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EFFECTS OF EXPERIENCE TEACHING STRATEGY ON JSS STUDENTS ACHIEVEMENT AND SELF-EFFICACY IN HOME ECONOMICS

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Abstract

The main objective of the study was to find out the effect of Activity/Experience curriculum design on JSS students achievement and self-efficacy in Home Economics in Owerri Education zone one. A quasi-experimental design was used to carry out the study. Five research questions and three null hypotheses guided the study. The hypotheses were tested at the 5% level of significance. Four secondary schools (2 boys, two girls schools were randomly sampled for the study. The sample which consisted of 184 students from the four secondary schools were stratified in terms experimental/control group and gender. Two instruments were developed and validated for collection of data:. Home Economics Achievement Test (HEAT) and a general self-efficacy scale (GSE). The reliability of instrument (HEAT) was determined using Kinder-Richardson formula (20) which was 0.75. The subjects were pretested before treatment and later post-tested at the end of the treatment. Data collected were analyzed using means, standard deviation and Analyses of convenience (ANCOVA). The results showed that students who were taught by activity design strategy performed better and obtained higher mean scores compared to those taught by conventional lecture method. Activity experience teaching strategy had significantly better effect on student self-efficacy scores but the effect were not significantly different between male and female students. It was recommended following the findings of the study, that the secondary school teachers should be exposed to the use of activity/experience teaching strategy method not only in home economics but in all subjects; basic should also be organized for the serving primary school teachers so as to acquaint them with the use of experience /activity teaching strategy.

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Key Words: Activities/Experience, Teaching-Strategy, Achievement and Self-Efficacy

Introduction

The progress of any profession is a function of the extent to which it nourishes and rejuvenates itself to be relevant to the inevitability of change. Teaching profession has developed well-established mechanism for updating their members competency. The quality of teachers at the universal Basic Education level deserves greater attention in order to achieve meaningful development in the education sector. This the foundational level for educational development in any country of the world. The federal government of Nigeria has therefore provided policy objectives that do not leave any doubt on government's commitment to ensuring the continous improvement of teaching strategies through teachers' competency skills and development programmes. In line with the teachers are required to constantly update their knowledge and teaching skills thereby improving their competency by adhering to any good novel of desired change in education. Teacher professional development is expected to be a lifelong process. It involves a process a professional growth a teacher undergoes through his teaching career as he continuously gains increased experience.

The importance of the teacher is underscored by federal government of Nigeria (2013) in the National Policy on education which states that "no educational system may rise above the quality of its teachers. "it is in line with that, the National policy on education states the purpose for basic education as producing highly motivated, conscientious and effective classroom teachers, encouraging further the spirit of enquiry and creativity: helping students to be creative learn skills, be self-actualized and fit into the social life of the community and society, producing students with intellectual skillful background adequate for their assignment and thereby making them adaptable to the changing situation in their life, their country and the world, to enhance students commitment / participation in classroom activities (planning, organization and execution of

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the teaching content, objectives, learning expenses).

The federal government of Nigeria has made teaching strategy development imperative especially at basic educational level in all the states including Imo State because of the capacity of such development to enhance teachers' competency.

The activity/experience teaching strategy according to Obasi (2009) is a way of organizing curriculum which centres around the particular activities or active interest of the pupils. It is a child centered approach. It is based on the argument that although it is the job of the school to train the child in socially useful knowledge and to help him develop satisfactory activities and interest, the school should actually concentrate at least in the part of the teaching method around what it diagnoses to be the active and potentially satisfying interest of the children.

The approach attempts to cater for the varied interest of all members of the groups rather than for the particular interest of some. It caters for the different talents of the children, for example, some children have aptitude for drawing, others are more creative in music and dramatic expression while others are skillful in constructive work.

Smith, Stanley and shores (1957) identified several characteristics of the activity/experience teaching strategy as follows: -

- The learners felt needs, interest, problems and purposes determine the curriculum. It is used as bases for selecting, guiding and evaluating the learning experiences of pupils. The approach is based on the fact that pupils learn only what they experience translate itself into behaviour changes. Children learn best those things that are attached to solving actual life problems, that help them in meeting real needs or that connects them with some active interest. To pursue active learning, the learner needs to engage in activities he sees as worthwhile and in which he can pursue personal goals and satisfy personal needs.
- Common leaning result from the pursuance of common interest. This obtain where the children have shared interest if the shared interest is sufficiently large, the activity/expenses experience strategy can provide for common learning. Common learning according to Obasi (2009) may not

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occur where children lack mutual interest or adopt widely different paths in the pursuance of these interest which are shared.

- Planning in advance is considered impossible and even undesirable. The curriculum is developed by the teachers and pupils as they work together in the school. The felt needs and interests of the child, their impulse to investigate, experiment and construct, fashion the curriculum and will help in reflecting on Nigeria curriculum for national development. The belief is that reality situations and spontaneous interest play a very important role in their approach. In this approach though the teacher does not plan the curriculum in advance he is responsible for several tasks for which planning is necessary. Obasi (2010) authored the following. The teacher must work with individuals and groups of individuals to discover their interest
- Guide them in evaluating these interest and in making selection from among those which are considered.
- Help the individual or group to plan and carry out the activities required in the pursuit of these interest.
- Guide the individual or group in assessing their achievement. Smith, Stanley shoves (1957)

The rationale behind the activity/experience curriculum strategy can be considered as both psychological and philosophical. It is psychological because it is based on gestalts. Connectionist and some other learning theories that emphasize the invaluable role of experience and activity in learning. The philosophical bases are progressivism and pragmatism both of which place much emphasizes on the learner and also on meaningful activities in any learning programme.

Anyakoha (2010) defined home economics as abroad field of study that teaches us how to manage ourselves, our resources and our household. (people, money, food, clothing, housing), it prepares people to use what they have in creative ways in order to get what they need. It could be preparing individual, families, goods and services which family use, family living, and employment. With the upsurge of technology seriously affecting the home these days, the teaching of home economics demands more serious application of the principles involved in

teaching of the vocational inclination of home economics; Agwasim (2007). The study of home economics according to Okutan and Agusiobo (2000) is a necessity for the total and sound development of the modern child as well as society and reflects on the Nigeria curriculum for national development. The home has been the source of the nations' strength from ancient times to the present era. It reflects the sound, moral and economic standards of the society. Mothers wives and children always maintained the sacred ideas of the home and have confirmed to them stable factul in the society, home economic education seeks to enrich this heritage by providing knowledge of modern science to be used to ease home problems.

Relationship Between Home Economic and Other Related Subjects

Home Economics draws knowledge from many other subjects. It unifies the knowledge drawn and uses it to form its own body of knowledge. These subjects are, biology chemistry, Home Economics, mathematics, economics, sociology, history, geography, phychology, fine and applied arts, agriculture.

Home economics prepare boys and girls in career opportunities. Some opportunities offers entry-level job which may require on the job training for secondary schools leavers. Others will require higher education, such as dietician, nutritionist, food services-as catering manager supervisor, stewards, caterer, hotel manager, a teacher, a researcher, designer, pattern illustrator, beauty care or hair dresser, dressmaking, tailoring, dry cleaner, modelers. Fashion merchandize, weavers constructor, interior decorator, child care, social welfare officer, advertizer or promoter, extension worker, Journalist.

There are a lot of importance in the teaching and learning of home economics;

To the family

- It aims at improving family life.
- Teachers people how to live happy live in the family
- How to use what the family has (resources) to satisfy family needs (fod, clothes & shelter)
- Help the family member to earn more income for the family

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- Teach the family how to care, maintain good relationship with each other.
- Teaches how to raise family income, build wealth, healthy family and how to get along with one another in the family, community and society.

To the nation

Home economics is very important to every nation because it contributes to national development in so many ways:-

- Aims at inspiring the welfare of every family and when this done, the national development is promoted.
- Reduces unemployment.
- Reduces poverty in the country.
- Contributes to the food production, processing preservation and preparation (food security)
- Helps to promote health of citizens.

These statements can only be realized if the students who are taught home economics understand the basic concept taught. To achieve the above, it is most important that we take cognition of what happens in the classroom scholars agree that the classroom is the engine room of any curriculum implementation. Any anomalies there, will definitely affect the productivity of the learners. The child's learning experiences largely depend on the teacher's model of teaching among other factors. Teaching strategy that is more prevalent in the Nigeria school system today is the lecture method (conventional method). The teacher is seen as the repository of knowledge and the learner, and mere recipient of such knowledge.

The effect of the above is poor academic achievement that characterises our school system today particularly in home economics (Ivowi (1995), Stanley (1996), Eze (2000) Ali (2007) and Okafor (2009) reported that while academic levels over the years (1991-2010) show rising spurts, there is a clearly discernible low level of achievements in home economics. The result of the second international science study indicated that of the forty different countries that participated in that study, Nigeria came second to last, in the ranking of junior secondary school (Rossier, cited in Maduabum 1997) in another report by shelter rights initiative (an NGO) cited in Okonkwo (2006), candidates from Nigeria who attempted WAEC between 1999 and 2002 with regard to overall achievement, were behind those from Ghana. Sierra-Leone and Liberia in home economics among other science subjects. To make up the

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number of candidates for science courses, some institutions in this country now admit students who are deficient in one or two science subjects through special science programmes. It would appear that poor quality of home economic teaching contributes to the student's poor achievement in the subjects.

Findings from a number of student, over the past four years, have shown that students have pre-instructional conceptions or beliefs about phenomena addressed in home economics and in science lessons as stated by Duit (2004), Mc Dermoth and Redish(2002). Often these students ideas differ from accepted scientific views and are resistant to change. The state of affairs poses great challenges for home economic teaching. Theories of conceptual change attempt to describe possible learning pathways from students pre-instructional conceptions to the science conceptions to be learned (Duit & Treagust, 2003). Consequently the design of instructional conceptions, or alternative conceptions in the target domain. However, it is therefore not enough to pay attention to only the desired curriculum changes at basic education level, the teachers role in studying those activities must also be considered (Leach & Scoth 2014)

The learning and teaching of home economics has been a problem to teachers and educators for years now. There is also the worrisome decline in enrollment in secondary school home economics (Ayakoha 2015). The problem of poor achievements and low enrollment has put further pressure on researchers and science and vocational educators to show concern by empirically addressing these problems. It is against this background that the study raised the following questions

(1) What are the mean achievement scores of senior secondary school home economics students taught with activity/experience strategy and the control group taught with lecture method, as measured by HEAT?
(2) What are the mean scores of self-efficacy of senior secondary school home economic student taught with activity/experience strategy and those taught with lecture method?
(3) What are the mean achievement scores of male and female senior secondary school home economics students taught with

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activity/experience strategy as measured by the HEAT?

(4) what are the mean achievement scores of male and female senior secondary school home economic students in the control group (taught with lecture method) as measured by HEAT?

(5) What are the mean self-efficacy sores of male and female student taught with activity/experience teaching strategy.

The following null hypothesis are formulated and they were tested at 0.05 levels of significance.

Ho1: The mean scores in home economics achievements of students taught with activity/experience teaching approaches not significantly different from those of their counterparts taught with lecture method.

Ho2: There is no significance difference in the mean self-efficacy scores of students taught with activity/experience learning strategy and those taught with lecture method.

Ho3: Gender is not significant factor in home economics of senior secondary school home economics students taught with activity/experience teaching strategy.

Methodology

The study adopted quasi-experimental. The design is pretest-posttest non-equivalent control group design. Randomization of subjects was not possible to avoid disorganization of the school arrangement an intact classes were therefore used for the study. The population of the study consist of all the 2,158 junior secondary two (JSSII) home economics students in the eighteen secondary schools in Owerri education zone one.

Purposive sampling was employed to select few schools out of eighteen schools and about 184 students the sample consists of one hundred and the experimental and ninety in the control groups.

The instruments used for the data collection were the teacher-made home economic test and the English version of general self-efficacy scale (UBE) by Mathias Jerusalem and Ralf Schwarzer (2008). The teacher made home economics test has section A and B. section A contains questions on personal data of the students while section B contains forty (40) multiple choice test

items, each containing options A-D from which students would choose the correct answers. The items covered the selected content area of home economics drawn from the national curriculum of senior secondary school home economics.

The content area were broken into (6) weeks following the method of teaching observed in the state school system. The HEAT was used for both the pretest and posttest.

In terms of content coverage for the experiment, the research used the first term scheme of work for home economics from the senior secondary school home economics curriculum, of the federal ministry of education FME (2014). The topics are expected to be covered in a period of (6) week during the first term

A. Introduction to textiles study
(i) Basic textile study-fiber, yarn, warp, wolf, weaving
(ii) Reason for studying textile
(iii) Uses of fatness etc.

The general self-efficacy scale (GSE) is a ten item scale created to assess the general perceived self efficacy level of individual. The scale is available in 27 languages and is designed for general adult population and adolescents. Person below the age of 12 years should not be tested thus making it appropriate for use on JSI students. It consists of two parts the first part contains provision for personal data of students such as name and sex. Part two contains 10 sentences which describes the students and their behaviour. The (GSE) has been used internationally with success for two decades and is suitable for a broad range of application including research. The GSE was adopted by the researcher because is suitable for this study.

Results and Discussions

Research question 1: What are the mean achievement scores of students in the experimental group (taught with activity/experience approach) and the control group (taught with lecture) as measured by HEAT?

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Table 1:Mean Achievement Scores of Students in the Home Economics Achievement Test by Method.

	Experimental Group		Control Group	
	Mean	S.D	Mean	S.D
Pretest	11.19	3.42	8.96	4.28
Post test	21.31	6.19	14.35	4.26
Gain score	10.12		5.39	

Table 1 show that experimental group obtained a mean score of 21.31 in the post test and 11. 19 in the pretest respectively; and thus had a gain mean score of 10.12. on the other hand, the control group had the mean score of 8.96 and 14.35 in the pretest and post test respectively and had a gain score of 5.39. This showed that the students in the experimental group achieved higher than those in the control group in the student's achievement test. To confirm whether or not the observed difference in the achievement between the two groups was significant, hypothesis one, was tested.

Research Question 2: Do mean score of self-efficacy of students taught with activity/experience teaching strategy differ from the control group.

Table 2:Mean score of self-efficacy of students by teaching methods

	Experimental Group		Control Group	
	Mean	S.D	Mean	S.D
Pretest	10.90	5.93	18.89	9.61
Post test	30.87	3.41	26.94	5.66
Gain score	19.97		8.05	

Data presented in table 2 above shows that the mean scores of the experimental group in the post test and pretest are 30.87 and 10.90 giving a mean difference of 19.97 in the experimental group, while the control group had a mean score of 26.94 and 18.89 with a mean difference of 8.05.

The difference in the mean showed that the experimental group had higher mean than the control group.

Research question 3: What are the mean achievement scores of male and female students taught with activity/experience approach as measured by HEAT?

Table 3:Mean achievement scores of students in the experimental grouping of the Home Economics achievement by gender.

	N=48 Male Mean	S.D	N=46 Female Mean	
Pretest	24.31	6.80	18.30	5.21
Post test	12.15	3.04	10.22	3.70
Gain score	12.16	2.56	8.08	2.51

Data in table 3 reveal that in the experimental group, the male students achieved higher than their female counterparts with a mean gain score of 12.16 for the males and 8.08 for the females. To establish whether or not the observed difference in the mean was significant, hypothesis three was tested.

Research Question 4: What are the mean achievement scores of male and female students in the control group as measured the TMPT?

Table 4: Mean achievement scores of students in the control group in Home Economics achievementby gender.

	Male (N=46)		Female N=44	
	Mean (N=46)	S.D	Mean	S.D
Pretest	15.76	4.37	12.93	4.18
Post test	9.91	4.64	8.00	3.52
Gain score	5.85		4.93	

N=90

In the Table 4 data above, the result showed that male students in the control group obtained a posttest mean score of 15.76 and 9.9 as pretest with a mean gain score of 5.83. Their female counterparts obtained a mean posttest score of 12.93, and 8.00 in the pretest with gain score of 4.93. The above result presented in the table 7, further indicated that male Home Economics students differ from their female counterparts in the mean Home Economics achievement score by 4.98 which is significant at 5% probability level.

Research Question 5: Do the mean self-efficacy scores of male and female students taught with activity/experience differ?

Table 5:Mean score of self-efficacy of students taught with activity/experience approach gender.

	N=48 Male		**N=46 Female**	
	Mean	**S.D**	**Mean**	**S.D**
	31.67	3.55	30.07	3.32
	9.97	6.23	11.82	4.564
	21.70	2.56	18.25	

Data presentation in the table 8 above showed that the male students taught with activity/experience approach obtained a mean score of 31.67 and 9.97 in the post test and pretest of self-efficacy score giving a mean difference

of 21.70, while their female counterparts had a mean score of self-efficacy of 30.07 and 11.82 in the post test and pre test respectively.

The difference in the mean shows that the male had higher self-efficacy than their female counterparts. To establish whether or not the observed differences in the mean are significant, hypothesis 5 is tested.

Analysis of Research Hypotheses I:

The mean score achievement of students in Home Economics taught with activity/experience approach is not significantly different from those taught with lecture method.

Table 6: Analysis of Covariance (ANCOVA) for students' mean achievement scores in Home Economics HEAT.

Source of variation	Total of 184 cases Sum of square	Df	Mean square	F-cal	Sign. Of F	Decision
Covariates	452.762	1	452.762	1.453	0.112	NS
Pretest	452.762	1	452.762	1.453	0.112	NS
Main effects	4953.838	2	2476.919	7.951	0.001	S
Methods	1992.006	1	1992.006	6.394	0.002	S
Gender	1803.941	1	1803.941	5.790	0.034	S
Interaction	2172.726	1	2172.726	6.974	0.020	S
Explained	3130.292	4	12521.168	40.191		
Residual	55765.216	179	311.538			
Total	58895.508	183	12832.706			

S = Significant; by significant if F is equal or less than 0.05 level for the study , then
F-Cal is significant

NS = Not significant; if F is more than 0.05 level of significance for the study, then
F-Cal is not significant.

Table 6 above shows the result of the ANCOVA used in testing of hypothesis 1. From the data, it is observed that the calculated f-value (f-cal) of 6.394, due to method of teaching is significant at 0.05 critical value of F. Since the computed significance value of 0.002 is less than 0.05 probability set for the study, the researcher therefore, rejected the null hypothesis and concluded that there is a significant difference between the mean score of students taught with activity/experience approach and those taught with lecture method. Hypothesis 1 is therefore rejected.

Hypothesis *2*

There is no significant difference between the mean self efficacy scores of students taught with activity/experience learning strategy and those taught with lecture method.

Table 7: Analysis of Covariance (ANCOVA) results of self-efficacy scores of students with reference to method and gender.

Source of variation	Total of 184 cases Sum of square	Df	Mean square	F-cal	Sign. Of F	Decision
Covariates	36.408	1	36.498	0.672	0.00	
Pretest	36.408	1	36.408	0.672	0.00	
Main effects	1043.576	2	521.788	9.631	0.001	S
Methods	737.159	1	737.159	13.606	0.001	S
Gender	54.342	1	54.342	1.003	0.099	NS
Interaction	277.884	1	277.884	5.129	0.002	S
Explained	2872.892	4	718.223	13.256		
Residual	9698.121	179	54.179			
Total	12571.01	183				

Data in table 7 above shows the result of ANCOVA used in testing hypothesis 2. From the results, it is observed that the calculated f-value of (13.606) of self-efficacy scores due to the method is significant at 0.05 probability set for the

study. The researcher therefore rejected the null hypothesis. Hence there is a significant difference in the mean self-efficacy scores of students taught with activity/experience learning strategy and those taught with lecture method, so hypothesis 2 is rejected.

Hypothesis 3

There is a significant difference in the mean self-efficacy score of male and female taught by activity/experience teaching strategy.

Gender is not a significant factor in Home Economics achievement of senior secondary school Home Economics strategy. The data of the AVCOVA results in table 7 will be used above hypothesis. From the result, it is observed that the calculated f-value of (1.003) for gender is not significant at 0.05. Since the computer significance as f (0.099) is greater than 0.05 probability set for the study. Hence hypothesis 3 is rejected.

Conclusion

From the finding of this study, the researcher can say that activity/experience strategy of teaching method has enhanced students' achievement in senior secondary school home economics students who were taught using activity/experience approach achieved significantly higher than those who were taught with lecture method. The experimental group had a better understanding or grip of the concept and principles taught than their counterparts in the control group, hence the activity/experience strategy approach focus on the felt needs, interest & purposes of the learners. It makes learning more meaningful and purposeful to the learners.

Learners are highly motivated to learn as what they are learning is an outcome of their desire rather than adult prescribed content.

- Provides for individual differences of learners since it places emphasis on the growth and development of learners.
- Its problem-solving approach provides the learners with the process skills that they very much need in order to cope effectively with life outside the school
- It allows measure of flexibility and makes the learners an active participate in the structuring and planning of a programme that

concern him through teacher-learner planning
- It indents the learners horizon in the direction of practical problems of life and their solution
- It provides functional learning that are directly related to life experience of learners

The self-efficacy of students taught with activity/experience approach is higher than those taught with lecture method approach. There is no significant interaction between gender and self-efficacy of students.

Recommendations

The researcher then recommends the following

- Activity/experience approach has been acclaimed as one of the best theories of learning.
- It is a philosophy of learning which prefers that learners gain much knowledge as they participate in the classroom activities and experiences also is the highest teacher which help them to construct knowledge by themselves.
- Conferences and seminars should be held by the curricular experts, stakeholders, professional etc. for teachers and students so that they will be exposed to the type of teaching approach that will reflect and should be reflecting on Nigeria curriculum for national development.

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