

## Incorporating Cultural Considerations into The Development of The Nigerian Home Economics Programmed

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### **Abstract**

This research focuses on the cultural factors that influenced the development of Nigeria's home economics curriculum. The cultural elements that make up the educational institution consist of norms, values, religion, beliefs, languages, and practices. The local community collects and distributes everything to society at large. It is crucial to develop a Home Economics curriculum that considers cultural considerations. Subjects such as apparel, cuisine, and domestic management are but a handful of the numerous examples that fall under this expansive classification. This post will be highly valuable for experts in the industry as it provides a plethora of information that will assist them in effectively communicating with pupils from diverse backgrounds.

Keywords: Home Economics; taking society into account; student; Pakistan

### **Introduction**

As a result, it is of the utmost importance that the curriculum include a wider range of topics than only the objectives, subject content, and instructional strategies. Instead, the study should be enlarged so that it takes into account the many sociocultural, sociopolitical, socioeconomic, and socioecological elements that have an impact on the provision of education. Therefore, it is possible to argue that the curriculum is a deliberate curation of elements from the cultural heritage of the society. This serves as a thoughtful examination of the society's enduring values, the interactions and behaviours of its members, and the components of its cultural heritage that are deemed worthy of preservation. When positioned inside a sociocultural framework, culture and curriculum become much easier to comprehend. The educational process is the primary focus of this examination and evaluation, with particular attention paid to how it interacts with the myriad of forces and influences that are characteristic of the surrounding social context. It is essential to recognise that the information that is taught in schools is influenced by ideologies. These ideologies include various values, philosophies, beliefs, and norms that are linked with a variety of different sociocultural groups. In spite of the inherent constraints it possesses, culture continues to serve as

the primary foundation for education in all civilizations. The institution incorporates a wide range of cultural aspects, such as values, norms, religion, beliefs, taboos, traditions, language, music, customs, occupations, skills, arts, aesthetics, and other characteristics that are passed down from society and gained within the local community, such as different ways of approaching problems. The vast bulk of the educational material that is presented in classrooms today can be traced back to the cultural setting in which it was first developed. It is vital that in order to appreciate the significance of culture as a repository of knowledge within educational institutions, it is necessary to accept that the cultural components in question are not universally inherent in all cultures and are subject to change within those communities. Only then would one be able to comprehend the significance of culture as a knowledge reservoir. The prevalence of numerous inconsistencies in educational policies and practises throughout these diverse systems might be explained, at least in part, by the fact that there are cultural differences between the various civilizations. Because the sociocultural context naturally affects the curriculum, those responsible for its development or implementation must have an in-depth knowledge of the cultural dynamics that exist within the society that will be served as their primary audience. According to the theory put forth by Urevbu, our efforts will be mostly fruitless if the ideas that we transmit do not coincide with the dominant values of our society and are not suitable for the resources that we have at our disposal. Using Dennis Lawton's theoretical framework on the idea of a common culture curriculum as a jumping off point, the purpose of this article is to investigate the difficulties that are related with the process of curriculum building in Nigerian schools. Specifically, it will investigate the lack of a distinct educational philosophy in Nigeria as well as the possible role that education may play in preserving the diversity of societal values. These are both important issues that need to be addressed. The purpose of this research is to investigate the extent to which psychological theories of learning can be applied to the education of Nigerian children; to investigate methods for organising curricula in a way that maximises their psychological validity; and to investigate the process of making informed decisions that reconcile Anglo-American and traditional Nigerian values while addressing conflicts that may arise as a result of the differences between the two sets of values. There is a significant gap between the curriculum that is meant to be taught in educational institutions and the curriculum that is actually taught in those

institutions. The structure of society is the cornerstone upon which the educational system is constructed. The formulation of educational goals must begin with a consideration of the value system of the society. Additionally, it is essential to keep in mind that each aspect of culture represents a separate field of study within the academic community. Because of this, the essential instructional material is generated by cultural influences. The process entails consciously selecting and disseminating components of cultural significance that are regarded to be desirable and valuable. The educational institution's mission to serve as a catalyst for social change through the provision of insights into many aspects of society is accomplished through the curriculum, which serves as an ongoing mechanism.

#### **Level 2 of Elementary School:**

This level of preparation is intended to explicitly educate educators with the skills necessary to teach in primary educational environments. This course requires applicants to have completed their primary education in order to be considered for enrollment. The length of time that students spend in school is determined by the qualifications that they already possessed when they enrolled. The amount of time necessary to obtain a primary six or moderate school leaving certificate is four (4) years; however, the amount of time necessary to become eligible for the West African school certificate test is only one (1) year. This level included both specialised training and broader educational studies all rolled into one. After successfully completing the class, students will have the opportunity to choose from a variety of electives, including home economics, geography, history, and mathematics. As a consequence, students emerge from the course with the competencies and information they need to effectively instruct a diverse variety of topics contained within the elementary school curriculum. Home economics teachers are often persons who excelled in the field and demonstrated a strong enthusiasm for it while they were still in school. This is because home economics teaches students how to be successful in the home environment.

#### **High School Level College**

This academic degree is designed to provide students with the specialised knowledge and abilities in one or two specific subjects that would enable them to pursue a career as an educator in secondary schools. A portion of those who are graduating currently possesses the capacity to work as teachers inside grade II teacher training programmes. At the present time, the education that is offered in the field of home economics is of a

very specific nature. Students who wish to pursue a degree in home economics at one of these universities must first complete a series of prerequisite classes that focus on education and other topics closely linked to the field. In addition, the student must work in the field of education for a period of time equal to or greater than three months. Either a West African school certificate with a minimum of four credits in relevant subjects including biology, chemistry, needlework, and cooking is required of applicants. Applicants must also possess a Grade II certificate in education, specifically in home economics and English, with a minimum of credit or merit. An alternative that is also recognised is a General Certificate of Education (G.C.E.) that was earned at the ordinary level. Both categories of students are required to complete all of the necessary criteria for their training within a period of no less than three years.

### **Improving Home economics Culture And Lesson Plans**

Indicative of the greater cultural diversity that may be found in our society as a whole is the fact that many different cultures are represented in our schools. Children who are culturally distinctive are distinguished from the general populace by their ethnicity, race, nationality, or religion, all of which place them outside of the mainstream culture. It is not impossible for members of the same group to have distinguishable differences in the patterns of speech, manners, attitudes, and customs that they adhere to. The pasts and personalities of different people can have very different trajectories and characteristics when compared to those of other people. The existence of multiple cultures in the same location can present educators with a number of challenges. Students are exposed to two different sets of norms, the first being those that come from their familial context, and the second being those that come from the educational institution that they attend. These norms frequently produce results that run counter to expectations. The unique behaviour of these individuals causes other students to react with bias towards them. Although both teachers and students may demonstrate an inclination to provide individuals from minority groups an equal amount of attention, teachers frequently fail to realise the various problems and opportunities that each student presents. The process of understanding various cultures improves one's capacity to become acquainted with the neighbourhood, the homes and families of specific students, and the students themselves. This is because one's ability to comprehend different cultures increases. As one becomes more familiar with a subject, it becomes feasible to develop the ability to recognise the presence of distinct minority

groups and the degree to which they are represented. It is essential to take into account the experiences of a sizeable percentage of families who struggle to overcome cultural barriers. It is crucial to stress that the terms "diverse ethnic backgrounds" and "cultural disadvantage" should not be used interchangeably. While it is true that certain families of different ethnic origins may have cultural disadvantages, it is also vital to note that these terms should not be used indiscriminately. The acquisition of housing, the identification of adequate accommodations for low-income households, and the navigation of opposition from community groups and individuals are the primary hurdles that disadvantaged families face while trying to improve their living situations.

### **Conclusion**

The cultural influences that have an impact on a community's educational system are responsible for the curriculum's development in that community. As a result, we consider everything that involves the passing down of information, ideas, values, and practises from one generation to the next to be examples of cultural phenomena. The word "curriculum" has come to be associated with education, and it is currently understood as a path that students follow in order to advance their academic standing by earning high grades, passing scores, certificates, or other forms of academic acclaim. This incorporates individuals' emotional frameworks, cultural legacies, and entire lives. It also includes both the tangible and intangible aspects of existence. In addition, it is of the utmost importance to recognise that culture is an essential part of education. This is because the educational process is what gives people's lives structure and meaning, and culture is an essential part of education. As a direct consequence of this, the term "curriculum" is most frequently connected to the academic discipline of education. According to the prevalent consensus, the completion of a set of studies is considered vital for both educators and students, with the curriculum being subject to the moulding impacts of cultural influences within the community. This is the case despite the fact that the curriculum is prone to change.

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