

LEVEL OF AWARENESS AND PRACTICE OF 21 CENTURY SKILLS AMONG HOME ECONOMICS TEACHERS IN LAGOS STATE SECONDARY SCHOOLS

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### Abstract

The study was carried out to empirically investigate Home Economics level of awareness and practice of 21<sup>st</sup> century skills in Lagos State secondary schools. Three research questions guided the study. The study adopted descriptive survey research design. The population for the study is comprised of all the Home Economics related subject teachers in senior secondary school in Lagos State. Purposive sampling technique was used to select 200 Home Economics related subject teachers (120 Foods & Nutrition teachers, 60 Clothing and Textiles teachers, and 20 Home Management teachers). The instrument for data collection was adopted from UNESCO (2014) which was used to elicit participant's level of awareness and practice of 21<sup>st</sup> century skills among Home Economics related subject teachers in Lagos State. Data collected were analyzed using descriptive statistics of mean and standard deviation. The study found that Home Economics teachers are very much aware of the 21<sup>st</sup> century skills but have not been able to integrate them into the teaching and learning process of Home Economics. Based on the findings, the study among others recommended that curriculum planners should take immediate steps to review the curriculum of Home Economics Education to integrate 21<sup>st</sup> century skills in both secondary and tertiary educational system.

Keywords: Home Economics, Integration, Level of awareness, Practice, 21<sup>st</sup> skills.

Century

### Introduction

Wherever human beings have opted to live together, there comes education. This education is aimed at socializing the young to fit into the wider society, being systematically associated to explore their social, natural and human environment to understand, practice and promote societal norms and to master the life skills on which society thrives (Obanya, 2018). This era of globalization has made every society to transform her thinking about education and the employment opportunity lies in individual's ability to communicate, share and use information to solve complex problems, adapt and innovate in response to

new demand and changing circumstances which the 21<sup>st</sup> century skills address.

The 21<sup>st</sup> century skills is a broad set of knowledge, skills, work habits and character traits believed by school reformers to be critically important to succeed in today's world of work. Generally speaking, 21<sup>st</sup> century skills can be applied in academic subject areas. According to Partnership (2015), overview of the knowledge, skills, work habits and character traits commonly associated with 21<sup>st</sup> century skills include the following: critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information; research skills and practices, interrogative questioning; creative, artistry,

curiosity, imagination, innovation, personal expression; perseverance, self-direction, planning, self-discipline, adaptability, initiative; oral and written communication, public speaking and presenting, listening; leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces; information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming; global awareness, multicultural literacy. humanitarianism: economic and financial literacy. entrepreneurialism; environment and conservation literacy, ecosystem understanding and health and wellness literacy, nutrition diet, exercise, public health and safety.

In today's world, information and knowledge are increasing at such an astronomical rate that no one can learn everything about every subject, what may appear true today could be proven to be false tomorrow and the jobs students will get after they graduate may not yet exist (Mujundar, 2012). For this singular reason, student needs to be taught how to process, parse and use information and they also need adaptable skills that can be applied in all areas of life (Ugwu, 2003). The mere essence of teaching students ideas and facts of Home Economics without teaching them how to use them in real-life settings is no longer enough (Steven, 2011).

Home economics is a broad field of study because it deals with all the issues that relate to the individual, family and the society. Home economics teachers need to adapt and develop new ways of teaching home economics that reflect changing trends in the family and society. Also, the purpose of education and schools is to prepare students for success after graduation. Therefore, Home Economics teachers need

to prioritize the knowledge and skills that will be in the greatest demand, such as those skills deemed to be most important by the teachers, industries and employers. Teaching students to perform well in school or on a test alone is no longer sufficient (Owoyemi, 2018). The 21st century teacher at this time should be integrated in-school time to teach students how to find, interpret and use information rather than using most of or all the time in class to present information (Asia society, 2012).

This study deals on the partnership for 21st century skills which involves three types: learning skills, literary skills and life skills. The category of learning skills include: critical thinking, creativity thinking, collaborating and communicating. The category of literacy skills: information literacy, media literacy and technology literacy. The category of life skills include: flexibility, initiative, social skills, productivity and leadership (Steve, 2010). The 21st century learning environment is such that support learning and teaching by exploiting the use of digital technology as well as information and communication technology. Students mastering of 21st century skills should be recognized as one of the most critical outcome of the teaching and learning process. Therefore, it is necessary to be aware and integrate these 21st century skills instructional strategies so as to enhance students' proficiency and employability to prosper in today's world of works. Today's competitive market requires much more from Home economics graduate in Nigeria. Darling-Hammond (2005) states that teaching students one narrow focus or methods is no longer business as usual in the workplace, any machine can complete a task without comprehending why. Therefore, teachers are required to create "master listeners" who possess the critical thinking skills and breadth of knowledge that comes from understanding not only how to perform

a given task but the reasoning behind it. Thus, the present study sought to find out Home Economics teachers' awareness level and practice of 21st century skills in teaching and learning process in Lagos State.

### Purpose of the Study

The main purpose of this study is to investigate Home Economics teachers' awareness level and practice of 21st century skills in teaching and learning process in secondary schools operating in Lagos State. Specifically, the study determined:

1. Level of awareness of 21st century skills among home economics related subject teachers (Foods and Nutrition, Clothing & Textiles and Home management) in Senior Secondary Schools
2. Level of integration of 21st century skills teaching methods among home economics related subject teachers in Lagos State.
3. Factors inhibiting effective integration of 21st century skills in teaching and learning of Home Economics related subjects in Lagos State Senior Secondary Schools.

### Research Questions

1. What is the level of awareness of 21st century skills among Home economics related subject's teachers (Foods and Nutrition, Clothing & Textiles and Home management) in senior secondary schools?
2. What is the level of integration of 21st century skills teaching methods among Home economics teachers (Foods and Nutrition, Clothing & Textiles and Home management) in senior secondary school?
3. What are the factors inhibiting effective integration of 21st century skills in Home economics related

subjects (Foods and Nutrition, Clothing & Textiles and Home management) in senior secondary schools.

### Methodology

This study adopted descriptive survey design. The study was conducted in Lagos State. The population of the study is comprised of 508 Home Economics related subject teachers in Lagos State (Lagos State Bureau of Statistics, 2015). A sample of 200 Home Economics related subject teachers were selected for study. Purposive sampling technique was adopted in selection of the sample. This was done by attending the annual co-ordination of all the Home Economics teachers teaching private and public schools in Lagos State. Food and Nutrition teachers were 120; Clothing and Textiles teachers were 60; while Home Management teachers were 20 making a total of 200 respondents.

The instrument for data collection titled Teacher's Awareness and Practice of 21st century skills Questionnaire (TAP 21SQ) from UNESCO (2014) was adopted to elicit level of awareness and practice of 21st century skills among Home Economics related subject teachers in Lagos State. The instrument was divided into two sections. Section A was structured to obtain personal data of the respondents while section B sought information aimed at providing answers to the three research questions aimed at providing answers to the three research questions. Responses to questionnaire items were based on a modified 4-point rating scale of: strongly agree (4), agree (3), disagree (2) and strongly disagree (1). The instrument was face validated by three experts, two in Home Economics unit, Department of Science and Technology Education, University of Lagos and one from the Department of Vocational and Technical Education, University of

Benin. The experts' inputs were used to improve the final copy of the questionnaire for the study. Cronbach Alpha method was used in determining the internal consistency of the instrument which yielded reliability co-efficient of 89. A total of 200 copies of the instrument were distributed to the respondents during Lagos State WAEC co-ordination meeting for all Home Economics Teachers in Lagos State. The entire 200

copies of instrument were retrieved. The data collected for the study were analyzed using mean and standard deviation. Mean ratings of 2.50 and above were considered as agreed while any mean less than 2.50 was considered disagreed.

#### Results

The results of the study were presented in the tables as shown below.

#### Research Question 1

What is the level of awareness of 21 century skills among Home economics related subject's teachers (Foods and Nutrition, Clothing & Textiles and Home management) in senior secondary schools

Table 1: Mean and standard Deviation scores of level of awareness of 21<sup>st</sup> century skills among Home economics teachers

S/N	21 <sup>st</sup> Century skills	Mean	SD	Remarks
1.	Content Knowledge	3.07	0.07	A
2.	Creative thinking	3.59	0.63	SA
3.	Critical thinking	3.26	0.92	SA
4.	Logical decision-making	3.72	0.36	SA
5.	Environmental literacy	3.65	0.77	SA
6.	Problem solving	3.72	0.27	SA
7.	Communication skill	3.59	0.64	SA
8.	Innovation	2.26	1.03	D
9.	Productivity skills	2.20	1.18	D
10.	Team work/Collaboration	3.56	0.88	SA
11.	ICT literacy	3.59	0.79	SA
12.	Media	2.68	1.16	D
13.	Flexibility and Adaptability	3.59	0.86	SA
14.	Initiative and Self-Direction	3.57	0.34	SA
15.	Sociability	2.29	1.07	D
16.	Individual Accountability	3.22	1.13	A
17.	Leadership and Responsibility	3.61	0.84	SA

18. Global Issues Literacy

3.36

0.76

SA

Key:SD:Standard Deviation,SA:

Strongly Agree, A:Agree

Evidence from Table I shows that the respondent's level of awareness of 21 century skills as listed in Table I was very high. The respondents agreed that they are aware of 14 out of 18 items listed as the 21 century skills which indicated mean score between 3.07 to 3.72 but not fully aware of innovation,productivity skills, media and sociability skills which had the mean scores

of 2.26,2.20,2.68 and 2.29 respectively. This shows that,they are vry much aware of some of the 21st century skills that should be incorporated into Home Economics teaching and learning processes.

Research Question 2

What is the level of integration of 21 century skills teaching methods among Home economics teachers (Foods and Nutrition.Clothing & Textiles and Home management) in senior secondary school?

Table2: Mean and Standard Deviation scores in level of integration of 21" century skills teaching methods among home economics teachers

S/N	21ST Century skills	Mean	SD	Remark
1.	Content Knowledge	2.11	0.79	D
2.	Creative thinking	1.70	1.26	D
3.	Critical thinking	0.00	0.00	SD
4.	Logical decision-making	0.00	0.00	SD
5.	Environmental literacy	0.30	1.05	SD
6.	Problem solving	2.10	0.54	D
7.	Communication skill	1.70	0.76	D
8.	Innovation	0.00	0.00	SD
9.	Productivity skills	1.80	1.76	D
10.	Team work/Collaboration	0.18	1.28	SD
11.	ICT literacy	0.00	0.00	SD
12.	Media	0.00	0.00	SD
13.	Flexibility and Adaptability	1.30	0.14	SD
14.	Initiative and Self-Direction	1.10	0.39	SD
15.	Sociability	2.25	1.38	D
16.	Individual Accountability	0.00	0.00	SD
17.	Leadership and Responsibility	0.12	1.64	SD



## Discussion of Findings

The results of the study in general revealed that Home Economics teachers are very much aware of the 21st century skills in the teaching and learning process of Home Economics. Results from the study also showed that though, Home Economic teachers are aware of 21s century skills itemized, but the skills have not been

integrated into the teaching and learning of Home Economics. This finding corroborates the findings of Obi (2016), that 21st century skills are skills that teachers need to be aware of because students need these skills to succeed in work, school and life endeavor. The study also revealed that the respondents strongly disagreed to the integration of critical thinking skills, logical decision making, innovation, ICT literacy, media and individual accountability as the 21<sup>st</sup> century skills that have never been used in their teaching and learning process. This is in agreement with UNESCO (2014) finding that the most common approaches used by teachers are traditional lecture based practices. Results also indicated that, all respondents showed no use of computer-aided activities. This negates the findings of Asia Society (2012) which reported that computer-aided activities are good and powerful means of developing students 21<sup>st</sup> century skills and competences. The findings also showed that Home Economics teachers have not been involving their students in critical thinking and logical decision making as part of their teaching and learning process. This also negates the findings of Asia Society (2012) which reported that critical thinking and logical decision making are powerful vehicles for developing students 21<sup>st</sup> century skills and competences. Owoyemi (2018) also asserted that teachers use of traditional approaches in teaching is due to emphasis on academic achievement, poor guidelines and lack of professional training on appropriate and relevant methods/approaches to the 21<sup>st</sup> century skills.

#### Conclusion

From the results of this study, it was concluded that Home Economics teachers are very much aware of the 21<sup>st</sup> century skills but have not been able to integrate these skills in their teaching and learning

process due to lack of practical guidance, lack of teaching/learning materials, lack of professional training on 21<sup>st</sup> century skills among others. It was also concluded that students need these skills to meet up with the demand and proficiency of the global market.

#### Recommendations

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

1. Curriculum planners should take immediate steps to review the curriculum of Home Economics education to integrate 21<sup>st</sup> century skills in both secondary and tertiary institutions.
2. Home Economics teachers need to be retrained on how to use these various 21<sup>st</sup> century skills in teaching by organizing workshops, seminars and symposia for both secondary school teachers and tertiary institution lecturers.

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