

Improving Home Economics Education: A Review of Factors Militating Inclusion of Home Economics Studies in Kenyan Secondary Schools

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Abstract

Kenya can reorient itself towards sustainable development, using technical education as a vehicle for socioeconomic and technological transformation. The skills development is important for economic growth, poverty alleviation, youth and women's empowerment and social inclusion. Rwanda has the highest enrollment in technical subjects at the secondary level (35%), followed by Tanzania (13%) and South Africa (5.8%). Sub-Saharan Africa (6.1%) and South and West Asia (1.2%) have little room for Technical education at the post-primary school level. Given the above, it is a matter of concern that Africa lags behind the rest of the world in technology and still it continues to pay little attention to technical education and technological research. This therefore poses the need for this current study as to the factors militating inclusion of Home Economics studies in secondary schools. In line with the foregoing, the purpose of this study was to determine the factors militating inclusion of Home Economics studies in secondary schools in Kenya. The study objectives were: to determine student related factors influencing inclusion of home economics in secondary schools in Kenya and to establish teacher related factors influencing inclusion of home economics in secondary schools in Kenya. The researcher in this study adopted a descriptive survey design and used questionnaires to gather information. The sample size comprised 100 respondents whereby 80 were students while the Home Economics teachers were 20. The Home Economics teachers of the participating schools were purposely selected. The researcher used both qualitative and quantitative method of data analysis and the findings were presented by use of frequency tables. The study concluded that lack of adequate facilities and finances were common problems facing the schools that teach the subject. On the other hand, most of the girls' secondary schools were well established in the teaching of the subject while the mixed and boys secondary schools started teaching the subject with the implementation of the 8-4-4 system of education. Schools with adequate facilities enrolled a larger number of students. It is also important to note that student enrolment in Home Economics subject is not stable. The study recommended that more males should be encouraged to join home economics profession especially in Diploma Teacher Training Colleges and at the University level. Once they qualify and start teaching in secondary schools, more boys will be encouraged to choose the subject as well and thus some of the negative attitude towards Home Science would change.

Keywords: Home economics; Student-related factors; Teacher related factors; Secondary schools

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