

INFLUENCE OF COVID-19 PANDEMIC ON HABIT AND SOCIO-ECONOMIC STATUS OF HOME ECONOMICS STUDENTS IN SECONDARY SCHOOLS IN MINNA METROPOLIS

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Abstract

This study investigated the influence of covid-19 on study habits and socio-economic status of Home Economics Students in Secondary Schools in Minna Metropolis. The study adopted a descriptive survey design 120 home economics secondary school students were randomized sampled for the study. The target population for the study was (1200) SSII students in Minna metropolis. The research was guided by two research questions and one null hypothesis tested at 0.05 level of significance. The researchers used a well-structured Questionnaire for the study. A Pilot test was carried out to test the reliability of the research instrument. Cronbach's alpha and reliability coefficient of 0.82 and 0.73 were obtained from covid-19 pandemic, for the. The values obtained showed that the instrument is reliable. The data collected was analyzed using mean and standard deviation. The findings of the study revealed that there was no significant difference in the study habits and socio-economic status of the students. It is recommended that teachers should adopt measures to strengthen students study habits during covid-19 pandemic to boost their study habits in home economics. Also, students should be reoriented to improve study habits in relation to time allocation for personal reading and assignments since these are crucial aspects of schooling.

Keywords: covid-19 pandemic, study habit, socio-economic status, home economics, students,

Introduction

Today's world is moving at a speed that was unheard of in the past. Everyone wants to excel. Individual success affects personal and social dimensions of life. Anybody guesses that good habits and skills will help us to promote efficiency in our tasks. In education, proper study habits and skills entail to proficiency and high quality of learning (Azikwe, 2017). The productive study requires conceptualization and intentions. It could include some skills such as note-taking, observation, asking questions, listening, internet, radio learning, thinking and presenting ideas regarding discovering new information. However, since the sudden closure of most schools around the country due to Covid-19 pandemic, students and staff work from home because people stay together in order to avoid out brake of this pandemic. Teachers teach online

during this pandemic to keep the section going. Online teaching tools have risen abruptly in line with the pandemic outbreak. Teachers and students are using these tools.

To carry on with their syllabus. The student's study habit might change due to the need to adapt to these technologies. Academic performance of students mostly relies on their existing knowledge, teachers, and their teaching approaches, socio-economic status and their effort. Students coming from different socio-economic statuses may have different level of motivation and factors that contribute to their habits. Thus, the learner should be interested in learning and must be able to apply the needed skills. On the other hand, inefficient study leads to a waste of time and learner's energy (Kizlik, 2016).

Covid.19 pandemic has sent shock waves through societies and economies around the world. The impacts of the disease and measures to control it have raised concern on and readiness to mitigate harm from future threats. Pandemic preparedness and response- encapsulated in the World Health Organizations guidelines for health emergency preparedness (WHO, 2020). The education sector is no exception from the unexpected circumstance due to spread of covid-19, which forced for full implementation of online digital learning or e-learning which has played a key role to enable the field of teaching and learning to be conducted during covid-19 pandemic. However, this new style of learning has affected the student's manner of studying.

Home Economics is an aspect of Vocational Education that is primarily concerned with development of knowledge, skills and attitudes required for useful and successful occupation which may be in the form of self-reliance or for being gainfully employed by others. In order to achieve the objectives of home economics Education in Secondary School, students need to learn how to read and imbibe the culture of studying to excel in class activities and examinations (Crede, &Kuncel, 2014).

Students' habit toward learning is a factor that has long attracted the attention of researchers. Azikwe (2017 & Garner-O'Neale, L. D & Harrison, S. (2013).) describes study habit as the adopted way and manner a student plans his private readings after classroom learning to attain mastery of the subject. Study habits have been observed to affect the academic performance of students to a great extent and students can have good or bad study habits (Amadi, E. C. & Segun, I. (2018). Students with poor study habits are more exposed to failure compared to students who have good study habit. Good study habits act as a strong indicator for the students to excel in life because if students do not possess good study habits they cannot excels in life (Amandeep & Raj, 2015). Singh (2011) in an independent study revealed that there is a positive correlation between study habit and elementary, secondary and college students. However, Lodewyk and Winne (2005) observed no significant relationship between study habits and the academic performance of higher secondary school students. Ayodele, &Adebiyi, (2013) & De Escobar (2009).asserted that despite realization of the recognition given to home economics among the science subjects, it is evident that students still show negative study habits towards the subject, thereby leading to poor performance and low enrolment.

Poor performance of students in home economics has been attributed to poor study habits which could breed examination malpractice. Improvement of the study habits of the students is necessary so that they perform well in their studies (Nuthana, P. &Yenagi, (2009). It was

found that good study habits contribute to high academic performance while poor study habits leads to poor academic performance (Rana, & Kausar, (2011). It is widely known that it is important for students to inculcate good study habit to learn effectively and that effective study habits are of very important part of learning process. Good study habits are important for all secondary school student to protect the investment of time and money and to achieve educational goals. There is parents and stakeholders outcry about the poor performance of student in Minna, Niger state. This has been shown in their senior secondary school certificate SSCE and WASCE which revealed that, student performance in home economics at senior secondary school certificate examination (SSCE) has been consistently poor.

However, despite the central positions, poor study habit of student in the subject has been a major concern. Most of the researchers and stakeholders in education sectors shift the blame on teachers, environment, poor science background and poor methods of instructions. Kolawole (2002) linked poor performance to students' factors like poor study habit, and social economy status. Nevertheless, study habit, and socio economy status of parents played important role in learning of home economics. Despite that, limited research have been conducted with little or no attention given to students factors in Nigeria. To investigate the above issues, this study examined the influence of covid-19 on study habits and social economic student's background on of home economics in secondary school in Minna Metropolis.

Purpose of the study

The aim of the study is to determine the influence of covid-19 on study habit and socio-economic status of home economics students in secondary school in Minna Metropolis. Hence, this study focused on the following objectives:

- i. To determine how the study habit of home economics SSII students is influences during covid-19 pandemic
- ii. To determine socio-economic status of home economics students in secondary school

Research questions

These research questions are sets to guide the study.

1. How does the study habit of home economics SSII students is influences during covid-19 pandemic?
2. What are the socio-economy status of home economics SSII students is influences during covid-19 pandemic?

Significant of the study

This study will be of significant to the following people: Students, teachers and parents.

Students: The students would learn to be active participants, take personal accountability, contributes to class culture and accountability, be accountable for their academic success, and demonstrate academic integrity and honesty, respecting diverse ideas and opinions.

Likewise the teacher, the study would help them to know beyond just teaching the students in the classrooms, but they should also be ready to build a warm environment, mentor and nurture students, become role models and listen and look for signs of trouble based on their social economic background.

Parents: Similarly, it will help the parents to know their central roles in catering to their children/ families. To know that it is not just giving birth to their children but the responsibility attaches such as: education, providing an optimum environment for the family, protecting the children, providing guidance, direction, assistance and help, discipline and many more.

Furthermore, this study will also contribute to the body of knowledge in general, by providing direction to future researchers who may wish to further their investigation on a similar topics. Through this study, curriculum planners, religious organization and non- governmental organizations will understand the influence of social economic status on student's the educational success and thus obtain appropriate knowledge on how best to contributes/ participate in the education sector within Minna metropolis of Niger State. The content scope of the study is to find the influence of the pandemic on study habits and the socio-economic status of parents on home economics students.

Methodology

Research Design.

The research design adopted for the study is a descriptive survey research design which aim to find out information in a large number of home economics students on study habit and parents socio-economic status on students' in secondary school in Minna metropolis. The researcher therefore, applied questionnaire to obtain necessary information.

Population of the Study.

The population of the study is made up of 1200 home economics SS II students within Minna metropolis, in 2020/2021 Academic session.

Sample size and sampling techniques

The sample size for the study is one hundred and twenty students (120) from four randomly selected secondary schools within Minna. The techniques adopted is simple random sampling which is proportionate. Random sampling allows the use of ten percent of the population so that each individual is given equal chance to represent the whole population.

Research Instrument.

A questionnaire was used in this study. The questionnaire is one which contained structured closed-ended questions based on the variables under study and it has three sections, A, B and C. Section A cover the bio-data of the respondents while section B deal with the study habit and Section covered parental social economics status. The questionnaire was designed in a five point Likert scale. In such a way that the respondents were to tick the alternative, they deem correct. The questionnaire consists of ten (10) items covering five (5) each in both study habits and the socio-economic status of the respondents. The alternative given in the instruments are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD), were converted to Numerical values of 5,4,3,2 and 1 respectively.

Validation of Instrument

The instrument was validated by experts from home the economics department Niger State College of Education. Face validity focuses on the logical arrangement of the items while

content validity focused on the subject matter, and content of the title. Ten (10) items were formulated by the researcher.

Reliability of the Instrument.

A pilot test was carried out in the area of the study in order to test the reliability of the research instrument. The data gathered was analyzed using Cronbach Alpha formula and reliability coefficients of 0.82 and 0.73 were obtained from study habit and socio-economy status respectively of the students. The values obtained showed that the instrument is reliable.

Method of data Collection

The researcher carried out the research work in four secondary schools within Minna metropolis .To these effects, the researcher distributed questionnaires to the respondent and all the copies were returned.

Method of Data Analysis

The data obtained from the administration of the research instrument, and research question were analyzed using mean and standard deviation while ANOVA was used to analyze the research hypothesis. Statistical Package for social sciences (SPSS 20.0 version) software was used for analysis.

Results

Research Question One: What is the mean of study habit on of Home Economics students in secondary school?

Table 1: Mean and standard deviation of study habit on of Home Economics students in secondary school

S/N	Items	N	\bar{X}	Sd	Decision
Q1	I ask myself questions to make sure I understand the class note I have been studying in the Home Economics online class.	120	3.64	1.11	Agree
Q2	I memorize key words to remind me of important concept in Home Economics class.	120	3.99	1.05	Agree
Q3	When study for Home Economics class, I pull together information from difference sources, such as teachers reading and discussions.	120	3.71	1.25	Agree
Q4	I go over my Home Economics class and make an outline of important concepts.	120	3.51	1.33	Agree
Q5	When studying, I often forget what I have been taught in the class.	120	1.87	1.22	Disagree
Decision Mean =3.00					

Table 1 shows the mean and standard deviation of study habits of home economics students in secondary school. The respondents agree with the items stated in the research instrument on study habit of home economics students in secondary school. Also, the item's mean rating which ranged between 3.51 and 3.99 are all considered accepted based on the decision mean of 3.0. The implication is that, the habit of home economics in secondary school is favourable since four items out of five on study habits of home economics students in secondary school show agreement based on decision mean.

Research Question Two: What is the mean of socio-economy status on of home economics students in secondary school?

Table 2: Mean and standard deviation of socio- economy status of home economics students in secondary school

S/N	Items	N	\bar{X}	Sd	Decision
Q1	Parents that are literate pay attention to their children academic performance than uneducated parents.	120	3.47	1.18	Agree
Q2	Parental income affect on quality of home economics education of their children.	120	3.73	1.41	Agree
Q3	Parents' status depends of provision of educational materials for their children in home economics class.	120	3.97	1.06	Agree
Q4	Parental status in the society depends on status of schools their children attend.	120	3.88	1.03	Agree
Q5	Parental education and social economics status depends on how they guide their children in their school assignments.	120	3.85	1.14	Agree

Decision Mean: 3.0

Table 2 shows the mean and standard deviation of social economic status on of home economics students in secondary school. The respondents are in agree with the items stated in the research instrument on social economic background of home economics students in secondary school. Also, the item's mean ratings which ranged between 3.47 and 3.97 are all considered accepted based on the decision mean of 3.0. The implication is that, the socio-economic background of home economics students in secondary school is favorable since all items agree on the social economic status of home economics students in secondary school has effects on their children show agreed based on decision mean.

Hypothesis One: There is no significant difference between the study habit and socio-economy status on of home economics in secondary school.

Table 3: Summary of ANOVA on Study Habit and Socio-economy Students Status of Home Economics in Secondary School

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	44.311	1	44.311	3.62	0.06
Within Groups	1442.055	118	12.221		
Total	1486.367	119			

Table 3 shows the finding of the analysis of variance on study habit and social economic status of home economics students in secondary school as shown in (Table 3) revealed a $F(1, 118) = F$ value 3.62 $p = 0.06$ With this finding, the hypothesis was retained because p -value of 0.06 on the table was greater than the pre-set level of significant of $p > 0.05$. This implies that there is no significant difference in the study habit and social economic background of home economics students in secondary school.

Discussion of Findings

There was no significant difference in the study habit and socio economy background of home economics students in secondary school. This is support of the findings of (Gabriel, Ngesu, Isaac. Timothy and Mukhungulu (2016) who investigate critical parental socio-economic factors affecting the of students in selected secondary schools. It was concluded that, parental occupation and involvement in learning activities and effective parent-teacher relationship were facilitating factors to students' achievement in schools. Also agree with study of Amadi and Segun (2018) who carried out the study on influence of family social status on academic performance of senior secondary school students in Nsukka Education Zone. The work revealed that motivated parents gave encouragement to their children's' /students' reading habits.

Conclusion

The research work was on students study habit, and socio-economy status of parents on achievements of home economics students in secondary schools in Minna, Niger state, Nigeria. A descriptive survey designed was used for the study. The study had two specific objectives. Two research questions and one null hypotheses. The population of the study comprises of all the 1200 Senior Secondary School home economics students in Minna metropolis. The sample for the study was 120 Junior Secondary Schools Two home economics students in Minna, Niger state (JSS II). A structured questionnaire was used for data collection in the study. The questionnaire was designed by the researcher and titled Study Habit, Socio- Economy Status of Home Economics Achievements Questionnaire (SHSESHEAQ).the questionnaire has three sections A, B and C that was used for data collection, descriptive statistics of mean and standard deviation was used to answer two research questions. The study revealed that (i) there was no significant difference in the study habit and socio-economic background of home economics students in secondary school. The study disclosed that study habits, and socio-economy status of parents impacted positively on students' accordingly.

Recommendation

1. It was recommended that home economics teachers should adopt measures to strengthen students' study habit to boost their s in home economics.
2. Students should be reoriented to improve study habits in relation to time allocation for personal reading and assignment, since these are crucial aspects of schooling.
3. Curriculum planner should incorporate contents related to students' study habits into their curriculum, in order to improved s of students in home economics.

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