

IMPACT OF HOME ECONOMICS ON FAMILY LIFE EDUCATION IN POST COVID-19 PANDEMIC IN LAGOS STATE

ABIMBOLA AYANDOYIN EMMANUEL & JEMBI RAFIAT OLUWATOSIN

Home Economics Department
Lagos State University of Education
Oto-Ijanikin, Epe Campus
emmanuelaa@lasued.edu.ng; jembiro@lasued.edu.ng

Abstract

The study examines the influence of home economics on family life education in post COVID-19 pandemic in Lagos State. This study adopted a descriptive research design. Population comprised 454 Students from Home Economics department, Michael Otedola College of Primary Education, Noforija, Epe, Lagos State. Simple random sampling technique was used to select one hundred and fifty (150) Students from Home Economics department, as sample for the study. Two (2) research questions were raised and answered in this study. Reliability of the instrument was determined using Cronbach Alpha which yielded coefficient of 0.72 and data collected was analyzed using simple percentage, mean and standard deviation. The research findings revealed that, COVID-19 pandemic has had a great negative impact on Nigerian; this has translated to poverty, food insecurity, and poor sanitary condition. Also, findings revealed that, Educating people on post-COVID-19 behavioural change through Home Economics extension advocacy is one way of improving rural livelihoods. That Home Economics education at the improvement of family nutrition and welfare is a good option for food security and food availability that could reduce hunger as zero which is one of the targets 2 of SDG 2030. The study recommended that Home Economics extension and training programmes in Nigeria should be problem-oriented and not be constrained by conventional disciplinary boundaries.

Keywords: Home Economics, Family Life Education, Post Covid-19 Pandemic, Nigeria.

Introduction

The disruption by COVID-19 on the food supply the world over is alarming. World Food Programme (2020) reported that about 135 million people were in acute hunger due to poor food access before the COVID-19 crisis started globally and that African people were the worst hit. Several studies have revealed a negative impact of the pandemic on food supply and access. For example, Otegunrin and Otegunrin (2020) reported that COVID-19 pandemic measures disrupted food supply globally. More so, the pandemic has generally undermined families' access to food and nutrition security. Exacerbating this condition is the COVID-19 pandemic's government measures in curtailing the spread of the virus which have compounded the situation by slowing food distribution and supply chain (Babatunde, 2020). These measures have negatively impacted the vulnerable people's access to food, especially the poor, women, children and the aged. Lockdown was the COVID-19 control measure introduced in all the states in Nigeria. This significantly restricted movement of goods and services. The negative impact of such measure on a family's income, food preparation, distribution, purchase, food access and consumption was unprecedented.

This is an indication that COVID-19 is wreaking havoc on every nation all over the globe with a potential impact on food supply disruption. The situation is leading to looming food waste with its devastating crises on food and nutrition security (Goodwin & Larsen, 2020). COVID-19 had also provided a setback to the world's progress in meeting the SDG Goal 2 agenda. This Goal seeks to "end hunger, achieve food security, improve nutrition and promote sustainable agriculture (United Nations, 2017). Measures taken by governments to curb the spread of COVID-19, such as staying at home, lockdowns and movement restrictions, have provided good opportunities for Home Economists to exhibit their skills by assisting families and communities to undertake deliberate actions and responsibilities to solve food nutrition and health problems through reinforcement of appropriating nutritional training to ensure seamless food access and good nutrition. When families are exposed to this practical skills training and services that demonstrate areas of need like food, it motivates families to positive change in action and attitude and equally makes them sensitive to their nutritional needs and practices. Nutrition is important for the overall wellbeing and development of individual and families (McNulty, 2013).

Providing nutrition, promote education that supports low-income families the world over will assist in providing and eating healthy food for the benefits of good health and survival (Kapur, 2019). Food and nutrition education is a component of Home Economics education (McGregor, 2019b). Home Economics, therefore, is the vehicle that drives this study. Home Economics education focuses on equipping individuals and families with skills and knowledge that can help cope with food security and nutrition problems (Olumakaiye et al., 2019). More importantly is Home Economics role in improving food security and health, supports for poverty reduction, family health and national development. Therefore, the paper aimed at examining influence of home economics on family life education in post covid-19 pandemic in Nigeria.

Coronavirus disease is a transferable disease brought about by a recently identified virus. This virus is a pandemic disease, brought about by the serious intense respiratory condition. COVID-19 is contacted through the different respiratory tracts, for example, the mouth and the nostrils, and attacks the human respiratory organs. On January 30, 2020, the World Health Organization (WHO) announced that this outbreak had constituted a public health emergency of international concern (WHO, 2020).

Home Economics education is of key importance in acquiring the knowledge and skills necessary for quality everyday functioning and living (Dixon, 2017). Home Economic education enables personal and professional development to individuals and the development of basic life skills that children cannot learn in their home environment, as some studies show. According to similar conclusions by Alharbi and Renwick (2017), individuals should acquire unique lifelong skills indispensable for functioning at home and in their careers. Renold (2008) emphasizes the purpose of home economics education teaching, which is to empower individuals and families for their well-being, adopt life-long learning attitudes, and enable future generations to manage global social challenges. Home Economics education enables learners not only to acquire knowledge but also to use and transfer it to theoretical and practical situations. Its importance is also in the development of appropriate attitudes towards various home Economics contents.

Family life education is defined by the [National Council on Family Relations](#) (NCFR) in Bredehoft & Walcheski, (2003) as "the educational effort to strengthen individual and family life through a family perspective. The objective of Family Life Education is to enrich and improve the quality of individual and family life." [Parenting](#) classes, pre-marriage education, marriage enrichment programmes, and family

financial planning courses are a few examples of this [human development](#) profession. These formal programmes are a relatively recent phenomenon. However, family life education has existed informally throughout history with marriage and child-rearing counsel passed from generation to generation as well by written information in ancient writings, [mythology](#) and religious scripture (Bredehoft& Walcheski, 2003).

Dealing with Post Covid-19 Pandemic in Nigeria, Home Economics has great impact on Family Life Education, it helps to improve methods for capacity building and to educate household members better and impart knowledge on hygiene behaviour. Practical Home Economics Education plays an important role in improving health and avoiding infectious diseases. Trained in basic Home Economics, heads of households can avoid health risks by respecting basic hygienic behaviour (hand washing, food processing, cleaning) and by learning about safe alternatives to hazardous pesticides or unhealthy cooking stoves.

Interventions of the Home Economics professionals to act in line with the objectives of Home Economics education at the improvement of family nutrition and welfare is a good option for food security (McCloat& Caraher, 2016). Food availability could reduce hunger at zero level is one of the targets 2 of SDG 2030 (United Nations, 2017). The focus of Home Economics education in addressing this life and practical skills that can empower families to have good knowledge of food production, sustainable diet, food storage and preservation; as well as hygiene and health which aim to improve wellbeing and quality of life for individuals and families through the provision of food to avert nutrition security (McCloat& Caraher, 2016). Nigeria government has taken steps in providing several interventions such as food palliatives and cash transfers, among others, during the lockdown to the populace. Such interventions are said not to have got to people in rural communities, especially the women (Badejo et al., 2020). This situation raises the need to look into other actions or strategies that can deal with food access issues and nutrition security during crises like this. In institutional households, Home Economics professionals ensure the health and wellbeing of people who are not able to take care of themselves. Home Economists follow a balanced approach to increase wellbeing for all household members, taking into account health-related aspects and the psychological and social aspects. Home Economics research on household management shows that globally, the major part of unpaid work at home is done by women and includes care for other household members. If women participate in paid work, they are overrepresented in low paid work and receive less than men. Nigerian Home Economists demand thinking of gender roles to relieve women from household and care work, including more active involvement of men and other household members and government support structures to enable this.

Objectives of the Study

The main objective of this research work is to examine the influence of Home Economics on family life education in post COVID-19 pandemic in Lagos State, Nigeria. Specifically, the objectives of this study are to:

1. Examine the influence of Home Economics on family life education in post COVID-19 pandemic in Lagos State, Nigeria
2. Examine the strategies for educating rural households in Nigeria through Home Economic perspective on life after COVID-19.

Research Questions

1. What are the influences of Home Economics on family life education in post COVID-19 pandemic in Lagos State, Nigeria?

2. What are the strategies for educating rural households in Nigeria through Home Economic perspective on life after COVID-19?

Methodology

The study adopted a descriptive survey research design. Population comprised 454 Students from Home Economics department, Michael Otedola College of Primary Education, Noforija, Epe, Lagos, State, Nigeria. Simple random sampling technique was used to select one hundred and fifty (150) students from Home Economics department as sample for the study. Two (2) research questions were raised and answered in this study. A self-developed questionnaire titled *Influence of Home Economics on Family Life Education in Post Covid-19 Pandemic* (IHEFLEPCP) was used as instrument for data collection. The questionnaire contained items influence of Home Economics on family life education in post COVID-19 pandemic and was based on two (2) points rating scales of influence and Not influence. To ensure the validity of the instrument, the researcher gave the draft of the questionnaire to the two experts from Home Economics to restructure the instrument in line with the research questions.

To determine the reliability of the instrument, a pilot test was conducted and the scores were tabulated and the Pearson Product Moment Correlation formula was applied and a correlation coefficient of 0.72 was obtained. Data collected was analyzed using simple percentage, frequency, mean and standard deviation statistical tools.

Presentation of Data Analysis and Results

Research Question one: What are the influences of Home Economics on family life education in Post COVID-19 pandemic in Lagos State, Nigeria?

Table 1: Influences of Home Economics on family life education in post COVID-19 pandemic in Lagos State, Nigeria

S/N	YES	NO	Mean	S.D	ITEMS	Freq.	%	Freq.		
					(N)	(N)	(N)			
1.	Home Economics educate household members better knowledge on hygiene behaviour		3.8	.79	Education	108	72	42	28	
2.	Home Economics improves wellbeing and quality of life through the provision of food to avert nutrition security		3.5	.77	Education	81	54	69	46	
3.	Home Economics plays an important role in improving health and avoiding infectious diseases		3.4	.75	Education	77	51.3	73	48.6	
Overall Total			Mean = 3.57 and STD = 0.79							

Table 1 above shows the influence of Home Economics on family life education in post covid-19 pandemic in Lagos State, Nigeria. This findings indicate that Home Economics Education educates household members better knowledge on hygiene behavior (mean 3.8, SD = 0.79), Home Economics improve wellbeing and quality of life through the provision of food to avert nutrition security(mean = 3.5, SD =

0.77), Economics Education plays an important role in improving health and avoiding infectious diseases (mean = 3.4, SD = 0.75). This reveals that the mean and standard deviation of the items listed above is very high (mean = 3.57, SD = 0.79).

Research Question Two: What are the strategies for educating rural households through Home Economics perspective on life after COVID-19?

Table 2: Strategies for educating rural households through Home Economics perspective on life after COVID-19

S/N	ITEMS					Mean	S.D	YES
		Freq (N)	NO %		Freq. (N)	%		
	1. Organizing training to provide healthy nutrition.	101	67.3	49	32.7	3.7	.77	
	2. Organizing healthrelated Home Economics research to achieving good health from many angles.	107	71.3	43	28.7	3.9	.78	
	3. Addressing of malnutrition , as evident in the alarming prevalence of	98	65.3	52	34.	3.8	.77	the double 7 burden

overweight
and obesity
in children
and adults,
resulting in
huge public
health costs

Overall Total

Mean (\bar{x}) = 3.57 and STD = 0.77

Table 2 above shows that organizing training to provide healthy nutrition (mean = 3.7, SD = 0.77), organizing health-related Home Economics research to achieving good health from many angles (\bar{x} = 3.9, SD = 0.78) and addressing the double burden of malnutrition, as evident in the alarming prevalence of overweight and obesity in children and adults, resulting in huge public health costs (mean = 3.8, SD = 0.77). This reveals that the mean and standard deviation of the items listed above is very high (mean = 3.57, SD = 0.79).

Discussion of Findings

Table 1, showing the extent of the influence of Home Economics on family life education in post COVID-19 pandemic in Nigeria. The result is in line with the findings of McCloat and Caraher (2016) who stated that Home Economics Education helps to improve methods for capacity building and to educate household members better and impart knowledge on hygiene behaviour. Practical Home Economics Education plays an important role in improving health and avoiding infectious diseases. Trained in basic Home Economics, heads of households can avoid health risks by respecting basic hygienic behaviour (hand washing, food processing, cleaning) and by learning about safe alternatives to hazardous pesticides or unhealthy cooking stoves. Interventions of the Home Economics professionals to act in line with the objectives of Home Economics education at the improvement of family nutrition and welfare is a good option for food security.

Table 2 showing the strategies for educating rural households through Home Economics perspective in Lagos State, Nigeria on life after COVID-19. These findings agreed with the finding who McCloat and Caraher (2016) stated that organizing training to provide healthy nutrition, organizing health-related Home Economics research to achieving good health from many angles, addressing the double burden of malnutrition, as evident in the alarming prevalence of overweight and obesity in children and adults, resulting in huge public health costs and Home Economics professionals are educating especially women in sustainable food production and alternative ways of income generation which benefits household food and nutrition security.

Conclusion

The study examined the influence of Home Economics on family life education in post COVID-19 pandemic in Lagos State, Nigeria. Based on the findings, the researcher concluded that there are many challenges faced by the Nigerian due to the coronavirus pandemic which led to poverty, food insecurity, unemployment, herdsman farmer crises, and economic lockdown. This therefore posits the influence of Home Economics on family life education in Nigeria whose aim is to improve quality of everyday life of individuals that happens to be household members, in order to provide specific strategy, understanding the

new normal which is (life after COVID-19) and easing the suffering caused by this pandemic; thereby making life easy and comfortable for the rural households in Nigeria after the pandemic.

Recommendations

1. Home Economics Extension and training programmes in Nigeria should be problem-solving oriented and not be constrained by conventional disciplinary boundaries.
2. Rural household member in Nigeria should shape their actions towards more prudent care for environmental consequences.
3. Home Economics should redefine its role concerning rural households around the world, especially Nigeria.

References

- Alharbi, M., & Renwick, K. (2017). Saudi Arabian home economics curriculum: searching for deep learning. *International Journal of Home Economics*, 10(2), 109–120
- Babatunde, A. (2020). Impacts of COVID 19 on supply chain operations in Nigeria. *International Journal of Business and Management Invention (IJBMI)*, 9(4), 43–53
- Badejo, B. A., Ogunseye, N. O., & Olasunkanmi, O. G. (2020). Rural women and the COVID-19 pandemic in Ogun State, Nigeria: an empirical study. *African Journal of Governance and Development*, 9(1)45-56
- Bredehoff, D.J. & Walcheski, M. J. (2003). *Family life education, integrating theory and practice*. Minneapolis, MN: National Council of Family Relations.
- Caraher, M., & McCloat, A. (2016). Home economics as a food education intervention: lessons from the Irish secondary education context. *Education and Health Journal*, 34(4), 104–109
- Dixon, R. (2017). Teachers' hopes for the future of home economics education in New Zealand. *International Journal of Home Economics*, 10(1), 12–20
- Duncan, S.F. & Goddard, H.W. (2005). [Family life education: principles and practices for effective outreach](#). UK. Thousand Oaks, CA: Sage.
- FAO. (2020). *Anticipating the impacts of COVID-19 in humanitarian and food crisis contexts*. Rome. Romanian Publications
- Goodwin, L., & Larsen, E. L. (2020). *COVID-19 has sparked a food loss crisis; here are 3 Ways to tackle it*. <https://www.wri.org/insights/covid19-has-sparked-food-loss-crisis-here-are-3waystackle-it>
- Gundersen, C., & Ziliak, J. P. (2015). Food Insecurity and Health Outcomes. *Food & Health: An Overview*, 34(11) 1830–1839
- Malpass, D. (2021). *COVID-19 to add as many as 150 million extreme poor by 2021*. <https://www.worldbank.org/en/news/pressrelease/2020/10/07/covid-19-to-add-as-many-as-150million-extreme-poor-by-2021>.
- McCloat, M., & Caraher, M. (2016). Home Economics as a food education intervention: lessons learned from Irish secondary school context. *Education and Health Journal*, 34(4), 104
- McNulty, J. (2013). *Challenges and issues in nutrition education*. Rome: Nutrition Education and Consumer Awareness Group, Food and Agriculture Organization of the United Nations. www.fao.org/ag/humannutrition/nutritioneducation/en/
- Okeke, E. N., Ekomaru, C. I., & Ihekoronye, C. N. (2011). Globalisation and changing patterns of family lifestyle: implication for Home Economics. *Journal of Home Economics Research*, 14(2) 67– 75.
- Olumakaiye, M. F., Popoola, B. R., & Abioye, B. (2019). Influence of women's empowerment on household food security. *International Journal of Home Economics*, 12(2), 45–55.

- Otekunrin, O. A., &Otekunrin, O. A. (2020). COVID-19 and hunger in Africa: a crisis within a crisis. *Archives in Food and Nutrition*, 3(2), 10-11.
- Renold, U. (2008). The role of education in equipping individuals and families to be resilient and active participants in the global community. *International Journal of Home Economics*, 1(2), 69–74
- United Nations. (2017). *Resolution adopted by the General Assembly on 6 July 2017*, Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development. (A/RES/71/313)
- World Bank Report. (2020). *World Bank Development Indicators*.
<http://data.worldbank.org/datacatalog/world-development-indicators>
- World Food Programme. (2020). *COVID-19 will double number of people facing food crises unless swift action is taken*. <https://www.wfp.org/news/>