

Human Resources and Performance in Home Economics Among Basic Secondary School Students in Umuahia Education Zone, Abia State

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ABSTRACT

The purpose of this study was to determine the adequacy of human resources for enhancing basic education level student's performance in Home Economics in Umuahia Education Zone, Abia State. One research question and one hypothesis were formulated to guide the study. A descriptive survey design was employed. The area of the study was Umuahia education zone. The population of the study was 57 teachers of Home Economics in Basic II Level (JS II) from the 34 public Secondary Schools offering Home Economics. The sample of the study was 50 teachers drawn through stratified random sampling technique. An instrument named Human Resources for Home Economics Performance questionnaire (HRFHEPQ) was used to generate data. Three experts validated the instrument. The reliability coefficient of the instrument was .86. This was determined by Kuder-Richardson (KR-21) formula. Mean and standard deviations were used to answer the research question while regression analysis was used to test the null hypothesis at .05 level of significance. The findings revealed that human resources were inadequate in schools and also have significant relationship with the enhancement of students' performance in Home Economics. It was recommended among others that the State Government should ensure the provision of adequate human resources for teaching and learning of Home Economics education in basic level. Government should train more professionals and

specialist in areas of Home Economics by encouraging in-service training, short term programme and leave of absence for further studies.

Keywords: Human Resources, Basic Education, Students' Performance Home-Economics Education.

Introduction

Education is the process of promoting learning, or the acquisition of information, abilities, attitudes, beliefs, and habits. It could also be defined as process of obtaining or providing systematic teaching, particularly at a school or university. It is an enlightening experience, synonyms of education include: teaching, schooling, tutoring, instruction, pedagogy, andragogy, coaching, training, tutelage drilling, preparation guidance, indoctrination, inculcation, enlightenment, edification, cultivation, development and improvement. Education methods includes storytelling, discussion, teaching, training and direct research the methodology of teaching is called pedagogy (Adesemowo, & Sotonade, 2022). Furthermore, education is an essential process in human development. It is different from schooling, schooling is just one of the ways in which education is provided whereas education deals with the total process and different skills developed. It is also define as the act or process of educating or discipline on the mind or a process of character training and it is dynamic instrument of change. It is expected to affect or condition the social behavior of the person being educated. It is a life-long process which is always used to imply a positive state of mind Adesemowo & Sotonade (2022). Nigeria philosophy of education is based on some sets of beliefs among which are; education is an instrument for national development and social change, education is vital for the promotion of a progressive and united Nigeria; education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society; education is to be qualitative, comprehensive, functional and relevant to the need of society (Federal Republic of Nigeria (FRN) National Policy on Education (NPE) 6th Edition, 2013). The Universal Basic Education (UBE) is an education reform program of the Nigeria government that provides free, compulsory, and continuous 9 years education in two levels: 6 years of primary and three years of junior secondary education for all school aged children.

The National Economic Empowerment and Development Strategy (NEEDS) acknowledges that education that empowers individuals and ensures the nation's technical advancement is the only way to change and maintain Nigeria's economy. It should come as no surprise that education is central to the Nigeria Transformation Agenda and Vision 2020. As a result, the nation has seen two significant curriculum reform projects at the Basic Education Level since 2018. These are the Revised 9-year Basic Education Curriculum (September 2014–present) and the 9-year Basic Education Curriculum (BEC) (September 2008–August 2014).

The philosophy and structure of Nigeria's 9-year and Revised 9-Year Basic Education Curriculum are divided into three categories based on the literature and available sources: Lower Basic (primaries 1-3), Middle Basic (primaries 4-6), and Upper Basic (Junior secondary 1-3). Additionally, the structure, goals, and characteristics of the basic science and technology curriculum, as well as the curriculum's implementation methodologies, are categorised according to the fundamental elements of the updated curriculum. It is important to remember that basic education is the instruction provided to children aged 0 to 15. The teacher-to-student ratio must be 1:35 in order to provide successful teaching and learning at the upper basic level (NPE, 2013). The field of home economics, often known as family and consumer sciences, studies human development, household and personal financial matters, interior design and housing, food preparation and nutrition, and textiles and clothing (Obunadike, 2023). Some nations eliminated the topic entirely, and it was changed from a required course to an elective. While many nations continue to refer to the topic as "home economics," others have chosen to rename it "family and consumer sciences." The name thus captures the full range of topics covered by this topic (NPE, 2013). The scope of Home Economics covers seven main branches:

1. Cooking;
2. Child rearing;
3. Community awareness and education;
4. Design and home management;
5. Textiles and sewing;
6. Economics and budgeting and
7. Hygiene and health.

It is worthy of note that all aspects of Home Economics are taught in Nigerian schools in three major headings; Clothing and Textile and Related Arts, Food and Nutrition, and Home Management and Family Living. Home Economics offers useful life skills. Home Economics is one of the most useful lessons taught in Schools. While other subjects focus on theory and things that most people will never use, Home Economics gives useful tips on how to deal with everyday life. Not many people need to use Pythagorous Theorem, but everyone needs to know how to cook, clean and pay bills. Considering the nature and aims of Home Economics, it is obvious that the success of a Home Economics program depends largely upon the use of a range of resources and specifically teachers (human resources) who are equipped to integrate the rapid changes in society in their teaching.

This is because it is that constant exposure to new ideas and skills that makes people better learners, workers, thinkers, and social contributors. (Tracey, 2020) defines human resources as: the people that staff and operate an organization” as contrasted with the financial and material resources of an organization. Human resources range from the learners and teachers (the primary source in an institution) to a wide variety of professionals scattered throughout the society. Among all the factors that contribute to academic performance, human resources appear to be the most important. This is because without human efforts, all other resources are unskillful. The result of education is academic performance, which measures how well a student, instructor, or institution has met their learning objectives. Exams and ongoing assessments are frequently used to gauge academic performance, but opinions on the most effective ways to measure it and the relative importance of declarative knowledge such as facts versus procedural knowledge such as skills are divided. Individual variations in personality and IQ have been connected to variations in academic achievement. The term socio-economic deprivation refers to the lack of material benefits considered to be basic necessities in a society. (Aderemi, et al, 2016) Nigeria like any other developing nations has witnessed serious political instability, with obvious effects on educational policies at federal, state and local government levels. This generally laid the foundation of fallen standard in education at both the lower and upper basic levels, which caused differential academic performance of students. In the quest of finding survival feet, the nation has evolved series of socio- economic and educational measures but these have not

completely improved the socio-economic status of families in the country. Worse still, lack of funding of schools by government cannot be ruled out as one of the factors influencing students' academic performance.

Statement of the Problem

An esop appraisal of prior education programmes in the country showed that resource inadequacy has long been a cultural factor in persistent education, shortcoming. Hence, only the lower quality and less quantity of human resources are provided to some schools, while some others do not have at all (Agabi, 2010). Human Resources has been recognized as the most critical agent for the socio-economic and political development of the individual and the larger society. The academic staff are expected to carry out the cardinal functions of teaching, research and dissemination of knowledge together with community service activities (Krpa, 2017). Appropriate and optimum utilization of human resources (especially in Home Economic Education) in productive activities remain an essential factor that can engender economic development and also the key factors in the attainment of an enterprise's goal such as education sector.

It is important to note here that human resources are also inadequate in supply, and many of them are yet to be properly trained. Hence some non-professionals teach Home Economics. There is also a high students' teachers ratio which does not encourage effectiveness. Considering the devastating effect of these problems on Home Economics programme, this study investigated empirically the adequacy of Human resources and students performance in Home Economics in Umuahia Education Zone, Abia State. This is because though similar works have been done in related areas but none has been done particularly in Umuahia Education Zone, Abia State more so in Home Economics at the upper basic level. The fundamental basis of this study, therefore, is to find out how adequate human resources are, and how they relate to students performance in Home Economics in Umuahia Education Zone, Abia State.

Purpose of the Study

The purpose of the study was to determine human resource and performance in home economics among basic secondary school students in Umuahia education zone, Abia State. Specifically, the study investigated the:

1. the adequacy of human resources for enhancing upper basic education level II students' performance in Home economics in Umuahia Education Zone, Abia State.

Significance of the Study

Upper basic education level students, teachers of Home Economics, administrators of Secondary Schools, State Secondary Educational Management Board (SSEMB), Ministry of Education and Nigerian public would all benefit from the results of this study. Based on the findings and recommendations of the study, if human resources are provided both qualitatively and quantitatively, students would be given the chance to learn faster and easier because they will motivate learners to learn more. When resources are made available and adequate generally, teachers are encourage to put extra efforts towards achieving better institutional performance i.e. set goals for the institutions would be attained. Suffice it to say that, there will be higher productivity in terms of graduating students. These invariably would improve national productivity and development thereby improving the economy of the nation and the general well-being of the Nigerian society.

Research Question

1. How adequate are human resources for enhancing upper basic education level II students performance in Home Economics?

Hypothesis

H₀₁: Adequacy of human resources has no significant relationship on the performance of students in Home Economics at upper basic education level in Umuahia Education Zone, Abia State.

Methodology

The study adopted the descriptive survey research design. This design was justified because the research work involved the assessment of public opinion using questionnaire and Sampling methods. The area of studies is Umuahia Educational Zone, Abia State, Nigeria. Umuahia is geographically located at latitude 5.54 degree (5°32'24), and 7°28'48'' and east of prime meridian on the map of the world. The population of the 34 public Secondary Schools offering Home Economics in Umuahia Educational Zone, Abia State (Secondary Education Management Board, Abia State, 2013). A total sample of 50 respondents (teachers) representing 87.72% was drawn through stratified random sampling technique from the population using Solving formula. $N = N/1 + N_e^2$. Thirty out of the 34 public Secondary Schools representing 88.24% was also drawn through stratified random sampling technique.

The researcher developed an instrument named Human Resources for Home Economics Questionnaire (HRFHEQ) that was used to generate data. The instrument was in two parts. Parts one consisted of 15 questionnaire items that generated data for the independent variable (x). The questionnaire items were structured in a 4-point rating scale that elicited answers from teachers on the adequacy of human resources for enhancing the performance of upper basic II level students offering Home economics in Umuahia Educational Zone, Abia State. Part two of the instrument consisted of eight questionnaire items on a 4-point rating scale. This part generated data for the respondent variable (Y). They elicited answers from teachers on their agreement/disagreement of the adequacy of human resources for enhancing students' performance in upper basic level II in Home Economics. In all, there were 23 items in both parts of the questionnaire. The instrument for the study was subjected to face validation by three experts; two from the Faculty of Education, and one from the Faculty of Agriculture, Department of Human Ecology, the three experts were from the University of Uyo, Uyo, Akwa

Ibom State. Based on the corrections and suggestions of the validates, the instrument was finally modified for reliability testing. The reliability of the instrument stood at .86 using Kuder-Richardson (KR-21) formula. Data collected was through the questionnaire (HRFHEQ). The researcher, with the help of two research assistants, visited the four local government areas involved in Umuahia Education Zone, as well as the 30 schools that constituted the sample size of the schools population. They administrated and collected the instruments from the respondents. Out of the 50 teachers that were to be studied based on the sample size, only 45, representing 90% of the sample, were actually seen for administration and collection of the questionnaire. It is important to note that most of the schools had no teacher in Home Economics as against the information from the Secondary Education Management Board (SCMB) of the Planning, Research and Statistics Department, Umuahia. Thus the 45 teachers were from 23 schools only. The data collected were analyzed using mean and standard deviation to answer the research questions, while regression analysis was used to test the hypothesis at .05 level of significant in order to determine if there is a relationship between adequacy of human resources and performance. The Statistics Package for Social Sciences (SPSS) application was employed. The decision for accepting any of the human resources as being adequate was that the item must have a mean (\bar{X}) of 3.00 and above on the 4-point rating scale. This decision was established well in advance before the data collection. Regarding the hypothesis, decision rule was based on whether the computed value, f-calculate, is greater than the critical f-value, significant at .00 and at a p-value of .05. The decision rule therefore is: reject H_0 in favour of H_1 if the computed value of the statistics is greater than the critical or table value. Otherwise, do not reject H_0 . Simply put, accept null hypothesis with relevant df when p-value is less than the significant level.

Findings

Research question One: How adequate are human resources for enhancing upper basic education level II students performance in Home Economics?

Table 1: Analysis of the Adequacy of Human Resources for Enhancing Upper Basic Education II level Students' Performance in Home Economics

S/N	Items on Human Resources	Mean (\bar{X})	Standard deviation	Remarks
1.	Number of full time Home-economics teacher	2.47	1.32	Inadequate
2.	Number of part-time Home economics teachers	2.27	1.10	Inadequate
3.	Number of students teachers (teaching practice students)	2.22	1.04	Inadequate
4.	Number of youth corps (Home economic Teachers)	2.24	1.05	Inadequate
5.	Number of professional Home economics	2.13	1.31	Inadequate
6.	Number of Clothing and Textile Specialists Teachers	1.96	1.21	Inadequate
7.	Number of Food and Nutrition Specialists Teachers	2.31	1.33	Inadequate
8.	Number of Home Management Specialists Teachers	2.24	1.25	Inadequate
9.	Number of B.Sc (Ed) holders in Home economics	2.40	1.27	Inadequate
10.	Number of NCE Home economics Teachers	2.27	1.25	Inadequate
11.	Number of HND Home economics Teachers	2.40	1.19	Inadequate
12.	Number of students offering Home economics	2.38	1.27	Inadequate
13.	Ratio of students to teachers of Home economics	2.24	1.26	Inadequate
14.	Number of Catering/Hotel Management Specialists as Home Economics	2.22	1.17	Inadequate
15.	Number of guidance and counseling specialist (as Home economics Teachers)	2.13	1.22	Inadequate

n = 45

Table 1 shows the summary of result for the mean and standard deviation of adequacy of human resources for enhancing upper basic education level II Students performance in Home Economics. The results indicate that all the 15 items have means below 3.00. Hence, they were not adequate for enhancing performance.

Table 2: Summary of Hypothesis for Relationship between Adequacy of Human Resources and Performance of Upper Basic-Education Level II Students in Home Economics

Model	Sum of Df	Mean square	f-cal	Sig.	
1. Regression	139.346	2	139.346	236.82	.000
Residual	210.651	43	.588		
Total	349.997	45			

$$R = 0.631, R^2 = 0.398$$

- a. Predictors: (constant), Human Resources
- b. Dependent variable: Performance

Table 2 reveals the summary of the regression analysis for the relationship between adequacy of human resources and the performance of students in Home Economics at the upper basic education level II in Umuahia Educational Zone, Abia State. The result shows that the f-calculated (236.82) is greater than the critical f-value significant at .00 and at a p-value of .05. Since the calculated f-value is greater than the significant value. The null hypothesis is rejected and the alternate hypothesis is accepted. Thus, there is a significant relationship between adequacy of human resources and the performance of students in Home economics at upper basic Education level II in Umuahia Educational Zone, Abia State.

Discussion

The findings from Table 1 reveal that human resources are not adequate for enhancing upper basic Educational level II students' performance in Home Economics in Umuahia Educational Zone, Abia State. Table 1 also reveals that there is a significant relationship between adequacy of human resources and performance of students in Home Economics at upper basic Education; level II students' performance in Home Economics in Umuahia Education Zone, Abia State. Table 2 clearly shows the result of hypothesis one. The coefficient of determination R^2 is .398. This implies that 40% of changes in performance is as a result of human resources provided.

The statement of (Krpa, 2017) is in random with the findings of this study for he posited that: human resources had been recognized as the most critical agent for the socio-economic and political development of the individual and the larger society. There is no doubting the fact that the effectiveness of any system depends largely on the competence of its key players. This is particularly true of the educational system and its teaching staff. As opined by (Punch, 2021) who declared unequivocally that “no education system can rise above the quality of its teachers”. It therefore stands to reason that where human resources are inadequate in supply and most of them yet to be properly trained, urgent efforts are required by the government and stakeholders to assuage the situation and enable conducive learning environment that is not devoid of qualified professional teachers. Little wonder why (IIPRDS, 2023) opined that all teachers in the Nigerian educational institutions, from lower basic level to university, ought to be professionally trained. It must be noted that amongst the factors that contribute to academic performance, human resource appear to be most important. This is because without human efforts all other resources are unskillful. Suffice it to say that it is necessary to train and retain teachers for better production. Again, the teaching staff are expected to carry out the cardinal function of teaching, research and dissemination of knowledge together with community service activities (Duze, 2013). Appropriate and optimum utilization of human resources in productive activity remain the essential factors that can endanger economic development and key factors in the attainment of an enterprise’s goal. There is therefore no gain saying that there is significant relationship between adequacy of human resources and enhancing of students’ performance in upper basic education level; suffice it to say that basic education are set up to specifically modify the behavior of learners in terms of their acquired knowledge, attitude and skills. This also brings to bear Freud’s (1939) theory of personality development of which its fourth purpose is to determine how life can be improved.

Educational Implications of the Study

The findings of this study have far-reaching implications. One of the implications to education is that inadequate enabling environment as typified in human resources hampers students’ performance and influences them negatively.

Besides, human resources can have enormous positive effect on students' performance if they are properly allocated, equalized per student and efficient used with the standard quality and quantity. It must be noted that resources scarcity is a central focus of economics, because resources are scarce in supply relative to various uses to which they can be applied. Economics has therefore evolved to establish how to best supply limited resources (e.g. human resources) to achieve the greatest advantage. This formula applies to educational institutions as organizations. Prudent management of adequate human resources is a prerequisite in teaching and learning of Home Economics and enhancing of students performance.

Conclusion

Based on the data collected and analyzed, and the findings and discussions made, it is concluded that human resources are necessary in effective performance of tasks and for the growth and development of learners in an educational setting.

The importance of human resources cannot be over-emphasized in the instructional process for human resources to achieve the purpose for which they are used, efforts must be made to ensure that they are acquired in quality and quantity (number). More importantly, all acquired or available human resources must be adequately utilized. It is only then that they can enhance students' performance in Home Economics at the upper basic education level as well as other levels of studies.

Recommendations

Based on the findings of this study, it is recommended that:

1. The State Government should ensure the provision of adequate human resources. They should train more professionals and specialists in the areas of Home Economics by encouraging in-service training, short term programme and leave of absence for further studies.
2. Non-professional must be stopped from teaching Home Economics if students' performance must be enhanced by the principals.

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