

Effect of Home Economics Students' Self-Efficacy and Perception of Teachers Social Learning Environment Management Practices on Their Interest in Integrated Science

Messiah Abeku Morgan^{1*}, Joseph Asare¹, Endurance Serwah Asare¹, Beatrice Chrayoc Doku²

1. SDA College of Education, Asokore, P. O. Box 18, Asokore-Koforidua, Ghana

2. Ghana National Senior High School, P. O. Box 129, Effiduase-Koforidua, Ghana

* E-mail of the corresponding author: messiah.abeku@sta.uec.edu.gh

Abstract

Teachers and students spend considerable part of their days in school or classroom environment. Therefore, classroom has to be a pleasant place to go. It must be modern, secure and well-functioning surroundings for both students and teachers. Learning environment is valued but also analysed as an indicator of qualitative education. It is not only the aesthetic need why the appearance of the learning environment should be contemporary. But also, since the learning environment impacts considerably on knowledge acquisition and learning activities. Consequently, the result of this study will provide basis for researchers and administrators such as Heads of Science and Home Economics Departments who may be interested in studying about classroom social learning environment management practices in the context of Integrated science, especially regarding Home Economics students, in replicating the study at other geographical areas and also ensure the application of relevant management practices. Thus, the purpose of this study was to investigate the effect of Home Economics students' perception of integrated science teachers' management of the social learning environment and self-efficacy levels on their interest in Integrated Science. The research design employed in this study was the cross-sectional survey design. The study was carried-out in the Eastern region of Ghana. The target population of this study was all Form Three and Two students who offered Home Economics as a programme in public Senior High Schools (SHS). Simple random sampling technique was used to select 513 students from 26 schools selected from each local government district of the Eastern region of Ghana to participate in this study. In this survey, questionnaires were the main instruments used to gather data. It was found that students self-efficacy levels were high. However, their interest levels in Integrated Science were found to be moderate. The results also showed that the students perceived the management of their social learning environment by the Integrated Science teachers very moderately. We therefore recommend that Integrated Science teachers in Eastern Region Senior High Schools handling Home Economics classes should improve their management of the social learning environment in order to raise students' self-efficacy and subsequently, their interest levels.

Keywords: Integrated Science, Home Economics, Social Learning Environment, Interest, Self-efficacy

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1. Introduction

Teachers and students spend considerable part of their days in school or classroom environment. Therefore, classroom has to be a pleasant place to go (Ryan, 2013). It must be modern, secure and well-functioning surroundings for both students and teachers (Morgan, 2021). The design of the learning environment has to be done with thoughtfulness. Learning environment is valued but also analysed as an indicator of qualitative education (Kiibu, Läänemets, Kalamees-Raubel, 2020). It is not only the aesthetic need why the appearance of the learning environment should be contemporary. But also, since the learning environment impacts considerably on knowledge acquisition and learning activities. Also, learning is closely related to the time and space it is taking place. It influences pupils' and teachers' health, sense of security and psychological state (Hysa, 2016). Different stakeholders have diverse conceptions about a good learning environment. For instance, Hysa believes that the learning environment creates an atmosphere where learners spend a greater part of their day, while for teachers it determines pedagogical possibilities for conducting lessons. It was further explained that the learning environment promotes students' self-efficacy and development as independent and active learners. It is therefore relevant to ensure that the condition of contemporary home economics classroom also fosters students' learning.

Traditionally, the learning environment has been conceived as the designated classroom or school which in certain context, include the learning space in learners' home (Paes, Tar, Amendments and Caring (2015). Learning environment can be examined from several aspects, such as aesthetical, mental, physical and/or social. For example, Brothorus and Hytönen (2001) and Läänemets (2001) asserts that learning environment always contains three main areas. These are made up of the physical features of the learning space (rooms); pedagogical features (learning tools) and human context (interaction between people and the environment). The Ghanaian curriculum emphasises social and physical aspects of the environment around the student, in addition to the mental side

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