HOME ECONOMICS: PAST, PRESENT AND FUTURE IN POST COVID PANDEMIC

Prof. Ngozi Mary Eze

Department of Home Economics and Hospitality Management Education
University of Nigeria, Nsukka
A keynote Address delivered at the 12th National Conference of Home Economics Professional Association of Nigeria (HEPAN) Conference held at Federal College of Education (Technical) Asaba

Introduction
The theme for this year’s conference: Home Economics: Past, Present and Future in Post-Covid Pandemic is therefore considered very apt and significant in addressing the multidisciplinary concerns that will bring about innovative ideas, knowledge and skills geared towards improving the quality of life of individuals, families, communities and society at large.

The 11th March 2020 is a date that is significant as the earth experienced a global remarkable change to a new normal which affected the entire human race, professional practices and activities of men and women in unimaginable ways across the nations of the world. The World Health Organization [WHO] (2020a) officially declared the viral infection emanating from a novel corona virus on the 11th of march, 2020 which was previously named COVID-19, a global pandemic (Worldometer, 2021). The COVID-19 pandemic triggered a global economic recession which has resulted in a dramatic loss of livelihoods and income on a global scale (World Bank, 2020a).

The spread of COVID-19 already had a high human cost, and with public health systems struggling to cope, these costs will continue to grow. This has led to significant trade disruptions, drops in commodity prices, and the tightening of financial conditions in many countries. These effects have already led to large increases in unemployment and underemployment rates and will continue to threaten the survival of many firms worldwide (Loayza and Pennings, 2020). Furthermore, the International Labour Organization (ILO) stated that more than the equivalent of 400 million full-time jobs was lost in the second quarter of 2020 with a number of countries enforcing lockdown measures (ILO, 2020a). In Nigeria, a similar or higher scenario of its effects was recorded.

This is also having complex consequences for professionals in the field of Home Economics. In order to address the main focus of this topic, emphasis will be laid in the following areas.

• Brief Historical perspective of Home Economics practice
• Home Economics and its components
• Challenges of Learning Situations in the past and Present.
• The future of Home Economics in post covid-19 Era.
• Innovations in Home Economics classrooms (Digital Learning Platforms).
• Problems of Online learning
• Optimal Productivity & Sustainability in Teaching & Learning Home Economics Education

Brief Historical Perspectives of Home Economics Practice
It will be necessary to give a brief history of Home Economics to enlighten the audience on some important issues about the beginning part of Home Economics. According to history, the purpose of Home Economics was to professionalize housework, to provide intellectual fulfilment for women and emphasize the value of “women’s work” in the society and to prepare them for traditional roles of sexes.

In 1899, with the establishment of the Lake Placid Conferences, the term “Home Economics” was decided upon and activists began to call for the teaching of Home Economics in schools across the world.

During this first conference, leaders in the field settled on a name for this practice to unify the movement and called it “Home Economics”. Family and consumer sciences (FCS), formerly known as Home Economics, gave birth to consumer education in 1909 with the founding of the American Home Economics Association, now the American Association of Family & Consumer Sciences (AAFCS).
In the past, Home Economics was a subject designed explicitly for girls, and taught almost exclusively by women. Its focus was on the private rather than the public sphere of activity, and unpaid rather than paid work. Its orientation was more towards the practical than the academic. (Department of Employment, Education and Training (DEET), August 1990).

In Nigeria, the main aim of Home Economics practice was to train wives of civil servants, local missionaries and top government officials to meet up with the joneses of the white people. By implication, Home Economics started in an informal setting in Nigeria. It was not taught in a formal school setting then, rather mothers and formators taught mainly girls the art of Home making such as: family living, cooking, needle work, nursing babies among others. However, with the arrival of the missionaries in 18th Century in Lagos, the formal system of Home Economics Education started. The major aim was to prepare young girls for motherhood and marriage life. Aside the evangelization, the course taught was Domestic Science which included Needlework, Cookery, Home Craft, Laundry among others. Presently, Home Economics courses are offered around the world and across multiple educational levels.

Home Economics and Its Components
Home Economics is a unique subject which draws knowledge from all the Sciences and Arts and applies them to the family. The leading international body for Home Economics, International Federation for Home Economics (IFHE) (2008) defined Home Economics as a field of study and a profession, situated in the human sciences that draws from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities. Also Baldwin (1991) defined Home Economics as a science because it covers both the influence of Science and Technology on activities in the home. It is also an Art because the discipline incorporates both creative and technical aspects into its teachings (American Association of Family and Consumer Sciences, 2015). IFHE (2022) also defines Home Economics as the original field of research on economic, social and ecological aspect of everyday living.

Following from the definitions above, IFHE aims to anchor Home Economics in the 21st century on four dimensions, or areas of practice viz:

- an academic discipline involved in scholarship, research and in the creation of new knowledge;
- an arena for everyday living in households, families and communities and for developing human growth potential and human necessities;
- a curriculum area that facilitates students to discover and develop personal human resources, capabilities and life-skills; and
- a societal arena to influence and develop policy and advocacy for the overall sustainable wellbeing of individuals, families and communities using transformative practices.

At this juncture, let us examine the philosophy of Home Economics.

Philosophy of Home Economics
Every profession or discipline has philosophical bases for training and practice. Philosophy of Home Economics therefore, are statements of belief which the training and practice of Home Economics are based. In other words, the philosophy of Home
Economics could simply be said to be the conceptualization that defines its content as a discipline at any point in time. Though the Philosophy of Home Economics could be stated in different ways, but the essentials of promoting family living, the community, nation and the world at large remains the centre hold.

The philosophy of Home Economics is sought to be achieved in Nigeria through the following: preparing the individual for home making and family life; nurturing and fostering physical development and wellbeing of the family, community, nations and institution; helping at various governmental levels in their central body for planning and implementing Home Economics programmes in Education, Extension services and others; taking up positions in work force (public or private) as nutritionists in hospitals and communities, institutional managers, interior designers, house hold equipment testers, Textile and Fashion designers, Administrators in Education and child welfare agencies, teachers and research workers; keeping up with recent developments in the discipline through organizing of seminars, conferences, reading of wild varieties of professional journals and implementing current ideas emanating from such in order to make and carry out intelligent decisions; contributing to knowledge and improvement strategies through research and communications; and finally, bring about good interpersonal relationship within the home, community and hence contribute to the world peace at large.

This philosophy of Home Economics provides the bases for the formulation of the objectives.

Objectives of Home Economics
The objectives of Home Economics are dynamic and meant to guide the achievement of the philosophy. Objectives are always changing in line with the challenges of modernization and urbanization. Summarily, the objectives allow individuals to utilize more fully and more intelligently available resources for better quality life. Home Economics through its various courses should provide learning experiences for developing individuals and families with practical skills in order to improve physical, mental and social lives of people for better living. From the objectives of Home Economics, the components can be derived.

Components of Home Economics
At whatever level of Home Economics, the acquisition of skills is greatly emphasized. At the primary and adult vocational training centers, instruction is concentrated on areas like, needle craft, house craft, personal hygienic, cookery, home management, mother care, and childcare.

At the post primary and tertiary levels advanced work and scientific research are carried out. The areas are grouped into larger sections depending on the attainable educational goal. Some major areas of Home Economics include: - Clothing & Textile; Foods & Nutrition and Home Management. Other areas emanate from the above three major areas. Housewifery; Laundry work; Consumer Education; Child Development; Hygiene and Health Education; Budgeting etc.

Challenges of Learning Situations in The Past and Present
This paper will not be complete without stating the problems bedeviling Home Economics before Covid-19. There have been issues that would have been addressed before the Pandemic.

There were challenges that were facing learning situations in Home Economics generally in developing countries. In places like Nigeria where education environments are already fragile before the pandemic, there was need for a scale up in resource provision.

According to National Bureau of Statistics (2019), 40.1% of the population in Nigeria, Africa’s most populous country and the largest producer of oil in Africa, is classified as poor. That is, on average, four out of 10 Nigerians have per capita expenditure below $400.

The United Nations Children’s Fund (UNICEF) formerly known as United Nations International Children’s Emergency Fund (2019) states that 10.5 million of the country’s children aged 5-14 years are not in school. Only 61% of 6 to 11-year-olds regularly attend primary school. Some states in the north east and north west of the country have more than half of the girls not enrolled in schools as marginalization ensures that girls are deprived of basic education.

The above challenges however, showcase that Covid-19 is not the only cause of poor situation of
education in Nigeria but has only exposed the education divide.

In summary, the challenges of learning situations in Nigeria before Covid-19 include the following: poverty in the country; stereotype or widely believed that Home Economics is for women; inadequate funding of education sector by the Federal government; shortage of electricity supply; inadequate training and retraining of Home Economics Staff on ICT utilizations; inadequate internet connectivity in schools; Educational disparities in the North and South (economic or gender related) have become more pronounced; and Academic Staff Union of University (ASUU) incessant strike which affected seriously a skilled oriented course like Home Economics. All these were the challenges that were facing Home Economics education before covid-19.

In this key note address, we shall also look at the various challenges that were brought by the pandemic which may well continue in the future. The covid-19 virus was spread world-wide presenting one of the global educational crises in history with very high socio-economic costs. According to UNESCO (2020), covid-19 pandemic created the largest disruption experienced in educational system. De Simone et al (2020) reported that with 253 million learners living in countries affected by school closures due to corona virus in 47 Sub-Saharan African countries, the region is facing a major crisis affecting learning. Nigeria is on top of the list, with almost 45 million learners affected nationwide. Home Economics students are not exception. However, the pandemic of 2019/2020 brought about changes in the normal ways things were done in the past.

The Future of Home Economics Education In Nigeria

The year 2020 was one of the toughest years in history of education, industries and other sectors. More was in Education, food, fashion, Hospitality among others. All were marked by declining achievements, sales, changed customer behavior and interrupted supply chains across the globe. The major focus of this paper is to anticipate future developments as a result of Covid-19 pandemic challenges and suggest strategies to minimize its effects on Home Economics Education to ensure a sustainable professional development. This could be done through future-proofing.

Future-proofing the Home Economics profession is a challenging task but necessary to ensure a sustainable vision both for the profession and for individual members. IFHE (2008) commenced its future-proofing strategy by focusing on questions of sustainability, advocacy and the active creation of preferred futures for Home Economics, relevant disciplinary fields, and the profession itself. In future proofing of Home Economics, some basic areas discussed in this paper include: Foods &Nutrition and Covid-19; Family clothing and economic security; Hospitality & tourism; and Education and Teaching in post covid-19 pandemic.

Foods & Nutrition and covid-19

Food security is a major factor in food studies. It is the measure of the availability of food and individuals’ ability to access it. Food insecurity on the other hand, is a situation of limited or uncertain availability of nutritionally adequate and safe foods or limited ability to acquire acceptable foods in socially accepted ways (United States Department of Agriculture (USDA)).

Food security is the most important to human development and the sustainable development goals is which remains a substantial concern globally and in Nigeria, particularly during the covid-19 pandemic despite various palliatives and intervention initiatives launched to improve household welfare. A study by Ibukun & Adebayo (2021) indicated that over 60 per cent of the households’ lives were threatened by food insecurity in Nigeria. The finding showed gross inadequacy of government palliative support and distribution.

Thus, in reference to policy implications, interventions and palliatives should be well planned and consistent with household size and needs. Food insecurity in Nigeria is continuously being aggravated by many factors which include: communal conflicts; Boko Haram; herders-farmers clashes and flooding. Nigeria government can improve on Food Insecurity by: Focusing on rural development; Appropriate policies for food; Political Stability and Reduction of poverty (https://www.linkedin.com). All these must work in collaboration with international aid in order to achieve true success.

Clothing and Economic Security during & after Covid

As a matter of fact, the huge crisis caused by Covid-19 in the year 2020 forced the industries to their
worst on financial record. Almost every industry was in the midst of uncertainty, with revenues and margins under pressure (McKinsey, 2021). The distorted economic activities have depressed apparel market demand. The fashion industry, like many other sectors in the economy, have been negatively impacted by the prolonged pandemic, permanently changing lives, livelihoods and societies. The industry, during the pandemic, had witnessed loss of sales, resulting in many cancelled orders, store closures, job losses, and tough times for existing workers and suppliers.

People realized that fashion was not a basic need, during the lockdown, people were not buying fashionable wears. Most purchases were basic wears, T-shirts, Kimonos, convenient clothes that could be worn every day and at home. To avoid economic breakdown apparel and fashion companies must therefore, act quickly to secure business continuity, minimize downsize, and get ahead of business-model changes that may be necessary coming out of this disruption. Already, according to Patil (2022), some stakeholders in the industry are riding out of the storm and have positioned themselves to bounce back stronger than Pre Covid-19 Pandemic.

Also, the pandemic increased demand for digital access to everything, which in effect has enabled innovation, efficiency and new ways for businesses to scale up. It has also emphasized the need to move to more sustainable and responsible working ways. Digital channels will be the primary driver of growth in the coming years as people will remain reluctant to mass gathering. It is expected that industry players will see deep and long-lasting changes to both consumer demand and ways of working. Amongst potential short-term challenges, brands will have to shift their focus towards casualwear and there will be continued pressure on luxury, as well as shorter production cycles and cash constraints that will lead to slowdown in investments (McKinsey, 2021). This will also be applicable to the hospitality industry.

**Hospitality and Tourism in post covid -19 pandemic**
The Hospitality Industry was the worst hit in the human sector during the pandemic. Mass cancellation of accommodation and bookings were faced by hotels. Some hotels were completely shut down due to non-patronization. They had to pay salaries even without earning a dime. This resulted in staff downsizing or reducing of staff strength which increased unemployment rate; strategies to mitigate the crises for future-proofing are as follows: health and safety measures were conducted on the employees by testing for the virus; downsizing of the number of employees to balance their financial situations and provide employees with the option of unpaid and paid leave; temporary salary reduction to save jobs instead of laying off staff completely; labour unions and the government should work together to find the best solution to future hotel management; proper and adequate regulations and policies should be developed by government and stakeholders of Hospitality industry to guide the Hospitality industries; government should provide incentive programmes for employees in form of online upskill training and financial benefits.

**Future of Teaching and Learning with ICT in Post covid-19 Pandemic**
The pandemic has affected people regardless of nationality, level of education, income or gender. The event of covid has increased the use and opened the way for online learning in Nigeria. The use of online platforms for delivering lectures was accelerated during the pandemic because students had to continue learning during the sit-at-home lockdown. Technology and students continue to change with the new digital reality of online computerized environment. The society is gradually moving toward a world where students will work and learn from home, go to school two days in a week and attend lectures online three days in a week. During and after the pandemic, different online teaching platforms were used; they include: Zoom; Google; Google classroom; Adobe; WeChat; online videos (YouTube), social groups, course lectures and tutorials, podcasts, and interviews on the field.

Apart from the afore mentioned platforms many higher institutions adopted the blended fashion of teaching and learning. According to Graham (2013) blended learning is the most common form of online teaching strategies and complements traditional teaching methods enriched with the use of technology. It is designed to combine teaching and learning through face-to-face activities with other online learning components. The place based or face-face learning strategies are replaced with webinars, which makes learning even more convenient, exciting and accessible. Home
Economics instructions can be taught using this blended form of learning.

Blended learning involves a shift in 3 major areas: - from teacher to student -centered learning, from limited to high frequency interactions between students and resources and from intermittent to deliberate integration of formative and summative assessments.

It broadens the learners’ experiences by supporting anytime, anywhere learning and reshapes the role of the teacher or instructor.

In blended learning, a lot of learning occurs online, with the student being able to manage the pace at which learning occurs, therefore, it is student-centered.

It is also instructor-led, usually conducted through webinars allowing remote learners to engage more easily. Blended learning creates an integrated learning environment essentially where online and instructor led training is complementary. The current conventional and traditional methods of teaching is believed to be less effective in line with the technology and industrialization trend. The concept of brain power, intelligence and creativity have grown rapidly along ICT. International job opportunities are now being measured by use of technology in interactions. Technology is now fundamental in determining the quality and effectiveness of the learning process.

Some Common Blended learning Strategies include:
- Flipped blended learning
- Flex Blended
- Online Laboratory Rotation or Station Rotation
- Enriched Virtual or Remote blended learning
- Ala carte

Flipped learning is also known as flipped classroom, backward classroom, inverted classroom, or reverse teaching. As the name implies, students watch videos at home while assignments are completed during in-class sessions with the students and teachers working through and solving questions together.

It is an approach in which direct instruction moves from the group learning space to the individual learning space. Before the class time, learning activities are given as homework, therefore, it allows time for more interaction the next day in class.

The resulting group space is transformed into a dynamic and creative assembly where the instructor guides students. Flipped classroom replaces teacher lectures with instructional materials such as videos, which students can watch and interact with at home. There are over 20 engaging flipped learning applications - Edpuzzle, Brain pops.

The main goal of a flipped classroom is to enhance students learning achievement by reversing the traditional model of a classroom focusing more on the students understanding rather on a lecture.

Flex or flexible learning allows the learners with increased choice, convenience, and personalization. It provides learners with choices about where, when, and how learning occurs. It is free from limitations of time, place, and pace. There are many examples of websites with educational interactive content such as chat rooms, discussion boards, print resources, audio tapes, broad cast videos, teleconferencing or video conferencing that are flexible learning platforms.

It is an asynchronous learning strategy which means that although one is learning from a remote distance, one virtually attends a class session each week with the instructor and other classmates. Classes can be attended anywhere of your choice while at the same time one is expected to communicate with the instructor regularly, and make connections with classmates. group work is schedule where it is convenient for individuals and for everyone, and there is immediate feedback on quizzes.

The online laboratory rotation model allows for differentiation where students learn different things at different levels and are not limited to only the teaching staff on ground but have unlimited options of staff to choose from. The laboratory rotation model involves any course in which students rotate on a fixed schedule or at the teacher’s discretion among learning modalities at least one of which is done online.

It is most ideal for courses with practical orientation, students rotate on the use of same facilities on individual project levels. It is easy to implement the day to-day instruction, students can rotate through the different stations. With good classroom
management skills, the teacher can manage the groups in clusters or on individual basis.

Enriched Virtual or Remote Blended Learning. In this case students are required to do face to face learning sessions with the teacher and are free to complete their remaining coursework remotely. Students manage their own time and work schedule.

The virtual blended learning can accommodate more students through its’ different applications. The same teacher serves as face-to-face as well as the online instructor.

Students have flexible use of time and location by taking the theoretical aspect of the course over the internet and use place-based interactions for practical applications.

A la Carte Blended Learning, just like the name implies it allows a student to take an entire course online to accompany the core curriculum course, providing them with more flexibility over the schedule. It is ideal for students to use an a la carte blended learning to make up for deficiency in the credit load carrying capacity. Students can take courses/ sessions/period exclusively virtual. It increases options for students to improve or increase knowledge as students can completely learn in a completely virtual environment. It is the 21st century learning approach that considers the diverse nature of the students and the learning environment.

Other Learning Platforms for Teaching Skills
In the area of Home Economics where skills are involved, platforms that help to teach skills can be used. According to Prahl (2022) the best online learning platforms for skill learning include: Coursera Academy; Udemy; Skillshare; Masterclass; EdX; Udacity; Pluralsight; Village2nation. These learning platforms help individuals to acquire marketable skills. It has been reported that individuals learn about 40% faster on digital platforms compared to in-person learning. Aside the online learning, there are skill related areas that have shown much progress as a result of new online classroom activities. Home Economics will not be an exception.

INNOVATIONS IN HOME ECONOMICS CLASSROOMS (TECHNOLOGIES)
Apart from the virtual teaching (video conferencing), web-based teaching and the use of world-wide-web (www) and the blended learning approach, there are other teaching technologies that can be applied in the classroom for the teaching of practical courses in some areas of Home Economics. These new technologies include:
1. Simulators,
2. Augmented Reality (AR)
3. Virtual Reality (VR)
4. Mixed Reality (MR)

These technologies can support the provision of practical training outside of workplaces. Given their advantages in terms of scalability, flexibility and safety, these technologies also have the potential to improve Home Economics beyond the current crisis. Effective adoption and use of these innovative technologies will be appropriate if schools are given financial support.

The use of Simulators in Teaching Home Economics
Digital Simulation is a new trend in teaching in skilled areas of Vocational Education such as Home Economics. In a stimulating classroom, students are able to move around, learn new ways of receiving knowledge, and are encouraged to question everything around them. Because of this, it's easier for them to become involved in the learning process. Simulated teaching is the technique of learning and training, which develops the ability in an individual regarding problem solving behaviour. It has been defined as a role playing in which a learner performs the role in an artificially created environment.

Instructional simulation is capable of engaging students in "deep learning" that empowers understanding as opposed to "surface learning" that requires only memorization. This means that students can learn difficult concepts in any area of Home Economics.

Examples of things that can be learnt are:
- scientific methods in foods, clothing, family, concepts in child learning, among others
- the relationships among concepts
• how to predict outcomes in practical teaching eg Cake making, Pattern drafting and other practical skilled courses.

Simulations are more important than conventional teaching in emphasizing abstract concepts over factual information. To implement an effective simulation three elements are necessary:

1. Preparation (both teacher & student must be prepared).
2. Active student participation (Every student must assume a role).
3. Post simulation debrief (students should reflect on and discuss what was learnt and question asked to align between simulation and course goal.

According to Rebbeck (2014), simulating activities digitally is a useful way to get learners to develop new skills. Doing the real thing is, of course the most important learning experience.

Use of Augmented Reality (AR)
Augmented Reality (AR) is an enhanced version of the real physical world that is achieved through the use of digital visual elements, sound, or other sensory stimuli delivered via technology. It is a growing trend in skill acquisition. It has a future in varieties of areas. It is used to enhance natural environments or situations and offer perceptually enriched experiences.

Augmented reality starts with a camera-equipped device—such as a smartphone, a tablet, or smart glasses—loaded with AR software. When a user points the device and looks at an object, the software recognizes it through computer vision technology, which analyzes the video stream.

Augmented reality (AR) has the potential to support individuals with special needs and to enable their development of daily living skills. The results showed that AR can be effective and helpful for individuals with disabilities to help them make daily decisions and guide their actions in society. This means it can be used to teach Home Economics since it helps in the development of daily living skills.

Use of Virtual Reality in Home Economics Classroom
Virtual Reality, or VR, is the use of computer technology to create a simulated environment which can be explored in 360 degrees. Unlike traditional interfaces, VR places the user inside the virtual environment to give an immersive experience.

In other words, Virtual reality otherwise known as VR is the name for computer technology that makes a person feel like they are somewhere else. It uses software to produce images, sounds, and other sensations to create a different place so that a user feels like he or she is really part of this other place.

VR classroom is a good teaching technology for the learning of Home Economics and its areas such as family living, foods & nutrition, consumer education, housing designs among others.

It can also be used to help students learn more practical skills. One of the biggest benefits of virtual reality is that it can be used to produce realistic scenarios. This makes it much more accurate when teaching practical skills. Examples are in cake making, sewing of cloths, craft making among others. These can be tried in all skilled areas in Home Economics.

VR simulations can provide students with practical training opportunities without pressure, danger, and allowing for repeated opportunities to practice. According to Urdinola, Castro & Hoyos (2021) VR can be developed in all practical areas in Home Economics.

Results also indicate that students exposed to VR instruction, report higher scores in socio-emotional skills assessments after completing their training than their peers receiving traditional instruction. The analysis also indicates that students exposed to VR instruction, report higher scores in socio-emotional skills assessments after completing their training than their peers receiving traditional instruction. The analysis also indicates that students exposed to VR training are more efficient using inputs, time, and/or avoiding performance errors than students exposed to traditional training, per additional hour of instruction.

Use of Mixed Reality in Home Economics Classroom
Mixed reality (MR) is the merging of real and virtual worlds to produce new environments and visualizations, where physical and digital objects co-exist and interact in real time. Microsoft's HoloLens is a well-known example of an existing, commercially available Mixed Reality device. It is a
holographic computer you wear around your head, with lenses over your eyes that project holograms you can manipulate and interact with as though they existed in your physical surroundings.

The Difference between AR and MR is that VR is immersing people into a completely virtual environment; AR is creating an overlay of virtual content, but cannot interact with the environment; MR is a mixed of virtual reality and the reality, it creates virtual objects that can interact with the actual environment.

Problems of Online Learning platforms
Generally, students encounter different problems when they want to access the online learning platforms. Learning platform is a website or application that allows students to study some topics of interest wholly online and remotely. Learning platforms were difficult to come by during the lockdown. Clark & Mayer (2016), noted that students from privileged backgrounds who were supported by their parents are eager and able to learn and could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shut out when schools shut down.

In Nigeria, most universities have poor internet access. Some universities where it works, students do not have internet access where they live. In situations where poor students do not have internet access at home or in school, the lecturer should do the following: Google drive files offline; encourage parents and students to take advantage of community resources; lecturers can share print resources for students; share affordable internet options etc. These will help to improve the students’ academic performances.

Conclusion
As problems that will confine the society continues to evolve in the coming years, the role of Home Economics education will be needed to get ready for work at home as some parts of the world are on strife especially some parts of Nigeria that have safety issues which confine them to their homes some days of the week. There is a likelihood that more of these will occur in future. Therefore, it is pertinent to make available enabling environment for teaching/learning at home when not in school.

The potential for Home Economics education to play a key role in reconstituting the future is abundantly clear. Intentional education focus should include: the utilization of models that will activate the areas of practice and the essential dimensions to ensure Home Economics education is inclusive of the knowledges, processes, and contexts for transformative action; food literacy action to mobilize the potential of education to achieve positive outcomes in challenging food-related areas especially with malnutrition and food insecurity; outcomes in challenging hospitality and clothing related areas; a reinvention of the place of the home with new functions likely to be embedded as the home will be a second classroom for both teachers and students.

Recommendations and Strategies for improving the sustainability of the Home Economics Practice in Nigeria during the Post-Covid Era
1. There is an urgent need to teach pre-school, school children, adolescents and their parents and other caregivers about food preparation and healthy eating patterns, recognizing that lifestyles are changing and that this information and advice need to be based on the everyday realities of people.

2. Home Economists should conduct research and projects around the world to reduce hunger and prevent malnutrition.

3. Home Economics professionals should as a matter of urgency train especially women in sustainable food production and alternative ways of income generation which benefits household food and nutrition security.

4. Training should be provided on healthy nutrition, efficient cooking and the need to send children to school.

5. Home Economist professionals are further working on research and education programmes for financial literacy to improve the financial status of families.

6. Home Economics Education should address the inter-linkages between food production and food consumption by promoting sustainable production and consumption patterns for more sustainable diets in order to address 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.

References


De Zwart, M.-L. (2020, May 6). Before DIY sourdough starters became popular, there was home economics. The Conversation. https://theconversation.com/before-diy-sourdough-starters-became-popular-there-was-home-economics-136370


Prahl, A (2022). Best Online Learning platforms. Expand your knowledge. verywellfamily.com
