

## **In-Service Training Needs of Home Economics Teachers in Higher Institutions in Anambra State**

**Ifeanyichukwu Obioma Irene**

Department of Home and Rural Economics  
Anambra State Polytechnic, Mgbakwu.  
[ireneobioma@gmail.com](mailto:ireneobioma@gmail.com);

**Prof Ezema Priscilla. N.**

Department of Agricultural and Vocational education  
Micheal Okpara University of Agriculture, Umudike

**Nzeh, Ebere Mary**

Department of Psychology and Counselling  
Micheal Okpara University of Agriculture, Umudike  
[Ezenwanzeh4real@yahoo.com](mailto:Ezenwanzeh4real@yahoo.com)

### **Abstract**

This study sought to determine the in-service training needs of home economics teachers in higher institutions in Anambra State. Three research questions guided the study. The study adopted a descriptive survey design. The population of the study comprised 41 Home economics teachers from the higher institutions in Anambra state. The instrument used for data collection was a 21-item In-service training needs of home economics teachers questionnaire (ITNHTQ). Data collected were analyzed using mean scores and standard deviation, while t-test was used to test the three null hypotheses at 0.05 level of significance. The findings of the study showed that Home economics teachers in higher institutions in have high need for in-service training programmes which includes including workshops, seminars, had need of various ICT in-service training in the area of Microsoft word, excel spread sheet, preparation of slides, data analysis using computer software, coding of data and e-learning, and had need of in-service training in pedagogy skills for subject matter delivery. It was recommended among other things that the higher institutions in Anambra State should come up with different types of in-service training programmes to suit the demands of Home Economics teachers.

**Keywords:** In-service, Home economics, Teachers, Higher Institutions, Training, Needs.

## INTRODUCTION

Higher institutions are all level of post-secondary education such as Universities, Polytechnics, Monotechnics and College of education. Home Economics education at this higher level provides intellectual reliance, national development and global competitiveness (Juliana, 2020). Home economics, or family and consumer sciences, is a field of study and education that prepares students with the life skills needed to live more functional lives after their primary education. Martina Erjavek (2021) stated that Home economics operates in the academic, curriculum and social realms, as well as in everyday life. Due to its multi-disciplinarily, it includes and interconnects the contents of different disciplines (e.g., healthy lifestyle, nutrition, dietetics, textiles, home, family, consumption, personal and family economics, design and technology), which are considered in terms of meeting the needs of the individual, family, and society. It is worthy to note that Home economics covers a fairly large range of skills that range from learning food preparation and safety, to childcare, and even to interior decorating and hosting. These are all skills that can be converted into careers outside of the home, so home economics serves as a springboard to those interested in one of many career paths.

Home economics is one of the vocational subjects taught at both secondary and higher institutions in Nigeria and is a compulsory part of the curriculum in the secondary schools. The Home Economics Education programme is made up of vocations related to clothing and textiles, foods and nutrition, home management, family relationship and child development. The programme is constantly being subjected to change to meet up with the dynamic society. As it were, the world is constantly changing and individuals, families and communities are daily confronted with scientific challenges capable of affecting what should be the content of home economics education for societal advancement. Prior to this time, home economics education programme was to equip the individual with competencies to maintain family life (Abusomwan, 2019). Presently the program is being faced with challenges for survival, unable to sustain relevance in the global economy. Home economics graduates also seem to be ill-equipped with practical skills to manage an enterprise. The entrepreneurship programme as a harmonizing programme was introduced into the universities in Nigeria to close some of these gaps. If properly implemented will definitely produce better graduates who can manage small of large-scale businesses and be self-employed. The knowledge of Home Economics is being passed across to students by teachers (Juliana, 2020)

A teacher, according to Abazie (2020), is someone who impacts knowledge and skills to students and prepares them with the vision of being leaders of tomorrow through motivated educational system. Gabriel and Bolanle (2022) explained teacher as a person who is trained in both theory and practice of the learning experience and is able to inculcate knowledge and skills acquired in the learner. Umoeshiet (2021) described a teacher as a leader who is always dynamic and believes in change and have the capacity to prepare future leaders and develop in them the skills that they may need to succeed. In-service Training is basic and fundamental to teacher's performance and achievement.

Training is explained by Emmanuel, Esther and Ruth (2018) as a skill acquisition process through which learners are taught new knowledge and skills and how to apply them. Juliana (2020) viewed in-service training as a training designed to develop the skills of people who are already working in a particular profession. In-Service training programme in an organization is a development by which people are taught with skills and given the necessary information or attitude to enable them to carry out their duties to the required standard in the present job and to assume greater and more demanding roles for effective job performance. Teacher's in-service training can thus be described as a catalyst capable of propelling positive changes in behavior, boosting their morale and their job commitment. In-service training for teachers comes in different forms and these include seminars, workshops, correspondence courses, mentorship programs, university education higher degree etc.

In-service training programme is important in the education sector same as the other sectors or organizations. The need for training in education particularly for teachers is important to improve the quality of education in Nigeria. Teachers are crucial in implementing educational transformations in accordance with the aspiration of the National Philosophy of Education. The success of a school curriculum is closely related to its effective implementation. Teachers have to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives.

According to Okechukwu (2020), teacher retraining programmes apart from developing in the teacher self-confidence, also improves upon the teachers teaching method, class control, supervision of students, and knowledge of subject matter and use of instructional materials. These enhance teaching effectiveness and quality outcomes. Some of the areas in which in-

service training is very much needed for Home Economics Teachers in Higher Institution in aspect of ICT and pedagogy.

Information communication technology refers to the processes that entail acquiring, processing strong electronic gadgets by combining computer and other telecommunication like a satellite. It includes the infrastructures used in these processes, their application and services rendered such as radio, television, computer, satellite, cables, optic fiber, phone, facsimile machine, network hardware and software, the various and applications associated with them like video conferencing and distance learning (Gamawa et al., 2020)). The importance of ICT in education and teachers roles in usage is paramount in shaping the future of education in the country. The use of ICT process in Home Economics education can help to internalize knowledge, skills and promote relevance in globalization. Home Economics is moving with the times of globalization, using ICT in the course can help to obtain needed information from the internet to enhance teaching and learning for skill acquisition (Ejinkonye & Usoro, 2016). ICT can effectively be used in Home Economics education through virtual teaching (video conferencing), web-based teaching and learning through internet and world wide web (www), which are utilized as the major instructional resource in higher institutions, slides and tutorial (audio) and computer-assisted instruction inclusive, all these provide the teacher and learners ready materials which can be stored and retrieved where needed ideas are exchanged for the greater initiative, creativeness, and skill acquisition. Improvement in Pedagogical skills is also important for teachers in higher institutions (Ejinkonye & Usoro, 2016).

Pedagogy or what is commonly referred to as teachers' technical skills is what distinguishes professional teachers from nonprofessionals. In our today's educational practice, pedagogical skills appear to be a rare and scarce commodity even among professionally trained teachers. Teachers' pedagogical skills enable classroom teachers to have a good and thorough understanding of the subject they teach and appreciate how the knowledge gained overtime in their subject areas can be created, organized and linked to other areas of knowledge. Also, pedagogical skills make teachers to be aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that be of assistance in addition to understanding and solving the possible difficulties likely to arise in the classroom and modify their practice accordingly (Werner, 2010). The end-point of in-service training programmes for Home economics teachers in Pedagogy and ICT is aimed at

facilitating the professional development and capacity building of Home economics education in higher institutions in Nigeria.

Having considered the above, it becomes pertinent to assess In-service training needs of home economics teachers in higher institutions in Anambra state.

### **Purpose of the Study**

The purpose of the study is to ascertain the in-service training needs of Home economics teachers in higher institutions in Anambra state. The Specific objectives include the following:

1. Identify the in-service training programs needed by Home economics teachers in higher institutions in Anambra state.
2. Identify the ICT in-service training needs of Home economics teachers in higher institutions in Anambra State.
3. Find out the pedagogical skills in-service training needs of the Home economics teachers in higher institutions in Anambra state.

### **Research Questions**

The following research questions guided the study

1. What are the in-service training programmes needed by Home Economics teachers in higher institutions in Anambra state?
2. What are the ICT in-service training needs of Home Economics teachers in higher institutions in Anambra state?
3. What are the pedagogical skills in-service training needs of Home Economics teachers in higher institutions in Anambra state?

## Methodology

The study adopted survey research design. Olaitan, Ali, Eyo and Sowande (2000) stated that survey research design is the plan, structure and strategy that the investigator wants to adopt in order to obtain solution to research problems using questionnaire in collecting analyzing and interpreting the data. Survey research design was suitable for the study because it made use of questionnaire for data collection from a group of respondents Home Economics teachers in Anambra State. The study was carried out in Anambra State. Anambra State is one of the South Eastern States where many higher institutions that require the services of Home Economics teachers teaching services are domiciled. The population of the study comprised of 41 Home Economics teachers from the higher institutions that offer Home economics in Anambra State. These higher institutions include Federal college of education Umunze, Federal Polytechnic Oko, Nwafor orizu college of education Nsugbe, and Anambra State Polytechnic Mgbakwu. The whole population was used for the study as the population size was manageable.

The instrument used for data collection was 21-item "In-service training needs of Home economics teachers' Questionnaire (ITNHTQ). The instrument was subjected to face validation by the three experts two from home economics department of Anambra state Polythecnic, Mgbakwu and one expert from Measurement and Evaluation in Science education department, Nnamdi Azikiwe University, Anambra state. The face-validation was based on criteria of clarity, suitability, and adequacy of the items for purpose of data collection. The reliability of the instruments was determined using Cronbach alpha statistic which yielded an overall reliability index of 0.84. These indicated that the instrument was highly reliable for the data collection. The research instrument was administered on the respondents by the researcher and two trained research assistants through direct delivery method. The data collected were analyzed using mean and standard deviation. Mean values equal to or greater than 2.50 were accepted (needed) while items having mean values less than 2.50 were not accepted (not needed).

## Results

**Research Question 1:** What are the in-service training programmes needed by Home economics teachers in higher institutions in Anambra state?

**Table 1:** Mean and Standard Deviation scores of respondents on in-service training programs needed by Home Economics Teachers in Higher Institutions in Anambra State

S/N	Item Statements	$\bar{x}$	SD	REMARK
1.	Seminars	3.73	0.44	Accepted
2.	Workshops	3.46	0.74	Accepted
3.	Correspondence courses	3.12	0.92	Accepted
4.	Mentorship programs from senior colleagues	3.24	0.90	Accepted
5.	Internship programme in school	3.17	0.88	Accepted
6.	University education higher degree	3.10	1.25	Accepted
7.	Public lectures	2.78	1.24	Accepted
	<b>Cluster Mean/SD</b>	<b>3.23</b>	<b>0.91</b>	<b>Accepted</b>

**Source: Researchers' Field Result; 2023**

Result presented in Table 1 showed that items 1, 2, 3, 4, 5, 6 and 7 had mean scores of 3.73, 3.46, 3.12, 3.24, 3.17, 3.10 and 2.78 respectively. This suggests that Home economics teachers in Anambra State need various forms of in-service trainings such as seminars, workshops, correspondence courses, and others. This position is clearly reflected by cluster mean value of 3.23 with standard deviation of 0.91 which is above the cut off mean for taking decision.

**Research Question 2:** What are the ICT in-service training needs of Home economics teachers in higher Institutions in Anambra state?

**Table 2 :** Mean and Standard Deviation scores of respondents on ICT in-service training needs of Home Economics Teachers in Higher Institutions in Anambra State

S/N	Item Statements	$\bar{x}$	SD	REMARK
8.	Microsoft Word	3.12	0.55	Accepted
9.	Excel spread sheet	3.00	0.66	Accepted
10.	Preparation of slides	2.93	0.89	Accepted
11.	Data analysis using computer software such as SPSS, E-View etc	2.76	1.03	Accepted
12.	Coding of data using Ms Excel and SPSS	2.56	1.19	Accepted

13. e-learning using Skype, google classroom etc	2.88	0.74	<b>Accepted</b>
14. Advanced online search for Journals/Articles	2.78	0.47	<b>Accepted</b>
<b>Cluster Mean/SD</b>	<b>2.86</b>	<b>0.79</b>	<b>Accepted</b>

**Source: Researchers' Field Result; 2023**

Result presented in Table 2 showed that items 8, 9, 10, 11, 12, 13 and 14 had mean scores of 3.12, 3.00, 2.93, 2.76, 2.56, 2.88 and 2.78 respectively. This suggests that Home economics teachers in Anambra state need various forms of ICT in-service training such as training in use of Microsoft Word, Excel spread sheet, Preparation of slides, Data analysis using computer software such as SPSS, E-View etc, coding of Data using Ms Excel and SPSS and e-learning using Skype, google classroom etc. This position is clearly reflected by cluster mean value of 3.86 with standard deviation of 0.79 which is above the cut off mean for taking decision.

**Research Question 3:** What are the pedagogical skills in-service training needs of Home economics teachers in higher institutions in Anambra state?

**Table 3:** Mean and Standard Deviation scores of respondents on the pedagogical skills in-service training needs of Home economics teachers in higher institutions in Anambra state.

S/N	Item Statements	$\bar{x}$	SD	REMARK
15.	Ability to identify individual differences of students	3.10	0.88	<b>Accepted</b>
16.	Capacities to assist students make career choices	2.88	0.74	<b>Accepted</b>
17.	Knowledge of students' needs and priorities	2.68	0.56	<b>Accepted</b>
18.	Guiding students to focus on their potentials	3.73	0.44	<b>Accepted</b>
19.	Knowledge to assist students on potential development	3.00	1.08	<b>Accepted</b>



20. Ability to handle students' disciplinary problems	3.12	0.92	<b>Accepted</b>
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<b>Cluster Mean/SD</b>	<b>3.09</b>	<b>0.77</b>	<b>Accepted</b>
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#### Source: Researchers' Field Result; 2023

Result presented in Table 3 showed that items 15, 16, 17, 18, 19 and 20 had mean scores of 3.10, 2.88, 2.68, 3.73 and 3.00 respectively. This suggests that Home Economics teachers in Anambra state need various forms of in-service trainings with respect to pedagogical skills which includes ability to identify individual differences of students, capacities to assist students make career choices, knowledge of students' needs and priorities, guiding students to focus on their potentials, knowledge to assist students on potential development and ability to handle students' disciplinary problems. This position is clearly reflected by cluster mean value of 3.09 with standard deviation of 0.77 which is above the cut off mean for taking decision.

#### Discussion of findings

The findings of the study revealed that Home economics teachers in higher institutions in Anambra state need various forms of in-service trainings such as seminars, workshops, correspondence courses, mentorship programs, internship programs, university education higher degree and public lectures. This finding is in line with that of Abusomwan (2019) who found out that Home economics teachers in Lagos state had high need for in-service trainings to develop themselves at work. The findings is also in line with that of Akudo (2022) who found that in-service training of various forms is required to develop teachers' competencies in various aspects of their fields. The findings also corroborates that of Ejinkeonye and Usoro (2016) who recommend various forms of in-service training for Home economics teachers.

Furthermore, data provided in Table 2 showed that ICT in-service training needs of Home economics teachers in Anambra state includes trainings on Use of Microsoft Word, excel spread sheet, preparation of slides, data analysis using computer software such as SPSS, E-View etc, coding of data using Ms Excel and SPSS and e-learning using Skype, google classroom etc. The findings of the study are in line with that of Ejinkeonye and Usoro (2016) who observed that Home economics lecturers in South eastern Nigeria needed ICT in-service training of various types to boost their ability to fit into contemporary teaching characterized by the use of

ICT. The findings of the study is also supported by the assertion of Gamawa et al (2020) who noted that Home economics teachers needed to be trained in various ICT capacities as such training will provide them the opportunities to develop self-independence in acquiring knowledge.

Result with respect to pedagogical skills in-service training needs of Home economics teachers in higher institutions in Anambra state, shows that requisite skills of content and methodological presentations, expressions and interpretations are needed by Home economics teachers. Pedagogical skills needs are very vital to large extent because they help teachers to facilitate teaching and learning by applying different teaching methods/ strategies in the classroom. This finding is in line with Abusomwan, (2019) who found out that pedagogical skills needs of teachers are vital to effective instructional delivery. Pedagogical skills needs of teachers no doubt could be influenced by in-service training programmes. This position makes the consideration of such needs very important in teacher capacity building efforts (Werner, 2010). Findings of other studies namely Esther, Keturah , Fatima, Ibrahim, Mariya and Rukayya . (2021) are also in line with the above position. Their findings vividly showed that effective teaching does not lie only on teachers' mastery of content/knowledge but also on the utilization of diverse pedagogical skills, methods, strategies and approaches in the process of instructional delivery.

## Conclusion

Based on the findings of the study, it was concluded that Home economics teachers in higher institutions in Anambra State have high need for in-service training programs of various forms including workshops, seminars. Also, the home economics teachers had need of various ICT in-service training and these includes in-service in the area of Microsoft Word, excel spread sheet, preparation of slides, data analysis using computer software such as SPSS, E-View etc, coding of data using Ms Excel and SPSS and e-learning using Skype, google classroom etc. Also, the teachers had need of in-service training in pedagogy skills for subject matter delivery.

## Recommendations

Based on the findings of the study, the following recommendations were made:

1. The higher institutions in Anambra state should come up with different types of in-service training programs to suit the demands of Home economics teachers.

2. There is need for periodic need analysis interactions between the school management and the Home economics department to know their training needs at a given time. This will ensure that the teachers meet up with the every dynamic education system
3. The management of higher institutions should involve Home economics teachers in the planning stages or phases of in-service training. This will help to ensure that the training programs will suite their contemporary needs and also motivate the teachers to be actively involved when such training programs come up.

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