

Analyse The Online Pedagogical Strategies Employed by Pakistani Home
Economics Educators in The State Of Delta.

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Abstract

This empirical study seeks to ascertain the extent to which home economics teachers in secondary schools in Delta State, Nigeria utilise online resources. The current study employed a survey research methodology. Following the distribution of 100 surveys to home economics teachers in high schools across the state, 88 schools successfully retrieved their completed questionnaires. The replies were analysed using Excel and several social science statistical software. The survey results unequivocally indicate that a significant number of secondary schools lack the essential internet resources required for effective education and student learning. Both the act of teaching and the act of learning are impossible to achieve without the use of these materials. The paper contends that educational institution management does not provide adequate support for e-learning initiatives, despite the potential for enhancing instructional practices. The paper recommends that governments and academic institutions should actively integrate e-learning into all of their programmes and provide robust support for contemporary e-learning infrastructures. This will aid in resolving the requirement. This proposal is grounded on the premise that thorough investigation was undertaken.

Keywords: Electronic learning, IT, home economics, and the growth of education.

Introduction

It has recently come to the attention of current educational policymakers, who have engaged in substantial discourse on the topic of how to best utilize online learning environments in the classroom setting. The adoption and efficient implementation of e-learning in today's era, which is typified by the wealth of information, has the potential to significantly enhance the quality of education by supporting enhanced teaching and learning outcomes within educational contexts. This is especially true in the contemporary era. The usage of this instructional tool is of the highest relevance since it enables the distribution of various types of knowledge and acts as an efficient method for students to engage in communication within educational settings such as classrooms and universities. As a result, the utilisation of this instructional tool is of the utmost importance. E-learning, also known as education delivered on the Internet,

makes use of a number of different teaching strategies, some of which include one-to-one (teacher to student), one-to-many (teacher to group), and many-to-many (group to group) (Webb, Jones, Barker, & Schaik, 2004). E-learning is the process of acquiring information and knowledge through the utilisation of a wide variety of information processing and electronic communication technologies. These technologies include personal computers, the internet, electronic mail, computer software, satellites, mobile communication devices, and other associated electronic devices. The methods of instruction as well as the acquisition of new knowledge both incorporate the use of information and computer technology in various capacities. According to Adesoji (2012), e-learning refers to the use of computer and information and communication technology (ICT)-based resources and applications that make it easier to do research, get and disseminate information, and engage in the worldwide exchange of knowledge. These aspects are absolutely necessary for fostering educational endeavours that are meaningful and for gaining a knowledge of the issues associated with global development. The incorporation of e-learning materials into educational systems has two primary goals: first, to improve the quality of instruction; and second, to equip students with the knowledge and abilities they need to successfully navigate life in the digital age. E-learning materials provide an effective way of instruction and education, boosting individuals' cognitive and innovative capacities, particularly within the framework of the modern digital era. This is especially true when the e-learning materials are used in conjunction with one another. According to Aduwa-Ogiegbaen and Iyanmu (2005), the use of technology in education provides teachers and students with a number of outstanding opportunities to enhance their capacity for better learning and to encourage higher innovation. These opportunities are available to both parties. According to the findings of a study that was carried out by Ozioma and Offordile (2011), teachers have the capacity to make use of electronic learning devices in order to construct a focused and relevant project that will generate conversation among students and will also make it easier for students and teachers to communicate with one another. According to Abidoye (2010), e-learning technologies, which include the internet, online, multimedia, computers, projectors, televisions, and others, permit expeditious access to educational resources of superior quality and offer a meaningful and adequate contribution to the learning process. Abidoye's hypothesis is that these tools

contribute to the learning process in a suitable and appropriate manner. In 1988, the Nigerian federal government initiated the establishment of pilot schools in order to adapt to the contemporary landscape of computer instruction. Subsequently, this innovation was extended to encompass all secondary schools across the nation, and eventually it was incorporated into primary schools as well (Okebukola, 1997). The Nigeria Policy on Education, which is defined in the NPE (2004), acknowledges the significance of Information and Communication Technology (ICT) in the application of the curriculum. It highlights the government's commitment to providing the facilities and infrastructure essential to promote the promotion of information and communications technology (ICT) and e-learning. The investigation of the influence that e-learning has had on traditional methods of instruction and education is the primary purpose of this study. In order to achieve this goal, the research project intends to conduct a survey asking home economics teachers in secondary schools on the use of e-learning tools. In addition to that, it intends to demonstrate the assistance that the administration of the school has provided towards the e-learning strategy.

What the Problem Is

Specifically in terms of computer and internet technology, the revolution in information technology has resulted in the introduction and implementation of novel and creative approaches to the dissemination of educational content, which has led to their introduction and implementation. According to the findings of a study that was carried out by Oye, Iahad, Madar, and Ab. Rahim (2012), the introduction and implementation of internet technology within the realm of education have led to the development of significant new trends and practises. These developments have resulted to a reduction in the amount of difficulty involved with teaching and learning, while simultaneously improving efficiency and fostering a strategy that is focused on achieving specific goals. This may mostly be credited to the creation of a platform that makes it easier for individuals to exchange their opinions and information with one another. Teachers are able to create thoroughly researched and all-encompassing lesson plans, which can then be communicated to students using a variety of e-learning platforms, including PowerPoint presentations, online tutorials, video tutorials, electronic books, and computer-based training. The problem lies in the fact that the educators do not have the necessary skills to access and make appropriate use of the necessary technical instruments. Because of the significant gaps that exist in terms of

accessibility and integration of e-learning infrastructures between poor nations like Nigeria and more developed countries, the educational sector is faced with a difficulty. It is vital that secondary educational institutions improve the quality of the e-learning courses they offer in order to maximise the efficiency of the teaching and learning process. This will allow these institutions to better meet the needs of their students.

Framework for ideas

Investigations on the use of e-learning in educational settings have been carried out in a great number. The findings of a number of these research suggest that the use of e-learning can improve the academic performance of students and make the teaching process simpler. Some researchers, such as Thierer (2000), Ozioma & Offordile (2011), Fitzgerald & Warner (1996), and Burnett (1994), have found that training that is helped by technology has a number of benefits. At the present time, the vast majority of teachers and students in developed countries like the United States and the European Union have easy access to information and communication technology (ICT) as well as the usage of computers for educational purposes (Harper, 1987). A number of African nations have joined together to launch joint programmes to expand access to the internet and promote digital education. According to Aduwa-Ogiegbaen and Iyanmu (2005), these programmes connect educational institutions around the world in order to increase cultural awareness, improve education, and provide job-seeking youth of the twenty-first century with the essential skills. Home economics teachers in secondary schools have a number of major pedagogical issues, one of the most significant of which is figuring out how to get the most out of e-learning. Both education and research have been subjected to rapid transformations that can no longer be ignored as a result of the development of e-learning. In his study, Lau-Ho (2005) found that e-learning materials can be effective in the subject of home economics for a variety of purposes, including research, the delivery of curriculum, assessment, and hands-on learning. According to the findings of the survey, instructors of home economics should leverage e-learning to support the delivery of the curriculum, hands-on courses, and the monitoring of student participation. The survey indicates that teachers are able to gain access to sample online quizzes and examinations, obtain lesson plans that are pertinent to the curriculum, assist students in interpreting instructional resources such as files and links, and even employ computer simulations to show different concepts. According to Aburime and Uhomobhi (2010), the global

connectivity that is made possible by information technology needs the creation of new knowledge, skills, and learning methodologies in order to prepare students for living and working in the twenty-first century. This is because of the nature of the global interconnection. According to Okoroh (2006), e-learning materials are beneficial to both students and teachers since they make it easier for teachers to design lesson plans and deliver tools and concepts to their students. In a world where e-commerce, e-government, e-banking, and other associated businesses are changing rapidly, people and educational institutions need to establish an e-learning culture in order to access and use information in the global village.

Conclusion

This research was conducted with the intention of determining the extent to which home economics teachers in Delta State, Nigeria make use of online educational resources. According to the findings of the survey, a sizeable proportion of secondary institutions do not provide their students with access to a variety of e-learning technologies. These technologies include personal computers that are connected to the internet, web-based learning platforms, email capability, multimedia projectors, and electronic marking devices. Despite this, the research reveals that certain educational institutions provide computer equipment that do not have internet connectivity. According to the findings of the study, the instruction of home economics can be improved by using e-learning in a variety of ways. It provides access to content that has been examined more thoroughly, makes the organisation and retrieval of instructional resources easier, raises the bar for the quality of instruction, and acts as a platform for both group learning and the updating of instructor knowledge. It is possible to draw the conclusion, on the basis of the descriptive data provided by the study, that the use of e-learning in secondary school home economics classes may result in favourable outcomes. According to the findings of the study, administrators at secondary schools are not providing adequate support for e-learning efforts in terms of the preparation and retraining of teachers as well as the availability of advanced e-learning materials. At spite of the fact that e-learning has the ability to further educational advancement, the findings of the study reveal that it is being used for teaching and learning at secondary institutions in a manner that is astonishingly insufficient. Therefore, it is necessary for government agencies and school administrators to proactively address this concern by acquiring and deploying state-

of-the-art e-learning infrastructures, while also actively incorporating e-learning into all educational programmes. This can be accomplished by purchasing and deploying state-of-the-art e-learning infrastructures.

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