

INFLUENCE OF HOUSEHOLD TASK ON OCCUPATIONAL ROLES OF FEMALE HOME ECONOMICS LECTURERS IN SA'ADATU RIMI COLLEGE OF EDUCATION, KANO

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Abstract

The study was carried out on influence of household task on occupational roles of female home Economics Lecturers in Sa'adatu Rimi College of Education, Kano. Therefore, three (3) objectives, three (3) research questions and three (3) hypotheses were formulated in order to guide the researcher. The study adopted descriptive survey design. 11 respondents formed the population of the study and all were used as sample size of the study. A structured questionnaire of fifteen items was used as instrument for data collection. Mean and standard deviation were used for answering research questions while t-test was used to test all the null hypotheses at 0.05 level of significance. Findings revealed that household tasks has significant influence on teaching role, project supervision role, teaching practice and SIWES supervision role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano. The study concluded that household responsibilities has significant impact on professional effectiveness. The study recommended among other that the Head of Department should implement a flexible timetable for female Home Economics lecturers to better balance their household and professional responsibilities. The school authority should acknowledge and reward the efforts of female lecturers who excel in balancing their professional and household responsibilities to motivate and encourage others.

Keyword: Home economics, occupational role, household task, female lecturers

Introduction

Home Economics at tertiary institution plays vital roles in the development of national economy through quality teaching and learning skills. Home Economics as a school subject is constantly changing with times. It is a subject that continues to be a female-dominated subject. Being a female dominated subject implies that it is mostly taught by female lecturers. Female lecturers are expected to carry out domestic functions which in most cases, the male lecturers are not available and not expected to do. Hence, female lecturers' task performance is one of the crucial aspects of ascertaining and evaluating the outcomes of higher educational institutions of learning (Umeh, 2021). Home economics female lecturers are expected to carry out domestic functions such as cooking, child care, cleaning, washing, taking care of the sick, attending to unexpected visitors, taking children to and back from school and sometimes attend religious or societal and cultural meetings despite their occupational roles.

Occupational roles are responsibilities that should be carried out with all diligence in order to achieve success. Success is a product of good performance which is one of the attributes expected from a dedicated home economics female lecturer. The responsibilities of home economics lecturers cover but not limited to interviewing course applicants, lecture planning, preparation and research, contact and teaching time with students, checking and assessing students' work (Oluwuo & Enefaa, 2019). Others are: encouraging personal development via

tutorial or pastoral work, invigilating examinations, attending staff meetings, writing research proposals, papers and other publications, reading academic journals, supervising students and research staff (Oluwuo & Asodike, 2019). Generally in Nigeria, women are known for their enormous contributions at home and outside the home but the quality of family life is influenced by a number of crucial factors, including household tasks.

Household tasks is the act of overseeing the organizational, day-to-day operations of a house and the management of other domestic concerns. Household tasks is often assumed to be solely the realm of women, and it is associated with specific stereotypical jobs that have been associated with the feminine sex throughout history. It is commonly used in reference to the unpaid labor that a mother or wife performs in the home and family (Borck, 2019). According to Sultanpur (2022) over two thirds of the household tasks required to support and maintain families is only perform by women, which ranges from meal preparation to child care. In order for women to contribute to development of the family and the society, they are engaged in paid jobs. Ololobou (2021) notes that in the traditional Nigerian society, a woman performs general household chores and participate in other activities that can help improve family life such as weeding on the farm, keeping domestic animals, trading and pottery-making.

In Nigeria, gendered expectations of women as primary caregivers and homemakers persist, particularly in educational settings. The cultural and societal belief that women are primarily responsible for household tasks often leads to challenges in balancing professional and personal roles (Ogunyemi, 2019). Women lecturers, including those in Home Economics, may find themselves facing pressures to excel in both spheres. This can lead to role conflict, stress, and potentially a decline in professional effectiveness or job satisfaction (Greenhaus & Beutell, 2020). The work of female Home Economics lecturers is multifaceted, encompassing teaching, research, and community outreach programs, but these responsibilities often intersect with the demands of domestic work (Nwagwu, 2018). For instance, the time and energy spent on household tasks may limit their availability for professional development activities such as attending conferences, publishing research, or engaging in other forms of academic networking (Madsen & Ronnestad, 2021). The influence of these household tasks on the occupational roles of female lecturers in institutions like Sa'adatu Rimi College of Education remains under-explored. Thus, the researcher deem it fit to examine the influence of household task on occupational roles of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano.

Statement of the Problem

Women are primarily viewed as caregivers and are expected to fulfill domestic duties such as child-rearing, cooking, cleaning, and managing the home. This gendered expectation often leads to role conflict, as women are required to meet the demands of both their household and their occupational roles. The dual expectations of women to manage both household responsibilities and professional roles present significant challenges, particularly in academic settings. In Sa'adatu Rimi College of Education, Kano, female Home Economics lecturers are tasked with balancing their responsibilities as educators, researchers, and caregivers. As observed by Greenhaus & Beutell (2020) female academics, including those in Home Economics, are increasingly experiencing the stress of balancing teaching, conducting research, mentoring students, and fulfilling administrative duties with the heavy load of household chores.

The workload associated with household tasks is often underappreciated in discussions about academic work, which may contribute to the failure to provide adequate support systems for

female lecturers (Bielby & Bielby, 2023). As observed by the researcher, many female lecturers face burnout, stress, and a decline in professional productivity due to the lack of sufficient institutional support to balance their academic and domestic roles. In the case of Sa'adatu Rimi College of Education, Kano, there is a dearth of empirical studies that explore how household responsibilities influence the professional roles of female Home Economics lecturers. This gap in the literature makes it difficult to understand the extent to which household duties impact these lecturers' teaching effectiveness, research output, career development, and overall job satisfaction. Additionally, the absence of institutional policies to address the specific needs of female academics further exacerbates the situation, contributing to the underperformance and disengagement of women in academia. Therefore, this study seeks to investigate the influence of household tasks on the occupational roles of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano.

Objectives of the study

1. Determine the influence of household tasks on teaching role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano.
2. Examine the influence of household tasks on project supervision role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano.
3. Ascertain the influence of household tasks on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano.

Research Questions

1. What is the influence of household tasks on teaching role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano?
2. What is the influence of household tasks on project supervision role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano?
3. What is the influence of household tasks on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano?

Research Hypotheses

1. Household tasks has no significant influence on teaching role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano.
2. Household tasks has no significant influence on project supervision role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano.
3. Household tasks has no significant influence on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa'adatu Rimi College of Education, Kano.

Methodology

The research design adopted for this study is descriptive survey. Descriptive survey involves collection of information from the entire population, or from representative sample drawn from the population. The population of this study were all female lecturers in Home economics in Sa'adatu Rimi College of Education, Kano and all were used sample size. A structured questionnaire of 15 items was used for data collection. The instrument was validated by experts in research. Five female lecturers from Federal College of Education, Bichi were used as pilot testing to test the reliability of the instrument. A reliability coefficient value of 0.82 was obtained using the Pearson Moment Correlation Coefficient. The data were finally collected by the researcher in department of Home economics Sa'adatu Rimi College of Education, Kano. The research questions were analyzed using mean score and standard deviation. The cut-

off point was fixed at 2.5 and concluded that any value below 2.5 mean score was regarded as disagreed. Finally, null hypotheses were tested at 0.05 level of significant using t-test.

Results and Discussion

Table 1: Mean score of respondents on influence of household tasks on teaching role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano

S/N	Item	SA	A	D	SD	Mean	Std dev.	Decision
1	The stress from household tasks affects my ability to deliver effective lectures.	6	3	1	1	3.27	0.96	Agreed
2	Balancing household duties limits the time I spend on grading students' assignments.	5	3	2	1	3.09	0.99	Agreed
3	Household chores interfere with my ability to meet teaching deadlines.	8	3	0	0	3.73	0.85	Agreed
4	The energy spent on household tasks negatively impacts my teaching efficiency.	7	2	1	1	3.36	0.98	Agreed
5	I frequently find it challenging to update my teaching materials due to household responsibilities.	5	4	2	0	3.27	0.75	Agreed
	Cumulative mean					3.34	0.91	

The analysis of items 1-5 used to answer research question one in table 1 indicated that, the mean score of all the five items were found to be greater than the fixed score of 2.5 for agree. This can also be ascertained in the grand mean value found to be greater than the fixed score for agree (3.34 > 2.5) with standard deviation of 0.91. The analysis therefore indicated that household tasks has influence on teaching role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

Tables 2: Mean score of respondents on influence of household tasks on project supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano

S/N	Item	SA	A	D	SD	Mean	Std dev.	Decision
6	I struggle to provide timely feedback to my project supervisees due to household tasks.	5	3	3	0	3.18	0.83	Agreed
7	Household chores affect my ability to research and guide students' project topics.	4	6	1	0	3.27	0.62	Agreed
8	Managing domestic responsibilities delays my progress in project evaluation and grading.	7	3	0	1	3.45	2.01	Agreed
9	Household demands sometimes lead to postponements of scheduled project supervision meetings.	1	3	7	0	2.45	0.66	Disagreed

10	I often feel too fatigued from household duties to mentor students effectively on their projects.	8	2	1	0	3.64	0.64	Agreed
	Cumulative mean					3.20	0.95	

The analysis of items used to answer research question two in table 2 indicated that, the mean score of items 6, 7, 8, and 10 were found to be higher than the index score of 2.50 for agree while item 9 was found less than the index score for agree. However, from the cumulative mean value which is found to be higher than the index score for agree (3.20>2.50) with standard deviation of 0.95. The analysis therefore indicated that household tasks has influence on project supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

Table 3: Mean score of respondents on influence of household tasks on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

S/N	Items	SA	A	D	SD	Mean	Std dev	Decision
11	Household responsibilities reduce the time I dedicate to prepare for teaching practice supervision.	5	2	2	2	2.91	1.16	Agreed
12	I find it challenging to provide constructive feedback during teaching practice due to household tasks.	3	6	1	1	3.00	0.85	Agreed
13	Household demands affect my punctuality for teaching practice and SIWES supervision visits.	4	5	1	1	3.09	1.09	Agreed
14	Managing domestic responsibilities reduces the time I can spend observing students during teaching practice.	6	2	2	1	3.18	1.03	Agreed
15	My ability to guide students during SIWES activities is limited by household responsibilities.	5	5	1	0	3.36	0.64	Agreed
	Cumulative mean					3.11	0.95	

The analysis of items used to answer research question three in table 3 indicated that, the mean score of all the five items were found to be higher than the index score of 2.50 for agree, this can also be seen in the cumulative mean value found to be higher than the index score for agree (3.11>2.50) with standard deviation of 0.95. The analysis therefore indicated that household tasks has influence on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

Test of Null Hypotheses

Hypotheses one: Household tasks has no significant influence on teaching role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

Table 4: T-test analysis on significant influence of household tasks on teaching role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

Variables	N	Mean	Std. dev.	Std. error	t-value	Df	p-value
Influence of household tasks on teaching role of female Home Economics lecturers	11	3.34	0.91	0.169	2.655	10	0.1645
Test mean	11	2.50	0.00	0.000			

(t-critical = 2.093, $p > 0.05$)

The observed mean score on the influence of household tasks on teaching role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano as indicated in the table is significantly higher than the test mean (2.50). The observed t-value obtained at 10 degree of freedom (DF) for the test was 2.655 and it is higher than the critical value of 2.093 indicated at the bottom of the table. The observed level of significance (0.165) is less than the fixed level of 0.05 ($P > 0.05$). These observations provide enough evidence for rejecting the null hypothesis. Therefore, the null hypothesis which stated that household tasks has no significant influence on teaching role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano is rejected.

Hypotheses two: Household tasks has no significant influence on project supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

Table 5: T-test analysis on significant influence of household tasks on project supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

Variables	N	Mean	Std. dev.	Std. error	t-value	Df	p-value
Household tasks on project supervision role of female Home Economics lecturers	11	3.20	0.95	0.4304	12.000	10	0.000
Test mean	11	2.50	0.00	0.000			

(t-critical = 2.093, $p > 0.05$)

The observed mean score on influence of household tasks on project supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano as indicated in the table is significantly higher than the test mean (2.50). The observed t-value obtained at 10 degree of freedom (DF) for the test was 12.000 and it is higher than the critical value of 2.093 indicated at the bottom of the table. The observed level of significance (0.000) is less than the fixed level of 0.05 ($P > 0.05$). These observations provide enough evidence for rejecting the null hypothesis. Therefore, the null hypothesis which stated that household tasks has no significant influence on project supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano is rejected.

Hypotheses three: Household tasks has no significant influence on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

Table 6: T-test analysis on significant influence of household tasks on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano.

Variables	N	Mean	Std. dev.	Std. error	t-value	Df	p-value
Household tasks on teaching practice and SIWES supervision role of female Home Economics lecturers	11	3.11	0.95	0.1941	2.703	10	0.146
Test mean	11	2.50	0.00	0.000			

(t-critical = 2.093, $p > 0.05$)

The observed mean score on the influence of household tasks on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano as indicated in the table is significantly higher than the test mean (2.50). The observed t-value obtained at 10 degree of freedom (DF) for the test was 2.703 and it is higher than the critical value of 2.093 indicated at the bottom of the table. The observed level of significance (0.146) is less than the fixed level of 0.05 ($P > 0.05$). These observations provide enough evidence for rejecting the null hypothesis. Therefore, the null hypothesis which stated that household tasks has no significant influence on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano is rejected.

Disssion of findings

The findings of the study revealed that household tasks has significant influence on teaching role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano. This finding is in line with Ali (2022) who found that female lecturers with household responsibilities reported higher levels of stress and time constraints, which negatively affected their teaching effectiveness. This finding is also in line with Oladipo and Daramola (2020) who highlighted that the teaching performance of female lecturers in Nigerian colleges of education is significantly affected by household responsibilities.

The findings also revealed that household tasks has significant influence on project supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano. The finding is thus in line with the position of Ajayi and Oladele (2021) who found that female lecturers who juggle household tasks alongside academic duties struggle to allocate sufficient time for effective project supervision. The findings is also in line with the findings of Okechukwu and Akintoye (2019) who revealed that household responsibilities significantly reduce the availability of female lecturers for face-to-face meetings with students, which is crucial for effective project spervision.

The findings also revealed that household tasks has significant influence on teaching practice and SIWES supervision role of female Home Economics lecturers in Sa’adatu Rimi College of Education, Kano. This findings was supported by Adeyemi and Ogundipe (2018) who stated that household responsibilities create time constraints that hinder female lecturers’ ability to travel for teaching practice and SIWES (Students Industrial Work Experience Scheme) supervision which affect the quality and frequency of their visits to supervise students. The finding is also in conformity with Balogun and Adepoju (2020) who found that household responsibilities limit the time female lecturers can dedicate to one-on-one mentoring and

supervision sessions during teaching practice and SIWES, leading to less personalized guidance for students.

Conclusion

The study on the influence of household tasks on the occupational roles of female Home Economics lecturers at Sa'adatu Rimi College of Education, Kano, highlights the significant impact of household responsibilities on their professional effectiveness. The findings reveal that managing household tasks imposes substantial time and energy constraints, which adversely affect the lecturers' ability to deliver quality teaching, adequately prepare for lectures, and maintain consistent engagement with students. The dual burden of domestic responsibilities and professional duties also limits female lecturers' availability and focus during project supervision. This often leads to delayed feedback, reduced depth of guidance, and difficulty in meeting student expectations. Additionally, household responsibilities contribute to physical and emotional fatigue, decreased mobility, and limited interaction with students, ultimately affecting the quality of supervision provided during teaching practice and SIWES programs.

Recommendations

1. The Head of Department should implement a flexible timetable for female Home Economics lecturers to better balance their household and professional responsibilities.
2. The female Home Economics Lecturers should prioritize tasks and delegate household responsibilities when possible to reduce their workload. Equally they should promote the use of time management tools and strategies to optimize their professional and personal schedules effectively.
3. The school authority should acknowledge and reward the efforts of female lecturers who excel in balancing their professional and household responsibilities to motivate and encourage others in Sa'adatu Rimi College of Education, Kano.

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