	+29,1	5	-37,5	36	12,5	86,1	13,9	36	100	-	-

Source: Comparative Statistics of Educational Development in the Six Northern States, 1962-1968, p. 53.

Table 9.4 Actual and Estimated Educational Development, 1967 to 1974

Year		Secondary Enrolment	Teacher Training College Enrolments	Technical Craft Schools Enrolments
1962		1849	1095	499
1963		2313	1325	604
1964		2970	1625	557
1965		3553	1929	543
1966		4372	2331	563
1967		4693	2463	574
1968		5690	2450	595
1969		7656	2584	728
1970		9679	2655	730
1971		12409	2839	744
1972		14000	3000	760
1973	Estimated	15500	33350	960
1974		17000	3500	1100

Table 9.5 Projected Development of Secondary Level Education 1975-80 (10% annual growth rate)

Year	Secondary Enrolments	T.T. College Enrolments	Technical Enrolments
1975	18500	3500	1200
1976	20600	4000	1350
1977	22750	4500	1500
1978	25000	5000	1700
1979	27500	5500	1870
1980	30000	6000	2100

Source: Report on the Supply of Secondary Level Teachers in English-Speaking Africa (East Lansing: Michigan State University, 1973).

APPENDIX C

APPENDIX D

TEACHER TRAINING

Number of School Teachers by Sex and Students Enrollment by Sex 1970-72

STATES	Years	No. of Teachers			No. of Pupils		
		M	F	MF	M	F	MF
NORTH-WESTERN	1970	117	18	135	2,737	392	3,129
	1971	129	20	149	2,997	324	3,321
	1972	211	33	244	3,583	629	4,212
NORTH-CENTRAL	1970	102	53	155	2,239	763	3,002
	1971	180	..	180	2,453	971	3,424
	1972	–	–	–	2,841	1,196	3,937
KANO	1970	87	24	121	2,098	252	2,350
	1971	146	33	179	3,020	290	3,310
	1972	170	38	208	3,292	313	3,605
BENUE-PLATEAU	1970	96	30	126	795	545	1,340
	1971	110	30	140	1,921	564	2,485
	1972	119	28	142	2,129	654	2,783
NORTH-EASTERN	1970	153	47	200	3,281	534	3,815
	1971	164	51	215	3,847	731	4,578
	1972	161	58	229	4,403	878	5,281
KWARA-STATE	1970	114	23	137	1,796	859	2,655
	1971	125	35	160	1,847	992	2,839
	1972	–	–	–	–	–	–
WESTERN	1970	249	60	309	1,182	1,823	3,005
	1971	245	60	305	3,774	1,888	5,662
	1972	258	73	331	3,649	1,906	5,655
MID-WESTERN	1970	126	18	144	1,730	1,059	2,789
	1971	181	24	205	2,162	1,188	3,350
	1972	208	32	240	2,570	1,426	3,996
LAGOS	1970	37	18	55	327	226	653
	1971	38	19	52	371	232	603
	1972	43	20	63	341	251	596
EAST-CENTRAL	1970	278	52	330	5,548	..	5,548
	1971	292	65	357	3,358	2,173	6,031
	1972	235	63	298	3,754	2,356	6,110
SOUTH-EASTERN	1970	96	20	116	1,058	498	1,556
	1971	93	16	109	1,138	391	1,529
	1972	71	16	87	1,017	522	1,539
RIVERS	1970	26	3	29	386	84	470
	1971	52	–	52	690	273	963
	1972	55	13	68	899	818	1,317
NIGERIA	1970	1,491	1,857	366	23,269	7,045	30,314
	1971	1,765	2,108	353	28,678	10,017	38,695
	1972	1,915	374	28,483	10,549	39,031	1,541

Source: Annual Abstract of Statistics, Federal Ministry of Education, 1973.

APPENDIX E

CHECK YOURSELF



A CHECK LIST FOR TEACHERS OF VOCATIONAL EDUCATION CLASSES

Check each item in the "yes" and "no" columns to determine your score and to more objectively evaluate your teaching technique. Now decide how best each weakness which you have discovered can be corrected.

STUDENTS EXPECT THESE

YES	NO	
___	___	1. Do I start class promptly and on time?
___	___	2. Do I close promptly and on time?
___	___	3. Do I have a neat and business-like appearance?
___	___	4. Do I have initiative, purpose, and a goal?
___	___	5. Do I get acquainted with the individuals of the class?
___	___	6. Do I know their names and jobs and what they expect to get from my class?
___	___	7. Do I create an informal atmosphere by the seating arrangement and my general conduct of the class?
___	___	8. Do I have a friendly, helpful attitude toward all with whom I associate and especially toward my students?
___	___	9. Do I give students opportunity for individual conferences either before or after classes?

THE SCHOOL APPRECIATES ATTENTION TO THESE

NO

___ 10. Do I realize that running a school is really a business and that I should cooperate heartily with the principal's office in keeping all records and reports promptly and accurately?

___ 11. Do I realize that a public school class is no place in which to preach my opinions in regard to unionism, religion, politics, or to indulge in commercials?

___ 12. Do I leave the classroom in good condition -- boards erased, chairs in order, windows closed, lights off, door locked?

___ 13. Do I cooperate in announcing that the Board of Education ruling states NO SMOKING in school buildings except in the designated areas?

___ 14. Do I keep an accurate record of attendance?

___ 15. Do I requisition needed supplies or materials early enough to insure having them at the time needed?

OTHER CONSIDERATIONS

___ 16. Do I realize what the value of this experience of teaching others can be to me from a standpoint of personal development and building my own reputation?

___ 17. Have I planned a course of study covering the material for the entire course?

___ 18. Do I know that one good indication of my success is the percentage of attendance by my students?

___ 19. Can I be very friendly and at the same time command the respect of the students?

___ 20. Do my students have confidence in me and promote my course in the school?

___ 21. Do I realize that I have an important part in a big nationwide vocational program for teaching marketing and distribution?

___ 22. Do I feel that part of my reward is the knowledge that I have helped someone to improve himself and his opportunities in the world?

SAMPLE
TEACHER EVALUATION

DIRECTIONS: This is a subjective evaluation. Your honest and thoughtful opinion is desired. What you say will not be revealed to anyone. Do not sign your name nor identify yourself in any way.

Please mark in the blank spaces provided an "X" for the most appropriate answer to each statement.

1. On the whole what do you think of this course?

   Very worthwhile ____ Well taught ____ Subject matter too difficult ____
   Teacher too far above me ____ Subject interesting ____ Not worthwhile ____

2. Do you now feel that you will get enough from this course to continue to the next level? (Example: Latin I to Latin II)

   Yes ____ No ____

3. Do you feel your teacher explains the subject adequately?

   Part of the time ____ Most of the time ____ Seldom ____

4. How do you feel about the amount of work assigned in the course?

   Too much ____ About right ____ Too little ____

5. Do you feel the teacher knows the subject?

   Very well ____ Fair ____ Weak ____

6. Do you feel the teacher has trouble reaching the students?

   All students some of the time ____ All students all of the time ____
   Some students some of the time ____ Some students all of the time ____

7. Do you feel the teacher is properly prepared to teach each day?

   Prepared every day ____ Sometimes not ready to teach ____
   Wastes many days with little going on in class ____

8. Does the teacher hold your interest?

   Always ____ Usually ____ Sometimes ____ Never ____

9. Do conditions in the classroom interfere with your learning?

   Too much noise ____ Room uncomfortable ____ Teacher has irritating mannerisms ____

   List mannerisms: _____

CLASS EVALUATION

Name of Class _____

We want your opinion on what you have done. Do not sign your name. Be honest with your evaluation!

1. What session did you like best? _____

   Why? _____

2. Was this class well organized? Yes ___ No ___

   How could we do better? _____

3. Did you like the way the material was presented? Yes ___ No ___

   How could we do better? _____

4. Did you consider some of the material a waste of time? Yes ___ No ___

   If yes, what material was it? _____

5. Could the room or equipment used in this class be improved? Yes ___ No ___

   If yes, how? _____

6. Would you recommend to others that they take this class? Yes ___ No ___

   Why? _____

7. Is the length of each session: Too long ___ Too short ___ Just right ___

8. Is the length of the course: Too long ___ Too short ___ Just right ___

9. If you were the instructor in this class, what would you do to make it better?

SAMPLE
ADMINISTRATOR'S EVALUATION SHEET

Name of Teacher _____

Subject Area _____

Date _____

	Excellent	Good	Acceptable	Needs Improvement
I. Planning a. The purpose of the lesson was clear.				
b. The lesson possessed unity.				
c. Instructional materials had been prepared in advance (bulletin board, classroom library, charts, etc.).				
d. Attention to routine duties had been planned in advance (ventilation, lighting, seating, attendance, tardies, etc.).				
e. The daily lesson plan was effective.				
II. Procedures a. Student participation was involved.				
b. Procedures were interesting and stimulating (motivation)				

	Excellent	Good	Acceptable	Needs Improvement
c. The objectives of the lesson were accomplished.				
d. The entire lesson moved smoothly.				
e. Transitions were made between previous and present lessons and between present and future lessons (review, summary, assignment).				
III. The Instructor a. Emotional adjustment (self-control, adaptability, quickness of temper, etc.).				
b. Classroom manner (nervousness, friendliness, etc.).				
c. Speech quality (adequacy of tone and volume, enunciation, rate, grammar).				
d. Speech practice (appropriateness of vocabulary, organization, interest, variety, humor).				
e. Teacher-student rapport (interaction, attitude).				

4. General Comments (any additional reactions or comments not covered above)

_____

_____

_____

SUMMARY OF

CATEGORIES FOR INTERACTION ANALYSIS

FOR EVALUATING TEACHERS

TEACHER TALK	INDIRECT INFLUENCE	1. * ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included. 2. * PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hm?" or "go on" are included. 3. * ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to Category 5. 4. * ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. * LECTURING: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions. 6. * GIVING DIRECTIONS: directions, commands, or orders with which a student is expected to comply. 7. * CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
STUDENT TALK		8. * STUDENT TALK - RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. * STUDENT TALK - INITIATION: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. * SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

* There is No scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate--not to judge a position on a scale.

APPENDIX G

"Self-Evaluation Cake Score Sheet"

Each student is to complete cake score sheet for a total of 4 points.

APPEARANCE SCORE: Smooth surface, fine grained and golden brown, has slightly rounded top, high volume.

	PROBLEM	HERE'S WHY
Perfect.....4____	Peaks or cracks--------	too much flour, oven too hot.
Good.....3____	Pale color----------	too little sugar, underbaked, wrong type pan.
Fair.....2____	Low volume----------	too much shortening, too much liquid, wrong size pan.
Poor.....1____	Sunken----------	too little liquid, too much sugar, shortening.

TEXTURE SCORE: Fine grained, small thin cell walls, evenly distributed; light but not crumbly.

Perfect.....4____	Large uneven cells-----	too little liquid, not enough or too much mixing, too much shortening, too cool oven.
Good.....3____	Crumbly when cut-------	too much shortening, insufficient mixing.
Fair.....2____	Tunnels----------	too many eggs, too little sugar, poor mixing, over mixing.
Poor.....1____		

CRUMB SCORE: Soft and velvety; slightly moist, light and tender.

Perfect.....4____	Dry----------	too little sugar, too much leavening, baked too long.
Good.....3____	Soggy----------	underbaked, too much shortening, undermixed.
Fair.....2____	Solid----------	too much liquid, too much shortening, too much flour.
Poor.....1____	Tough----------	overmixed, over baked, too much shortening.
	Dull color----------	poor and improper mixing of ingredients.

FLAVOR SCORE: Delicate, sweet, well-blended flavor.

Perfect.....4____	Flat----------	too little salt.
Good.....3____	Unpleasant flavor------	strong or rancid shortening, poor quality eggs or flavor.
Fair.....2____		
Poor.....1____	CHECK OFF POINTS, TALLY HERE_____	

DESCRIPTIVE VOCABULARY WORDS - CAKE

APPEARANCE

(1) Shape
- Level
- Slightly rounded
- Peaked
- Rounded
- Sunken

(2) Surface
- Fine grained
- Smooth
- Coarse
- Cracked
- Uneven
- Dull
- Shiny

(3) Color
- Even
- Uneven
- Pale
- Burned
- Golden Brown

INTERIOR

(1) Texture
- Fine grained
- Even
- Uneven
- Coarse
- Very Fine
- Thin cell wall
- Thick cell wall

(2) Tenderness
- Cuts easily
- Does not break or crumble
- Breaks
- Crumbles

(3) Feeling of Crumb
- Velvety
- Springy
- Solid
- Coarse
- Dry
- Crumbly
- Smooth
- Light
- Soggy
- Tough

FLAVOR

- Delicate
- Strong
- Flat
- Bitter
- Too sweet

CAKES

Variation	Volume and Shape	Quality of Crust	Texture and Color of Crumb	Tenderness

EVALUATION OF THE GARMENT

NAME_____ TYPE OF GARMENT_____

	VERY WELL DONE	SATISFACTORY	HOW IT CAN BE IMPROVED:
General appearance:			
Cleanliness			
Color combination			
Trimming			
Choice of buttons			
Choice of belt			
Choice of thread			
Fabric suits pattern			
Fabric suits individual			
Pattern suits individual			
Workmanship:			
Belt			
Buttonholes			
Collar			
Cuffs			
Darts			
Facings			
Fasteners			
Gathers			
Hems			
Lining			
Pleats			

	VERY WELL DONE	SATISFACTORY	HOW IT CAN B IMPROVED
Seams			
Seam finishes			
Skirt band			
Sleeve			
Stitching, hand			
Stitching, machine			
Trimming			
Zipper			
Other details			
Grainline correctness:			
Bodice			
Skirt			
Sleeves			
Trimming			
Fit:			
Bust			
Neckline			
Shoulders			
Sleeves			
Waistline			
Hips			
Hemline			
Final pressing:			
Work habits:			
Effort:			

Student's comment: _____

Teacher's comment: _____

Grade: _____