

Low Students' Enrolment in Home Economics Programme: A Case Study of University of Ilorin

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Abstract

This study was designed to identify low student's enrolment in Home economics programme. Specifically, the study determined (1.) Factors that hindered student from studying Home economics programme in the University of Ilorin. (2). Motivating roles of Home economics that the students should know in the university of Ilorin. If answer two research questions and tested two hypothesis. The population was made up of all pre- BSc. Home economics students in the department of Home economics and Food science Faculty of Agriculture, University of Ilorin, Ilorin at the time of study. The sample for this study was drawn using purposive sampling technique. The instrument for the study was the study was a four-point scale questionnaire. The questionnaire was due validated and its reliability established prior to utilization. Copies of the instrument were administered on 242 subjects but 320 copies were retrieved, mean and t-test statistics was used for data analysis. The findings from the study includes 28 Factors that hinder students from studying Home economics in the University of Ilorin on 22 motivating roles of Home economics that the student should know in the University of Ilorin. Based on these findings, eight recommendation were made including 11 students should be taught the importance of Home Economics and career opportunities available to the subject. Parent should encourage their children to study Home Economics. They should also provide enough finance/resources for their children to study the subject among others.

Keywords: low enrolment, home economics programme, students

1. Introduction

Home economics is the education for living. It is the study of all that relate to home and family. It is the area of study that provides the necessary knowledge guiding and assisting human being to be able to attain a more self-reliance and fulfilled life. Home economics deals with all aspects of family living, drawing knowledge from many disciplines such as Biology, Physics, Social Science, Humanities and Arts, and unifying the knowledge drawn to teach people how to do the followings: Determine the needs of individuals and families and become responsible and effective members of family and community through effective home making and gainful employment (Anyakoha, 1997). Ugoezie (1990) is of the view that home economics is a skill-oriented subject that can equip an individual with the basic skill and knowledge that will help one to be self-employed and so contribute effectively to the socio-economic development of the family and the society.

Eze (2001) pointed out that Home Economics is capable of preparing youths and adults for entry into various areas Home Economics occupations. This shows that as a vocational subject Home Economics contributes to manpower development by equipping individuals with reliable occupational skills, which lead to self-reliance. Home Economics can also help individuals (male and female) acquire basic skills needed for gainful employment and family living. It could also be known that Home Economics as a field of study does not exclude gender, age or any other classification (Eze, 2001). Home Economics is a very important subject in the University Curriculum. The programme has many career opportunities, for the University graduates. It also prepares individual for happy family life. Both male and female students study the subject at the University.

In practice, however, Home Economics is one of the courses which attract the lowest enrolment of students both at the university and other tertiary institutions. Akuziulo (1993), Azikiwe (1990) and Olaitan (1986) are of the view that Home Economics education is one of the courses which attract lowest enrolment of students in secondary and tertiary levels of education. Besides, the low enrolment pattern, Home Economics education show wide disparity between male and female students in favour of females. Both low enrolment and gender disparity in enrolment have been attributed to wrong awareness (perception) of the meaning and the roles of Home Economics (Olaitan, 1986). It is therefore of paramount importance to investigate the factors/reasons which students from studying Home Economics at the University of Ilorin and students' view on the roles of Home Economics programme on graduation from the University.

The low students' enrolment of Home Economics in the University of Ilorin calls for much concern. This could be due to certain problems relating to the teaching/learning of the subject. Some likely causes include; some

parents do not encourage their children to study Home Economics. Lack of equipment and facilities for practicals (Imonikebe, 1993). One of the reasons why students do not like to study Home Economics may be due to its expensive nature. Olaitan and Agusiobo (1981), observes that parents seem to underrate Home Economics and object to its inclusion in the school's curriculum. Poor funding by the government was seen as a problem affecting Home Economics (Anodiogbu, 1980). Uwadie (1990) stated that most complaints about teaching of Home Economics are mostly shortage of teachers, equipment and accommodation and lack of dedication on the part of teachers of Home Economics. Home Economics is perceived as a female domain into which males need not venture (Uwadie, 1993).

Eze (2001) found the following as the factors that militate against male students in the study of Home Economics; that there are differential socialization patterns of boys and girls at early stage of life; he perceived irrelevance of Home Economics for boys; absence of career education, feminine.... of Home Economics as a course of study. Anyakoha (1992) pointed out that the potential of an educational system is directly related to the qualification of the teacher. The more qualified and well-trained teachers are, the easier it is curriculum to be executed and the better achievement by the student. The need for the students to be taken for excursion to various Home Economics establishment such as in clothing and textiles, Home management, Food and Nutrition establishments was recommended by Ovute, (2001). This could motivate students to study Home Economics. The Federal Government should be more seriously involved in the funding of Home Economics courses in order to overcome the problems of lack of finance (Ode, 1998).

Teaching people about the importance of Home economics is very necessary. There should be enlightenment campaigns through seminars and mass media about the importance of Home Economics and the career opportunities that subject provides. Eze (2001) recommended that parents should encourage their sons and daughters to develop interest and select Home Economics as a subject of study in schools; that there should be no mark sex discrimination in the activities and games which boys and girls are allowed to participate at home; that parents should encourage their sons to choose Home Economics and related discipline; that careers in Home Economics are attractive and highly remunerated; that Home Economics teachers should not only teach their subject but also guidance counsellors to their students especially boys; that there should be emphasis on the provision of teaching facilities and career education that will help to attract boys and girls to study Home Economics. Ovule (2002) recommended the excursion or field trips as method of teaching Home Economics in all levels of education.

1.1. Purpose of the Study

The main purpose of the study is to investigate the low enrolment in Home Economics programme in the University of Ilorin; specifically the study determined:

- (1) The factors/reasons that hinder students from studying Home Economics programme in the University of Ilorin
- (2) Motivating roles of Home Economics that the students should know in the University of Ilorin.

1.2. Research Questions

- (1) What are the factors that hinder students from studying Home Economics in the University?
- (2) What are the motivating roles of Home Economics that students should know in the University of Ilorin?

1.3. Hypothesis

- (1) There is no significant difference between the mean responses of boys and girls on the factors/reasons that hinder their study of Home Economics in the University of Ilorin.
- (2) There is no significant difference between the mean ratings by boys and girls on the motivating roles of Home Economics that the students should know in the University of Ilorin.

2. Methodology

Design of the study: This study used survey research design. A survey research is one in which a group of people or items is studied by collecting and analysing data from a few people or items considered to be representative of the entire group. This was adopted since the study was to find out the opinion of Home Economics students on the low student enrolment in Home Economics programme in the University.

2.1 Area of Study

The area of the study was made up of the University of Ilorin; Faculty of Agriculture, Department of Home Economics and Food science. The study had to cover Home Economics section of the department only. This study is focused on the low students' enrolment in Home Economics programme.

3. Population of the Study

The population of this study comprise of all the B.Sc.-Home Economics students in the department of Home Economics and Food science, Faculty of Agriculture University of Ilorin. There were a total of 42 pre-B.Sc. Home economics students in the department of Home Economics and Food science at the time of study. The

distribution of Home Economics is shown in appendix 1.

3.1 Sample of the Study

The sample for this study was drawn using purposive sampling technique. The total number of the pre-B.Sc. Home Economics in 400 level to 100 level (20 students in 400L, 2 students in 300 level, 10 students in 200 level and 10 students in 100 level) i.e. 42 B.Sc. Home Economics students in the department of Home Economics and Food Science, Faculty of Agriculture, University of Ilorin were purposively selected to participate in the study. The distribution of the Home Economics students is shown in Appendix 1.

3.2 Instrument for Data Collection

The instrument used for data collection was questionnaire. The questionnaire was developed based on extensive review of related literature and research questions. The instrument consists of 50 items. Each item had four-print scale of 4, 3, 2 and 1 respectively (highly important, important, minimally important and not important). See Appendix 11.

3.3 Validation of the Instrument

The instrument was subject to face validation. Face validation according to Ohuche and Akeju (1977) is the appropriateness of a test as viewed by experts in that field of study. Therefore, to determine the face validity, three copies of the instrument were given to three validators. This involved two Home Economics and one Food Science experts from the department of Home Economics and Food science, University of Ilorin. They were asked to check appropriateness of items, content coverage and suitability of, the items, Based on the recommendations of the experts, necessary modifications were made and the second draft of the questionnaire after validation contained 50 items.

3.4 Data Collection Technique

Forty –two of the questionnaires were administered by hand by the researcher to the subjects. This method was adopted to ensure a high return rate. A total of 32 copies were properly completed and returned. This represents 90% return.

3.5 Data Analysis Technique

Mean was used to answer research questions one and two. The means were used to determine the importance levels of factors/reasons that hinder students from studying Home Economics and roles of Home Economics that the pre-B.Sc. Home Economics students need to know, based on four-point scales of 4, 3, 2 and 1 respectively (highly important, important, minimally important and not important). A mean of 2.50 was used as the cut-off point for decision making for teaches item. Any item with a mean of less than 2.50 was considered not important. Two hypotheses formulated for this study were tested at 0.05 level of significance using student t-test. In each case, where the calculated value is greater than or equal to the table value at 0.05 level of significance and degree of freedom the null hypothesis of no significance was rejected. If on the other hand, the calculated value is less than the table t-test at the same level of significance and degree of freedom, the null hypothesis was accepted.

4. Results

Table 1 reveals that all the 28 factors/reasons that hinder students from studying Home Economics had mean scores ranging from 2.10 – 3.86. Items 5 (lack of qualified lecturers) and 9 (the subject is too easy) had the lowest mean score of 2.26 and 2.48 respectively. These are lower than 2.50, therefore need to be reviewed. Item 28 (I don't like the name of the subject "Home Economics" because of the poor image attached to it) and the remaining 25 items had the highest mean scores of 3.86 and above 2.50 scores respectively. Therefore, all the reasons are reasons that hindered students from studying Home Economics.

Table 2 shows that all 22 motivating roles of Home Economics viewed by the B.Sc. Home Economics students had mean scores ranging from 1.45 – 3.78. Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 and 21 had low mean scores of 1.78, 2.14, 1.45, 1.65, 1.84, 1.91, 2.35, 2.20, 1.98, 1.65, 1.56, 1.86, and 2.15 respectively. These are lower than 2.50. This indicates that pre-B.Sc. Home Economics students do not view them as motivating roles for Home Economics. While items 3, 6, 9, 10, 11, 12, 13, 19, and 22 had highest mean scores, these scores are above 2.50 therefore are reasons motivating roles in Home Economics as viewed by the pre-B.Sc. Home Economics students.

Table 4 indicates the calculated t of each of the items for the two groups (pre-B.Sc. boys and girls Home Economics students) were below the t-value of 1.96 at degree of freedom 598 at 0.05 level of significance except item 3 (Home Economics provides skills for textile designing) and item 7 (Home Economics provides skills on economic matter). Therefore, the null hypothesis that states that there is no significant differences between the mean responses of the pre-B.Sc. boys and girls Home Economics study in the University of Ilorin is accepted.

4.1 Discussions of Findings

Some of the problems that hinder students from studying home economics in the University of Ilorin were identified. Findings show that one of the reasons which militate against studying Home Economics in the University of Ilorin is lack of interest in the subject. This could be due to many factors/reasons such as lack of

fund to purchase necessary items for teaching; poor methods of teaching. Some of the students believe that studying Home Economics is strenuous. This could be due to much practical work it involves. The problem of lack of facilities and equipment has been found to prevent students from choosing to study Home Economics. Udom (1979) concluded that all complains about the teaching of Home Economics are mostly shortage of teachers, equipment and accommodation. Anyakoha (1992) found that the adequate utilization of instructional materials and equipment can motivate and sustain students' interest. They also clarify information, present new ideas and stimulate discussion.

Some of the students stated that they prefer other subjects to Home Economics. Others feel that the subject is meant for only female. This could be due to the fact that many people are ignorant of the importance of Home Economics to individuals and national development.

Another factor/reason for low student's enrolment to study Home Economics is that the students find it very expensive to purchase some of the items for the study of the subject. The expensive nature of Home Economics was noted by Uzor (1950). Students also complained of too much practical's in Home Economics. Many items are required to be purchased. This is why the subject is seen as being very expensive to study.

Another problem is the misconception that Home Economics is meant for only females. Eze (1996); Uwadie (1993) observed that Home Economics is viewed as a female domain. Those who attempted to study the subject were laughed at by students who study other subjects. This is due to lack of knowledge about the importance of Home Economics in national development Ode (1998). Eze (2001) stated that the study of Home Economics does not exclude any sex. Lack of knowledge about the importance of Home Economics was identified as one of the factors/reasons for student's low enrolment of the subject. This could be that most of the teachers do not stress the importance of the subject while teaching the subject at secondary school level

This could also be responsible for lack of knowledge about the career opportunity in Home Economics. This could also make the students to prefer other subjects to Home Economics. Imonikebe (2002) believed that Home Economics is a course for male and female which helps to acquire basic skills for gainful employment, family living and self-reliance.

Some parents discourage their children especially male children from studying Home Economics. Some parents feel that the course is only for females. Others feel that there are better subjects than Home Economics. Oliatan and Auguisiobo (1981) found that there is much disregard for Home Economics by parents this is caused by the misconception about vocational education as the education suitable for handicapped people with low intelligent quotient. This could also be responsible for the poor image of Home Economics as such, students who study other subject.

From the findings in table 2 and 4, the students noted that Home Economics performed the following roles; for food preparation; service of food; selection of clothing; making clothing; child care; discussion on aesthetic matters; textile designs out-door catering services. Their responses show that Home Economics is the subject for home making only. This result is in the line with Uzozie (1993) and Eze (2001) who stated that Home Economics is misconstrued as a type of education or study designed primarily to prepare females for motherhood. The result in table 4 also show that students do not realize that Home Economics study involve the following roles; skills for purchasing of goods and services; making choice of furniture; discussing economic matters; discussing social matters; discussing managerial matters; discussing health matters; need for family relationship; solving housing problems; skills needed by dietician in hospitals; event planning; special home management such as orphanage, old people's homes, hospitality management, and consumer responsibility. The results show that the students are ignorant of these other roles of Home Economics programme. This may be the reason why Home Economics do not enjoy high enrolment in the University of Ilorin as students are not aware of (some) job opportunities offered by the subject.

Many reasons can be put forward as to why the students were not aware of these motivate roles of Home Economics study. This may be due to the fact that the items are not related to the two basic needs of home-food and clothing. The students therefore failed to recognize such roles as for Home Economics programme. This is in line with Uzozie (1990) and Akuezilo (1993) that students perceive Home Economics as kitchen related only; that is seen as a subjects which cannot take one outside the four walls of the home and kitchen (ode 2011).

5. Conclusion

Many problems that militate against low students' enrolment in Home Economics programme in the University of Ilorin were identified. Some of such constraints include; lack of facilities/equipment/materials for teaching the subject, the subject is time consuming, ignorance of career opportunities in Home Economics among others.

This study sought to find out the students' view or awareness of the motivating roles of Home Economics programme in University of Ilorin. The findings show that students have a poor view of the roles of Home Economics programme. The t-test analyses of the mean scores on the factors/reasons and motivating roles of Home Economics programme indicate that gender do not influence the results.

5.1 Recommendations

Based on the findings, the following recommendations were made;

1. Government, University, NGOs should provide facilities/equipment/materials and fund to promote effective teaching and learning.
2. Parents should encourage their children to study Home Economics; they should also provide enough finance/resources for their children to study the subject.
3. The name of Home Economics should be change to remove the poor image attached to it.
4. Students should be taught the importance of Home Economics and the career opportunities available in the subject.
5. There is need for enlightenment campaign through seminars, mass media about the importance of Home Economics and the career opportunities that the subject provides to students and the society. This is necessary because a lot of people are not aware of the importance of the subject in national development.
6. Students should be taken on excursion/field trips to various established areas of Home Economics such as food processing industries, textile mills, sewing institutions. This will give them opportunity to see both males and females employed to work in these areas.

5.2 Implication of the Study

The findings of this study have implications for Home Economics lecturers, students, parents, University authority/NUC, government and the society. These groups can utilize the findings for enhancing improvement of low students' enrolment in Home Economics programme in the University. In the first place, the findings of this study can be used by Home Economics lecturers and students to improve the enrolment, teaching and learning of Home Economics. Home Economics lecturers should the importance of Home Economics to the students in order to motivate students to study Home Economics, lecturers not only teach the importance of Home Economics but also relate it to other subjects in the university such as Mathematics, Chemistry, Physics Biology, Agricultural Science, and others. They should lay emphasis on how important Home Economics is related to these subjects. There is a need to emphasize the goals of the subject and teaching the students the various opportunities in Home Economics as they teach the subjects.

The findings of this study if made available to the University authority could be used to improve the facilities/equipment/materials in the department of Home Economics as they are necessary as motivating factors to make students to study the subject in the University. Well-equipped Home Economics laboratories and up-to-date textbooks in the library will go a long way in enhancing the teaching and learning of the subject. This will also motivate more students to enrol to study Home Economics in the University. Qualified teachers/lecturers should be employed by the University authority to teach students. The more qualified the lecturers are, the easier it is for the curriculum to be executed and the better the achievement by the students. The lecturers should also be friendly with the students and show interest in teaching Home Economics. This is important because the level of interest shown by the lecturers show how important the subject is and this could motivate the students to study the subject.

The findings of this study if made available to the Federal Government/National University Commission could be used to improve the Home Economics department in the University as the Federal Government and the National University Commission could be more seriously involved in the funding of Home Economics. This will overcome (remove) the problem of lack of finance.

The findings of this study also have implication for parents. They should be aware of the importance of Home Economics which will enable them to encourage their children to study the subject. They will realize that the subject is not meant for females alone. The findings of this study if made available could provide for enlightenment campaign through seminars, mass media about the importance of Home Economics and the career opportunities that the subject provides to the students and the society as a lot of people are not aware of the importance of the subject in national development.

The findings of this study require the students to go beyond cognitive acquisition of Home Economics skills. They would involve demonstration of ability to relate their lessons in Home economics class to real family living and related occupations. The findings of this study would encourage students to actually participate in practical aspects of Home Economics as they will now know the experiences they would learn to achieve Home Economics objectives.

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Table 1: Mean responses of pre-B.Sc. Home Economics on factors/reasons that hinder students from studying Home Economics in the University of Ilorin.

S/N		X	Decisions
1.	Lack of interest in the subject	3.51	Important
2.	Lack of facilities/equipment in Home Economics	3.31	"
3.	Lack of finance to purchase equipment/materials needed for the subject	3.60	"
4.	Inadequate provision of guidance and counselling for students	3.45	"
5.	Lack of qualified teachers/lecturers to teach the subject	2.26	Not important
6.	Some Home Economics teachers are not friendly	2.81	Important
7.	Home Economics is an expensive course	3.50	"
8.	It is time consuming	3.60	"
9.	The subject is too easy	2.48	Not important
10.	Studying Home economics is strenuous	3.83	Important
11.	It is a subject meant for those who are not intelligent	2.20	Not important
12.	It is a subject for only females	2.90	Important
13.	Lack the knowledge about the importance of the subject	3.50	"
14.	Some parents discourage their children from studying Home Economics	3.70	"
15.	I don't like the subject	3.25	"
16.	Lack of motivation of students by Home Economics teachers	3.16	"
17.	Poor handling of Home Economics at O' levels contribute to non-enrolment of students to study Home Economics in the University	3.55	Important
18.	My parents refuse to support me financially to study the subject	3.52	"
19.	I feel that Home Economics is meant for only dull students	2.55	Not important
20.	I am ignorance of the importance of Home Economics	3.81	Important
21.	I am ignorance of the career opportunities in Home Economics	3.55	"
22.	I prefer other subjects than Home Economics	3.27	"
23.	People look down on those who study Home Economics (it has poor image)	3.23	"
24.	I don't want to study Home Economics because my friend discourage me	3.62	"
25.	The subject involves a lot of practical	3.51	"
26.	My parents feel there are better subjects than Home Economics which I should study	3.58	"
27.	Poor job opportunities	3.58	"
28.	I don't like the name of the subject (Home Economics) because of the poor image attached to it	3.86	"

Table 2: Mean responses of pre-B.Sc. Home Economics students on motivating roles of Home Economics.

S/N		X	Decisions
1.	Home Economics equips one with skills for making clothing	3.15	Important
2.	Home Economics provides skills for child care	2.60	“
3.	Home Economics provides skills for discussion on marginal matters	2.35	Not important
4.	Home Economics provides skills for family relationship	2.20	“
5.	Home Economics provides skills for solving housing problem	1.93	“
6.	Home Economics provides skills event planning	1.65	“
7.	Home Economics provides skills for venue and interior decoration	1.56	“
8.	Home Economics provides skills for outdoor catering service	1.55	“
9.	Home Economics provides skills for special home management of orphanage and old peoples' homes etc.	1.86	“
10.	Home Economics provides skills for consumer responsibilities	2.15	“
11.	Home Economics provides skills for hospitality management	2.74	Important
12.	Home Economics equips one with skills for making clothing	3.15	Important
13.	Home Economics provides skills for child care	2.60	“
14.	Home Economics provides skills for discussion on marginal matters	2.35	Not important
15.	Home Economics provides skills for family relationship	2.20	“
16.	Home Economics provides skills for solving housing problem	1.93	“
17.	Home Economics provides skills event planning	1.65	“
18.	Home Economics provides skills for venue and interior decoration	1.56	“
19.	Home Economics provides skills for outdoor catering service	1.55	“
20.	Home Economics provides skills for special home management of orphanage and old peoples' homes etc.	1.86	“
21.	Home Economics provides skills for consumer responsibilities	2.15	“
22.	Home Economics provides skills for hospitality management	2.74	Important

Table 3 t-t analyses on boys and girls of Home Economics and Food Science department on the factors/reasons that students from studying Home Economics in the University of Ilorin.

S/N	Factors/Reasons	X ₁	X ₂	t-cal	Remark
1.	Lack of interest in the subject	3.72	2.63	0.01	A
2.	Lack of facilities/equipment in Home Economics	2.54	2.66	0.01	“
3.	Lack of finance to purchase equipment/materials needed for the subject	3.00	2.68	0.02	“
4.	Inadequate provision of guidance and counselling for students	2.99	2.83	0.01	“
5.	Lack of qualified teachers/lecturers to teach the subject	2.86	3.36	0.04	“
6.	Some Home Economics teachers are not friendly	2.74	2.60	0.01	“
7.	Home Economics is an expensive course	2.60	2.61	0.03	“
8.	It is time consuming	2.91	3.08	0.01	“
9.	The subject is too easy	2.70	3.00	3.45	“
10.	Studying Home economics is strenuous	2.96	3.05	0.004	“
11.	It is a subject meant for those who are not intelligent	2.67	3.07	0.03	“
12.	It is a subject for only females	2.44	2.43	0.001	“
13.	Lack the knowledge about the importance of the subject	2.60	3.12	0.04	“
14.	Some parents discourage their children from studying Home Economics	2.58	2.78	0.002	“
15.	I don't like the subject	2.88	2.57	0.026	“
16.	Lack of motivation of students by Home Economics teachers	2.95	2.94	0.001	“
17.	Poor handling of Home Economics at O' levels contribute to non-enrolment of students to study Home Economics in the University	3.20	2.96	0.02	A
18.	My parents refuse to support me financially to study the subject	2.36	2.71	0.003	“
19.	I feel that Home Economics is meant for only dull students	2.45	2.73	0.049	“
20.	I am ignorance of the importance of Home Economics	2.58	2.55	0.003	“
21.	I am ignorance of the career opportunities in Home Economics	3.58	3.57	0.001	“
22.	I prefer other subjects than Home Economics	3.00	2.63	0.04	“
23.	People look down on those who study Home Economics (it has poor image)	1.79	1.81	-0.003	“
24.	I don't want to study Home Economics because my friend discourage me	2.68	3.60	0.19	“
25.	The subject involves a lot of practical	3.48	3.40	0.005	“
26.	My parents feel there are better subjects than Home Economics which I should study	2.45	2.80	-0.004	“
27.	Poor job opportunities				
28.	I don't like the name of the subject (Home Economics) because of the poor image attached to it	3.10	2.60	0.04	“

X₁ = Mean response of boys, Table 1 = 196, The degree of freedom = 598 at 0.05 = level of significance.

A = Accepted
 NA = Not accepted
 X_2 = Mean response for girls
 t-cal = calculated t

Table4. T-test on boys and girls of pre-B.Sc. of Home Economics viewing motivating roles of Home Economics in the University of Ilorin

S/N	Motivating roles in Home Economics	X_1	X_2	t-cal	Remark
1.	Home Economics equips one with skills for making clothing	1.74	1.88	1.05	A
2.	Home Economics provides skills for child care	2.05	1.90	1.06	A
3.	Home Economics provides skills for textile designing	2.58	3.20	5.83	NA
4.	Home Economics provides skills that help one to discuss health matters	1.22	1.08	1.47	A
5.	Home Economics provides skills for discussion on social problems	1.36	1.85	0.34	A
6.	Home Economics provides skills on economic matters	2.22	2.74	3.64	NA
7.	Home Economics provides skills for making choice of furniture	2.02	2.31	0.26	A
8.	Home Economics provides skills for discussion on aesthetic matters	3.36	3.86	0.48	A
9.	Home Economics provides skills for food preparation	2.88	2.90	0.78	A
10.	Home Economics provides skills for service of food	3.02	3.18	1.79	A
11.	Home Economics helps in selection of clothing	2.92	2.10	1.26	A
12.	Home Economics equips one with skills for making clothing	3.66	2.31	1.59	A
13.	Home Economics provides skills for child care	2.74	2.99	1.45	A
14.	Home Economics provides skills for discussion on marginal matters	1.81	2.04	1.43	A
15.	Home Economics provides skills for family relationship	2.03	2.34	0.43	A
16.	Home Economics provides skills for solving housing problem	1.72	1.85	0.80	A
17.	Home Economics provides skills event planning	1.76	1.87	1.06	A
18.	Home Economics provides skills for outdoor catering service	1.34	1.84	0.32	A
19.	Home Economics provides skills for special home management of orphanage and old peoples' homes etc.	3.00	3.11	1.76	A
20.	Home Economics provides skills for consumer responsibilities	1.76	1.88	1.01	A
21.	Home Economics provides skills for hospitality management	1.68	1.84	0.35	A

X_1 = mean of boys, Table t-value = 196, Degree of freedom = 598 at 0.05 = level of significance
 X_2 = mean response of girls
 Level of significance = 0.05
 t-cal = calculated t
 A = Accepted
 NA = Not accepted