IMPACT OF HOME ECONOMICS ON FAMILY, AND FAMILY LIFE AND EDUCATION IN POST COVID – 19 PANDEMIC.

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Abstract

The study investigated the impact of Home Economics on family, family life and education in post COVID-19 Pandemic, two research questions was used for the study. The research design adopted in this study was descriptive survey design. The population for this study was made up of all adult in Ore-Edo Local Government areas in Edo State, through simple random sampling technique, a total of two hundred and seventy-nine adults both male and female were selected. A self-structured questionnaire was developed by the researcher, it was structure in a four point scale. The questionnaire is in two sections, section A and section B., section A covers the demographic information about the respondents, section B contains twenty items from the investigation areas. The instrument was validated by 3 experts in the department of Vocational and Technical Education in Ambrose Alli University, Ekpoma, reliability method used for the study was Test-rest. A correlation coefficient value (r) of 0.72 was obtained. The questionnaires were distributed to the respondents by two research assistants. Mean was used to analyzed the items, a minimum cut-off of 2.5 indicates acceptance of an item statement, while a score below 2.5 signifies rejection of an item-statement. Findings revealed that Home Economics have positive influence on family, it was also revealed that family life and Education are negatively affected during post COVID-19. Recommendations were made among others. An individual, especially those that are underemployed and unemployed should acquire the skills that can empower them economically. Also, Government should prevent the increase of unemployment rate.

Keywords: Home Economics, Family Education, Food Security, Post COVID-19.

Introduction

Home Economics focus on equipping families and individuals with knowledge and skills that can reduce food insecurity. Interventions of the Home Economics professionals, to improve family nutrition and welfare is a good option for food security. Home Economic education provides the practical skills that can empower families to have good knowledge of food production, sustainable diet, hygiene and health including food storage and preservative which aim to improve wellbeing and quality of life for individuals and families (Umoru & Adama, 2020).

Home economics is a profession because of its connection with families, communities and students through textiles, nutrition and family studies that builds capacity for a future well lived. A professional is an expert who focuses on the wellbeing within their work. Home Economics is a mission oriented field where the focus is on knowing how and why to do something. (Renwick, 2021).

Home Economics aims to achieve optimal and sustainable living conditions for individuals, families and their communities, it is primarily concerned with improving the life of individuals and families, Home Economics Education plays an important role in improving health and avoiding infectious disease (Mbah, et al 2021).

The purpose of engaging in Home Economics Education is to provide the individual with the learning opportunity to develop skills and knowledge to improve personal empowerment to act in daily contexts. Home Economics facilitates students to discover and further developed their own resources and capabilities to be used in their personal life by directing their professional decisions and actions or preparing them for life (Pendergast, 2021).

In developing countries with poor access to food, family are expected to identify ways to meet the demand for better nutrition and to identify methods.
that can create opportunities for food processing, preservation and storage. Food shocks and higher food prices due to COVID – 19 control measures call for interest in providing effective action and strategic measures to local food production for families (Badejo et al, 2020).

Home Economics Education training as a panacea to COVID – 19 impact 146 fresh fruits and vegetable are eaten for better nutrition (Aria et al, 2018, Suri, 2020). Intake of vegetables and fruits enhances the body’s immune system. People with high immunity have higher resistance diseases. Kitchen garden enhances food and nutrition security, also the kitchen garden assists the families to have access to food and enhances food security. Engaging in activities of this nature is a way to encourage rural women to participate in food production (Umoru, 2020).

Home Economics Education also impacted skill that involves food waste reduction such as drying, picking, canning, fermenting, curing and freezing, aimed at making the food last longer, it equally brings about responsible production and consumption as sustainable Development Goal 12 that is meant to ensure better use of resources and infrastructure. (United Nations, 2017).

COVID – 19 affect all families, parental income losses are associated with parent’s negative interactions with children, unfortunately, depressive symptom also associated with such parents even with absent of COVID – 19. The stresses of the COVID – 19 crises increases stress and worsen parental mental health, this may increase children’s behavioural and socio-emotional problems. The economic and social changes arising from COVID – 19 represent key forces capable of shaping the future. (Kalil, 2020).

In many household, especially, poor households the declines in household income due to COVID- 19 reduce their investments in education. The COVID-19 has already led to unprecedented increases in unemployment and underemployment (Covid & Finance pcf, 2020). COVID-19 will not affect leaners equally, it will affect both non cognitive and cognitive skills negatively and may have long and short terms consequences. The short-term inequality caused by COVID – 19 may persist leading to more economic disparity in the future. To put the learning loss suffered by students during COVID -19 crisis in a broader perspective, such loss will translate into a reduction of available human capital, with negative effects on productivity growth, innovation and unemployment including future lower earnings (Di Petro et al, 2020). COVID-19 indeed have many negatives impacts on the families. Such as negative influence on children’s education, loss of income, family stress and conflict, emotional stress, and physiological stress. Masa, (2021).

Schooling provides adequate learning, but when schools close, students are prevented from the opportunities for academic development including academic growth. Disruption of education due to COVID-19 causes many risks such as unwanted pregnancies, early marriage, including some student may not return to school after the closures would have ended. School closure carries a high social and economic cost impacts across the community, some earn their daily income by selling to students. Universities operates as mini-cities and majority of people living around them generate income from different business activities such as operating restaurant, shops, personal hostels, transport services, cafes, and selling of food items, (Agbele, 2020). The families that depend on universities students to earn income are greatly affected and suffered a lot of economic damage.

**Purpose of the Study**
The purpose of the study to examine the impact of Home Economics on family, and family life and education in post COID -19 study sought to:

(i) examine the influence of Home Economics on family life during post covid-19.

(ii) to examine if family life and education is affected during post Covid-19.

**Research Questions**

(i) What is the influence of Home Economics on family life during post COVID-19?

(ii) To What extent does family life and education is affected during post Covid-19?

**Methodology**
The research design adopted in this study was descriptive survey design. A survey research design is a method of data collection in which questionnaire or interview is utilized in collecting data from a sample that has been selected to represent a population to which the findings of the data can be
Results

Research question one: What is the impact of Home Economics on family life during post COVID-19?

Table 1: Mean rating of the respondents on the influence of Home Economics on family life during Post COVID-19.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Home Economics equipped individual with skills that can solve food insecurity problems</td>
<td>123</td>
<td>93</td>
<td>42</td>
<td>21</td>
<td>2.76</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Home Economics education improves family nutrition and welfare</td>
<td>144</td>
<td>87</td>
<td>36</td>
<td>12</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Home Economics impact practical skills that can empower families economically</td>
<td>171</td>
<td>81</td>
<td>27</td>
<td>0</td>
<td>3.32</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Impact of good knowledge on food production do not improves quality life of an individuals and families</td>
<td>12</td>
<td>30</td>
<td>75</td>
<td>162</td>
<td>1.11</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Home Economics improve health of an individual and families</td>
<td>126</td>
<td>96</td>
<td>39</td>
<td>18</td>
<td>2.84</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The knowledge from Home Economics can prevent infection and diseases</td>
<td>129</td>
<td>117</td>
<td>30</td>
<td>3</td>
<td>3.10</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Home Economics develop the skills to enhance personal empowerment</td>
<td>126</td>
<td>111</td>
<td>36</td>
<td>6</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Home Economics education impacted skills that involves food waste reduction</td>
<td>171</td>
<td>83</td>
<td>16</td>
<td>9</td>
<td>3.34</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Home Economics do not improve food production and food consumption</td>
<td>9</td>
<td>36</td>
<td>99</td>
<td>135</td>
<td>1.19</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Home Economics have positive influence on families</td>
<td>195</td>
<td>66</td>
<td>15</td>
<td>3</td>
<td>3.51</td>
<td></td>
</tr>
</tbody>
</table>

Findings from table above revealed that item 1,2,3,5,6,7,8 and 9 above 2.50 as benchmark for acceptance, item 4 and 10 is below 2.50 which is rejection region. The respondents rejected the items, which mean that, the impact of good knowledge on food production do not improve quality life of an individuals. Meaning, the knowledge of food production improve quality life of an individuals, also, the respondents also reject item 10 which is that Home Economics do not improve food production and food consumption. Meaning Home Economics improve food production and food consumption.
Research Question two: Does family life and Education affected during post COVID-19?

Table 2: Mean rating of the respondents on the family life and Education during post COVID-19.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family jobs is affected during and post COVID-19 period.</td>
<td>165</td>
<td>96</td>
<td>15</td>
<td>3</td>
<td>3.39</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>There is stress and diminished sentce of hope among families during post COVID-19</td>
<td>132</td>
<td>114</td>
<td>18</td>
<td>15</td>
<td>3.11</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Some families reduce their investment in Education due to COVID-19</td>
<td>111</td>
<td>105</td>
<td>52</td>
<td>11</td>
<td>2.72</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>COVID-19 affects students negatively, both c non-cognitive skill and cognitive skill.</td>
<td>114</td>
<td>99</td>
<td>54</td>
<td>12</td>
<td>2.70</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>COVID-19 did not affects students education negatively.</td>
<td>3</td>
<td>27</td>
<td>162</td>
<td>153</td>
<td>1.71</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Our leaders financed education successfully during post COVID-19</td>
<td>111</td>
<td>123</td>
<td>39</td>
<td>6</td>
<td>2.91</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>COVID-19 worsen parental mental health.</td>
<td>99</td>
<td>129</td>
<td>45</td>
<td>6</td>
<td>2.81</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>During post COVID-19, children’s behavioural and socio emotional problems increased.</td>
<td>131</td>
<td>112</td>
<td>30</td>
<td>6</td>
<td>3.08</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Impact of COVID-19 result in loss of income and conflict among the families</td>
<td>156</td>
<td>90</td>
<td>24</td>
<td>9</td>
<td>3.20</td>
<td></td>
</tr>
</tbody>
</table>

Findings from tables above revealed that item 1, 3, 2, 3, 7, 8, 9 and 10 above 2.50 as bench mark for acceptance, which shows that the respondents accepted the items. Item 5 and 6 is below 2.5 which is rejected region. The respondents rejected the item, which is that COVID-19 did not affects students education meaning that, COVID -19 affects education negatively, also, item 6 the respondents rejected the item, which is that, our leaders finance education successfully during post COVID-19, meaning that, our leaders find it difficult to finance education during post-COVID – 19.

Discussion of Findings
The result in table 1 revealed that Home Economics subject have positive influence on family life during post COVID-19, it equipped individual with skills that can solve food insecurity, improve family nutrition, it improve health of an individuals and families, it impacted skills that involves food waste reduction. It improves quality life of an individuals and families, it impacted practical skills that can empower families economically, it develop the skills to enhance personal empowerment, also the knowledge from Home Economics can prevent infection and diseases. This findings is in consonance with Umoru and Adama, (2020) who stated that Home Economics education equipped the families with the skills that can empower the families with good knowledge of food processing, food preservative and food storage, which improve the quality of life and well being of an individuals and families. The findings is also in support of Mbah et al, (2021) who stated that Home Economics Education improve health and prevent infectious diseases. The findings of the study is also in support of Mbah et al (2020) who stated that Home Economics education equipped the individual with the learning opportunity to develop capabilities to enhance personal empowerment. The findings also is in line with (United Watron, 2017) who stated that Home Economic impacted skills that involves food waste reduction.

The findings in table 2 revealed that, during post COVID-19, families life’s and education were affected negatively, that is family jobs were affected, some families reduce their investment in Education, students education is affected negatively, leaders find it difficult to finance education successfully, children’s behavioural and socio emotional problems increased, increase of unemployment and under employment. The findings is in consonance with Kali, (2020) who stated that COVID-19 affect all families, parental job and income losses are strongly associated with stress, negative interaction with children, COVID-19 crisis worsen parental health, which may increase children’s behavioural and socio emotional problem. The findings is also in support of Di Petro, m et al (2020) who stated that COVID-19 have negative influence on students, it influence negatively on both non-cognitive and cognitive skills acquisition and may have long term consequences. The findings is also in support of Masal, (2021) who stated that COVID-19 have several negatives influence on the families. Such as negative impact on education, loss of

income, family stress, conflict psychological stress and emotional stress.

**Conclusion:**
Based on the findings, it was concluded that Home Economic have positive influence on families during post COVID-19, it was also proven that family life and Education are negatively affected during Post Covid-19.

**Recommendations**
The following recommendations were made:
1. An individual should be involve in food production, food preservation and food storage which can prevent food insecurity.
2. An individual especially under employed and unemployed should acquire the skills that can empower them economically.
3. Government should improve Education system in Nigeria.
4. Government should support Educational system with adequate fund.

**References**


