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INFLUENCE OF TEACHERS' VARIABLES ON BASIC SCHOOL HOME-ECONOMICS STUDENTS' KNOWLEDGE OF SUSTAINABLE DEVELOPMENT IN LAGOS STATE

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Abstract

The study examined the influence of effective teaching and learning of Home Economics for sustainable development in basic schools in Education District I Lagos State. Descriptive survey research design was adopted in carrying out this study. Four hundred and two (402) respondents comprising 352 students and 50 Home Economics teachers were selected from 15 schools using the simple random and purpose sampling techniques. The instrument for data collection was a researcher -designed questionnaire which was in two sets: one for teachers and another for students. Four research questions and four research hypotheses was answered and tested to give directive to the study. The data were analyzed using percentage and frequency distribution tables, while the hypotheses were tested with Pearson Product Moment Correlation statistical tool at 0.05 level of significance. The findings of the study revealed that teacher's academic qualification, teacher's experience, teacher's attendance of workshop/seminars/conference, students and teacher's knowledge on sustainable development significantly affected student's academic performance in Home Economics for sustainable development leading to a rejection of all the four null hypothesis. Based on these findings, it was recommended among others that training of teachers should be look into and that only qualify and competent teachers should be employed into secondary schools particularly to teach Home Economics and also qualified teachers that can teach all the aspects of Home Economics should be employed, only this can guarantee the nation, the expected development and growth for sustainable development.

Introduction

Education is seen as a critical tool in the transformation towards sustainability, and education for sustainable development is an important and timely educational policy response if we are to be able to face up to the social and environmental challenges that lie ahead' (Scott, 2005). Government policy-makers tend to suppose that engaging in Education for sustainable Development will help bring about sustainable development. UNESCO, the lead agency for promoting the United Nations Decade of Education for Sustainable Development (UNDESD, 2005–2014), emphasizes, however, that 'there is an urgent need to re-examine the nature and structure of schooling in a more critical way to address [ESD]' (UNESCO, 2005).

Education Sustainable Development policies and policy discourses are replete with deterministic and instrumental outcomes-based rhetoric. There is a need to be mindful of any uncritical construal of education as an instrument for the implementation of sustainable development (Jickling, 2005). The aim of education for sustainable development (ESD), or sustainability education (SE), is to integrate the principles, values, and practices of sustainable development (SD) into all aspects of education. This challenge was also underlined by the United Nations (UN) as the Decade for Education for Sustainable Development (DESD 2005–2014). During the decade, SE has been increasingly taken into account in the formal education of comprehensive schools around the world. SE emphasizes the consideration of multiple aspects of sustainability including ecological, economic, social, and cultural aspects of SD.

Chalkley (2006) expresses the view that education must seek outcomes that involve not only knowledge and skills but also the values that underpin sustainable behaviour by businesses, government and society. Teaching is made up of several components of different dimensions such as the teacher, the students, the curriculum, the teaching method and instructional materials. Therefore, teacher qualities are the different components involved in the teaching and learning of home economics. As a Home Economics teacher, the researcher observed through experiences for many years that teachers teaching Home Economics are not well qualified in employing

and exploring the method of teaching Home Economics instruction which has resulted to student's negative perceptions and poor performance. As such, it is against this background, therefore that the researcher was motivated to carry out an investigation in order to find out the influence of qualified teacher in the teaching and learning of Home Economics for sustainable development in Basic 7-9 schools

Teachers play a key role in the appropriate socialization of young people for sustainable development. It is important that, irrespective of the academic subject matter for which a primary or secondary school teacher is responsible, the teacher's major overall responsibility should be seen as the moulding of socially and emotionally well-adjusted individuals. The teacher needs to assist the young students to feel good about themselves; to be emotionally secure and self confident,to respect themselves and others, and to take full responsibility for their actions. However, it would be difficult for teachers to function in the nurturing and validating manner required for promoting such qualities in young people in their charge, if they themselves do not feel good about themselves and possess these attributes.
To equip teachers to function effectively for the appropriate socialization of young people, the workshop programme 'Empowering Teachers with Emotional Coping Skills' has been developed, within the context of the UNESCO Participation Programme. .Dislere (2012) indicates that Home economics and technologies teacher is an ongoing student work organizer in both school activities and in out of school activities. Teacher's work success is largely determined by her/his good background and readiness of theoretical and practical training and organizational skills (Dislere, 2012). The paradigms of the education are changing. Mandolini (2007) stressed that a teacher should not become an instrument in the hands of global economic demands, but a professional who actively responds to new events and social exigencies.
Findings related to teachers' academic degrees (Bachelor's, Master's, doctorate, and other) are inconclusive. Some studies show positive effects of advanced degrees (Betts, Zau, & Rice, 2003; Ferguson & Ladd; Goldhaber& Brewer, 2000).

In many countries, teacher qualifications that are considered to be related to student learning have become targets of education reform. However, the nature of this reform is under debate. Some perceive the main problem to be the low academic and cognitive level of those who go into the teaching profession and call for policies aims at attracting more capable candidates through shorter, less regulated alternative routes (Ballou&Podgursky, 2000; Goldhaber& Brewer, 2000; United States Department of Education, 2002). Others view the problem mainly as the result of inadequate teacher preparation and call for the "professionalization" of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion aligned with standards (Darling-Hammond, 2000; Darling-Hammond, Berry, & Thorenson, 2001; Darling-Hammond, Chung, & Frelow, 2002).
The impact of these different approaches on student learning have been explored in several meta-analytic studies based mainly on United States data but also drawing from the databases of other countries (see, in this regard, Darling-Hammond, 1999, 2000b; Greenwald, Hedges, &Laine, 1996; Wayne &Youngs, 2003; Wilson, Floden, &Ferrini-Mundy, 2001). Other relevant studies have drawn more on local sources of data and have been targeted at specific (country-based) policies (Harris & Sass, 2007; Ingersoll, 2003; Wilson, Darling-Hammond, & Berry, 2001).

In Israel, too, teacher qualifications have become the target of several recent reforms, such as those announced by different teacher unions (2004), the National Task Force for the Advancement of Education in Israel (Dovrat Committee, 2005), and the Committee of the Commission for Higher Education (Ariav, Olshtain, Alon, Back, Grienfeld, &Libman, 2006). The reforms suggested in Israel are more in line with the advocacy to professionalize teacher preparation. All suggestions thus far envision improving the candidate selection process, upgrading the disciplinary preparation of teachers, opening advanced degree Master of Education (M.Ed) or Master of Teaching (M.Teach) programs, and providing opportunities for professional development. It is a well known fact that no educational system in a nation can rise above the quality of its teachers. In other words, the success of the system rests on the availability of good and qualified teachers who are internally motivated. Wasagu, (2006) stated that "Teachers are the way to improvement since they are the final brokers when it comes to educational policy". Former minister of Education, Ruqayyatu Rufai (2010) stated that "lack of qualified teachers was responsible for the dismal performance of students especially in mathematics and English language". That poor performance turned out to be a child's play when NECO released its own SSCE results which showed that only 126,500 of the 1,260,765 candidates, just 10 percent of those who registered for the body's exams passed five subjects including English and mathematics. The statistics also showed that only about 234,682 out of the 1,260,765 candidates who sat for the exams made five credits in five core subjects the minimum requirements for the university admission in Nigeria. That means only two percent passed the exams with five credits including English and mathematics.

Therefore where there are competent, capable and well motivated personnel among other things, the educational system of a country can surely succeed.

Certified teachers are usually those who have graduated from accredited teacher education programs. Some of these teachers are also required to complete an induction program or pass a national teacher examination test in order to obtain a license. There is debate in the USA between those in favour of full certification and those who argue that students of teachers who hold full certification achieve similarly to those who study under teachers with temporary "emergency" credentials (Goldhaber& Brewer, 2000). These authors also argue that relaxing requirements for certification is a way not only of attracting academically talented college graduates to teaching but also of recruiting a more diverse pool of candidates needed for a diverse student population. The education for sustainable development is the education which promotes the opportunities of every individual to obtain knowledge, values and skills which are necessary for cooperation in the decision making about the individual or collective activities in the local and the world level to improve the quality of life at this moment, not causing the threats to the necessities of the next generations (Videsaizsardzības, 2013).

Statement of the Problem

It has been observed that the effect of non-availability of qualified teachers in the teaching of Home Economics in Schools has been of positive or negative impact to the teaching and learning process. Some problems had been identified to be the possible cause. It was revealed that there had been a serious reduction in the enrolment of students in the subject at Basic school level and tertiary institution of learning because some teachers acquired their certificate through various means. In most educational institutions, teachers that are not trained to teach subjects such as CRS are made to do so thereby not giving the students the required training and knowledge about that particular subject. Sofowora (2001) also states that not all media materials that are available are technically suitable for use in teaching.

Teachers' primary role of transmission of knowledge and skills is never in dispute. Therefore a teacher would need to demonstrate efficiency in this primary role. Indeed teachers' academic background, training and professional competence is at stake here. There is deficiency and poor academic performance of students in Home Economics and this could be traced to lack of teachers' competence and learning resources in our classrooms (Nwosu, 2000). It also has been observed that the present state of teaching in Nigeria indicates that many people who teach Home Economics in both basic and senior secondary schools are not professional teachers. This might be one of the reasons for the poor performance of students in the subject.

The problem of teaching and learning of Home Economics for sustainable development in Junior Secondary Schools affects the nations development. Sustainable Development is seen as "the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. The aim of the research is to clarify students' understanding and preparedness for sustainable development and to know how much Home Economics teachers influence the student on sustainable development as it is the bedrock of any nation's progress.

Also, the free education policy of the Lagos State government tends to have compounded the problems in secondary schools perhaps as a result of insufficient funds to employ adequate teachers and to run the schools. This problem is believed to have effect on students' performance in the subject. For instance, in spite of the acknowledgement of the importance of Home Economics to the society and laying of solid foundation for students, the performance of students in the subject shows that this has not been properly achieved. Based on the highlighted problems, this study will focus on the Influence of Teachers'variables on Basic school Home economics students' knowledge of sustainable development in Lagos State.

Objective of the Study

The study investigated the nfluence of teachers' variables on basic school home economics students' knowledge of sustainable development in Lagos State.

Research Questions

The study attempts to find out answers to the following questions:

i. Does teachers' qualification affects Basic school home-economics students' knowledge of sustainable development. in Lagos State
ii. Does teachers' experience affects Basic school Home-economics students' knowledge of sustainable development in Lagos State.
iii. Does teachers' professional development affect basic school Home-economics students' knowledge of sustainable development in Lagos State.
iv. Does students have the knowledge of sustainable development.

Research Hypotheses

Based on the above research questions, the researchers stated the following as the research hypotheses:

Ho1 There is no significant relationship between the teachers' qualification and basic school Home-economics students' knowledge of sustainable development in Lagos State.

Ho2. There is no significance relationship between teachers' experience and basic school Home-economics students' knowledge of sustainable development in Lagos State.

Ho3 There is no significant relationship between teachers' professional development and basic school Home-economics students' knowledge of sustainable development in Lagos State.

Ho4. There is no significant relationship between students' knowledge and sustainable development in Home Economics

Methodology.

Research Design

The descriptive survey method was used in this study, since it is a useful scientific tool to employ when a researcher is interested in the opinion and attitudes of respondents as well as the relationship of these attitudes to the respondent over behaviour. The population of this study consisted of all Basic 9 Home Economics Students and teachers teaching Home economics in Basic 9 in Lagos State. There are a total of three hundred and forty eight public Junior Secondary School in Lagos State. Only Basic 9 students were involved in this study. A total of three hundred and seventy five (375) Basic 9 students in district I were randomly selected as the sample for this study derived from twenty five randomly selected Basic 9 school. Simple random sampling was used in selecting fifteen (15) students from the twenty five schools which gave a sample of three hundred and seventy five (375) students but only three hundred and fifty two were available for the study. Purposeful sampling technique was used in which all the Home Economics teachers teaching Basic 9 were involved in the study. There were a total of fifty (50) Home Economics teachers teaching Basic 9 in the twenty five (25) schools covered in the study. Questionnaire was the main instrument used in this research. It was designed purposely to collect data from both teachers of Home Economics and the Basic 9 students in the study area Lagos State. The questionnaire for students was designed based on the Home Economics content for Basic 9 and it consisted of twenty questions. While the teachers" questionnaire comprised of teachers" personal data, qualification, experience, and attendance of workshops, seminars and conferences (Professional Development). The instrument was designed and administered to the participants in their various schools by the researcher. The researcher's instrument was administered to each respondent and was retrieved at the spot after being answered by the respondent. The filled and returned questionnaires were analyzed using descriptive and inferential statistics. The inferential statistics Pearson Product Moment correlation was used to test the stated hypotheses at 0.05 level of significance using statistical package for social science.

Results

Table 1:

Teachers' Qualification and Experience

Qualification	**Frequency**	**Percentage (%)**
NCE	6	12
B.Ed	32	64
B.A/B.Sc	4	8
M.Ed	3	6
MA/M.Sc.	3	6
PGDE	2	4
Total	50	100
Teaching Experience		
0 – 5 years	4	8
6 - 10 years	17	34
11 – 15 years	13	26
16 – 20 years	10	20
21 years and above	6	12
Total	50	100

Table 1 revealed that teachers with NCE were 6 (12 %), 32 (64%) teachers had B.Ed *Home Economics* certificate as their highest qualification and were the highest in number, those who hold B.A/B.Sc degree

certificates were 4 (8%), 3 (6%) were holders of MA/B.Sc certificates, another 3 (6%) were holders of M.Ed while 2 (4%) teachers have Postgraduate Diploma as their highest qualification. It can be concluded that data collected from such participants can be considered comprehensive and reliable.

Table 1 also shows that 4 (8%) of the teachers have 0 to 5 teaching experience, 17 (34%) have 6 to 10 years teaching experience, 13 (26%) have 11 to 15 years teaching experience, 10 (20%) have 16 to 20 years teaching experience, while 6 (12%) have 21 years and above teaching experience. It can be concluded that data were collected from professional teachers with enough working experience.

Table 2:
Teachers Professional development

Seminars or In-house Trainings	Frequency	Percentage (%)
Once	38	76
Twice	10	20
Thrice	2	4
Four times or more	-	
Total	50	100

Table 2 shows that 38 (76%) of the teachers attend seminars or in-house trainings once in a term, 10 (20%) of the teachers attend seminars or in-house trainings twice in a term, while 2 (4%) of the teachers attend seminars or in-house trainings three times in a term.

Table 3:
Students on whether they have heard of the notion of Sustainable Development and Source of Information

Sustainable Development	Frequency	Percentage (%)
Yes	325	92.3
No	27	7.7
Total	352	100
Source of Information		
School	273	92.5
TV/Radio	15	5.1
Home	7	2.4
Total	295	100

Table 3 shows that 325 (92.3%) of the students have heard of the notion sustainable development, while 27 (7.7%) have not heard. Among those who have heard about sustainable development, 273 (92.5%) of the students heard about it in school, 15 (5.1%) heard about it from the media such as Television and Radio and 7 (2.4%) heard in the home.

Table 4:

Students' Knowledge of Sustainable Development

S/N	Statements	Agree (%)	Disagree (%)
	Economic Development for Sustainable Development		
1	Economic development is necessary for sustainable development	304 (86.4)	48 (13.6)
2	Sustainable development demands that people understand how the economy functions.	324(92.1)	28(7.9)
3	Eradication of poverty in the world is necessary for sustainable development	321(91.2)	31(8.8)
4	Poverty reduction is important in sustainable development	311(88.3)	41(11.7)
5	Everyone ought to be educated on how to live sustainable life.	339(96.3)	13(3.7)
6	Economic development is necessary for sustainable development	341(96.9)	11(3.1)

S/N	Statements	Agree (%)	Disagree (%)
	Health and Sustainable Development		
7	Good health and opportunities for good life contribute to sustainable development.	311 (88.3)	41 (11.7)
8	Fair distribution of food and medical care among people in the world is important in sustainable development.	39 (11.1)	313 (88.9)
9	Eradication of infectious disease should be achieved for sustainable development to take place.	304(86.4)	48(13.6)
10	The use of nature's resources that we need does not threaten people's health or their chances for wellbeing in the future	309(87.8)	43(12.2)
11	The consumption of required amount of water is necessary for sustainable development.	31(8.8)	321(91.2)

S/N	Statements	Agree (%)	Disagree (%)
	Nature and Sustainable Development		
12	Preserving nature is not important in sustainable development	28 (7.9)	324 (92.1)
13	All sorts of waste should be removed to achieve sustainable development.	323 (91.8)	29 (8.2)
14	Preserving natural species is necessary for sustainable development	279(84.3)	39 (11.1)
15	Sustainable development demands that we switch to renewable sources of energy such as wind power, solar panels, ethanol, cardboard packaging	313 (88.9)	53 (15.1)
16	To achieve c goal, the people need to be educated against natural disasters	339(96.3)	13(3.7)
17	Climate change should be among the problems to focus on in sustainable development	324(92.1)	28(7.9)
18	Government should provide financial assistance to encourage more people to make the shift to green cars	341(96.9)	11(3.1)

S/N	Statements	Agree (%)	Disagree (%)

	Civic Right and Sustainable Development		
19	Stricter laws and regulations are needed to protect the environment	287 (81.5)	65 (18.5)
20	The companies in richer countries should give employees in poor nations the same conditions as in rich countries.	255 (72.4)	97 (27.6)
21	People in the society should vote in elections and express their views on important issues	296 (84.1)	56 (15.9)
22	People who exercise their democratic rights are necessary for sustainable development	296(84.1)	56(15.9)
23	Respecting humans rights is necessary for sustainable development.	339(96.3)	53(15.1)
24	Reinforcing girls and women's rights is necessary for sustainable development	301(85.5)	51(14.5)

S/N	Statements	Agree (%)	Disagree (%)
	Culture and Sustainable Development		
19	Culture where conflicts are resolved peacefully through discussion is important for sustainable development	309(87.8)	43(12.2)
20	Respect for other cultures is necessary for sustainable development.	255(72.4)	97(27.6)

Table 4 reveals that 304 (86.4%) of the students agreed that economic development is necessary for sustainable development while 48 (13.6%) disagreed with the view. 311 (88.3%) of the students also agreed that good health and opportunities for good life contribute to sustainable development, but 41 (11.7%) disagreed. Also, 39 (11.1%) of the students agreed that the consumption of required amount of water is necessary for sustainable development, while 313 (88.9%) disagreed with the assertion. Similarly, 28 (7.9%) of the students agreed that preserving nature is not necessary for sustainable development while 324 (92.1%) disagreed with the claim. Furthermore, 309 (87.8%) of the students agreed with the statement that a culture where conflicts are resolved peacefully through discussion is necessary for sustainable development but 43 (12.2%) disagreed with the view.

Evidence from Table 5 reveals that 323 (91.8%) of the students agreed that sustainable development demands that all sorts of waste should be removed to achieve sustainable development while 29 (8.2%) disagreed with the view. Also, 296 (84.1%) of the students agreed that people who exercise their democratic rights are necessary for sustainable development (for example, they vote in elections, involve themselves in social issues, express their opinions), but 56 (15.9%) disagreed. Also, 301 (85.5%) of the students agreed that reinforcing girls and women's rights is necessary for sustainable development, while 51 (14.5%) disagreed with the assertion. Similarly, 299 (84.9%) of the students agreed that respecting human rights is necessary for sustainable development while 53 (15.1%) disagreed with the claim. Furthermore, 321 (91.2%) of the students agreed with the statement that to achieve sustainable development, access to good education is important, while 31 (8.8%) disagreed with the view.

It was noted from Table 4 that 287 (81.5%) of the students agreed that to achieve sustainable development, companies must treat their employees, customers and suppliers in a fair way while 65 (18.5%) disagreed with the view. Also, 279 (84.3%) of the students agreed that preserving natural species is necessary for sustainable development, but 73 (15.6%) disagreed. Also, 255 (72.4%) of the students agreed that respect for other cultures is necessary for sustainable development, while 97 (27.6%) disagreed with the assertion. Similarly, 304 (86.4%) of the students agreed that sustainable development demands a fair distribution of food and medical care among people in the world while 48 (13.6%) disagreed with the claim. Furthermore, 311 (88.3%) of the students agreed with the statement that eradication of poverty in the world is necessary for sustainable development to take place while 41 (11.7%) disagreed with the view.

Table 4 further revealed that 313 (88.9%) of the students agreed that sustainable development demands that we switch to renewable sources of energy such as wind power, solar panels, ethanol, cardboard packaging while 39 (11.1%) disagreed with the view. Also, 324 (92.1%) of the students agreed that sustainable development demands that people understand how the economy functions, but 28 (7.9%) disagreed. Also, 309 (87.8%) of the students agreed that eradication of infectious disease should be achieved for sustainable development to take

place, while 43 (12.2%) disagreed with the assertion. Similarly, 323 (91.8%) of the students agreed that for sustainable development, people need to be educated on how to protect themselves against natural disasters while 29 (8.2%) disagreed with the claim. Furthermore, 341 (96.9%) of the students agreed with the statement that everyone ought to be educated in how to live sustainable while 11 (3.1%) disagreed with the view.

Evidence from Table 4 also reveals that 82 (23.3%) of the students agreed that we who are alive now should make sure that people in the future should be as well off as we are today while 270 (76.7%) disagreed with the view. Also, 299 (84.9%) of the students agreed that companies have a responsibility to reduce the use of packaging and disposable articles, but 53 (15.1%) disagreed. Also, 31 (8.8%) of the students agreed that using more of nature's resources than we need does not threaten people's health nor their chances for wellbeing in the future, while 321 (91.2%) disagreed with the assertion. Similarly, 287 (81.5%) of the students agreed that we need stricter laws and regulations to protect the environment while 65 (18.5%) disagreed with the claim. Furthermore, 339 (96.3%) of the students agreed with the statement that it is important to reduce poverty while 13 (3.7%) disagreed with the view.

Table 4 reveals that 255 (72.4%) of the students agreed that the companies in richer countries should give employees in poor nations the same conditions as in rich countries while 97 (27.6%) disagreed with the view. Also, 324 (92.1%) of the students agreed that Climate change should be among the problems to focus on in sustainable development, but 28 (7.9%) disagreed. Also, 341 (96.9%) of the students agreed that the government should provide financial assistance to encourage more people to make the shift to green cars, while 11 (3.1%) disagreed with the assertion. Similarly, 323 (91.8%) of the students agreed that most of the decisions of the government should focused on sustainable development while 29 (8.2%) disagreed with the claim. Furthermore, 296 (84.1%) of the students agreed with the statement that people in the society should vote in elections and express their views on important issues, while 56 (15.9%) disagreed with the view

The data on Table 4 shows that a significant relationship exists between students' knowledge and sustainable development in Home Economics.

Test of Hypotheses

Hypothesis One: There is no significant relationship between teachers' academic

qualification and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

Table 5: An "r" statistical table showing the relationship between the teachers' academic qualification and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

Variables	**N**	**Mean**	**SD**	**Df**	**r-cal.**	**r-tab**
Teachers' Academic Qualification	50	15.39	3.67			
				400	0. 67	0.195
	352					
Student's knowledge of sustainable development.		53.83	5.38			

$p = 0.000 < 0.05$

As revealed in Table 5, it is noteworthy to inform that a positive as well as direct relationship was observed between the teachers' academic qualification and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.This was evidenced with a yield of the calculated "r" (r-cal. = 0.67) greater that r-tabulated 0.195 at 400 degrees of freedom given that the obtained level of significance (p-value) is 0.000<0.05 *(statistical benchmark).* By implication, it can be concluded that a significant relationship exists between the teachers' academic qualification and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

Hypothesis Two: There is no significant relationship between the teachers' teaching experience and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

Table 6: **An "r" statistical table showing the relationship between teachers' teaching experience and** Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

Variables	N	Mean	SD	Df	r-cal.	r-tab
Teachers' Teaching Experience	50	14.07	3.11			
				400	0.73	0.195
Student's knowledge of sustainable development.	352	53.83	5.38			

$p = 0.000 < 0.05$ Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

As revealed in Table 6, it is noteworthy to inform that a positive as well as direct relationship was observed between teachers' teaching experience and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State. This was evidenced with the yield of a calculated "r" (r-cal. = 0.73) greater than r-tabulated 0.195 at 400 degrees of freedom given that the obtained level of significance (p-value) is 0.000<0.05 *(statistical benchmark).* By implication, it shows that there is a significant relationship between the teachers' teaching experience and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

Hypothesis Three: There is no significant relationship between teachers' Personal development (attendance of workshop/seminar/conferences) and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

Table 7: An "r" statistical table showing the relationship between teachers' Professional development (attendance of workshop/seminar/conferences) and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

Variables	N	Mean	SD	df	r-cal.	r-tab
Teachers' Attendance of Workshop/Seminar/ Conferences	50	14.03	3.02	400	0. 61	0.195
Student's knowledge of sustainable development.	352	53.83	5.38			

$p = 0.000 < 0.05$

As revealed in Table 7, it is noteworthy to inform that a positive as well as direct relationship was observed between teachers' personal development and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State. . This was evidenced with a yield of the calculated "r" (r-cal. = 0.61) greater that r-tabulated 0.195 at 400 degrees of freedom given that the obtained level of significance (p-value) is 0.000<0.05 *(statistical benchmark).* This implies that a significant relationship exists between teachers' personal development and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State..

Hypothesis Four: There is no significant relationship between students' knowledge and sustainable development in Home Economics

Table 8: **An "r" statistical table showing the relationship between students' knowledge and sustainable development in Home Economics**

Variables	N	Mean	SD	Df	r-cal.	r-tab
Students' Knowledge		26.11	3.84			
	352			350	0. 71	0.195
Sustainable Development		33.83	4.13			

$p = 0.000 < 0.05$

As revealed in Table 8, it is noteworthy to inform that a positive as well as direct relationship was observed between students' knowledge and sustainable development in Home Economics. This was evidenced with a yield of the calculated "r" (r-cal. = 0.71) greater that r-tabulated 0.195 at 350 degrees of freedom given that the obtained level of significance (p-value) is 0.000<0.05 *(statistical benchmark).* This shows that a significant relationship exists between students' knowledge and sustainable development in Home economics.

Discussion of Findings

There is a significant relationship between teachers' academic qualification and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

This finding supports Dislere (2012) who found that there is a significant effect of teacher qualification on achievement of students. Also with respect to degree level, Olubadewo (2006) found that the percentage of teachers with at least a master's degree was associated with greater achievement for students in Home Economics. This is also in line with the findings of Goldhaber and Brewer (2000) who found out that, teachers' qualification contributed to the students' academic achievement. Ariav, Olshtain, Alon, Back, Grienfeld and Libman (2006) found significant difference between performance of students taught by professional teachers and non-professional teachers in Mathematics, this also corroborate, the need for non- professional teachers to embark on Post Graduate Diploma in Education (PGDE or PDE). The finding therefore suggests that additional professional qualifications beyond first degree will lead to improved competence of teaching at secondary school level.

There is a significant relationship between teachers' teaching experience and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

This corroborates with Harris and Sass (2007) who noted that teacher's experience has a significant effect on students' performance in Home Economics. According to Harris and Sass(2007), experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, they are open to corrections and are less dictatorial in classroom. Also, Rivkin, Hanushek and Kain (2000) asserted that the more the teachers know about students, the better the teachers can connect with them and the more likely they will be able to benefit from the teachers' experience in reconstructing their world. Similarly, Tahir (2006) found that teachers' effectiveness improves rapidly over the first three years of teaching and reaches its highest point between the third and fifth year but found no substantial improvement after year five. In addition, Tahir (2006)) revealed that at the high school level, students taught by teachers with more than nine years of experience had significantly higher test scores than students whose teachers had five to nine years of experience. Also Adeyemi (2010) and Yala and Wanjohi (2011) findings that teachers' experience and professional qualifications were the prime predictors of students' academic achievement, the study found that teachers' teaching experience is statistically significant in explaining Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

There is a significant relationship between teachers' personal development that is attendance of workshop/seminar/conferences and Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State.

The teacher plays a pivot role in the educational programs and teaching and this is not complete until knowledge has successful impact to the learners. Therefore, teachers need to upgrade their knowledge and skills through more intensive in-service training programmes such as workshop, seminar and conferences. This supports Victor (2002) who noted that attendance of workshop/seminar/conferences enables teachers obtain higher academic and professional qualifications in order to improve their positions and academic performance of the students in the school system. Also, Sofowora (2001) asserted that students' poor performance in academic and extra curricular activities has a link to teachers' lack of regular staff training and retaining programme. Similarly, Munasinghe (2004) opined that in-service training is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically, which in turn improve students' academic performance. With regards to teachers' attendance of workshop/seminar/conferences, Umoh (2005) found that it had a positive correlation with students' academic performance.

There is a significant relationship between students' knowledge and sustainable development in Home Economics.

The goal of Home economics in schools is to establish a lifestyle on how to consume resources while the environment is enhanced through teaching from the point of view that motivates consumers to live proactively in the society. This finding supports Tupac (2010) who opined that home economics education is a means

through which the individual may be led to a stronger growth and development, thus enabling him to take responsibilities in the family and society. This implies the ability of knowledge and skills gained to help individuals who has acquired them to be able to relate to real life situations and solve their needs. Also, Ezike (2011), stressed Home Economics as a subject that prepare learners for survival, because individuals can always fall back to the skills acquired in the course in time of emergencies – drop out of school, and retrenchment of a parent and even poverty, crises of death of one of the parent. Marinova and Hossain (2011) said that teaching these skills will result in self-reliance, character development of simplicity, responsibility, respect, commitment and creativity. Okpala (2005) described Home Economics as a skill-oriented, decision-making subject, that equips learners with skills and knowledge which will help them to be self- employed and at the same time, contribute effectively to the socioeconomic development of the family and society.

Conclusions

The result of this study showed that teachers' variables: teachers' qualification, teachers' experience and personal development (attendance of workshop/seminar/conferences), relate significantly with Basic 9 school Home Economics students' knowledge of sustainable development in Lagos State. It was also found that students' knowledge significantly related with sustainable development in Home Economics. When students' perception of their teachers' quality is low, it could result in their negative attitude towards learning the subject and vice versa poor academic performance. Teachers should therefore strive to exhibit sound and effective pedagogical traits to earn their students' high perception. This will then produce students' positive attitude, knowledge and skill application. As students' attitude improve, so will their commitment to the subject and their knowledge of sustainable development will therefore be enhanced.

The results of this study underscore the need for teachers to earn the respect and confidence of their students through the display of deep knowledge of the subject matter they teach, adequate teaching experience and frequent personal development. These competencies promote students positive attitude towards their school subjects and knowledge of sustainable development in Home Economics.

Recommendations

In the light of the above conclusion drawn, the following were recommended:

1. Training of teachers should be look into and that only qualify and competent teachers should be employed into Basic 9 schools particularly to teach Home Economics, only this can guarantee the nation, the expected development and growth.
2. Teachers should bring their wealth of experience in teaching to the level of the students' aptitude to make classroom interactions more interesting so as to arouse the interest of the students to academic excellence. This would assist in solving the problem of poor knowledge of sustainable development in public secondary school students and improving widely the acclaimed fallen standard of education in Nigeria. Moreover, experienced teachers should guide the less-experienced teachers towards the attainment of higher productivity.
3. The government should provide more laboratories and facilities to ensure successful implementation of vocational Home Economics subjects for sustainable development.
4. Qualified teachers that can teach all the aspects of Home Economics should be employed. Efforts should be made by the Home Economics teachers to ensure that they have at least a Bachelor of Education degree in Home Economics so that Home Economics secondary programme can produce students who are knowledgeable and skillful in all areas of Home Economics.

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