

**THE DECLINE OF HOME ECONOMICS IN ZAMBIAN BASIC
SCHOOLS: THE CASE OF LUSAKA DISTRICT**

BY

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**A dissertation submitted to the University of Zambia in partial
fulfillment of the requirements for the award of the Degree of Master of
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DECLARATION


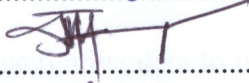
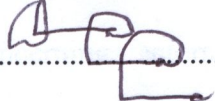
I declare that this dissertation is my own work that was written and submitted in accordance with the rules and regulations governing the award of Master of Education of the University of Zambia. It has not been presented in whole or part for examination for any other degree and that all sources used or quoted have been indicated and acknowledged.

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APPROVAL

This dissertation of Simamuna Likando Mubita is approved as having fulfilled the requirements for the award of the Degree of Master of Education in Sociology of Education of the University of Zambia.

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ABSTRACT

This study was about the decline of Home Economics in Zambian Basic Schools of Lusaka Urban District. Data were collected from all the eight zones of the district.

Questionnaires, an interview guide, documents, and a camera were used as research instruments. Questionnaires were administered to 25 school managers, 42 Home Economics teachers in the selected basic schools as well as 3 Senior Education Standards Officers from both district and provincial offices. Face to face interviews were conducted with the 5 Home Economics Association of Zambia officials. Both qualitative and quantitative techniques were used to analyze data. Qualitative data from interviews were analyzed manually and according to themes. Then Microsoft Excel was used in the analysis of quantitative data to obtain percentages which were then used to make tables. The findings concerning factors that contributed towards the decline were, lack of facilities, lack of Home Economics rooms, inadequate funds, the costly nature of the subject, some H.E teachers' lack of interest, lack of support from administrators, inadequacy of H.E teachers and irregular visits of SESOs to basic schools. However, the findings concluded that despite the stated factors, the decline of H.E teaching was minimal.

The bigger setback among these was that of government not funding the subject. Schools funded mock and final practical examinations themselves. This resulted in teachers resorting to pupil levying and improvisation to carry out practical lessons.

The findings on whether enough qualified teachers were provided showed that out of 25 schools 8 schools had no single trained H.E teacher when SESOs had said H.E trained teachers were many. There was an information gap between the SESOs and the trained teachers. Other findings were that Home Economics as a subject still upheld its status and was worthwhile because it teaches self-reliance, health aspects, and it gives life-skills such as cooking, sewing, crafts, laundry, first-aid etc.

The recommendations were that the government should train more teachers of the subject and that these should be fairly distributed. MoE should improve funding of H.E teaching so that teachers are enabled to offer the practical aspects of the subject instead of confining themselves to the theory aspects.

DEDICATION

This work is especially dedicated **to** my father, Mr. Inambao Mubita, who has installed in me the spirit of schooling since childhood. He has always said to us as his children that we are living in the world of competition.

Others are my husband Mr Kenny Simamuna for the moral and financial assistance, my children Brian, Namakando, Akende and Muhau for their support and encouragement.

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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DEBS	District Education Board Secretary
DRMC	Division of Rare and Manuscript Collection
HE	Home Economics
HEAA	Home Economics Association for Africa
HEAZ	Home Economics Association of Zambia
HIV	Human Immuno-deficiency Virus
MoE	The Ministry of Education
PE	Physical Education
PEO	Provincial Education Officer
PTA	Parent and Teachers' Association
SESO	Senior Education Standards Officer
TEVETA	Technology and Vocational Training

DEFINITION OF TERMS

1. Crochet: make a looping and intertwining yarn with a hooked needle.
2. Department: H.E room or rooms, store rooms, offices, equipment and the teachers of the subject.
3. Domestic crafts: locally made crafts like bead work, basket weaving, door mats making etc.
4. Home management: is a sub subject of H.E that involves the general running of the home including budgeting.
5. Knit: interlocking of series of loops in wool or other yarn closely together, making knitwear such as sweaters.
6. Life-skills: practical skills such as cooking, sewing, craft work, etc, that are taught to Pupils to prepare them for life situations.
7. Making cloth: involves needlework part which includes sewing dresses, shorts, aprons.
8. Maternal duties: female chores of the home.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Home Economics, Domestic science or Home craft as it is also called, may not be fully understood by society, as per the following quote:

What is Home Economics? Sewing a dress, or making perfect gravy. These are familiar images of Home Economics, but do they tell the whole story? So often Home Economics has been cast as a “conspiracy of keeping women in the kitchen,” an interpretation that has overlooked its impressive and diverse contributions. New scholarship in American women’s history suggests that Home Economics was a progressive field that brought science to the farm home and women into higher education and leadership positions in public education, academia, government and industry. (<mailto:%20rareref@cornell.edu>)

While testifying to the importance of the subject, (HEAZ 1997:2) points to its lack of growth and to the negative and apathetic attitudes that people have towards it. They write:

Whereas Home Economics in Zambia is considered to be an important subject in enabling both men and women to acquire knowledge and practical skills to help in management of their homes and families, there is still evidence showing that the subject has not grown. The apathy and attitude towards the subject by the community is negative; moreover, many people do not specifically understand what the subject entails.

The history of Zambian education shows that one of the prominent subjects offered in schools before independence was Home Economics. In every mission school, the subject had a

prominent status. European female missionaries taught it to the locals for a purpose it served very well. This purpose was that of imparting life skills and this made the government let the teaching of the subject to continue after independence.

In Zambia currently however, some basic schools have abandoned the subject despite its importance in the development of life skills. This is probably due to significant changes that occurred in American women's economics and social roles in the late 1950s and early 1960s which made collegiate Home Economics education seem "old fashioned" (Division of Rare and Manuscript Collection, 2001). This "old fashioned" notion could have crossed the Atlantic ocean into the African continent in which Zambia lies and probably affected the status of the subject in the country.

1.2 Statement of the Problem

Soon after Zambia's independence almost all schools that were constructed had a classroom specifically built for Home Economics. This means that the subject was taught in almost all the schools. Later, however, a number of such rooms were reverted to other uses such as libraries, store rooms, ordinary classrooms, accommodation, etc. This implied the abandonment of the subject in such cases and its decline generally. Unfortunately, the extent to which this has happened is not known and so are the reasons for such occurrence. The study sought to establish the extent to which this abandonment had occurred and to discover the reasons for such an occurrence.

1.3 Purpose of the Study

The purpose of the study was to find out how much the teaching of Home economics had declined in Lusaka urban District and the reasons behind the decline.

Objectives

1. To determine the factors for the decline of Home Economics teaching in some basic schools.
2. To find out the extent to which the teaching of Home Economics had declined in the Research area.
3. To find out if enough qualified teachers were provided to schools that still taught Home Economics.
4. To identify and expose the value of the subject with a view to re-establish its original status.
5. To seek ways of re-introducing the teaching of H.E in schools where it had ceased to exist.

1.4 Research Questions

1. What factors are responsible for the decline of Home Economics teaching in some basic schools?
2. To what extent has the teaching of Home Economics declined in the study area?
3. Are there enough qualified teachers in schools where Home Economics is still being taught?
4. What is the value of the Home Economics subject?
5. What should be done to re-establish the teaching of H.E in schools where it has ceased to exist?

1.5 Significance of the Study

The study is significant in that policy makers may use its findings to take measures that may help in re-introducing the subject in the schools where it has been abandoned. The Home Economics Association of Zambia may also use the information to beef up its campaigns of marketing the subject. The study may also lay prospects for further inquiries by other researchers.

1.6 Limitation of the Study

The geographical scope of the study was confined to selected schools in Lusaka Urban, covering all the eight zones. This limitation was due to financial constraints and time on the part of the researcher.

The society may not fully understand what Home Economics entails. The chapter tried to explain the Statement of the problem, the purpose of the study, the objectives, the research questions and limitations of the study.

CHAPTER TWO

LITERATURE REVIEW

The previous chapter explained the whole essence of the study, outlining all the components involved. This chapter reviews literature on the topic to bring out the information gap that led to the study.

From its inception, collegiate Home Economics was multidisciplinary and integrative with an emphasis on science applied to the real world of the home, families, and communities. At the turn of the 20th century, Home Economics was a critical pathway into higher education for American women. But by the late 1950s and the early 1960s, broad changes in American women's economics and social roles made collegiate education on Home Economics seem "outdated," an image that dented its true original picture (Division of Rare and Manuscript Collection, 2001).

When European missionaries arrived in Zambia, their role was to spread the word of God as well as to bring civilization to what they regarded as "primitive people". The means of spreading the word of God and civilizing the Africans was through education and attending to the health of the people. So one of the effects of missionary work was the establishment of mission schools and mission hospitals. Colonialists paid little attention to what local people wanted. Missionaries brought literacy education and some skills training which some colonialists initially opposed. The missionaries taught the locals literacy because they wanted to enhance their work of spreading the gospel. Later the colonial administration began to show interest and supported the missionaries. The colonial government got involved and set up the Phelps-Stokes Commission to advise on African Education. In 1925 the Phelps-Stokes Commission appointed Latham as director of Native Education (Kelly,1999). Latham had this to say over the curriculum, "A mere

Bookish education is worse than useless for the native, the minds of natives can only be awakened through intelligent industry..." (Snelson, 1974:135).

(Snelson, 1974:139) also states that:

The Phelps-Stokes Commission reports that the chief aim of education must be to raise the standard of living among the village community. This involved concentrating on agricultural development, the teaching of industrial skills, raising the status of women and girls...These ideas were not new in Northern Rhodesia. They were clearly in the tradition of General Armstrong of the Hampton Institute and Booker T. Washington of Tuskee.

By the time Latham was noticing all this, the European missionary who started their work around 1890 had already set up their mission stations to spearhead their goals. One of which was Mbereshi in Kawambwa. Sr Mable Shawl first introduced Homecraft at Mbereshi in 1915. Mabel Shawl pioneered the development of girls' education in the country, teaching them home craft and mother craft. The girls made their own clothes, learned to sew, knit and crochet. They worked in gardens and they learned childcare. Mbereshi trained girls could easily be picked from the rest because of their cleanliness and good health, and their homes were shining examples of cleanliness. Mbereshi girls became superior wives and mothers. The success of this school encouraged others and by 1925 a girls' school had been established at Chipembi by the Wesleyan Methodist Mission. The latter emphasized practical work designed to fit the pupils for a fuller and richer life when they left school. Girls took domestic science and were instructed in sex hygiene. A Girls' Teacher Training opened in 1931 at Chilubula for girls who passed standard II. The Dutch Reformed Church Mission made hostels at Madzimoyo, Nyanje, Merwe, and Magwero where girls were taught pottery,

mother craft and hygiene. They were also taught to cook, make clothes, soap and candles. On the Copperbelt girls education received a boost in 1941 with the opening of a boarding school for girls at Mindolo. This provided a small flow of women teachers for the schools in the mine townships and included upper primary and domestic science sections. The main battle to advance girls education took place in these mission stations where a new generation of African girls was gradually produced. Alert, intelligent, skilled in domestic crafts, neatly turned out, their potential developed, and they set up a standard which others would emulate. Before Latham retired in 1931, he had assisted in the development of Girls' Boarding schools in every province, with the hope that this was the only way in which girls could gradually be given equal access to education and be prepared for domestic and maternal duties (Snelson 1974). "From these starting points the pioneers in girls' education set out on a long road of Endeavour to find a solution to perhaps the most difficult and the most important problem in African education"(Kelly 1999:35).

The programmes introduced during the colonial period were carried over to the new educational system with either a few changes or without question at all. Home Economics programmes were primarily offered to women at both formal and non-formal sectors. In the formal education system, it existed in primary schools, secondary schools, teacher training colleges and some universities. The subject is offered to enable men and women acquire knowledge and life skills that will help them in the management of their families and homes (HEAZ, 1997). Since inception, Home economics had been stereotyped as belonging to the female folk. Apparently the subject is a second thought in some schools, yet the skills it gives are reaped by the society. There is a tendency of using the Home Economics rooms for other purposes in some schools. This suggests that the subject is no longer taught in such schools. Besides this, the subject is an

optional, meaning that the chances of it being taught are slim. (HEAZ, 1997:2) states that, “The apathy and attitude towards Home Economics by the community is negative; moreover, many people do not specifically understand what the subject entails”.

Considering education for an occupation, Home economics is a subject of great educational value. With regard to the curriculum for basic education, this is the only formal education that the majority will get (MoE, 1996). MoE continues to say, “The school can make a notable contribution here through helping pupils to develop life-skills which equip them for positive social behavior and for coping with negative pressures.” Home Economics gives practical life skills but the society and some schools disregard the subject. It is a known fact that the majority of pupils leave school at grades 7 and 9. If Home Economics is embraced and properly taught, all the pupils privileged to learn it to grade 7 or grade 9 levels will have acquired for themselves education for an occupation.

One of the most well known and important tasks or responsibilities of school is that of preparing children for the world of work. These ideas have been advanced by functionalists who argue that schools have the capacity of preserving human resources, they impart skills and knowledge to the students, the knowledge which would enable them to carry out the duties and jobs required of them in the society (Karabel et al 1970).

However, Selkirk & Fouche (1961: 1) have this to say:

Housewifery or housekeeping, demands knowledge of a variety of tasks, including cooking, cleaning, mending, marketing, finance and entertaining. A skilful housewife should be patient, efficient and a capable organizer to deal

successfully with the work of the home, and to ensure that a certain amount of rest and relaxation are included in her daily schedules.

Much as the nation has been trying hard to correct the notion that only white collar jobs are good, some practices in some basic schools in Lusaka apparently counter this effort by not teaching home economics, which is a practical subject. This was observed by the researcher when she went round collecting data for the under graduate research project.

The question is, why is there such a practice in such schools when there is a lot to be achieved from practical subjects? The combination of study and manual work in the Zambian society has the interest of the child's own proper up-bringing. It is not to be seen as a foreign practice. Production activities contribute to the formation of the right attitudes towards manual work. Students are able to derive from experience in production activities undertaken collectively, personal satisfaction and a sense of achievement. They also develop personal discipline, self-reliance and innovation in tackling various problems which they may have to overcome before their efforts yield results. The students equally have the opportunity to learn to work together as a group either with or for others MoE (1977).

MoE (1996), says that the Ministry will collaborate with the institutions responsible for training in practical and life skills disciplines like the Ministry of Science, Technology and Vocational Training (TEVETA) to expose learners at an early age and at all levels to the culture of entrepreneurship. The researchers' opinion is that before the learners are exposed to the Ministry of Science, Technology and Vocational Training let them be exposed to practical subjects much earlier through Home Economics, in subjects like Needlework. Needlework could lay a

foundation for a tailoring course under TEVETA. It can contribute to the removal of the notion of white collar jobs as the only ideal.

Home Economics consists of these sub subjects: Laundry, Cookery, First-Aid, Home Management, Needlework, Mother Craft and Personal Hygiene. Needlework is much more than using needle and thread to sew. Children watch people knit and sew by hand or machine both at home and at school. Children seem to enjoy the contrast between different textures, and they eagerly use all kinds of braids, tapes, laces, buttons, pins and beads. There are men and women still teaching who must remember their own experiences, in which their teachers had acted as obstacles for the development of their art or craft talents (Her Majesty's Stationary Office, 1960). What is the researcher saying? There are children in schools whose craft, needlework, cookery, laundry, and mother craft skills are hindered from development by the teachers, school management or the environment around them. They are unfairly deprived of an opportunity to develop their talents in cookery, sewing, knitting, needlework etc, because some basic schools have for some reasons decided not to teach Home Economics contrary to MoE requirements as hereby manifested:

Areas of major national concern include HIV/AIDS, malnutrition, environmentally related sicknesses, and the general health of the people and the children of Zambia. It is important that the basic school curriculum deal with these issues, striving to create attitudes and establish practices that will be conducive to good health and personal well being. One aspect of this is what has traditionally been known as "Health Education" another is "Physical Education".....both of which are essential for the growth and development of the child (MoE 1996:38).

As mentioned earlier, Home Economics consists of various sub subjects one of which is “Health Education.” Health Education is one of the subjects the basic school curriculum can count on to deal with health issues. The subject teaches Health Education not as tradition as stated above, but as a science component of health issues. Therefore, it is one subject that can contribute to the well being of the people and children of Zambia.

(Kelly 1999), indicates that girls and women education is associated with significant reductions in infant mortality and morbidity, improvement in family nutrition and health, lowering of fertility rates, improved chances of children’s education and increased opportunities for income earning in both wage and non-wage sectors. (Creese Angela 1969), states that smooth running homes are more likely to be happy homes. They don’t just happen; they have to be worked for. This involves good planning, good organization and where everybody helps. (MoE 1977), says that there should also be opportunity for testing knowledge and skills acquired in the classroom, laboratory or workshop. Those who have learned book-keeping may prepare accounts for the production unit project. Those who have learned metal work could repair metal furniture or make simple useful metal items. Similarly, in the same context, the researcher feels that those who have studied Home Economics could produce some snack foods for the school tuck shop or make office curtains.

Durkheim, saw education as a means of making responsible and reliable citizens out of school children. This in turn would create a society in which members shared goals and supported the moral standard of the culture (Durkheim in MODULE EDP 3, 2005).

Brouwn and Paolucci (1979:23) defines Home Economics in terms of its mission as:

.... to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self information and (2) to enlighten co-operative participation in the critique and formulation of social goals and means of accomplishing them.

(MoE 1992), states that school and educations' role is to prepare the individual to live in his society, to develop a new type of person, needed to meet the challenges of life in Zambia. This educational system must respond to the needs both of the individual and of society. (Eghan 1993) identifies from HEAA newsletter in HEAZ 1997 that the mission of Home Economics is to facilitate the process of individuals, families and communities becoming more responsible for improving their economic, social, cultural, political and physical environment. The relationship between global education and Home Economics exists. (Nozick 1992), stresses the importance of self reliance in the development of a sustainable environment.

Home Economics in Zambia has evolved through a number of stages. First, missionaries from Europe, taught women Domestic Science or Home craft to prepare them to be better wives for the elites of the time. It changed the name to Home Economics after independence. Thereafter, it was introduced in colleges and today it is offered in some universities. Despite reaching the university level, operations of the subject in basic schools are worrying and apparently declining. Kepner and Tredee (1965), state that a problem is a deviation or an imbalance between what ought to be and what actually is existing. The nature of the problem to be solved determines the kind of knowledge to be formulated or ordered and the process to be followed. According to (Eghan 1988), part of any process of change and development is the perception people have of it and the effect it has on their lives. The way leaders and educators

perceive a particular reality determines the extent to which they are willing to consider appropriate action to take in addressing the problem. (Achola 1990), in his study concludes that
Zambian Policy makers have found difficulties in dealing with issues of educational quality and
relevance.

This chapter reviewed relevant literature on the essence of the subject, its introduction,
development, status, misconceptions and policy issues revolving round it.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The previous chapter attributed the problem of Home Economics to the matter of policy among other things. This chapter outlines the methodology of the study. It gives the description of the study in terms of its design, population, study sample and sampling procedures, research instruments, data collection and data analysis.

3.2 Study design

This study was non-experimental. It was in form of a survey as it covered a good number of schools in order to get information from a wider area. The study was both qualitative and quantitative as well in that it used quantitative data yielding instruments such as questionnaires and qualitative yielding ones like interview guide.

3.3 Population

The population comprised all the basic schools in Lusaka urban, the district and provincial education offices as well as the Home Economics Association of Zambia (HEAZ). In other words, all head teachers, all Home Economics teachers, all Home Economics Association of Zambia officials and all education standards officials at the Province and District offices made up the study population

3.4 Study sample and sampling procedure

The sample comprised 25 basic schools in Lusaka urban that were picked by the random sampling method. All the names of the basic schools were listed in their alphabetical order and the sample was made by picking every fourth name on the list from the top.

The 25 basic schools purposively provided 25 head teachers and 50 Home Economics Teachers. Basic schools usually have two or three teachers and each school provided two teachers picked on the basis of long service at the station. The 4 Senior Education Standards Officers (SESOs) for practical subjects were purposively selected since their subjects were of relevance to the study. Also 5 Home Economics Association of Zambia (HEAZ) executive officials, (whether current or former), were chosen on the basis of who were easily accessible.

3.5 Research Instruments

Questionnaires, an interview guide, documents, and a camera were used. A camera was used to take appropriate photographs to support collected data. For example, where a Home Economics room that was being used for other purposes.

3.6 Data Collection

Questionnaires were administered to all the 25 school managers and 50 Home economics teachers in the selected basic schools. The 4 Senior Standards Education Officers from both the district and provincial offices were served with questionnaires each. Face to face interviews were conducted with the 5 Home Economics Association of Zambia officials. For both instruments,

prior arrangements were made with the respondents before administering questionnaires and conducting interviews.

3.7 Problems during data collection

The problem was that of getting hold of the respondents within the required period under study. Some head teachers and Home Economics teachers could not co-operate in good time. They would give dates upon which the questionnaires were to be collected but would not be ready on those dates. In some cases the questionnaires were never ready even after making several trips. However, I gave up on 8 questionnaires having collected 42 out of 50 as time was up. One SESO did not cooperate well such that out of four SESOs only three filled the questionnaire.

3.8 Data Analysis

Both Qualitative and quantitative techniques were used to analyze the data. Qualitative data from interviews were analyzed manually and according to themes. Then Microsoft Excel was the tool used in the analysis of quantitative data to obtain percentages which were then used to make tables.

This chapter explained the study design, study population, sampling procedure, research instruments, data collection, problems during data collection and data analysis as diverse elements of the entire methodology.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0 Introduction

The previous chapter explained the methodology components for carrying out the study.

This chapter presents the findings of the study that were obtained through the various instruments.

4.1 Findings from the Head Teachers' questionnaires

4.1.1 Findings on why some schools had stopped teaching Home Economics.

TABLE 1

Number 25

Type of response	Frequency	Percentage
No H.E teachers	10	40
Lack of facilities	07	28
Expensiveness of offering the subject	05	20
Apathy on the part of teachers	03	12
Total	25	100

Table 1 shows that (10) 40% of the respondents attributed the stoppage of H E teaching to lack of teachers, (7) 28% lack of facilities, (5) 20% the expensiveness of offering the subject and the remaining (3) 12% to the apathy on the part of some teachers.

4.1.2 Findings on the extent to which H.E had declined.

TABLE 2

Number 25

Type of response	Frequency	Percentage
To a large extent	07	28
To a small extent	14	56
No idea	04	16
Total	25	100

Table 2 shows that the majority of the respondents (14) 56% said the decline of H.E teaching had been small, (7) 28% of them said that it was large while the remaining (04) 16% did not know.

4.1.3 Findings on whether there were enough qualified H.E teachers in schools that still taught H.E

TABLE 3

Number 25

Type of response	Frequency	Percentage
Yes	09	36
No	16	64
Total	25	100

Table 3 shows that (16) 64% of the respondents said there were not enough qualified H.E teachers in schools while (36) 36% said there were.

4.1.4 Findings on trained teacher levels for H.E in schools

TABLE 4

Number 25

No. of trained teachers in schools	No. of schools with such teachers	Percentage
0	8	32
1	8	32
2	4	16
3	5	20
Total	25	100

Table 4 shows that the staffing levels for H.E in schools was very low, with (08) 32% having no such teachers, (8) 32% having only 1, (4) 16% having only 2 and (5) 20% having 3.

4.1.5 Findings on Headteachers’ views regarding the importance of teaching H.E

TABLE 5

Number 25

Type of response	Frequency	Percentage
Gives life skills	18	72
Teaches self-reliance	04	16
Teaches health aspects	03	12
Total	25	100

Table 5 shows that headteachers considered the importance of H.E as lying in its giving life skills (18) 72%, teaching of self-reliance (4) 16% and teaching health aspects (3) 12%.

4.1.6 Findings on what should be done to ensure teaching of H.E in all schools

TABLE 6

Number 25

Type of response	Frequency	Percentage
Checking teachers' schemes and lesson plans	2	08
Monitoring/random checking	5	20
Making the subject compulsory	9	36
Providing basic facilities	9	36
Total	25	100

Table 6 shows that making the subject compulsory and providing basic facilities were the most highly recommended measures with (9) 36% each. These were followed by those of monitoring by random checking with (5) 20% and checking teachers' schemes and lesson plans were with (2) 8%.

4.1.7 Findings on whether H.E was being offered in schools involved in the study

TABLE 7

Number 25

Type of response	Status of departments	Percentage
Yes	18	72
No	07	28
Total	25	100

Table 7 shows that the majority of schools (18) 72% were offering the subject while (7) 28% of them were not doing so.



Figure 7 – H.E room used as staff tea room (picture from one of the zones in the District)

4.2 Findings from the teachers’ questionnaires

4.2.1 Findings on why some schools had stopped teaching Home Economics

TABLE 8

Number 42

Type of response	Frequency	Percentage
Lack of H.E. teachers	14	33
Lack of facilities	20	48

It is expensive to offer	08	19
Total	42	100

Table 8 shows that the most prominent reason for stopping Home Economics teaching was lack of facilities (20) 48%. This was followed by lack of H.E teachers (14) 33% and expensiveness of offering the subject (8) 19%.

4.2.3 Findings on the funding sources of the H.E. departments

TABLE 9

Number 42

Type of response	Frequency	Percentage
Schools that fund mock examinations only	04	10
Schools that do not fund final practical exams	07	16
Schools fund mock and final exams only	31	74
Total	42	100

Table 9 shows that H.E. departments were mainly funded by schools themselves with (31) 74% of them funding both mock and final year examinations. (7) 16% did not fund final practical examinations and (4) 10% funded mock examinations only.

4.2.4 Findings on what should be done to re-establish H.E in schools where it had ceased to exist.

TABLE 10

Number 42

Type of response	Frequency	Percentage
SESOs should make a deliberate move towards achieving this idea	12	29
Fund H.E through school fees	19	45
Provision of basic facilities by MoE	11	26
Total	42	100

Table 10 shows that three actions were suggested. These were funding of H.E through school fees (19) 45%, provision of basic facilities by MoE (11) 26% and the need for SESOs to take a deliberate move towards achieving the desired objective (12) 29%.

4.2.5 Findings on the regularity of SESOs visits to help H.E departments

TABLE 11

Number 42

Type of response	Frequency	Percentage
Annually	13	31
Termly	02	05
No visits at all	27	64
Total	42	100

Table 11 shows that the majority of the respondents (27) 64% stated that SESOs never visited H.E departments at all, (13) 31% that they visited annually and (2) 5% that they visited termly.

4.2.6 Findings on the extent to which SESOs visits had helped to solve the decline of H.E teaching

TABLE 12

Number 42

Type of response	Frequency	Percentage
To a great extent	05	12
To a little extent	03	07
No help at all	34	81
Total	42	100

Table 12 shows that (34) 81% of the respondents did not regard SESOs visits as having helped solve the problem of H.E decline, (5) 12% that they had helped a great deal and (3) 7% that the help was marginal.

4.3 Findings from the Senior Education Standard Officers’ questionnaire

- That H.E is important because it teaches life skills and self-reliance
- That some schools stopped the teaching of H.E because of lack of teachers, lack of facilities and expensiveness of offering the subject.
- That warning schools about none permissibility of abandoning H.E teaching, helping schools to get H.E teachers and encouraging schools to resume teaching H.E, were the

measures SESOs took regarding schools that had abandoned teaching the subject when the schools had a room for it.

- That provision of infrastructure and training of H.E teachers were the things government did about the decline of H.E teaching.
- That government did not fund Home Economics.
- That provision of specialized facilities, training of more H.E teachers and regular visits to schools by SESOs, should be done to ensure the teaching of H.E.
- That there were many H.E teachers in schools.

4.4 Findings from interviews with Home Economics Association of Zambia (HEAZ) Officials

4.4.1 HEAZ reasons for non teaching of H.E in Basic schools as:

- Expensiveness of offering the subject
- Lack of infrastructure in schools
- Lack of interest from other Home Economics teachers
- Lack of H.E teachers in schools
- Lack of equipment in schools

4.4.2. HEAZ views on the importance of teaching Home Economics

- It gives life skills
- It teaches self-reliance
- It improves general hygiene for individuals

4.4.3 Measures taken by HEAZ regarding the decline of H.E teaching in schools

- Motivation of members through capacity building
- Sensitizing teachers through workshops
- Reminding teachers on importance of the subject
- Advocating for re-opening of closed departments

4.4.4 Measures the HEAZ said had been taken by government regarding the decline of H.E teaching

- Government trained H.E teachers
- It put up H.E infrastructure
- It provided equipment in schools

4.4.5 What HEAZ said should be done to stop the decline of H.E teaching

- MoE should revamp training of H.E in colleges for Lower & middle basic teachers
- MoE should increase funding to the subject area.
- MoE should make a deliberate policy that all schools with H.E rooms should teach the subject

This chapter had presented the findings from the questionnaires and an interview guide. The next chapter will discuss and interpret these findings.



CHAPTER FIVE

DISCUSSIONS AND INTERPRETATION

The previous chapter presented the findings from the research instruments. This chapter discusses the results of the study. The reasons that were cited as factors for the decline of Home Economics are clearly detailed. All the information from both questionnaires and interview guides are well discussed and interpreted.

5.1 Reasons for the decline of H.E teaching

5.1.1 Lack of Home Economics teachers

Given by (8) 32% of the head teacher respondents to the questionnaire and pointed out by HEAZ officials during interviews, it does appear that the real factor is that of inadequacy, rather than lack of teachers. This is because there were a total of 25 teachers in the 25 sampled schools except that they were not evenly distributed. It is true, however, that the inadequacy of trained teachers must have contributed to the decline, since their uneven distribution resulted in a lack of such personnel in 8 of the schools concerned. There is need therefore, for the MoE to seriously look into the training and supply of H.E teachers as well as their even distribution to schools in order to arrest the decline of the subject's teaching. MoE should be pro-active in ensuring that enough teachers of the subject are provided and sent to schools in order for schools not to abandon its teaching on the grounds that there are no teachers for it. As (Abel et al, 1981) says: administration may be regarded as the direction of human / material resources to realize what an organization is set to achieve.

5.1.2 Inadequate visits by Senior Education Standards Officers

This was one of the significant findings of the study with (2) 5% of the teachers saying SESOs only visited schools termly, (13) 31% that they did so annually and a staggering (27) 64% saying they made no visits at all. This scenario undermines the importance of monitoring and evaluation functions attached to such visits which are crucial to the success of any venture. This being the case, it is important that the MoE find ways of ensuring an increase in the SESOs’ visits to schools. Otherwise, in their present state of inadequacy, they are of ‘no help at all’-as (34) 81% of the teacher respondents aptly put it.

5.1.3 Lack of facilities

Although Home Economics rooms were reportedly reverted to other uses in some parts of this study, the fact that the subject lacks facilities in many schools can not be disputed. It was indicated by (7) 28% of headteachers and (20) 48% of teachers in the questionnaires as well as by SESOs and HEAZ officials. This situation is not only highly undesirable but a hindrance to effective teaching. As we all know, effective teaching/learning requires both competent teachers and availability of appropriate facilities, resources and materials. In view of this, it is imperative that the MoE should take measures that will ensure availability of the required facilities, resources and materials that will foster the teaching of H.E in its schools.

5.2 The extent of decline of H.E teaching in basic schools

The results of this study have clearly indicated that the extent of decline of H.E

teaching was small. This was indicated by (14) 56% of the headteacher respondents to the questionnaire as against (70) 28% who indicated that the extent was large. The fact was further manifested by the discovery that the subject was actually offered in (18) 72% of the schools involved in the study. This fact was gratifying considering the importance of the subject vis-à-vis the imparting of life-skills to learners.

5.3 The inadequacy of trained H.E teachers in schools

This fact appears in table 4 of the findings, which shows (8) 32% of the schools as having had no single teacher and another (8) 32% as having had only 1 teacher each. Even though the absence of teachers in the first referred group of schools could have been due to the problem of uneven distribution, it is obvious that the overall number of teachers was certainly inadequate. This is because the number of teachers per school could have not exceeded 1, even if they were evenly distributed. This was also reflected in table 3 where (16) 64% teacher respondents indicated the inadequacy of qualified H.E teachers in schools that still taught the subject. It is sad. The inadequacy is certainly not pleasing, for it meant overtaxing the teachers concerned with big teaching loads.

5.4 The importance of teaching Home Economics

There were three things cited for the importance of H.E teaching. These were the provision of life skills to learners, training in self-reliance and training in hygiene and other health ways of living. It is basically true that H.E does these things. Baking is a skill pupils learn in H.E lessons for instance, which they can use to make scones for sale and subsist on in

the course of their lives. Similarly, the hygiene they are taught can be of immense value to them not only at school but in adult life as well.

5.5. Ways of ensuring the teaching of H.E in all schools

The training of more H.E teachers, provision of H.E rooms and specialised facilities, increasing funding for the subject, making the teaching of the subject compulsory in all schools with H.E rooms and making visits to schools by SESOs regular were the ways respondents said would ensure the teaching of H.E in all schools.

5.5.1 Training of more H.E teachers

Since inadequacy of H.E teachers was said to be one of the casual factors of decline in the teaching of the subject, it is obvious to see that a substantial increase in the number of teachers would mitigate such a problem. All schools would be adequately staffed and none of them would use teacher shortage as an excuse for not teaching the subject.

5.5.2 Providing H.E rooms and specialized facilities

Since proper teaching of H.E requires special rooms and facilities such as stoves and fridges, it is important that such facilities be provided in schools by the MoE to facilitate the teaching of the subject.

5.5.3 Increasing funding for the subject

Being a practical subject H.E is certainly an expensive subject to offer. The practicals carried out during both mock and final examinations cost large amounts of money. This

makes it imperative that MoE should increase funding to this subject area in order to avoid schools over levying pupils to raise money for such purposes.

5.5.4 Making the subject compulsory in all schools with the H.E room

This is undoubtedly one of the easiest ways that would help facilitate the teaching of H.E in all schools. This is because with the availability of rooms, the cost of providing the requisites for commencing the teaching of the subject would not be too high even though a re-location of whatever subject / project such a room was assigned to would have to be made.

5.5.5 Regular visits by SESOs

Since some school heads could have taken advantage of the none existence of visits by such officers to their schools, to abandon the teaching of the subject and revert its room to other uses regular visits by such officers would prevent a recurrence of such happenings in future.

This chapter had discussed reasons for the decline of H.E teaching, the extent of the decline, the inadequacy of trained H.E teachers and the importance of H.E. The next chapter will conclude and give recommendations.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

The pervious chapter discussed the findings of the study. This chapter presents the conclusion of the study, which are based on the findings. It will also give some recommendations which the researcher hopes might lead to a more effective management of Home Economics departments that are being sustained as well as those that are static.

6.1 Conclusions

The conclusions of the study were that:

- 6.1.1** The decline of H.E teaching was due to inadequacy of trained teachers, expensiveness of offering the subject and apathy on part of some teachers.
- 6.1.2** The extent of decline of the subjects' teaching was small and the misuse of H.E rooms was minimal.
- 6.1.3** The number of qualified H.E teachers in schools was not enough contrary to the indication by SESOS that they were many.
- 6.1.4** The subject was important due to its provision of life skills, teaching of self-reliance, teaching of health matters and improvement of hygiene,
- 6.1.5** The subject could be re-established by:
 - MoE providing basic facilities
 - SESOs having regular basic school inspections
 - MoE funding the subject

6.2 Recommendations

The following are the recommendations of the study:

- 6.2.1** That the government should train more teachers of the subject and that these should be fairly distributed.
- 6.2.2** The government should provide the required facilities for the subject in all basic schools such as equipment and well fitted cookery, needlework and Home management rooms
- 6.2.3** SESOs should make regular visits to basic schools.
- 6.2.4** That MoE should make a deliberate policy to ensure all schools with a Home Economics room teach the subject.
- 6.2.5** That SESOs should redistribute the existing H.E teachers fairly and ensure that all schools have at least one.
- 6.2.6** That MoE should improve funding of H.E teaching so that teachers are enabled to offer the practical aspects of the subject instead of confining themselves to the theory aspects.

6.3 Suggestions for future research

More comprehensive research should be carried out on the decline of H.E in high or basic schools in other districts.

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APPENDIX (i)

**IAM A POST GRADUATE STUDENT FROM THE UNIVERSITY OF ZAMBIA DOING
A RESEARCH ON THE DECLINE OF HOME ECONOMICS IN ZAMBIAN BASIC
SCHOOLS. THE CASE OF LUSAKA DISTRICT.**

QUESTIONNAIRE FOR SCHOOL HEADS

DON'T WRITE YOUR NAME. WRITE ANSWERS IN THE SPACES PROVIDED.

1. Do you think H.E is worth teaching? if so, why?.....
.....
.....

2. Why do you think other schools stopped teaching H.E?
.....
.....
.....

3. To what extent is this stoppage of teaching H.E? (tick one)

(a) To a large extent

(b) To a small extent.....

(c) No idea

4. What should be done to ensure teaching of H.E in all schools?
.....
.....

5. Do you have enough trained H.E teachers?
.....

7. Please indicate qualifications of H.E teachers and the grades they teach
(Certificate..., Diploma..., 1st Degree... 2nd Degree....)

Qualification	Grade teaching
.....
.....
.....

THANK YOU

APPENDIX (ii)

**IAM A POST GRADUATE STUDENT FROM THE UNIVERSITY OF ZAMBIA DOING
A RESEARCH ON THE DECLINE OF HOME ECONOMICS IN ZAMBIAN BASIC
SCHOOLS. THE CASE OF LUSAKA DISTRICT.**

QUATIONNAIRE FOR HOME ECONOMICS TEACHERS

DO NOT WRITE YOUR NAME. WRITE ANSWERS IN SPACES PROVIDED.

1. Why do you think some schools stopped teaching Home Economics?

.....
.....
.....

2. Has this school got an H.E room specifically built for the subject?

.....
If yes:

(a) Is it used for its intended purpose?.....

(b) If not, why not?

.....
.....
.....
(c).what is it used for instead?
.....

3.What should be done to re-establish H.E in schools where it ceased to
exist?

.....
.....

4. Does the school fund the final H.E practical exams?

.....

5.If not, how do you manage?

.....
.....

6. How often are you visited by the Senior Education Standard Officers

(Pick one)

(a) Monthly.....

(b) Termly.....

(c) Annually.....

(d) Other.....

7. How has the visits by Senior Education Standards Officers helped the situation?

.....

.....

.....

THANK YOU

APPENDIX (iii)

I AM A POST GRADUATE STUDENT FROM THE UNIVERSITY OF ZAMBIA DOING
A RESEARCH ON THE DECLINE OF HOME ECONOMICS IN ZAMBIAN BASIC
SCHOOLS. THE CASE OF LUSAKA DISTRICT.

QUESTIONNIRE FOR SENIOR EDUCATION STANDARD OFFICERS-
(PRACTICAL SUBJECTS). BOTH DISTRICT AND PROVINCE OFFICES.

DON'T WRITE YOUR NAME. WRITE ANSWERS IN THE SPACES PROVIDED.

1. Why is Home economics worth teaching?

.....
.....
.....
.....

2. Why do you think some schools have stopped teaching Home economics?

.....
.....
.....

3. What has the office done regarding the stoppage of H.E teaching in schools where a
room for it exists?

.....
.....
.....

4. What part is the government playing with regard to the decline of H.E teaching?

.....
.....

5. What should be done to ensure teaching of H.E in all basic schools?

.....
.....
.....

6. What is your comment on schools that use the H.E room for other purposes like
Libraries etc.?

.....
.....
.....
.....

7. According to your records would you say there are fewer teachers for H.E?

.....
.....

THANK YOU

APPENDIX (iv)

**I AM A POST GRADUATE STUDENT FROM THE UNIVERSITY OF ZAMBIA DOING
A RESEARCH ON THE DECLINE OF HOME ECONOMICS IN ZAMBIAN BASIC
SCHOOLS. THE CASE OF LUSAKA DISTRICT.**

INTERVIEW GUIDE FOR CURRENT OR FORMER HEAZ OFFICIALS

1. Indicate if former.....or current.....

2. Why do you think some schools in Lusaka do not teach the subject?

.....
.....
.....
.....

3. As HEAZ will you explain why H.E is worth teaching?

.....
.....
.....
.....

4. What has HEAZ done about this decline in teaching the subject?.....

.....
.....
.....

5. Has the government done anything about the decline of H.E?

.....
.....
.....
...

5 If answer to question 5 is yes, state the measures that it has taken

.....
.....
.....

7 If answer to question 5 is no, what do you think the government should do to stop the decline of Home Economics teaching?

.....
.....
.....
.....

THANK YOU