



**SUPERVISION AND IMPLEMENTATION OF HOME ECONOMICS AND
HOSPITALITY IN THE REVISED CURRICULUM IN SELECTED
GOVERNMENT SECONDARY SCHOOLS IN SOLWEZI DISTRICT**

BY

KAYENDA SUSAN

715805531

A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfillment of the requirements for the award of the Degree of Masters of Education in Educational Management.

The University of Zambia in collaboration with Zimbabwe Open University

Lusaka

2017

DECLARATION

I, Susan Kayenda, do here by declare that the work herein is my own work, and that all the work of other persons used have duly been acknowledged, and that the work has not been presented to the University of Zambia before or indeed any other institution for similar purposes.

Signature

Date:

CERTIFICATE OF APPROVAL

This dissertation by Susan Kayenda has been approved as a partial fulfillment of the requirements for the award of the Master of Education in Educational Management Degree of the University of Zambia in collaboration with Zimbabwe Open University.

Examiners' Signatures

Signature:.....Date:.....

Signature:.....Date:.....

Signature:.....Date:.....

COPYRIGHT

All rights reserved. No part of this publication may be produced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any information storage and retrieved system, without prior permission in writing from the publisher or the University of Zambia.

©2017, Kayenda Susan, University of Zambia

DEDICATION

I dedicate the research report to my husband, Teddy Malipilo, my children Kimote Patience, Bibusa Charity, Nathan, More blessings and Kakoma.

ACKNOWLEDGEMENTS

My special thanks go to my supervisor, Dr Judith L. Ilubala Ziwa for her tireless support, assistance and for being available to me during the time of need and guidance that made it possible for me to write this report.

I also thank Dr. Masaiti Gift for his tireless guidance and lectures which greatly assisted me to write this report.

I owe a great debt to my husband, Teddy Malipilo for helping me, particularly in checking and correcting the typed script, for several times. I would like also to extend my thanks to my children: Kimote Patience, Bibusa Charity, Nathan, More blessings and Kakoma for their support and patience during the time of research.

Lastly, my special gratitude goes to Senior Education Standards Officer (Practical), Education Standards Officers, head teachers, Heads of Departments (Practical), Home Economics and Hospitality teachers, and pupils in the selected government Secondary schools who spared their valuable time by participating in the study to make things happen.

TABLE OF CONTENTS

DECLARATION	i
CERTIFICATE OF APPROVAL	ii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
LIST OF FIGURES	x
LIST OF TABLES	xi
ACRONOMYS	xii
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.0 Overview	1
1.1Background	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 Research Objectives	4
1.4.1 General Objective	4
1.4.2 Specific Objectives	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Limitation of the Study	6
1.8 Delimitation of the study	6
1.9 Theoretical Framework	6
1.9.1 Administrative theory	7
1.9.2 Production function theory	7
1.10 Conceptual Framework	7
1.11 Scope of the Study	10
1.12 Operational Definitions	10
1.13 Summary	11
CHAPTER TWO	12
LITERATURE REVIEW	12
2.0 Overview	12
2.1 International Level	12

2.2 Local Level.....	13
2.3 Development, Policies and Implementation of HEH	14
2.4 Summary.....	23
CHAPTER THREE.....	24
RESEARCH METHODOLOGY	24
3.0 Overview	24
3.1 Research Design	24
3.2 Study Site.....	25
3.3 Study Population.....	25
3.4 Study Sample.....	25
3.5 Sampling Procedure/Techniques	26
3.6 Data Collection Instruments	26
3.7 Data Collection	27
3.8 Data Collection Procedure	27
3.9 Data Analysis.....	27
3.10 Ethical Considerations.....	28
3.11 Summary.....	28
CHAPTER FOUR.....	29
PRESENTATION OF THE FINDINGS.....	29
4.0 Overview	29
4.1.1 Respondents' Gender.....	29
4.1.2 Respondents' status	30
4.1.3 Supervisors' qualifications	30
4.1.1 Figure 1: Qualifications of Supervisors	30
4.1.4 HEH teachers Qualifications.....	31
4.1.2 Figure 2: HEH teachers' qualifications	31
4.1.5 Length of service of supervisors	32
4.1.6 Length of service of HEH teachers.....	32
4.2 How suitable and adequate are the available facilities and teaching and learning resources used in the implementation of home economics and hospitality in the revised curriculum in Solwezi district?	32
4.2.1 Figure 3: Views of respondents on HEH syllabus.....	32
4.2.2 Readiness to implement HEH in the revised curriculum.....	33
4.2.3 Teaching and learning facilities and resources.	34
4.3 Attitudes of HEH teachers towards the implementation of HEH.	35
4.3.1 Respondents' preferred teaching subjects in HEH.....	35

4.4 Supervision of HEH teachers	36
4.4.1 Supervisors monitoring times per year	36
4.5 Challenges faced by HEH Teachers	37
4.5.1 Inadequate funding	37
4.5.2 Periods allocated to teaching and learning of HEH	37
4.6 Summary	38
CHAPTER FIVE	39
DISCUSSION OF RESEARCH FINDINGS	39
5.0 Overview	39
5.1 How adequate and appropriate are the available teaching and learning facilities and resources used in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district?	40
5.2 What are the attitudes of HEH teachers towards the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district?	41
5.3 How frequently are home economics and hospitality teachers in the implementation supervised in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district?	41
5.4. What Challenges are faced by HEH Teachers in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi District?	42
5.5 Summary	42
CHAPTER SIX	43
CONCLUSION AND RECOMMENDATIONS	43
6.0 Overview	43
6.1 Conclusion	43
6.2 RECOMMENDATIONS	45
6.3 Recommendation for Future Research	46
REFERENCES	46
APPENDIX I	52
CONSENT FORM	52
APPENDIX II	53
QUESTIONNAIRE FOR PUPILS	53
APPENDIX III	55
QUESTIONNAIRE FOR HOME ECONOMICS AND HOSPITALITY TEACHERS	55
APPENDIX IV	58
QUESTIONNAIRE FOR HEAD TEACHERS AND HODs	58
APPENDIX V	61

QUESTIONNAIRE FOR SESO PRACTICAL AND ESOs	61
APPENDIX VI	64
INTERVIEW GUIDE FOR SECONDARY HEAD TEACHERS.....	64
APPENDIX VII.....	66
INTERVIEW GUIDE FOR HEAD OF SECTION/DEPARTMENT	66
APPENDIX VIII	68
INTERVIEW GUIDE FOR HOME ECONOMICS AND HOSPITALITY TEACHERS	68
APPENDIX IX	71
INTERVIEW GUIDE FOR PUPILS	71
APPENDIX X.....	72
INTERVIEW GUIDE FOR SESO-PRACTICAL AND ESOs.....	72

LIST OF FIGURES

Figure 1: Qualifications of supervisors	32
Figure 2: HEH teachers' qualifications	33
Figure 3: Views of respondents on HEH syllabus	34
Figure 4: Views on readiness to implement HEH	35
Figure 5: HEH teachers and HODs preferred teaching subjects in HEH	37

LIST OF TABLES

Table 1: Distribution of respondents by gender	31
Table 2: Status of respondents	32
Table 3: Length of service of supervisors	33
Table 4: Length of service of HEH teachers	34
Table 5: Availability and appropriate of teaching and learning facilities and resources	36
Table 6: Frequency of monitoring HEH teachers	37

ACRONOMYS

AHEA	American Home Economics
CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
DS	Domestic Science
EFA	Education for All
EOF	Educating Our Future
ESO	Education Standards Officer
HE	Home Economics
HEH	Home Economics and Hospitality
HEAZ	Home Economics Association of Zambia
HOD	Head of Department
HOS	Head of Section
MOE	Ministry of Education
MOGE	Ministry of General Education
PEO	Provincial Educational Officer
SESO	Senior Education Standards Officer

ABSTRACT

This paper investigated the supervision and implementation of Home Economics and Hospitality in the Revised Curriculum, in six selected government secondary schools in Solwezi District, North Western Province of Zambia. The intent of the study was to learn the supervision and implementation of Home Economics and Hospitality (HEH) in the Revised Curriculum on the learners at secondary school level. The objectives were to assess the suitability of the available facilities and teaching and learning resources used in the implementation of home economics and hospitality in the revised curriculum, to establish the attitude of HEH teachers towards the implementation of home economics and hospitality in the revised curriculum, to find out the frequencies of supervising teachers in the implementation of home economics and hospitality in the revised curriculum, and to analyze the challenges home economics and hospitality teachers are facing in the implementation of the revised curriculum. The focus was on six selected government secondary schools where Home Economics and Hospitality in the Revised Curriculum was being implemented.

The information in the research was gathered through purposive sampling in six selected government secondary schools of Solwezi District. The instruments used to collect the raw data were the questionnaires, oral interviews and observations. In order to investigate the supervision and implementation of Home Economics and Hospitality in the Revised Curriculum, the data was processed by compiling the responses to questionnaires, oral interviews and the observations made, comparing them and examining how Home Economics and Hospitality is being implemented in the Revised Curriculum. The data analysis was mainly qualitative, as the study employed mainly a case study because it described and examined the supervision and implementation of home economics and hospitality in the revised curriculum.

The study revealed that the supervision and implementation of home economics in selected government secondary schools in Solwezi District was not being adequately supervised and implemented effectively due to many challenges being faced by the supervisors and implementers. The study recommended that the Government through the Ministry of General Education (MoGE) should see to it that teachers and supervisors who are the implementers of the revised curriculum are provided with adequate and appropriate teaching and learning materials to use during workshops and supervision.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter discusses the supervision and implementation of Home Economics and Hospitality in the revised curriculum in the six selected government schools in Solwezi District of Zambia. The chapter starts with an overview of the supervision and implementation of Home Economics and Hospitality in the Revised Curriculum. It also presents the problem under investigation, spells out the purpose of the study, objectives of the study, the research questions, the significance of the study, delimitation and limitations of the study. Lastly, the chapter discusses the theoretical framework, conceptual framework and the operational definitions.

1.1 Background

Home Economics equips learners with skills to enable them live a productive life because the pupils develop knowledge and skills required for the effective organization and management of family resources in relation to the needs and life styles of the members (Beats,1982).Home Economics provides some compensation for the traditional knowledge and practical skills that the learners should have acquired in their own environment if they had not been to school (Baker, 1979).Home Economics and Hospitality is what we do from the time we wake up to the time we go to sleep such as sweeping, cooking and budgeting.

The old curriculum had more theoretical objectives and few hands on objectives. The Revised Curriculum has more hands on objectives and very few theoretical objectives. The old curriculum for Home Economics was offered mainly in some Secondary Schools and the revised curriculum is offering Home Economics and Hospitality in most Secondary Schools except in technical secondary schools.

In North America Home Economics (HE) started in the mid-1800s as a movement. The development of HE as a field of study began in 1908 at the Lake Placid conference where the American Home Economics Association (AHEA) was formed. The first president of the American Home Economics Association was Ellen Richards. In America HE has grown and developed, and it is well organized and it is well taught in schools, colleges and universities (Vanes, 1984).

In Africa, HE, originally referred to as Domestic Science, was started by the outsiders who were the wives of missionaries who had come from Britain and were interested in teaching the women basic skills of housecraft, specifically, sewing and cooking (Snelson, 1974).

Similarly in Zambia, Domestic science (DS) was started by the missionaries' wives who saw that the standards of living of the Northern Rhodesian people were very poor. The missionaries' wives had nothing to do when their husbands went out on missionary work. Hence, they started teaching home skills in areas where they settled. Home Economics particularly came to Zambia in 1915 and were formally taught first at mission schools like Mbereshi by Mable Show and other missionary female teachers. It covered aspects of sewing, housewifely, oil making, soap making, starch making, gardening and cooking (Snelson, 1974). In the colonial times Domestic Science now called HEH was taken by girls and women only as it was a subject associated with women. It was to help them become good housewives to manage their homes and families efficiently. The subject was not offered to the boys or men as the kitchen was seen as a place for girls and women. Additionally, the subject had some cultural pronouncements and it was seen as "a subject offered in order to improve the well-being of human beings, their families and the immediate society" (Gadsden, 1993:28). Later when the subject was changed from Domestic Science to HE, boys and men started learning it, to date.

In the colonial times, HE was doing well in all the schools but started to decline in the 1990s. The decline was as a result of the lack of enough materials. Recently, the researchers conducted indicate the challenges encountered in the implementation of HE (Mubita, 2010). It is in this view that the government of Zambia and the stake holders realized that the education sector was not doing well and needed a type of education that could link to real life experiences of the learners. Hence, the introduction of a curriculum review that started way back in 1999.

Chishala (2005) explained that Zambia underwent a rapid socio-economic development prompting a revision of the curriculum in the education sector. In 2013, curriculum revision was conducted by the government through the Ministry of Education, Science, Vocational Training and Early Education with the help of the United States Agency for International Development in an effort to upsurge and enhance pupil performance at secondary and primary school levels.

This is supported by Banda (2000:98) who states that education is an “agent of change”, which requires modification to suit the needs of time. While education has always been perceived as a social sector, it is also an economic tool for development. It is against this background that the Zambia Education Curriculum Framework has been developed to provide further guidance on the preferred type of education for the nation.

The new curriculum has also been linked at all levels, from general certificate of education to tertiary education and adult literacy. The necessary career paths for learners at secondary school level have also been provided. Baker (1995) asserted that the move was expected to accord learners and opportunity to academically progress in line with their abilities and interests. Almad (1985) added that the focus at this level was to produce learner with basic competences in communication (oral and written), mathematics, science, and pre- vocational and life skills. The major changes expected at this level are academic and vocational career pathways. The academic pathway is meant for learners with a passion for academic subjects and desire for similar occupations.

Florida (2005) explained that the vocational career pathway was for learners with ambitions and interests in technical and practical jobs. The subject will provide practical skills to learners starting from grade eight through to grade twelve. In the provision of the curriculum, schools will closely collaborate with trade institutions and other key stake holders in various specializations. Junior secondary schools will offer both academic and technical career pathways. This has been done in an effort to produce holistic learners with knowledge and skills in the relevant fields (MoE, 1996).

1.2 Statement of the Problem

There are a number of studies that have been done in the area of Home Economics that have been conducted by different researchers. Among the studies that have been conducted in the field of home economics, is that of Phiri (2009), which focused on the teaching and management of home economics, and Mubita (2010), focused on the decline of home economics in Zambian basic schools, Yukani (2013) focused on factors affecting teaching of vocational skills and Namutowe (2016) who focused on analysis of factors affecting performance and management of home economics, not much has been done on the supervision and implementation of home economics and hospitality in the revised curriculum.

However, all these studies on home economics were silent with the supervision and implementation of home economics and hospitality in the revised curriculum. This current

study sought to critically investigate the supervision and implementation of home economics and hospitality in the revised curriculum in Government Secondary schools in Solwezi District of North Western Province of Zambia.

It has been observed that the supervision and implementation of Home Economics in the old curriculum in secondary schools was not being implemented effectively due to many challenges which were being encountered despite many researchers submitting their recommendations. The old HE curriculum had few application objectives which seemed not to be achieved fully. In the revised curriculum Home Economics and hospitality has now more application or hands on objectives which are desired to be achieved. The question to ask is how then is it possible that the more application objectives can now be achieved? This is what prompted the researcher to investigate on how HEH is being implemented in the revised curriculum despite the challenges which were encountered in the past. It is important to note that Home Economics just like other subjects such as Science, Mathematics, and English need fully qualified teachers, materials, infrastructure, equipment and enough periods for it to be implemented effectively. What we do not know is how Home Economics and hospitality in the revised curriculum is being supervised and implemented in the government secondary schools. Additionally, very little is known on what goes on during supervision and implementation of home economics and hospitality in the revised curriculum. This prompted the researcher to investigate how Home Economics and Hospitality in the revised curriculum is being supervised and implemented in government secondary schools in Solwezi District of Zambia.

1.3 Purpose of the Study

The purpose of this study was to investigate the supervision and implementation of Home Economics and Hospitality in the Revised Curriculum in selected government secondary schools in Solwezi District.

1.4 Research Objectives

The following were the objectives of the study:

1.4.1 General Objective

To investigate the supervision and implementation of home economics and hospitality in the revised curriculum in selected Government secondary schools in Solwezi District.

1.4.2 Specific Objectives

The specific objectives of the study were:

- (i) To assess the suitability of the available facilities and teaching and learning resources used in the implementation of Home Economics and Hospitality in the revised curriculum in selected government secondary schools in Solwezi District.
- (ii) To establish the attitudes of Home Economics and Hospitality teachers towards the implementation of Home Economics and Hospitality in the revised curriculum in selected government secondary schools in Solwezi District.
- (iii) To find out the frequency of supervising Home Economics and Hospitality teachers in the implementation of Home Economics and Hospitality in the revised curriculum in selected government secondary schools in Solwezi District.
- (iv) To analyse the challenges Home Economics and Hospitality teachers are facing in the implementation of Home Economics and Hospitality in the revised curriculum in selected government secondary schools in Solwezi District.

1.5 Research Questions

- (i) How suitable are the available facilities and teaching and learning resources used in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district?
- (ii) What are the attitudes of home economics and hospitality teachers towards the implementation of home economics and hospitality in the revised curriculum?
- (iii) How frequently are home economics and hospitality teachers supervised in the implementation of home economics and hospitality in the revised curriculum?
- (iv) What challenges are faced in the implementation of Home Economics and Hospitality in the revised curriculum in selected government secondary schools in Solwezi district?

1.6 Significance of the Study

This study might, to a large extent, provide literature on the supervision and implementation of home economics and hospitality in the revised curriculum in secondary schools in Zambia.

The study is important to the Department of Home Economics and Hospitality as it might contribute to the literature (unpublished) on the supervision and implementation of Home

Economics and Hospitality in the Revised Curriculum. The study is important as it might help the teachers and supervisors improve on the supervision and implementation of home economics and hospitality in the revised curriculum. This might be done through the dissemination of information through the District Education Board Secretary (DEBS) office. Furthermore; the findings might provide information on the supervision and implementation of Home Economics and Hospitality in the revised curriculum for academic research purpose. The information might be relevant to the policy makers especially the Ministry of General Education because it may provide measures to be taken on the supervision and implementation of HEH in the Revised Curriculum. Lastly, the study might inevitably, reveal other gaps that might not only necessitate further research into various phenomena but also shall contribute to the body of knowledge on the supervision and implementation of HEH in the Revised Curriculum.

1.7 Limitation of the Study

According to Kombo and Tromp (2006) limitation of the study included time and financial restrictions that might influence the scope of the study, data inaccessibility and unanticipated occurrence such as getting honest responses from the respondents. The researcher also faced challenges like the respondents not telling the truth and exaggerating the responses. The study was based in Solwezi district hence; the findings of the study cannot be generalized to the whole of Zambia because the sample involved was too small to do so.

1.8 Delimitation of the study

The study was restricted to six (6) government secondary schools in Solwezi District of North Western Province owing to the fact that they were funded by the Government through the Ministry of General Education. The respondents were ESOs, SESO-Practical, head teachers, HoD / HoS (practical), home economics and hospitality teachers, and pupils in selected government secondary schools in Solwezi District since they were the key stake holders with appropriate information.

1.9 Theoretical Framework

Msabila and Nalaila (2013:78) define a theoretical framework as “theoretical perspective”. It indicates the kinds of variables one will look at. While Kombo and Tromp (2006:56) defines a theoretical framework as” a collection of interrelated ideas based on theories”. It consists of a set of prepositions, which is supported by data or evidence and capable of explaining a phenomena (Kombo and Tromp, 2006).This study was guided by administrative theory and production function theory.

1.9.1 Administrative theory

Armstrong (1987) and Mullins (1999) argue that administrative theory describes efforts to define the universal functions that supervisors perform and principles that constitute good supervision practice. The major contributor to administrative theory was a French industrialist called Henri Fayol. Lang (1992) and Huczynski (1989) say Fayol proposed that all supervisors perform five functions: planning, organizing, commanding, coordinating and controlling. Later Fayol came up with 14 principles of supervision that could be used in organizations like a school. These are: division of work, specialization, discipline, unity of command, unity of direction, subordination of individuals, interests to general interests, remuneration, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and spirit de corps.

1.9.2 Production function theory

This study was also guided by the production function theory which was developed by Turgot in 1967. This theory believes that inputs determine the output of an education system. Production Function theory is usually used to study the quantity of an output that can be produced using various combinations of inputs (Gordon, 2007). This theory can be used in investigating the supervision and implementation of home economics and hospitality in the revised curriculum. The inputs are the teaching and learning facilities, equipment and materials (Hanushek, 2007) and the output is the effective implementation of home economics and hospitality in the revised curriculum. The availability, adequate and appropriate of teaching and learning facilities and resources and effective supervision of HEH teachers will help in the effective implementation of HEH in the revised curriculum.

1.10 Conceptual Framework

Nsabila and Nalaila (2013:79) define conceptual framework as a tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. They also state that the conceptual framework is developed when a researcher conceptualizes the relationship between the variables in the study and show the relationship graphically or diagrammatically. It can also be defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel and Ramey, 1987).

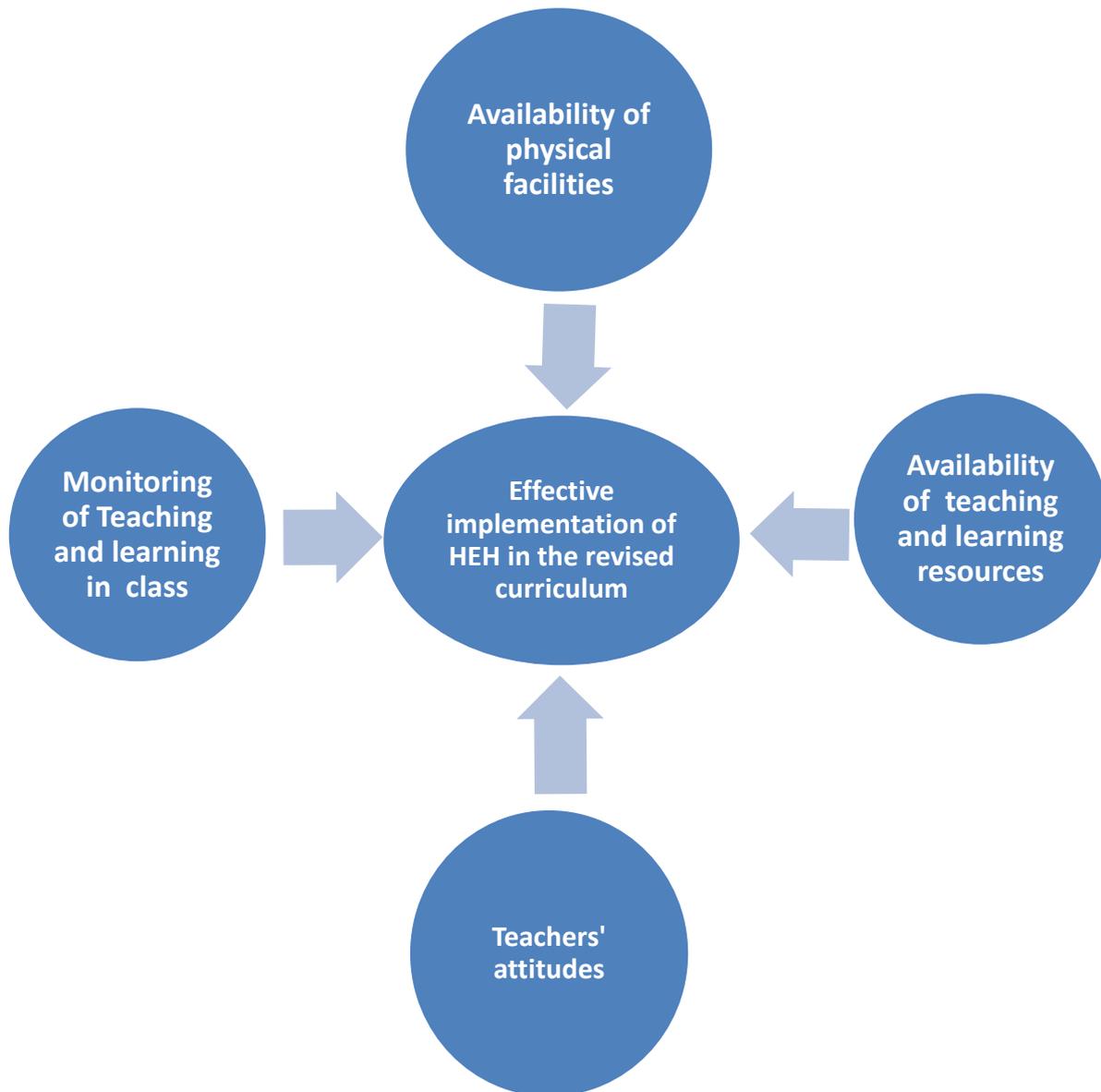
Firstly, for the curriculum to be implemented there should be facilities available such as equipment, infrastructure, teaching and learning aids. The government through the Ministry of Education (MOE) should provide equipment such as stoves, utensils, ingredients and

fabrics to be used during lesson delivery. The infrastructure should also be available and in good condition such as classrooms and workshops. The materials for teaching and learning aids should also be provided by the school. If all these facilities are provided, they will help the teachers of Home Economics and Hospitality to implement the Revised Curriculum in an effective way.

Secondly, in order for the curriculum to be implemented effectively the Home Economics and Hospitality teachers should be able to deliver all the topics which are tabulated in the syllabus. For effective delivery to occur teachers should have competences in the subject matter. Teachers should have the right knowledge and skills in Home Economics and Hospitality. The teachers should also use good teaching methods during the lesson delivery. The teaching methods should be hands on methods like demonstration method, thereafter; the learners should do practical in their groups or individually if it is needlework. It is important that the teachers use learner centered methods all the time. The expected outcomes should be more on hands on or practically oriented teaching. The expected outcomes show the teacher the direction when teaching and they should be met favourably. The teachers of Home Economics and Hospitality should continue having Continuous Professional Development (CPD) meetings in their departments. The CPDs help teachers to continue improving and updating themselves with new knowledge, skills and teaching methodologies. Teachers should have motivation which comes through verbal praises and encouragement from the head teacher and availability of facilities to use. If there are enough facilities HE and Hospitality teachers will automatically be motivated to teach effectively.

Thirdly, for HEH teachers to implement the revised curriculum effectively, the supervisors should be able to supervisor them frequently. The facilities and delivery requirements may be available but if the teachers lack the management skills, the revised curriculum cannot be implemented effectively. The supervision skills needed to be possessed by supervisors are: directing, leading, controlling, planning, coordinating and motivating. This is what is summarized in the conceptual framework shown below.

SUPERVISION AND IMPLEMENTATION OF HEH



Summary of the Conceptual Framework Kayenda (2017)

1.11 Scope of the Study

The study was carried out in six (6) selected government Secondary Schools in Solwezi District of Zambia.

1.12 Operational Definitions

Curriculum Implementation - is a network of varying activities involved in translating curriculum activities and changing people's attitudes to accept and participate in those activities.

Curriculum implementers – are people like teachers, head teachers, head of section/department, Education Standard Officers, who implement the curriculum.

Curriculum - is the planned experiences that are offered to learners under the strict guidance of the school .It is a sum total of planned educational activities intended to be given to a learner in an education institution for a stipulated period.

Effective - This refers to the activity being remarkably achieved or to do something with high expectations.

Equipment - It refers to tools and other utilities used in doing a job.

Fashion and Fabrics or Needlework - is the art of making or constructing clothes or articles using suitable stitches or handcraft work.

Food and Nutrition - the scientific study of food, nutrients and how they are utilized by the body.

Home Economics - is a subject that equips learners with skills to enable them live a productive life.

Home management - is the art of knowing how to run or keep or maintain a home efficiently and effectively.

Learner centered methods - it is a view of learning where the learner assumes the responsibility for learning while the teacher facilitates the learning process.

Learners - are people who learn from the teacher in classroom.

Management - refers to the task of planning, organizing, supervising and evaluating the teaching and learning process.

Materials - refers to any other things used in practical subjects like, Ajax, cobra, food etc.

Policy - refers to the statement of intentions directed at solving problems in order to achieve or attain the desired goals.

Practical Subjects Head of Department (HOD) - refers to an experienced and knowledgeable teacher who is appointed by the Teaching Service Commission to supervise others and control the affairs of running the department.

Supervision - refers to monitoring activities of subordinates (teachers) by supervisor (HOD, head teacher, SESO-Practical).

Utilization - refers to the use of workshops and other facilities by teachers in the achievement of imparting survival skills in learners.

1.13 Summary

Chapter one focused on providing an introduction of the study by discussing the background to the study, the statement of the problem, the aim and objectives of the study. The chapter further discussed the research questions, the significance of the study, limitation of the study, delimitation of the study, the theoretical framework, conceptual framework and operational definitions. The next chapter is the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The previous chapter discussed the back ground, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. The chapter also discussed the delimitation of the study, limitations of the study, theoretical framework and conceptual framework. It further explained the operational terms. This chapter presents the literature on the origin, developments, policies and the implementation of Home Economics at international and local levels. Hart (2006) views literature as a selection of available documents both published and unpublished on the topic, which contain information, ideas, data and evidence written to form a particular stand point to fulfill certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being done.

2.1 International Level

The Jomtien conference of 1990 and the Dakar conference of 2000 emphasized the need to provide education for All by the year 2015. For Education to be provided to all learners, it needed well trained teachers, adequate text books, well equipped workshops, enough materials enough equipment and conducive classrooms.

In 1919 in the United States of America, Home Economics was nationally recognized as an important subject when the first college for home economics was built. In 1922 Cornell University graduated its first masters' degree students in home economics and by 1930 it graduated its first PhD graduates in home economics. The American Home Economics Association fought for the inclusion of home economics in the curriculum in 1989 in the United States of America. Thereafter, the subject spread too many university, colleges and schools in the United States (Schuler and Schuler, 1973).

The importance of practical subjects has been repeatedly stressed in the education policy documents in many countries. According to Regulation 15 of 1973 in Northern Ireland, practical subjects include Home Economics, Science, Technology and Design, Art and Design, Physical Education and Music. Spear(1985) reports that in the United Kingdom, a paper produced by the Department of Education and Science in 1981 attached a special importance to practical subjects as being part of preparation for living and working. In most countries practical subjects like HE are introduced at secondary and tertiary levels to train human resources for employment and self-employment.

Bergman (2003) argues that the inclusion of practical subjects like HE in the Curriculum in Germany dates back to the early 20th Century when a pedagogical reform movement emerged intending to move away from an elitist academic education to that which incorporated manual work. Ever since formal Western type of education was introduced in developing countries there have been complaints that education was too academic and did not prepare children for the life they were going to lead after school. Bergman (2003) notes that the relevance for education was challenged leading to a worldwide debate.

It is worth stating that HE in USA has greatly changed and it has been effectively implemented. In workshops HE is effectively taught due to the availability of teaching and learning resources, facilities and materials in the schools, colleges and universities (Smith, 1999).

2.2 Local Level

In Africa Home Economics originally referred to as Domestic Science was started by the outsiders who were the wives of missionaries who had come from Britain and were interested in teaching the women basic skills of housecraft specifically sewing and cooking.

Similarly in Zambia, Domestic science was started by the missionaries' wives who saw that the standards of living of the Northern Rhodesian people were very poor. Since the missionaries wives had nothing to do when their husbands went out on missionary work. Hence, the missionaries' wives started teaching the home skills and knowledge to women where they settled. Home Economics particularly came to Zambia in 1915 and was formally taught first at mission schools like Mbereshi by Mable Show and other missionary female teachers who came from Midlands in the United Kingdom (UK) (Snelson, 1974).

The United Free Church of Scotland also introduced a curriculum in Domestic Science (DS) at Lubwa mission in Chinsali district. Miss Masterton, Mrs. Kaunda and Mrs. Macmin taught DS to women where the curriculum covered the aspects of sewing, housewifely/ oil making, soap making, starch making, gardening and cooking (Gadsden, 1994). Domestic Science was taught to girls with the view of providing them with skills that would enable them to cope with problems which they could encounter in the management of the home and family. Ministry of Education (1977:49) observes that mission schools had workshops which had some trade or crafts being taught. It was also observed that after 1962 practical subjects became popular and were abandoned in preference for white collar jobs.

At the beginning of the post-colonial period, practical subjects like HE were ignored because there was a shortage of manpower to fill up the vacant positions left by the colonialists in the Civil Service. However, after 1975 the government of Zambia saw the need for the expansion of practical subjects at secondary school level. Among the salient features of the 1977 Education Reforms was the emphasis of offering education with production in order to equip learners with life skills to help them to be self-reliant. MOE (1996:168) states that one of the objectives of the inclusion of practical subjects is self-reliance.

Sitali (1985) argues that the teaching of HE in Zambia stands concurrently with other subjects such as Brick Making, Carpentry, Arithmetic, English Language, Booking and Zambian Languages. The subject was offered to girls in order to equip them with skills to manage their homes and families. This leads to the lowering of the status of the subject. Snelson (1974) observes that Mabel Show pioneered the development of girls' education and they were taught Home craft and mother craft. Home Economics in pre-colonial Zambia was taught to girls and women simply to improve standards of hygiene in the homes and for the women to be good wives. The Government of Zambia carried on with this concept after independence.

2.3 Development, Policies and Implementation of HEH

The recommendations of the Phelps Stokes report of 1924 stressed the need for the kind of education that would prepare learners for life in the village (Carmody, 2004). In order to achieve this, the government of Zambia provided the necessary equipment, facilities and materials for practical and demonstrations for the subject (MoE, 1972). Practical subjects have been emphasized in the Education Reforms and in the 1996 Policy document, "Educating Our Future." Carmody (2004:90) argues that from the colonial era, people have criticized the Curriculum for being too academic. Efforts have been made to localize it after 1964 and 1968

when there was a strong demand for greater practicality and skills training. But Carmody (2004) observed that there was not a major impact when demands to vocationalise the Curriculum in 1976 were made.

MOE (1996:35) justifies the inclusion of practical subjects in the Curriculum as follows:

- Traditional knowledge and practical skills which learners would have acquired if they were not attending school is compensated.
- They constitute intrinsic educational value.
- They prepare learners for post school employment.
- Learners are equipped with skills conducive to the constructive use of leisure.

In the United States of America, Home Economics in the Curriculum has greatly changed since its introduction in the 19th Century. This is supported by Smith (1999) who described that, HE, which was formerly limited to solving problems of food (cookery and nutrition), clothing, sewing, textiles, household equipment, house cleaning, housing, hygiene and household economics. Later, HE came to include many aspects of family relation, parental education, consumer education and institutional management.

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). The 1992 MoE document states that the role of the school is to prepare an individual to live in his society, to develop a new type of person needed to meet the challenges of life. The Zambian education system should respond to the needs both of the individual and that of the society.

Further, Achola (1990) in his study concluded that Zambian policy makers have found difficulties in issues of educational quality and relevance. According to Allington and Cunningham (1996:66), Zambia is undergoing rapid socio- economic development prompting a revision of the curriculum in the education sector. The curriculum revision was conducted by the government through the Ministry of Education, Science, Vocational Training and Early Education with the help of the United States Agency for International Development in 2014 in an effort to upsurge and enhance pupil performance at secondary and primary levels. This is supported by Banda (2000:98) who states that education is an “agent of change” which requires modification to suit the needs of time. While education has always been perceived as a social sector; it is also an economic tool for development. It is against this

background that the Zambia Education Curriculum Framework has been developed to provide further guidance on the preferred type of education for the nation.

The curriculum is the back bone of any education system which is intended to impart knowledge, values and skills through subjects. This can be achieved through the use of a variety of methods, techniques and approaches of teaching. The new curriculum has also been linked at all levels, from general certificate of education to tertiary education and adult literacy. The necessary career paths for learners at secondary school level have also been provided. Baker (1995:53) explains that, the move is expected to accord learners and opportunity to academically progress in line with their abilities and interests. Almad (1985) adds that the focus at this level is to produce learner with basic competences in communication (oral and written), mathematics, science, and pre- vocational and life skills. The major changes expected at this level are academic and vocational career pathways. The academic pathway is meant for learners with a passion for academic subjects and desire for similar occupations.

Florida (2005) also explained that the vocational career pathway is for learners with ambitions and interest in technical and practical jobs. The subject will provide practical skills to learners starting from grade eight through to grade twelve. In the provision of the curriculum, schools will closely collaborate with trade institutions and other key stakeholders in various specializations. Junior secondary schools offer both academic and technical career pathways. Woodwork, metalwork, technical drawing and building have been integrated into design and technology. This has been done in an effort to produce holistic learners with knowledge and skills in relevant fields (MoE, 1996).

It is vital that teachers of HEH use a variety of teaching methods and techniques in order to cater for the many learning needs taking into account the available local resources. Teachers should use methodologies that promote active learner participation and interaction. Furthermore, they should use methodologies that promote learners to reflect, think and do rather than reproduce from rote learning. HEH teachers should use the learner centered methods during teaching and learning process (MOE, 2015). Therefore, for the curriculum to be implemented effectively, implementers should create presentations that do more showing and less telling. This means that there must be quality interactions. For example, learner to learner, learner to teacher and learner to resource material interactions taking place in

classroom. There is no right way to handle topics. It may be necessary to choose a variety of ways to suit different occasions. Research indicates that: people learn little by hearing someone speak, that they learn more by hearing and seeing illustrations, and they learn most by hearing, seeing, and doing (Elihu,1957). Polloway (1989) emphasized on helping students to develop process skills through practice. This approach is predominantly practical in nature. Students tend to be interested to learn rapidly as they become proficient in practice of process skills, they gain self-confidence.

In addition to the implementation strategies discussed above, implementers should attend workshops, in service trainings and short courses. Teachers are key players in any education system and should regularly attend Continuous Professional Development (CPD) programmes. This assists teachers to continuously update themselves with pedagogical approaches, pastoral care for learners, assessment methodologies, school organization and management, and relationships with parents and guardians and the community as the whole. It is important that the school head teachers inculcate in their teachers the spirit of CPDs in order for them to effectively implement HEH in the revised curriculum (MOE, 2015).

Bruner (1996:6) identified that “teachers are the most important human resources in curriculum implementation”. This simply implies that the success of the revised curriculum depends on the teachers. However; schools in Zambia have been experiencing shortage of teachers more especially in rural areas where teachers do not want to work from for quite reasons of development.

Furthermore, unavailability of school facilities and equipment like classroom, libraries, resource center, officers, desks, school hall and others. It has been observed that most government schools in Zambia with an exception of the newly built, infrastructure are in a deplorable condition. This is backed by Kelly (1999:196) who described the buildings as “dilapidated, unsafe and sometimes unusable.” Some buildings in Zambia are over fifty years and therefore require modern facilities for teaching and learning. It is important that the infrastructure need to be improved in most schools so that the revised curriculum is delivered effectively. Unruh (1974) emphasizes that both teachers and learners need places to search, read, write, confer, interact, view, listen, think, experiment and record.

Teachers need office space, conference rooms for team planning, facilities for diagnosis of pupils needs, and facilities for preparing instructional presentations.

Problems in the teaching of practical subjects like Home Economics have persisted. This is supported by Mulenga (2002) who conducted a research in selected schools in Lusaka on the teaching of Practical subjects and came up with the following findings: There was lack of support from school administration, no operation workshops, insufficient equipment, ineffective department management, poor teacher motivation, inadequate staffing levels, inappropriate training, no provision of materials and poor attitudes towards work.

Todaro (1981) argued that inadequate staff and the available ones may not even have the required qualifications to help do the work effectively. Nevertheless, Kelly (1999) asserted that inadequate teaching staff is also evident even in government schools. For instance the World Vision Zambia(WVZ) in the Traditional Leaders' Awareness Report(2010) as a cooperating partner in the provision of Education in communities, had either upgraded or constructed new school buildings in different places of Zambia, but government though the Ministry of Education has failed to failed to send the required number of trained teachers in these schools.

Curriculum Development Centre (2000) outlines that the best way to implement the curriculum is to identify the critical issues that affect the society and also to involve the parents. The parents are the pivot in every section of education. Hence, if the curriculum implementation has to be effectively implemented they should be fully involved. Their involvement will be the best way that can help the implementation of HEH in the revised curriculum. World Bank (1994) states that capitalism in education has destroyed the standards of education. It is held that many people who graduate from some of these institutions, their certificates are of low quality and they do not acquire the right skills. A number of researchers have emphasized the importance of engaging students in the process of learning so that they are actively building their understanding rather than simply absorbing information (Bransford et al,1999).They also learn to judge the quality of their own and their peers' work against well-defined criteria and clear learning goals. Students thus build their skills for learning to learn. Students also obtain better results

when they are working toward process goals rather than product goals, and when tracking progress toward overall goals of learning.

The old curriculum was more of white collar jobs than skills development in learners (Kelly, 1999). Therefore, the Ministry of Education in 2013, revised the curriculum so as to address a number of issues in Education (MOE, 2013). This is supported by Tukombe (2016) who observed that the revised curriculum is going to enhance educational skills training which is an efficiency way of being effective in any job. The Permanent Secretary of Ministry of Education stressed that the Revised Curriculum will equip the individuals with all the tools and skills necessary to operate a particular job successfully (Times of Zambia, 4th March, 2016).

Therefore, for the success of any educational programme implementation, formative evaluation plays a major role for it to be effective. It has been observed that formative evaluation is not given the seriousness it deserves when developing and implementing most of the educational programmes such as curriculum and projects (Cole, 2006). For example during the planning stage of the Revised Curriculum of 2013 in Zambia. There was serious need to critically consider the issue of Human resource and material resource to be used in the implementation of the Revised Curriculum. Unfortunately; it started without considering certain challenges especially those in rural and remote areas (Mubita, 2010). Sibulwa (1996:35) writes that “the economy of a nation determines the success of curriculum implementation.” It implies that if the Government adequately and sufficiently funds the schools, it will help the teachers of Home Economics and Hospitality to have the right teaching and learning aids and materials. If the economy of the country is poor, there will be unavailability of school facilities and equipment like desks, stoves, fridges etc. and it will make it difficult for the curriculum implementers to work effectively. It should be noted that when the economy of a country is sound, a better percentage of the budget will go to education. But if the economy is poor, this may affect the percentage of the budget that will go to the implementation of Home Economics in the Revised Curriculum in secondary schools. Also all formulated educational policies need substantial amount of money for their implementation. This can only be possible when the country’s economy is sound.

It is worth stating that the primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking. The learning

process does not take place in a vacuum but rather in an environment structured to facilitate learning. Stoner, Freeman and Gilbert (1996) described the environment of an organization as all elements relevant to its operation. Several studies have shown that there is a close relationship between the physical environment and the academic performance of learners. This is also supported by Nwagwu (1978) and Ogunsaju (1980) who maintained that the quality of education that children receive bears direct relevance to the availability or lack of physical facilities and the atmosphere in which teaching and learning take place. The school facilities consists of all types of buildings for academic and non-academic activities such as furniture, toilet facilities, lighting, storage facilities, cleaning materials, textbooks, food services and special facilities for the physically challenged persons.

These facilities are vital in the achievement of educational goals and objectives by satisfying the physical and emotional needs of teachers and the learners. Knezevich (1975:561) emphasized that the physical needs are met through the provision of safe structure of the classroom, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surroundings, and a friendly atmosphere. The resultant effect of all the changes that are taking place in the world is the need for creative and innovative steps in the management of school facilities. Research findings have shown that learners learn better when a combination of methods and materials are employed during teaching. Further; emphasis has shifted to giving individual attention to learners as learners learn at different paces as they are all unique.

Fenker (2004) states that facilities management is a process that ensures that building and other technical systems support the operations of an organization. School facilities management is the application of scientific methods in the planning, decision making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives (International Facilities Management Association, 2002).Facilities can be well provided in the school but if the Home Economics and Hospitality teachers lack skills of how to utilize the facilities it will be a waste of resources.

The quality of the products (learners) bears a direct relationship with the quality of the facilities deployed in the process of the production (teaching) (Propst, 1972:107). Facilities management is a collective responsibility of the state, local government authorities, teachers and learners of the individual schools and the community where the school is located. Available facilities in most schools may well be regarded as obsolete in terms of quality and quantity. These facilities in most schools were provided when the learner population in the schools was reasonably low when compared to the population of the same school presently using the same facilities. This is backed by the report published by the Educational Facilities Laboratories (Propst, 1972) adjectives used to qualify such facilities are rigidity, inaccessible, sterility, formality, isolation, starkness, immobility and permanence. This implies that the existing facilities in most schools no longer satisfy the present day educational needs.

With big numbers in school enrolment, increasing number of academic programmes and limited resources, flexibility must be an integral part of the planning process. Facilities should be established such that they serve new functions in future. In facilities planning, Caudill (1954:18) emphasizes that, “more specific terms like expansible space that can allow for ordered growth, convertible space can be economically adopted to programme changes, versatile that serves many functions and malleable space that can be changed at once and at will should be used.”

It is also more important that the teachers and learners are properly accommodated to facilitate the teaching that goes on there. This is the essence of the school plant and facilities. Therefore school facilities are the space interpretation and physical expression of the school curriculum. The better the performance of the learners, the more effective the system is assumed to be. There is a strong and positive relationship between quality of school facilities and student achievement. (Philius and Wanjobi, 2011).

The Ministry of Education (2015) emphasizes that planning is very important in the work of the teacher in that it acts as a guide for effective delivery of lessons and other activities in and outside the classroom. It is important that the Home Economics and Hospitality teacher prepares adequately the schemes of work, lesson plans and records of work. These documents act as a guide during teaching. The school head teacher and head of Home Economics and Hospitality Department are supposed to check on these documents

after every two weeks during monitoring. Ministry of Education (2015) recommends SESOs, HODs and head teachers to carry out monitoring and evaluation exercises in all the schools. Therefore, head teachers roles should include monitoring, evaluating and analyzing the effectiveness of the teaching and learning methodologies which their teachers are using in classrooms. Ministry of Education (2015:60) advises people undertaking supervision and evaluation exercise to take note of the following suggestions:

- (i) Are the aims and objectives reasonable and appropriate?
- (ii) Are they being achieved? If not, why?
- (ii) Are resources (staff, money, time, facilities) used to optimum?

It is important that there are continuous follow-ups of supervision and evaluation in schools if HEH in the revised curriculum is to be effectively implemented. MOE (2015) recommends that all teachers should carry out assessments as it is an important tool in the teaching and learning process. Assessment is used to determine whether teaching and learning has taken place or not. It is also a way of measuring the learners' strengths and weaknesses. It is essential that assessment is matched with the aims and objectives of the curriculum so that assessment supports teaching and learning (MOE, 2013:19). Learners should be oriented to get used to the assessment procedures in their school such as the government policy on tests. Teachers should use a variety of assessments such as tests, exercises, projects, and feedback should be given to learners as soon as possible. Assessing learners in the classroom helps to enhance learners' achievements levels. The idea is that assessments aid learners to improve in class. HEH teacher should use formative assessments to help cement the activities done in classroom. Formative assessment takes place continuously in the learning environment to inform and improving the learning process. Summative assessment involves the grading of learners and usually takes place at key set points of the learning process through formal testing and examination procedures. Summative assessment can take place at the end of the term, module and a year.

Time is very important resource that needs to be managed effectively. In that time wasted is never recovered. In most cases, time is a resource that is usually wasted by the majority of people including teachers in schools. It is therefore, important that all concerned teachers should attend to their assignments as required in the terms and conditions of service. This implies that the time allocated to Home Economics and Hospitality on the

time table must be utilized effectively. HEH both at senior level and junior level is allocated eight (8) hours or 12 periods per week (MOE, 2015:46). If HEH in the Revised Curriculum is to be implemented effectively, teachers are advised not to spend time on activities that are not in the school curriculum.

Home Economics Association of Zambia (HEAZ) is a Subject Associations for HEH teachers which are a professional body. The mission of HEAZ is to facilitate the process of individuals, families and communities become more responsible for improving their social, economic, political, cultural and physical environment (HEAZ, 1997). There is a relationship between global education and Home Economics and Hospitality. This is backed by Todaro (1981) who stressed the importance of self-reliance in the development of a sustainable environment. HEH teachers are encouraged to participate in the effective implementation of HEH in the revised curriculum. HEH teachers are annually expected to affiliate to help HEAZ to run smoothly. It is the responsibility of HEAZ to play a complementary role in coming up with solutions to challenges encountered during teaching and learning process (HEAZ, 1997).

2.4 Summary

Home Economics as a subject started from a humble background. It was first taught to girls and women. Home Economics has undergone through many developments since its inception at Mable Show. HE has been taught in schools since Zambia got its independence and it is still being taught though it has changed to Home Economics and Hospitality. It is taught to both boys and girls at Secondary School. The literature discussed above has revealed the origin, development, policies, and how HEH can be implemented effectively in Secondary Schools. The next chapter discusses the methodology used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

The previous chapter discussed the relevant literature on the origin, development, policies on the implementation of home at international and local levels. This chapter gives an account of the methods of data collection that the researcher used in this study. It also discusses the research design, target population, sample size, sampling procedures, research instruments, and data collection procedures. Finally, it will discuss data analysis, validation and reliability and ethical considerations.

3.1 Research Design

A research design is described as an arrangement of conditions for collecting and analysis of the data in a way that aims to combine relevance with the research purpose. It can also be defined as the structure of the research (Kombo and Tromp, 2006).The narrative research design was adopted. The researcher played an integral role in qualitative research serving as the “principal instrument” (Merriam, 1998:20) for data collection and analysis. This role allows a qualitative researcher to “obtain the intricate details about phenomena such as feelings, thought processes, and emotions” (Strauss and Corbin, 1990:11). This study used a descriptive research design. The descriptive research design was selected owing to because it describes the state of affairs as they exist. Kombo and Tromp (2006) assert that descriptive studies are not only confined to facts finding but also may often result in the formulation of important principles of knowledge and solutions to important problems.

The study collected qualitative data. Qualitative data allowed non numerical examination and interpretation of observation for the purpose of discovering how home economics and hospitality is being implemented in the revised curriculum. A descriptive design was appropriate for this study as it dealt with implementation of home economics and hospitality in the revised curriculum. It enabled the researcher to collect information regarding the current phenomenon implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district.

3.2 Study Site

The study was conducted within the boundaries of Solwezi District only.

3.3 Study Population

Msabila and Nalaila (2013:36) defined population as “a set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher”. Therefore, population is the aggregate or the totality of objects or individuals regarding which inferences are to be made in a sampling study. It can also mean all those documents or people proposed to be covered under the study (Sidhu, 2013:25). In this study; the population comprised all those who had valuable information on the implementation of Home Economics and Hospitality in the Revised Curriculum. This included Senior Education Standards Officer (SESO), Education Standards Officers, School Headmasters, and Practical Subjects Heads of Departments, Home Economics and Hospitality teachers and pupils taking Home Economics and Hospitality in the sampled government secondary schools in Solwezi District as respondents for the study.

3.4 Study Sample

The sample size can be defined as a subset of elements. The study sample was taken from a population which was considered to as a representative of the population under study. The sample size, in other words can mean the number of participants which are selected from the universe to create a desired sample in the study. The study investigated the supervision and implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district. The new Solwezi has a total of twelve government secondary schools. Out of this number, six (6) were purposively selected, representing close to 50% of the schools sampled which was representational enough. The study targeted eighty-eight (88) respondents and there were in categories, of one (1) SESO-

practical specialized in home economics and hospitality, three (3) ESOs, six (6) secondary School Head teachers, six (6) Heads of Practical Subjects Departments, twelve (12) Home Economics teachers (two from each school) and sixty (60) pupils (10 from each of the schools in the study) who were learning Home Economics and Hospitality.

3.5 Sampling Procedure/Techniques

Sampling is an important process in conducting a research because the researcher cannot collect data from all persons that have the suitable characteristics needed for a study. The researcher drew the study sample by using a non- probability, purposive sampling technique to be more precise the researcher used typical sampling to those familiar with the situation in order to select specialized respondents with knowledge of the research issue which are the participants who would be most likely to contribute the appropriate data, both in terms of relevance and depth (Explorable, 2009). Purposive sampling method ensures that the researcher purposely target a group of people believed to be reliable for the study. Purposely sampling ensures that the researcher gets the right information in depth (Kombo and Tromp, 2006, Creswell, 2003).

3.6 Data Collection Instruments

In order to come up with the data for this study, questionnaires, structured and unstructured interview guides, and observation check list was used to help obtain in depth descriptive data from the respondents. It consisted of questions soliciting for the supervision and implementation of HEH in the Revised Curriculum. This instrument was administered by the researcher to the SESO-Practical, ESOs, head teachers, head of departments/sections, teachers of home economics and hospitality and pupils taking home economics and hospitality. The questionnaires were distributed to the respondents and were collected on the following day. The interview guide, all questions were read to the respondents by the researcher which made it easier to clarify any misinterpretation with the respondents regarding the questions. The instrument comprised of open ended questions which were used to collect data from the respondents being interviewed. The four research questions were being answered. The justification for using structured interviews is that it gives in depth information about the cases of interest to the researcher. The open ended questions helped the researcher to collect information and data from respondents on the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district.

3.7 Data Collection

In this study, both primary and secondary methods were used in the collection of data. The questionnaires, structured interviews, focused group discussion and observation were used in data collection. The study employed the use of documents like existing literature, books, dissertations, journals and articles.

3.8 Data Collection Procedure

The researcher administered questionnaires, in depth interview to SESO- practical, ESOs, school head teachers, heads of department (practical's), Home Economics teachers and pupils taking Home Economics and Hospitality. The researcher used questionnaires, group interviews to Home Economics teachers and pupils who take Home Economics (Westbrook, L.1989). This was done in two phases starting from April to June; 2017. The data collection was undertaken over a period of three days in each of the six schools and the district and provincial offices. In terms of specific procedure, the researcher interviewed and administered questionnaires to eighty-eight (88) participants. The questionnaires were distributed to the respondents and collected after a day. When administering interviews and focus group discussions the researcher asked questions by reading out the questions and writing the responses on separate sheet created for each participant. At the same time, the interview proceedings were being recorded by the assistant researcher on the phone. The researcher also did observations in the classrooms and workshops where home economics and hospitality was being taught from and the observation checklists were being ticked.

3.9 Data Analysis

Data analysis refers to examining what has been collected from the respondents in the research and making deductions and inferences (Kombo and Tromp, 2006). Quantitative data that was collected from the respondents was analysed using Microsoft Excel to produce totals and percentages which were presented in form of charts and tables. The data was analyzed based on the responses that were given by the interviewees. Qualitative data was categorized under each appropriate heading. Descriptive approaches were employed on qualitative data. Data analysis started during the data collection exercise by arranging the field notes according to the themes in relation to the set research objectives. This was followed by identification, description, explanation and interpretation of the emerging themes or responses categories in the context in which they occur. The findings would be counted or enumerated as was fit for a case study.

3.10 Ethical Considerations

Strydom (1998:24) defines ethics as “a set of moral principles which is suggested by an individual or group which is subsequently widely accepted, and which offers rules and behavioral expectations, about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students”

The researcher first got the introductory letter from the Dean Post Graduate Studies in the school of Education. Then she got permission from the University of Zambia Ethics Committee. Thereafter, the researcher sought permission from the Provincial Education Officer (PEO) and the District Education Board Secretary (DEBS) respectively. Next, appointments were made to the secondary schools where the studies were to be conducted and the involved teachers and pupils. Before commencement of the study, the respondents were all informed beforehand about the potential importance of the study. Such information offers the respondents the opportunity to withdraw from the research if they so wish. The researcher made sure that the information that was gathered was used only for the intended and stated purpose of the study.

In all the selected government secondary schools permission was sought from the head teachers. At all the cost, the researcher treated the research participants with due respect and their consent. Also their research rights were highly respected if they so wished to discontinue or decided to withdraw if they deemed it not to be comfortable or afraid. The researcher will share all the research findings with the research participants and educationists to note their reactions.

3.11 Summary

This chapter has indicated that with regard to the research procedures, the various sections were vital to achieving the set research objectives of the study. The methodology used in this research was qualitative. The data collection procedures consisted of the use of the questionnaires, interview guide and observation checklist. The next chapter discusses the findings of the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0 Overview

This chapter presents the findings of the research conducted in relation to the four (4) objectives on the supervision and implementation of HEH in the Revised Curriculum at Secondary School level in six selected government schools of North Western Province. The objectives were: to assess the suitability of the available facilities and teaching and learning resources used in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district, to establish the attitudes of home economics and hospitality teachers towards the implementation of home economics and hospitality in the revised curriculum, to find out the frequency of monitoring teachers in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district, and to analyze the challenges home economics and hospitality teachers are facing in the implementation of the revised curriculum. The discussion of the findings has been categorized into four.

The quantitative data are presented in frequencies, percentages, tables and graphs while qualitative data are summarized using narrative reports. The findings are interpreted and presented in relation to the evaluation objectives.

4.1.1 Respondents' Gender

Table 1: Distribution of respondents by gender

There were eighty-eight (88) respondents who participated in the study and of these thirty-six (36) (41 %) were males and fifty-two (52) (59 %) were females.

Gender	Number of respondents	Percentage
--------	-----------------------	------------

Male	36	41%
Female	52	59%
Total number	88	100%

4.1.2 Respondents' status

There were twelve (12) class teachers teaching HEH ,six (6) head teachers, six (6) Heads of Departments (Home Economics and Hospitality) ,sixty (60) pupils learning Home Economics and Hospitality , three (3) ESOs and one (1) Senior Standards Officer for practical subjects specialized in Home Economics and Hospitality. The data are graphically presented in table 2 below:

Table 2: Showing status of respondents

Category of Respondents	Number of Respondents	Percentage
SESO	1	1%
ESO	3	3%
Head Teacher	6	7%
HOD/HOS	6	7%
HEH Teachers	12	14%
Pupils	60	68%
Total	88	100

4.1.3 Supervisors' qualifications

In this area the study looked at one category of respondents, namely the supervisors (SESO, ESOs, head teachers and HODs).

4.1.1 Figure 1: Qualifications of Supervisors



Figure 1 shows that out of the sixteen supervisors, 3 (19%) of them had masters’ degree, 10 (62%) had degrees and 3 (19%) were in possessions of diplomas. The majority of the supervisors had degrees meaning that they had good qualifications for doing supervision in secondary schools.

4.1.4 HEH teachers Qualifications

In this area the study looked at the qualifications of HEH teachers.

4.1.2 Figure 2: HEH teachers’ qualifications

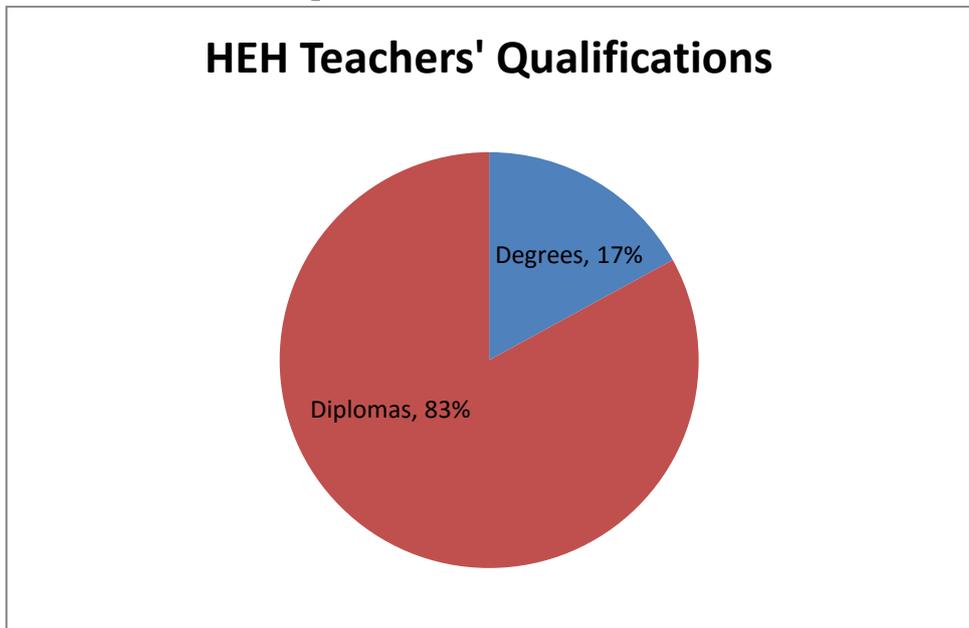


Figure 2 shows that out of twelve HEH teachers interviewed, two (17%) had degrees while ten (83%) had diplomas in teaching home economics. The largest number of HEH teachers

interviewed had diplomas and they only qualify to teach grade 8 and 9. The smallest number of HEH teachers interviewed qualify to teach from grade 8 up to grade 12.

4.1.5 Length of service of supervisors

N=16

Table 3: length of service of supervisors

Length of service in years	frequency	percentage
0 -9		
10 -19	4	25%
20- 29	12	75%
TOTAL	16	100%

Table 1 above shows the length of service of supervisors. 25% of the supervisors had served between 10-19 years and 75% had served between 20-29 years.

4.1.6 Length of service of HEH teachers

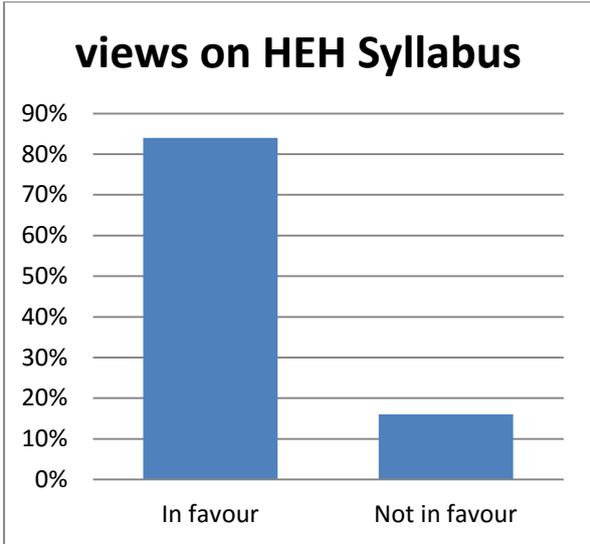
N=12

Table 4: Length of service of HEH teachers

Length of service in years	frequency	percentage
0-9	3	25%
10-19	8	67%
20-29	1	8%
TOTAL	12	100%

4.2 How suitable and adequate are the available facilities and teaching and learning resources used in the implementation of home economics and hospitality in the revised curriculum in Solwezi district?

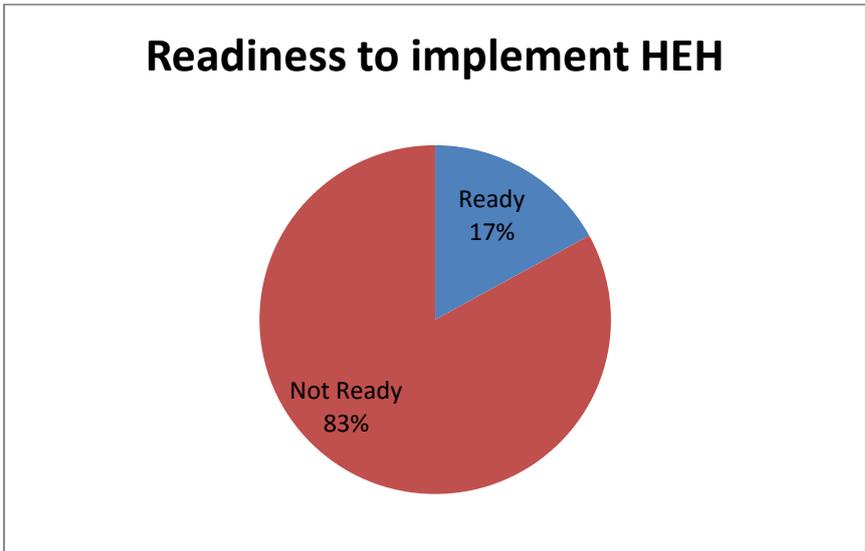
4.2.1 Figure 3: Views of respondents on HEH syllabus



All the nineteen respondents were SESO, HODs and HEH teachers who had knowledge on the HEH syllabus. Sixteen (84%) of the respondents were in favour of the new HEH syllabus in that it adequately catered for the needs of the learners during school and after school. While three(16%) of the respondents were not in favour of the revised curriculum but were in favour of the old syllabus as they pointed it out that, it had few hands on objectives and many objectives were theoretically oriented.

4.2.2 Readiness to implement HEH in the revised curriculum.

Figure 4: Views on readiness to implement HEH



All the twenty-four respondents whom were head teachers, HODs and HEH teachers expressed views on the schools readiness on the implementation of HEH in the revised curriculum. Twenty(83%) of the respondents were of the view that the secondary schools were not ready for the implementation of HEH in the revised curriculum due to many

challenges that goes on with practical subjects but they started it because it was a directive from the ministry headquarters.

One notable response was from one teacher who said; “The government through Ministry of Education should have first rehabilitated the existing workshops and equip them with enough and appropriate equipment and utensils to enable us do practical’s with the learners.”

While the four (17%) of the respondents were of the view that they were ready to implement HEH in the revised curriculum.

4.2.3 Teaching and learning facilities and resources.

In this part of the study, the researcher sought to establish the views of the respondents on whether secondary schools had appropriate teaching and learning facilities and resources (equipment and utensils) to meet the many needs of HEH learners in the revised curriculum. Table 5 below shows the responses.

N=88

Table 5: Availability of teaching and learning facilities and resources.

	Responses		
	Agreed	Disagreed	TOTAL
Supervisors	3(19%)	13(81%)	16(100%)
HEH teachers	2(17%)	10(83%)	12(100%)
pupils	10(17%)	50(83%)	60 (100%)

The table above, shows that out of sixteen (supervisors) thirteen (81%) respondents were of the view that there were no adequate and no appropriate teaching and learning facilities and resources to carter for the implementation of HEH in the revised curriculum. One notable response from one of the supervisors was; “the secondary schools have inadequate and inappropriate teaching and learning facilities and resources to use when teaching HEH to learners in classrooms.”

On the contrary three (3) supervisors indicated that there was adequate and appropriate teaching and learning facilities and resources to carter for HEH learners’ needs in classroom.

Out of twelve HEH teachers, 10 (83%) indicated that secondary schools had inappropriate and inadequate teaching and learning facilities and resources to use when implementing HEH

in the revised curriculum. However, 2 (17%) indicated that the available teaching and learning facilities and resources were appropriate and adequate to use in the implementation of HEH in the revised curriculum.

Out of 60 pupils, 50 (83%) indicated that secondary schools have inadequate and inappropriate teaching and learning facilities and resources to use in the implementation of HEH in the revised curriculum. While 10 (17%) of the pupils indicated that the teaching and learning facilities and resources (equipment, utensils, ingredients) were appropriate and adequate.

Generally, the findings revealed that the majority of supervisors, HEH teachers and pupils indicated that secondary schools did not have appropriate and adequate teaching and learning resources and facilities to adequately and appropriately cater for the needs of HEH learners in the implementation of the revised curriculum.

The researcher's observation was that most HEH workshops had inadequate teaching and learning facilities and resources. Very few teaching and learning facilities and resources were available and are not in good condition. No modern kitchen or workshop was available.

4.3 Attitudes of HEH teachers towards the implementation of HEH.

4.3.1 Respondents' preferred teaching subjects in HEH

Figure 5: HEH teachers and HODS preferred teaching subjects in HEH.

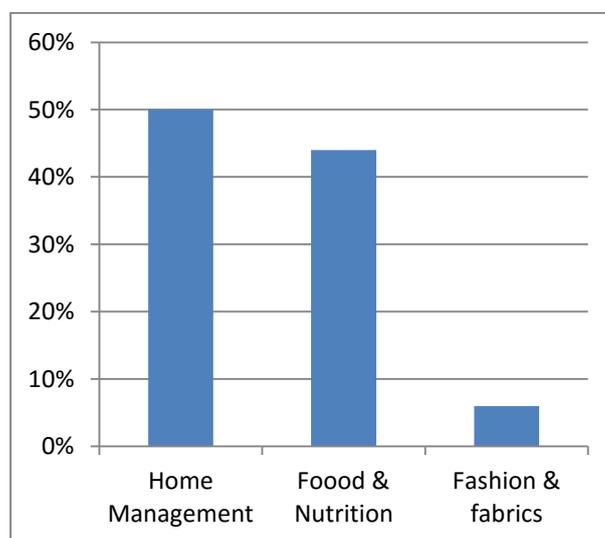


Figure 5 shows that out of eighteen respondents teaching HEH in the revised curriculum, 9 (50%) of the respondents' preferred teaching home management to learners, 8 (44%) preferred teaching food and nutrition to learners and 1 (6%) preferred teaching fashion and fabrics to learners. Most HEH teachers have positive attitudes towards teaching home management and food and nutrition. The findings revealed that most of the HEH teachers had negative attitudes towards teaching fashion and fabrics. One notable negative response was that: "it is difficult for me to teach fashion and fabrics or anything to do with needlework as I do not know most of the hand sewn stitches."

The researcher concluded that most HEH teachers have negative attitudes towards the implementation of fashion and fabrics and needlework in the revised curriculum. Additionally, most HEH teachers had positive attitude towards the implementation of home management and food and nutrition in the revised curriculum. What seemed to hinder them were the inadequate and inappropriate teaching and learning facilities and resources.

4.4 Supervision of HEH teachers

The third objective was to find out on the supervision of HEH teachers in the implementation of home economics and hospitality in the revised curriculum.

4.4.1 Supervisors monitoring times per year

N=16

Table 6: Frequency of Monitoring HEH

Supervisors	Zero	Once
SESO/ESOs	3	1
Head Teachers	6	0
HODs/HOS	1	5
Total	10	6

The findings from the SESO and ESOs revealed that out of four only one managed to monitor the HEH teacher only once and the three did not do any monitoring. One notable comment was that; "sometimes a year could pass without monitoring teachers in the schools around the boma."

The findings from the head teachers revealed that they did not monitor HEH teachers as it was done by their HODs and that each HEH teacher was only monitored once per year. One head teacher said, "we depend on the HODs to monitor them as they are the specialists in the subject."

The findings from the HODs revealed that HEH teachers were monitored only once per year. Out of six (6) HODs five (5) managed to monitor HEH teachers once per year and one did not manage to monitor her HEHHODs revealed that mostly they monitor novice teachers and

teachers who come on transfers. One notable comment was; “But as for the old HEH teachers we just check their preparation and teaching files after two weeks.”

4.5 Challenges faced by HEH Teachers

The fourth objective was to analyse the challenges HEH teachers faced in the implementation of HEH as a subject in the revised curriculum in selected government secondary schools in Solwezi district.

With regard to the challenges faced by the teachers during the implementation of HEH, the responses were similar whether they were gathered from pupils, HEH teachers, HODs, head teachers, SESO and ESOs. Their main point was that the implementation of HEH in the revised curriculum was not very effective because of lack of enough teaching and learning facilities and resources. They also stated that they did not receive funds regularly and it was not enough to help them purchase the necessary items for use.

4.5.1 Inadequate funding

The schools received the funds only once per term and they were not sufficient. Sometimes these funds were received very late in the term almost when they were closing schools and funds were diverted to other issues on the school budget. The views expressed by the SESO practical, head teachers, HODs and HEH teachers confirmed the challenges of funds for practical lessons and examination in HEH. One response from one pupil was, “For us to do one practical our teacher asks us to contribute a K10 or K15 and if we fail to contribute we are not allowed to do the practical.”

Furthermore, the responses by the pupils, HEH teachers, HODs, head teachers, ESOs, SESO practical indicated that infrastructure, equipment and utensils were a major challenge in government secondary schools in Solwezi District. It was revealed that all the secondary schools around the Boma had workshops but they were too small to accommodate the big numbers of pupils. Additionally, the responses showed that these rooms lack furniture, modern equipment, and modern utensils. One response by one of the teachers indicated that they spent more time when doing practical as pupils had to wait for one group using equipment and utensils to finish before they could use them. This is what one pupil said, “Lack of adequate equipment and utensils make us to reach home very late at night as we are delayed because we do not have enough utensils and equipment.”

4.5.2 Periods allocated to teaching and learning of HEH

The study revealed that the periods allocated for teaching and learning of HEH at junior level were not enough. Instead of 12 periods per week they were only given 6 periods which made it a big challenge to find time to do the practical. At senior level the subject was allocated 10 periods instead of 12 periods as stipulated in the syllabus. Reducing the periods made it a challenge to teach what had been planned in the schemes of work. Home Economics and Hospitality teachers complained that the periods allocated per week were not adequate especially for juniors.

With regard to overcrowded class, the study revealed that there were many pupils in classes that took HEH. Most classes had above 60 pupils. This made it a big challenge to teach HEH as it was a practical oriented subject. This made some pupils not to participate as those who were selfish took over doing the practical. So HEH as a subject was practically oriented and the learners were not supposed to be many and a group was supposed to have 4 or 6 pupils so that each pupil can participate fully.

The study further revealed that the MK HEH text books distributed in the secondary schools in Solwezi District were not enough and the challenge was that the content in them was shallow for the learners' level. One teacher suggested that, "The MK HEH text books should be revised by a group of HEH teachers so that they could be suitable for the learners."

The HEH teachers went on to complain that some of the ingredients used were not available on the Zambian market. As such it was challenging for them to hold practical. Furthermore, the measurements of the ingredients in the recipes were in ooze instead of grammes and kilograms which were used in Zambia.

The views expressed by the SESO practical, head teachers, HODs, HEH teachers and learners confirmed the challenges of funds for practical lessons and examinations in HEH.

There were also challenging topics included in the syllabus like beadwork, basketry, hospitality, knitting and plaiting of hair. From the findings, the study established that though the lowest qualification for HEH teachers was a diploma most of them still had challenges mostly in hospitality, beadwork, knitting, crocheting, catering and especially the new topics that had been included. There was a gap in skills which needed to be sealed through sending teachers for refresher courses and having CPDs at school level, district level and provincial level.

4.6 Summary

This chapter presented the findings of the study which aimed at investigating the supervision and implementation of home economics and hospitality in the revised curriculum in Solwezi district. The findings showed that the things needed for effective supervision and implementation of home economics and hospitality in the revised curriculum were: the appropriate and adequate facilities and resources, well equipped workshops, regular supervision of teachers, enough and regular funding and reduced classes for learners of home economics and hospitality. The subsequent chapter will discuss the findings of the study.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.0 Overview

The previous chapter focused on the presentation of the findings, this chapter discusses the findings of the study collected from the questionnaires and interview guides on the investigations on the supervision and implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district. The discussion of the findings is presented according to the research questions of the study which were: how adequate and appropriate are the available facilities and teaching and learning resources used in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district, what is the attitude of home economics and hospitality teachers towards the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district, how frequently are home economics and hospitality teachers supervised in the implementation of home economics and hospitality in the revised curriculum in Solwezi district and what challenges do home economics and hospitality teachers face in the implementation of home economics and hospitality in the revised curriculum in selected secondary schools in Solwezi district.

The findings are discussed in the same sequence as they have been presented in the previous chapter.

5.1 How adequate and appropriate are the available teaching and learning facilities and resources used in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district?

The study targeted SESOs, ESOs, head teachers, HODs, HEH teachers and pupils. The main aim was to investigate the supervision and implementation of HEH in the revised curriculum. It was evident from the findings that there were no vital differences in the views expressed by SESOs, ESOs, head teachers, HODs, HEH teachers and those of the pupils. Their arguments were that opportunities for effective implementation of home economics and hospitality in government secondary schools depended entirely on the suitability, adequate and appropriateness of teaching and learning facilities and resources which were not adequate and appropriate to support effectively the implementation of home economics and hospitality in the revised curriculum. This finding was consistent with the findings of Mubita (2010) and Phiri (2009) which found that the facilities and resources in secondary schools were not adequate.

Home Economics and Hospitality required appropriate and adequate teaching and learning facilities and resources put in place for effective implementation of the revised curriculum. The responses by HODs and HEH teachers generally indicated that the facilities like equipment and ingredients needed for use in the implementation of home economics and hospitality were expensive and prevented them from doing demonstrations and class practicals. In addition, the findings were in line with the studies conducted by Lupahla (1997) who discovered that there were shortages of materials for teaching home economics.

These included inadequate and inappropriate dilapidated infrastructure, overcrowded classes, inadequate funding, scarce equipment, and lack of ingredients and fabrics to use in class. The findings were consistent with those studies done by Namutowe (2016) who revealed that in most cases pupils bring equipment from home for use during practical and examinations. As long as the materials, equipment and utensils are inadequate and inappropriate, it is and it will remain difficult to teach home economics and hospitality effectively in classroom. If the lessons are taught theoretically, even when the curriculum has been revised the set hands on objectives are not being achieved fully.

On the issue of the appropriateness and adequateness of the teaching and learning facilities and resources, the study revealed that there was a relationship between the appropriateness and adequateness of teaching and learning facilities and resources and the effective implementation of home economics and hospitality in the revised curriculum. These findings were in line with those of UNESCO (2005) who observed that in many developing countries, teachers use inadequate teaching and learning facilities and resources and depended on outdated facilities. This is in line with Kelly (1999) who revealed that most infrastructures are dilapidated in most schools.

5.2 What are the attitudes of HEH teachers towards the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district?

As regards to the HEH teachers' attitudes towards the implementation of the revised curriculum, the findings revealed that most of HEH teachers preferred teaching food and nutrition and home management to learners. They had positive attitudes as seen in their participation in departmental fundraising ventures to help implement effectively the revised curriculum. These findings were inconsistent with those of Mubita (2010) who revealed that HE teachers had negative attitudes towards teaching as their workshops were used as staffroom and for making tea for teachers. The main reason of preferring to teach home management and food and nutrition was attributed to inadequate and inappropriate teaching and learning facilities and resources. HEH teachers need to be provided with adequate and appropriate resources and facilities to help them have positive attitudes towards the subject. This is in line with Hord (2004) who concluded that attitudes can be very positive. But if the positive attitudes are not given adequate and appropriate teaching and learning facilities and resources, the curriculum will not be implemented effectively.

5.3 How frequently are home economics and hospitality teachers in the implementation supervised in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district?

The study found out that supervisors found it difficult to supervise HEH teachers in the implementation of HEH in the revised curriculum as financial resources were scarce and transport was not adequate. The study revealed that the SESO, ESOs and head teachers did not monitor their HEH teachers due to inadequate funds. This is in line with Jolibongo (2004) who also discovered that head teachers rarely observed teachers conducting home economics lessons. The only supervisors whom seemed to monitor the HEH teachers were their HODs who also complained that they had classes to teach.

The findings showed that supervision was not well done as SESOs, ESOs and head teachers were occupied with office work and other duties outside the offices. Transport was also hindrance towards effective supervision. The only supervisors who supervised the HEH teachers were the HODs who also had classes to teach.

The researcher feels that the supervisors should be oriented on the importance of supervising their teachers so that the revised curriculum can be implemented effectively. Supervising teachers helped them to do well in their teaching. Supervising teachers also helped to improve the performance of learners to achieve the educational goals. The supervisors should apply the five supervision skills stipulated in the administrative theory.

Poor supervision was one of the hindrances noted in the implementation of HEH in the revised curriculum. This is in line with Arubayi (2003) whose findings were that inadequate funding in education was the major block to the effective implementation of HEH in the revised curriculum in secondary schools. Ineffective funding hindered the effective implementation of the curriculum as supervisors failed to go in schools to monitor their teachers because of transport. HEH teachers needed to be monitored once per term and not the

way it was where they were only monitored once per year as revealed in the study. This is in line with Lupahla (1997) who carried a survey study of problems faced by teachers implementing home economics in Zimbabwe felt that supervision of the subject was inadequate.

Using production function theory supervisors can be of great help in the supervision of HEH teachers in the implementation of home economics and hospitality in the revised curriculum. The inputs like funds to buy fuel to be used in the vehicles were not adequate and made it difficult for the external supervisors to supervise the HEH teachers and the output of effective implementation of HEH in the revised curriculum was not achieved.

5.4. What Challenges are faced by HEH Teachers in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi District?

With regard to analysis of the challenges teachers faced in the implementation of Home Economics and Hospitality in the revised curriculum, the study showed that challenges included inadequate funding, inadequate and inappropriate equipment and utensils, inadequate and inappropriate teaching and learning materials, overcrowded classes, dilapidated small workshops or classrooms. These findings were in line with the findings of Adebisi and Onye (2013) who concluded that the real implementation took place when and only when the revised curriculum materials were tailored to meet all the needs of learners. The challenges faced by HODs, HEH teachers and learners showed that the subject could not be effectively implemented. Teachers were stressed during practicals as the resources and facilities were not sufficient and adequate. The subject in most cases was taught theoretically instead of it being taught practically.

5.5 Summary

The chapter has discussed the supervision and implementation of HEH in the revised curriculum. The discussion was guided by four research questions. The first research question established that the available facilities and teaching and learning facilities and resources were not suitable, inadequate and inappropriate to support the effective implementation of home economics and hospitality in the revised curriculum. The second research question aimed at establishing the teachers' attitudes toward the implementation of home economics and hospitality in the revised curriculum. The study established that most HEH teachers expressed positive attitudes and willingness to implement effectively home economics and hospitality in the revised curriculum but were hindered by non-availability of facilities and resources. The third research question aimed at finding out the frequency of monitoring HEH teachers in the implementation of home economics and hospitality in the revised curriculum. The study established that HEH teachers are not monitored frequently but are only monitored once per year and mostly by their HODs. The other supervisors failed due to transport challenges caused by inadequate funds.. The fourth research question aimed at analyzing the challenges faced by HEH teachers in the implementation of home economics and hospitality in the revised curriculum. The study established that there were many challenges which HEH

teachers faced in the implementation of Home Economics and Hospitality in the revised curriculum such as: inadequate equipment, inadequate utensils, inadequate materials, dilapidated HEH rooms, inadequate text books, and overcrowded classrooms. These challenges caused HEH teachers to teach HEH theoretically. The next chapter presents the conclusion and the recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

The previous chapter dealt with the discussion of the findings. This chapter presents the conclusion based on the findings of the study which investigated the supervision and implementation of Home Economics and Hospitality in the revised curriculum in selected government secondary schools in Solwezi District. The chapter also makes appropriate recommendations

6.1 Conclusion

The study was guided by the following general objective: to investigate the supervision and implementation of Home Economics and Hospitality in the revised curriculum in selected government secondary schools in Solwezi District. It was guided by the following specific objectives: to assess the suitability of the available facilities and teaching and learning resources used in the implementation of Home Economics and Hospitality in the revised

curriculum in selected government secondary schools in Solwezi District, to establish the attitudes of Home Economics and Hospitality teachers towards the implementation of Home Economics and Hospitality in the revised curriculum in selected government secondary schools in Solwezi District, to find out the frequency of supervising Home Economics and Hospitality teachers in the implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi District and to analyse the challenges Home Economics and Hospitality teachers are facing in the implementation of the revised curriculum in selected government secondary schools in Solwezi District.

The study findings revealed that the available facilities and teaching and learning resources were not adequate and suitable for use in the implementation of HEH in the revised curriculum. The classrooms for HEH are not in good condition and are small to accommodate the big numbers of pupils. The equipment and utensils are not adequate and suitable.

The findings of the study also revealed that if Home Economics and Hospitality was to be implemented effectively in the revised curriculum the government should fund the schools adequately and regularly. The poor implementation of the Revised Curriculum was as a result of inadequate funding of schools.

The findings also showed that the vital reasons for the poor implementation of Home Economics and Hospitality in the Revised Curriculum in Government Secondary Schools was mainly due to, among other things lack of equipment, utensils, appropriate infrastructure, teaching and learning materials and lack of some craft skills in Home Economics and Hospitality teachers such as beadwork, basketry etc.

The findings further showed that HEH teachers had positive attitudes towards the implementation of Home Economics and Hospitality in the revised curriculum but were hindered by inappropriate teaching and learning resources and facilities.

Another notable finding of the study was the barriers of inappropriate teaching and learning resources which hindered the effective implementation of Home Economics and Hospitality in secondary schools. Home Economics and Hospitality teachers were not frequently supervised by head teachers and ESOs during the implementation of HEH in the revised curriculum. HEH teachers faced many challenges in the implementation of HEH in the revised curriculum such as: lack of equipment and utensils, lack of materials, and overcrowded classrooms. All these challenges adversely affected the implementation of HEH in the revised curriculum in government secondary schools in Solwezi.

The success of the implementation of HEH in the revised curriculum can only be attained if suitable and adequate teaching and learning resources and facilities were provided. Additionally, there should be adequate and regular funding to schools, regular CPDs, regular supervision of HEH teachers and conducive workshops to accommodate all the learners.

6.2 RECOMMENDATIONS

On the ground of the study findings and conclusion, the recommendations made are as follows:

1. Home Economics and Hospitality teachers should be provided with in-service trainings to equip them with the skills of the new added topics.
2. The Zambian Government should supply enough teaching and learning resources and materials in secondary schools.
3. The Government should build more spacious workshops to prevent class overcrowding during practical.
4. Home Economics and Hospitality Workshops should be fitted in with enough modern equipment and utensils.
5. All schools should time table Home Economics and Hospitality as per what is stated in the Revised Curriculum.

6.3 Recommendation for Future Research

A research should be carried out on the implementation of HEH in the revised curriculum in primary schools in Solwezi District or other districts.

REFERENCES

- Achola P. P. W (1990). *Implementing Educational Policies in Zambia*. World Bank
Dissertation paper: Africa Technical Development Series. The World Bank:
Washington DC.
- Adebisi, R. O & Onye, M. A. (2013). *Towards Implementation and Sustainability of
Special Education Services: Some Critical Issues*. Journal of Advocacy
and Rehabilitation in Special Education.
- Allington, R. L & Cuning. (1996). *Schools that Work*. New York: Harper Collins.
- Almad, K. G (1985) .*Computers Cambridge: Cambridge University press*. As a Hypothesis,”
Public Opinion quarterly, xxi (spring, 1957), 61-78.

- Australian Government, *National Occupational Health and Safety Commission* (2004). Factsheet, Stress and Burnout at Work.
- Baker, L. Sonnenschein, S. & Serpell, R. (1995). *Opportunities for Literacy learning in the Homes of urban preschoolers*. In L. Morrow (ed), Family literacy: connections in school and communities (pp 236-252). Newark, DE; International Reading Association.
- Beats, S (1982). *Evaluation of Nutrition Education in the Third World*. Nestle Foundation Workshop.
- Bergmann, Herbert (2003). *Practical Subjects in Basic Education*. Relevance at last or Second rate, Education? Eschber, GTZ.
- Betts, J, Zau, A, & Rice, L. (2003). *Determinants of Student Achievement*: New evidence. From San Diego. San Francisco: Public plan institute of California.
- Bigs, J. (1999). *Teaching for Quality Learning at University*. Bicking ham, UK. SRHE and Open University press.
- Bransford, J. D, A. L. Brown & R. R. Cocking (1999). *How People Learn: Brain, Mind, Experience, and School*. National Research.
- Bruner, J (1996). *The Process of Education*. Cambridge, MA: Harvard University Press.
- Carmody, B (2004). *The Evolution of Education in Zambia*, Lusaka: Book World Publishers.
- Chishala, J. (2015). *Junior Secondary Computer Studies*. Lusaka: MK Sibweni road, Zambia.
- Cole, G. A. (2006) .*Strategic Management*. Singapore. Seng lee press.
- Curriculum Development Centre (2000). *Ministry of Education*, Lusaka. Zambia.
- Curriculum Development Centre (2000). *The Basic School Curriculum Framework*.
Lusaka: Curriculum Development Center.
- Curriculum Development Centre (2001). *Views of stakeholders outside the education Sector the Basic education Curriculum*. Ministry of Education. Lusaka: Zambia
- Curriculum Development Centre (2013). *Zambia Education Curriculum Framework*. Lusaka: Curriculum Development Centre Curriculum-Ministry of

Education. Available at <http://moe.edu.it/learning/primary/Curriculum> retrieved on 12-12-16.

Dike S. (2014). *Opening remarks presented at the train-the-trainers workshop on the Use of the revised 9 year Basic Education Curriculum*. Abiya article. Available at <http://www.pubs.sciepub.com/education/3/1/7> retrieved on 12/12/16.

Dominik T Msabila & Stephen G. Nalaila (2013). *Research Proposal and Dissertation Writing*. Nyambari Nyangwine Publishers, Dar es salaam, Tanzania.

Durkheim in Module EDP 3, (2005). *Study Material, Sociology of Education*. Zambia Open University, Lusaka.

Eghan F. R. (1988). *The Potential Home Science Personnel in Ghana to address Development issues using contemporary problem solving Approaches*. Unpublished Doctoral Dissertation. The Pennsylvania State University.

Elihu Katz, " *The Two-Step Flow of Communication*": *An Up-to-Date Report as an Hypothesis, Public Opinion Quarterly*, xxi (spring,1957), 61-78.

Explorable com (May17, 2009). *Non probability sampling*. Retrieved November, 2016 From Explore. com:<https://explorable.com> Non- Probability-sampling.

Farrant, J. S (1964). *Principles and Practice of Education*. Pearson Education limited Edinburgh Gate Harlow.

Fenker, M. (2004). *Organizational Change, Representations and Facilities*. In Facilities Management: Innovation and Performance. Alexander, K. (ed) UK. Taylor Francis.

Florida, R (2005). *The Flight of the Creative Class in ICT*. Washington: Woodrow Wilson International Centre for scholars.

Gadsden, Fay (1993/1994). *Patriarchal Attitudes Male control over Policies Towards Female Education in Northern Rhodesia 1924 – 1963. Zambia Journal of History* 6/ 7. 25 – 45.

Home Economics Association of Zambia (1997). " *Reconceptualising of Home Economics Theory and Practice* " Unpublished HEAZ research. HEAZ, Lusaka, Zambia.

Hord S. M (2004). *How Principals work with other change facilitators*. Education and Urban Society. 17 (1): 89-109.

- John W. Creswell (2003). *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. Second edition. Sage publications. London. New Delhi.
- Jolibongo, D. M (2004). *Home Economics Teaching for Critical Thinking*. Harare: Zimbabwe publishing house.
- Kelly, M. J (1999). *The Origins and Development of Education in Zambia*. Image Publishers limited, Lusaka, Zambia.
- Knezeviah, S. L. (1975). *Administration of Public Education*. New York: Harper and Row.
- Kombo, D. K & Tromp L. A (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines publications Africa. Kenya. Don Boscon Printing press. Makuyu, Kenya.
- Kulbir Singh Sidhu (2013). *Methodology of Research in Education*. New Delhi: Sterling Publishers, India.
- Mahasin I. Shommo (1995). *Teaching Home Economics by a problem# Solving Approach in Sudanese Secondary Schools for Girls*. British journal of in service education, 21:3,319-330, Do 1:10.1080/0305763950210308.
- Maslow, A. H. (1943). *A Theory of Human Motivation: Psychological review* 5014, 370-396.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper and Row.
- Merriam, S. B (1998). *Qualitative Research and Case Study Applications*. San Francisco: Josey.
- Ministry of Education (1977). *Educational Reforms*: Lusaka: Government printers.
- Ministry of Education (1992). *Focus on Learning*. Lusaka. Ministry of Education.
Lusaka: Government printers.
- Ministry of Education (2012). *Zambia Education Curriculum Framework*. Lusaka: Curriculum Development Centre.
- Ministry of Education, Science, Vocational Training and Early Education (2015). *Zambia Education Curriculum Framework*. Lusaka: Curriculum Development Centre.

- Ministry of Education, Science, Vocational Training and Early Education (2013). ***Zambia Education Curriculum Framework***. Lusaka: Curriculum Development Centre.
- Mooka, Sitali, L (1985). ***An investigation into the Teaching of Home Economics in Selected Lusaka Schools in Zambia***. Masters Dissertation, UNZA.
- Mubita, Simamuna, L (2010). ***The Decline of Home Economics in Zambian Basic Schools: The case of Lusaka District***. Thesis (M.ED). The University of Zambia, 2010.
- Mulenga, M. Athanasius (2003). ***Factors Affecting the Utilization of Industrial Arts Department in Lusaka Province, Zambia***. Masters Dissertation, UNZA.
- Murphy, J. (2002). ***The Superintendent as Instructional leader. Findings from effective school district***. Journal of Educational Administration, 24 (2):213-236.
- Namutowe S (2016). Analysis of factors affecting performance and management of home economics. UNZA, Lusaka: Master's Dissertation.
- Natal College of Education (1997). ***The Learning and Teaching in the classroom***. Cape Town: Fran-Colin.
- Nwagwu, N. A (1978). ***Primary School Administration***. Lagos Macmillan Nigerian Publishers.
- Ogunsaju, S. (1980). ***Some Aspects of School Management***. Ibadan.
- Okpala, P. N (2011). ***Reforms in Slem Education***. Keynote address at 52nd annual Conference of Stan 15th -20th August, 2011.
- Philius, O.U &Wanjobi, W.C.(2011). ***Performance Determinants of Kenya Certificate of Secondary Education(KCSE) in Mathematics of Secondary Schools in Nyamaiya Division, Kenya***. Asian Social Science 7/(2),107-112.
- Phiri Ana (2009). ***Teaching and Management of Home Economics in Selected Basic Schools in Mufulira, District, Copperbelt Province of Zambia***. University of Zambia. Lusaka.
- Polloway, A. E (1989). ***Strategies for Teaching Learners with Special Education Needs***. London: Merill publishing company.

- Porpst. R. (1972). *The High School: The process and the place*. New York: Educational Facilities Laboratories.
- Schuler, S and Schuler, E. M (2nd edition) (1973). *The householders Encyclopedia*. M.B Tate, 'Home Economics as a profession'.
- Sibulwa (1996). *Curriculum Planning and Development*. New Deihi: Asha publishers.
- Simamuna Likanda Mubita (2010). *The Decline of Home Economics in Zambian Basic Schools*. The case of Lusaka District. UNZA.
- Smith A. (1998). *Accelerated Learning in Practice: Brain-based methods for Accelerating motivation and achievement*. 4th reprint (2003). Network Educational press ltd.
- Smith T.W (1999). *The Emerging 21st Century American Family, GSS Social Change*. Report No.42 Chicago: University of Chicago National Opinion Research Centre.
- Snelson, P. D (1974). *Educational Development in Northern Rhodesia 1883 - 1945*. Lusaka: NEDCOZ.
- Stoner, J. A. F, Freeman, R. E, and Gilbert, D. R (1996). *Management*. New Delhi: Prentice Hall.
- Strauss, A. and Corbin, J. (1990). *Basics of Qualitative Research. Grounded Theory, Procedures and Techniques*. London: Sage Publications. *Times of Zambia*, March 4, 2016.
- Todaro, P. M. (1981). *Economic Development in the Third World*. New York: Longman.
- UNESCO (2005). *Education For All (EFA) Global Monitoring Report 2008*. By , 2015 Will We Make It? Paris: UNESCO.
- Unruh, G. G and Alexander, W. M. (1974). *Innovations in Secondary Education*. New York: Rindehart and Winson.
- Vanes, E (1984). *Pause and Reflect. Canadian Perception in the lake Placid conferences*. *Canadian Home Economics journal* 34(30), 137-140.
- Wan, H. L (2007). 'Human Capital Development Policies: enhancing employees' Satisfaction' *Journal of European Industrial Training* 31, (4), 297-322.

- World Bank (1994). *Trends in Developing Economies*: volume 3. Sub-Saharan Africa. Washing DC. World Bank, World Bank.
- World Vision International Children Ministry (2009). *Sponsorship*, WVI.
- Yukani, A. (2013). *Factors affecting teaching of vocational skills in selected Primary schools in Solwezi District*. University of Zambia. Lusaka: Master's Dissertation.
- Zvobgo, R. J. (1999). *The Post-Colonial State and Educational Reform*. Harare: Zimbabwe Publishing House

APPENDIX I

CONSENT FORM

SUPEVISION AND IMPLEMENTATION OF HOME ECONOMICS AND HOSPITALITY IN THE REVISED CURRICULUM IN SELECTED GOVERNMENT SECONDARY SCHOOLS IN SOLWEZI DISTRICT.

I am a bonafide post graduate student of University of Zambia in collaboration with Zimbabwe Open University pursuing a Masters of Education in Educational Management. I

am conducting a research on the supervision and implementation of home economics and hospitality in the revised curriculum in selected government secondary schools in Solwezi district.

The research is for academic purposes. You are kindly requested to provide answers to questions while being honest.

You are free to withdraw from the study if you wish to do so.

Read the consent of the agreement below and sign.

CONSENT OF THE AGREEMENT SIGNED BY THE RESEARCH PARTICIPANTS

I have understood the instructions and conditions concerning the study and I agree to participate. I understand that I am also free to withdraw from the study at any given time and that the information gathered from the participants will be confidential.

Signed.....

Date.....

THANK YOU FOR YOUR PARTICIPATION.

APPENDIX II

QUESTIONNAIRE FOR PUPILS

(Tick where applicable)

Part i: Demographic data

1. Gender Male [] Female []

2. Age 10–15years [] 15 – 20 years [] 20 -25 years []

Part ii: Educational facilities and resources

1. The home economics room has all the needed equipment and utensils

Agree [] Not sure [] Disagree []

2. The available equipment and utensils are in good condition.

Agree [] Not sure [] Disagree []

3. The home economics room has all the necessary materials needed for practical

Agree [] Not sure [] Disagree []

4. Do you think equipment and utensils affect your teaching in home economics and hospitality?

Agree [] Not sure [] Disagree []

Part iii: Attitudes of teachers

1. Teachers attend to you in class.

Agree [] Not sure [] Disagree []

2. Teachers allow you to be in class during home economics periods.

Agree [] Not sure [] Disagree []

3. Teachers mark class exercises and homework.

Agree [] Not sure [] Disagree []

4. Teachers teach all the topics meant to be covered in the term.

Agree [] Not sure [] Disagree []

Part IV: Challenges in home economics

1. During practical all ingredients and materials are provided.

Agree [] Not sure [] Disagree []

2. During practical each group has 8 pupils.

Agree [] Not sure [] Disagree []

3. Materials provided during practical are enough.

Agree [] Not sure [] Disagree []

4. Every week pupils do practical.

Agree [] Not sure [] Disagree []

5. Home economics text books are enough.

Agree [] Not sure [] Disagree []

THANK YOU FOR YOUR CO-OPERATION

APPENDIX III

QUESTIONNAIRE FOR HOME ECONOMICS AND HOSPITALITY TEACHERS

Part i: Demographic data

(Tick where applicable)

1. Gender Male [] Female []
2. Age 10-20yrs [] 20-30yrs [] 30-40yrs []
- 40-50yrs [] 50-60yrs []
3. What is your highest qualification?
- Certificate [] Diploma [] Degree [] Master's level []
4. For how long have you been teaching home economics?
- 0-5yrs [] 5-10yrs [] 10-15yrs [] 15-20yrs []
- 20-25yrs [] Above 25yrs []

Part ii: Teaching and learning resources and facilities

1. The home economics room is in good condition.
- Agree [] Not sure [] Disagree []
2. The home economics room has the necessary teaching and learning equipment and utensils.
- Agree [] Not sure [] Disagree []
3. The available equipment and utensils are all in good condition.
- Agree [] Not sure [] Disagree []
4. The home economics room has all necessary equipment, utensils and materials for practical.
- Agree [] Not sure [] Disagree []
5. Do you think teaching and learning equipment, utensils and materials affect the implementation of home economics?
- Agree [] Not sure [] Disagree []

Part iii: Attitudes of teachers

1. Teachers are all well behaved.

Agree [] Not sure [] Disagree []

2. Teachers write lesson plans.

Agree [] Not sure [] Disagree []

3. Teachers attend well to their classes.

Agree [] Not sure [] Disagree []

4. Teachers are punctual for work.

Agree [] Not sure [] Disagree []

5. Teachers give homework and mark.

Agree [] Not sure [] Disagree []

6. Teachers account for departmental money.

Agree [] Not sure [] Disagree []

Part iv: Supervision

1. Monitoring is done every term.

Agree [] Not sure [] Disagree []

2. Teachers are ever ready for monitoring.

Agree [] Not sure [] Disagree []

3. Monitoring is done very well.

Agree [] Not sure [] Disagree []

4. Monitoring is done many times in a year.

Agree [] Not sure [] Disagree []

Part v: Challenges in home economics

1. Home economics room is in good condition.

Agree [] Not sure [] Disagree []

2. Home economics is funded very well and every month.

Agree []

Not sure []

Disagree []

3. Home economics room is well stocked with equipment, utensils and materials.

Agree []

Not sure []

Disagree []

4. Home economics classes have small numbers of pupils.

Agree []

Not sure []

Disagree []

5. Home economics text books are enough.

Agree []

Not sure []

Disagree []

6. Practicals are done every week per class.

Agree []

Not sure []

Disagree []

THANK YOU FOR YOUR CO-OPERATION

APPENDIX IV

QUESTIONNAIRE FOR HEAD TEACHERS AND HODs

Part i: Demographic data

(Tick where applicable)

1. Gender

Male []

Female []

2. Age 20-30yrs [] 30-40yrs [] 40-50yrs [] 50-60yrs []

3. What is your highest qualification?

Certificate [] Diploma [] Degree [] Master's level []

Doctorate level []

4. For how long have you been working?

0-5yrs [] 5-10yrs [] 10-15yrs [] 15-20yrs []

20-25yrs [] 25-30yrs []

Part ii: Teaching and learning facilities and resources

1. The home economics room has all the necessary teaching and learning equipment and utensils.

Agree [] Not sure [] Disagree []

2. The available equipment and utensils are in good condition.

Agree [] Not sure [] Disagree []

3. Home economics is adequately funded.

Agree [] Not sure [] Disagree []

4. Home economics department is funded every month.

Agree [] Not sure [] Disagree []

5. Do you think teaching and learning equipment, utensils and materials affect the implementation of home economics and hospitality?

Agree [] Not sure [] Disagree []

Part iii: Attitudes of teachers

1. Teachers are well behaved.

Agree [] Not sure [] Disagree []

2. Teachers write lesson plans.

Agree []

Not sure []

Disagree []

3. Teachers attend well to their classes.

Agree []

Not sure []

Disagree []

4. Teachers are punctual for work.

Agree []

Not sure []

Disagree []

5. Teachers give homework and mark.

Agree []

Not sure []

Disagree []

6. Teachers account for departmental money.

Agree []

Not sure []

Disagree []

Part IV: Monitoring

1. Teachers are monitored every term.

Agree []

Not sure []

Disagree []

2. Teachers are ever ready to be monitored

Agree []

Not sure []

Disagree []

3. Do you think monitoring affect the effective implementation of home economics in the revised curriculum?

Agree []

Not sure []

Disagree []

Part v: Challenges in home economics

1. Home economics room is in good condition.

Agree []

Not sure []

Disagree []

2. Home economics is funded every month.

Agree []

Not sure []

Disagree []

3. Home economics room is well stocked with equipment, utensils and materials.

Agree []

Not sure []

Disagree []

4. Home economics classes have few pupils.

Agree []

Not sure []

Disagree []

5. Home economics text books are enough.

Agree []

Not sure []

Disagree []

6. Home economics is practically taught.

Agree []

Not sure []

Disagree []

THANK YOU FOR YOUR CO-OPERATION

APPENDIX V

QUESTIONNAIRE FOR SESO PRACTICAL AND ESOs

Part i: Demographic data

(Tick where applicable)

1. Gender Male [] Female []
2. Age 20-30yrs [] 30-40yrs [] 40-50yrs [] 50-60yrs []
3. What is your highest qualification?
- Certificate [] Diploma [] Degree [] Master's level []
- Doctorate level []
4. For how long have you been working?
- 5-10yrs [] 10-15yrs [] 15-20yrs [] 20-25yrs [] 25-30yrs []

Part ii: Teaching and learning facilities and resources

1. The home economics rooms in schools are in good conditions.
- Agree [] Not sure [] Disagree []
2. The home economics rooms in schools have all the necessary teaching and learning equipment, utensils and materials.
- Agree [] Not sure [] Disagree []
3. The available equipment and utensils are in good conditions.
- Agree [] Not sure [] Disagree []
4. Home economics is adequately funded.
- Agree [] Not sure [] Disagree []
5. Do you think teaching and learning equipment, utensils and materials affect the implementation of home economics and hospitality in the revised curriculum?
- Agree [] Not sure [] Disagree []

Part iii: Attitudes of teachers

1. Teachers are well behaved.
- Agree [] Not sure [] Disagree []

1 Teachers write lesson plans.

Agree [] Not sure [] Disagree []

3. Teachers attend well to their classes.

Agree [] Not sure [] Disagree []

4. Teachers are punctual for work.

Agree [] Not sure [] Disagree []

Part IV: Monitoring

1. How many times have you monitored teachers this year?

Once [] Twice [] Thrice [] Zero []

2. Do you think teachers are adequately monitored?

Agree [] Not sure [] Disagree []

3. Do you think monitoring affect the effective implementation of home economics and hospitality in the revised curriculum?

Agree [] Not sure [] Disagree []

Part v: Challenges in home economics

1. Home economics rooms are in good condition.

Agree [] Not sure [] Disagree []

2. Home economics is adequately funded.

Agree [] Not sure [] Disagree []

3. Home economics rooms are well stocked with equipment, utensils and materials.

Agree [] Not sure [] Disagree []

4. Home economics classes have few pupils.

Agree [] Not sure [] Disagree []

5. Home economics text books are enough.

Agree []

Not sure []

Disagree []

6. Home economics is practically taught.

Agree []

Not sure []

Disagree []

THANK YOU FOR YOUR CO-OPERATION

APPENDIX VI

INTERVIEW GUIDE FOR SECONDARY HEAD TEACHERS

I am a postgraduate student at the University of Zambia and Zimbabwe Open University conducting a Research on the implementation of Home Economics and Hospitality in the Revised Curriculum. You have been purposively selected to participate in responding to this interview. Your responses will help the Researcher to complete her report and suggest best ways on how Home Economics and Hospitality in the Revised Curriculum can be improved. Your responses will be kept strictly and confidential unless where you show consent to be quoted in the report.

PERSONAL DEMOGRAPHICS

Your work experience in years

Teaching experience

Your age in years

Your professional education

1. When did you introduce the revised curriculum in this school? Explain
2. What is your perception on the revised curriculum? Explain
3. How did you receive the revised curriculum as the School Manager? Explain
4. Does your school have a workshop for Home Economics and Hospitality Lesson?
5. Does the government fund your school? Explain
6. How much is allocated for Home Economics and Hospitality practicals? Explain
7. Where do you get the funds from to finance Home Economics and Hospitality?
Practicals? Explain
8. Do you think this subject is beneficial to pupils? Explain
9. Do you think Home Economics teachers are qualified to teach the pupils? Explain
10. Do your Home Economics teachers hold Continuous Professional Development meetings? Explain
11. Have you ever monitored the teaching and learning of Home Economics and
Hospitality in class? Explain

12. What methods do Home Economics teachers use during lesson delivery? Explain
13. Do you think the set objectives are being met in the lessons taught? Explain
14. What do you think should have been done to Home Economics teachers before the introduction of the revised curriculum? Explain
15. What do you think can help Home Economics teachers to improve the teaching of Home Economics and Hospitality? Explain

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX VII

INTERVIEW GUIDE FOR HEAD OF SECTION/DEPARTMENT

I am a postgraduate student at the University of Zambia and Zimbabwe Open University conducting a Research on the implementation of Home Economics and Hospitality in the Revised Curriculum. You have been purposively selected to participate in responding to this

interview. Your responses will help the researcher to complete her report and suggest best ways on how Home Economics and Hospitality in the Revised Curriculum can be improved. Your responses will be kept strictly and confidential unless where you show consent to be quoted in the report.

PART I: PERSONAL DEMOGRAPHICS

Your work experience in years

Teaching experience

Your age in years

Your professional education

State your area of subject specialization?

For how long have you been Head of Section/Department at this Secondary School?

PART II

1. What is your responsibility at this school? Explain
2. When did you introduce Home Economics and Hospitality as a subject in this school?
3. How did you receive the introduction of the revised curriculum as the Head of Department? Explain
4. How many classes learn Home Economics and Hospitality?
5. How many Home Economics teachers are in this Department?
6. What are their highest qualifications? Explain
7. Do you have a workshop for use when teaching and learning Home Economics and Hospitality? Explain
8. How equipped is this workshop? Explain
9. Do you have a Departmental stock book? Explain
10. How many times in a term do you do stock taking? Explain
11. Does Home Economics and Hospitality as a subject receive some funds from the government for lesson delivery? Explain
12. How do your account for this money? Explain

13. Is the allocation enough? Explain
14. Who else funds the department? Explain
15. How many times do you receive the funds in a term?
16. As the Head of Department how do you support your department in times of crisis?
Explain
17. How many pupils sat for Home Economics at? :
- (i) Grade 9
 - (ii) Grade 12
8. How many passed at:
- (i) Grade 9
 - (ii) Grade 12
19. How often do you monitor your Home Economics teachers? Explain
20. Do you conduct Continuous Professional Development meetings in your Department?
Explain
21. How many times in a term do you have Continuous Professional Development meetings?
Explain
22. What challenges do you face as the Head of Department when doing the duties? Explain
23. How best can you improve the teaching and learning of Home Economics and Hospitality as a subject? Explain

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX VIII

INTERVIEW GUIDE FOR HOME ECONOMICS AND HOSPITALITY TEACHERS

I am a postgraduate student at the University of Zambia and Zimbabwe Open University conducting a research on the implementation of Home Economics and Hospitality in the Revised Curriculum. You have been purposively selected to participate in responding to this interview. Your responses will help to the researcher to complete her report and suggest best ways on how Home Economics and Hospitality in the Revised Curriculum can be improved. Your responses will be kept strictly and confidential unless where you show consent to be quoted in the report.

PART I: PERSONAL DEMOGRAPHICS

Your work experience in years

Teaching experience

Your age in years

Your professional education

State your area of subject specialization

PART II

1. For how long have you been teaching Home Economics? Explain
2. Where were you trained? Explain
3. Do you have a workshop for Home Economics and Hospitality? Explain
4. How many periods are allocated for Home Economics and Hospitality on the time table per class? Explain
5. How many periods do you use for theory? Explain
6. How many periods do you use for practicals? Explain
7. During practicals how many pupils are in each group? Explain
8. How equipped is the Home Economics workshop/ room? Explain
9. How many times in a week do you give pupils homework? Explain
10. How many times do you give tests to pupils per term? Explain
11. How do you compare Home Economics in the old curriculum with the revised curriculum? Explain
12. In the old curriculum what teaching and learning aids were you using when teaching Home Economics? Explain

13. When teaching Home Economics and Hospitality in the revised curriculum what teaching and learning aids and materials are you using? Explain
14. Has the teaching aids and materials improved in the revised curriculum? Explain
15. What teaching methods do you use when teaching? Explain
16. What do you think are the benefits of teaching pupils Home Economics and Hospitality? Explain
17. What is your favorite component in Home Economics and Hospitality? Explain
18. Which component do pupils find easy to learn? Explain
19. Which component do pupils find difficult to assimilate? Explain
20. Did you have a refresher course/workshop before the revised curriculum was introduced in schools? Explain
21. What was the duration for the workshop/ refresher course? Explain
22. Any additions of the topics that can be included in Home Economics and Hospitality in the revised curriculum? Explain
23. Any subtraction of topics that can be removed from Home Economics and Hospitality in the revised curriculum? Explain
24. Have you ever been monitored teaching Home Economics and Hospitality since the introduction of revised curriculum? Explain
25. How best can we improve the teaching and learning of Home Economics and Hospitality in the revised curriculum? Explain

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX IX

INTERVIEW GUIDE FOR PUPILS

I am a postgraduate student at the University of Zambia and Zimbabwe Open University conducting a Research on the implementation of Home Economics and Hospitality in the Revised Curriculum. You have been purposively selected to participate in responding to this interview. Your responses will help the researcher to complete her report and suggest best ways on how Home Economics and Hospitality in the Revised Curriculum can be improved. Your responses will be kept strictly and confidential unless where you show consent to be quoted in the report.

1. When did you start learning Home Economics and Hospitality?
2. Do you find Home Economics and Hospitality Difficult? Explain
3. If Home Economics and Hospitality is difficult which other subject can you prefer to take? Explain
4. When in class during Home Economics and Hospitality periods what do you like most practical or theory? Explain
5. How many periods do you learn Home Economics and Hospitality per week? Explain
6. How many times per week do you do practicals? Explain
7. What are the benefits of learning Home Economics and Hospitality? Explain
8. What have you made personally in Home Economics and Hospitality? Explain
9. Do you contribute money towards the learning of Home Economics and Hospitality in class? Explain
10. What challenges do you have when learning Home Economics and Hospitality? Explain

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX X

INTERVIEW GUIDE FOR SESO-PRACTICAL AND ESOs

I am a postgraduate student at the University of Zambia and Zimbabwe Open University conducting a research on the implementation of Home Economics and Hospitality in the Revised Curriculum. You have been purposively selected to participate in responding to this interview. Your responses will help the researcher to complete her report and suggest best ways on how Home Economics and Hospitality in the Revised Curriculum can be improved. Your responses will be kept strictly and confidential unless where you show consent to be quoted in the report.

PART I: PERSONAL DEMOGRAPHICS

Your work experience in years

Your age in years

Your professional education Certificate Diploma Degree Masters
PHD Degree

Your area of subject specialization

PART II

1. How long have you been SESO- Practical? Explain
2. How many schools teach Home Economics and Hospitality in Solwezi district? Explain
3. Are all schools staffed with qualified Home Economics teachers? Explain
4. When do you expect new qualified Home Economics teachers to be deployed in such schools? Explain
5. Are you going to introduce more schools to teach Home Economics and Hospitality? Explain
6. Why do you want to introduce more schools to teach Home Economics and Hospitality? Explain
7. How is funding allocated to schools? Explain
8. Is the funding allocated to schools adequate? Explain
9. How much is required per each school? Explain
10. As the SESO- Practical how many times do you monitor the teaching and learning of Home Economics and Hospitality in schools? Explain

11. What challenges do you face during monitoring? Explain
12. How best can we improve the teaching and learning of Home Economics and Hospitality in the Revised Curriculum? Explain

THANK YOU VERY MUCH FOR YOUR COOPERATION.