

ATTITUDES AND OPINIONS OF ZIMBABWE UNIVERSITY
FACULTY AND ADMINISTRATORS TOWARD ENROLLMENT
OF ALL FIRST YEAR STUDENTS IN PERSONAL AND
FAMILY LIVING SUBJECTS

By

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Submitted to the Faculty of the Graduate College
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in partial fulfillment of the requirements
for the Degree of
DOCTOR OF PHILOSOPHY
May, 1987

Thesis
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ACKNOWLEDGMENTS

Assistance and encouragement during this endeavor was rendered by many persons and the author gratefully acknowledges the help of each and every one. I express my sincere appreciation to Dr. Beulah Hirschlein, academic and thesis adviser, whose guidance and encouragement greatly facilitated the development and completion of the doctoral program. Her positive outlook, calm approach and position as a leader enabled completion of this study. Grateful appreciation is also extended to members of my committee, Dr. Bettye Gaffney, Dr. Elaine Jorgenson, and Dr. Robert Price, whose expertise and outstanding commitment served as an inspiration to me. Even though Dr. Sharon Nickols had to leave, her expertise and contributions she made are greatly appreciated. Gratitude is expressed to Dr. William D. Warde and Dr. David L. Weeks for advice on statistical analysis and assistance with instrumentation.

Special appreciation is extended to Dr. R. Murapa who directed the administration of the survey at the University of Zimbabwe. Special thanks also go to Mr. Kambudzi who was his assistant. This research project would not have been possible without the cooperation of the 173 faculty and administrators at the University of Zimbabwe who gave their time to supply the information. Thanks also to Mary Lou Wheeler who skillfully typed this manuscript and offered encouragement throughout.

I sincerely thank the First United Methodist Church of Stillwater, Oklahoma, under the leadership of Reverend Eldon Moelling, for financial

support. My entire doctoral program and research would not have been possible without their assistance.

Acknowledgment is extended to the College of Home Economics faculty for their support and encouragement during my studies at Oklahoma State University.

Being in a foreign country with no family members nearby can be a lonely experience. I sincerely extend my thanks and appreciation to Mrs. Alice Ream and the late Mr. Floyd Ream for their never ending love throughout my six and a half years in the United States. Also special thanks go to Ms. Emily A. Sannebeck, Ms. Ruey Lawrence, Mr. and Mrs. Robert Stayton, Mr. and Mrs. Frank Short, Mr. and Mrs. Marion Saddoris, Mrs. Beatrice Wetzel, Dr. Rita Youmans and my American grandparents, Mr. and Mrs. J. L. Williams, Jr. for their interest in me.

Finally, an expression of gratitude is due to my parents, Mr. and Mrs. Abel Mvududu. My father encouraged me to pursue graduate work and I am very thankful for that. My mother, a home economist, allowed me to turn her house into a playhouse as I was growing up! I owe her a lot for the motivation and all the guidance I got from her which also enabled me to have interest in home economics. I also owe my thanks to my brothers, Patrick, Kumbirai, Chengetai, and Timmothy, and sisters, June and Angeline, and little niece, Miriam, whose tireless hands kept on writing me letters of encouragement throughout my best and worst times.

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CHAPTER I

INTRODUCTION

The quest for better education for the African nations has been noted by researchers for decades (Court & Ghai, 1974; Great Britain Colonial Office, 1945; Lewis, 1954; Mohapeloa, 1981). The problem lies in the fact that during colonial rule, higher education was not geared to the total needs of the Africans (Bailey, 1977; Hallak, 1983; Nhonoli, 1978; Thompson & Fogel, 1976; Weiler, 1977). The education that was available to the Africans was in the form of "pure academics" geared only toward professional requirements and making little or no contribution to the Africans' personal lives. Instruction in personal and family living directed toward improving the quality of daily living was not available as part of formal higher education. This lack of completeness of education was compensated by education one acquired from home training experiences. Education obtained in the home was known as informal or traditional education. These two options, formal and informal education, were the only survival tools for the Africans.

In reference to the informal or traditional education taught, credit needs to be given for its effectiveness in the lives of the extended families during those days. However, it should be realized that Africa is changing at a fast rate. The economy and the family are examples of areas upon which change is having an impact. Therefore, it appears likely that new forms of formal education that provide skills

for personal and family living would be appropriate in this modern world.

This does not mean alienating Africans from their environment so as to fit the western world, but providing educated Africans with some skills that provide not only income for the family but also skills in personal and family living so as to enhance their abilities in coping with their environment. The researcher believes that if education is to be effective, it has to encompass more than earning an income; it must also develop the person in other ways.

This study assumes that subjects in personal and family living are important for students' growth. The inclusion of selected home economics subjects in university general education curricula is a means of providing needed growth experiences. The focus of the study is on the attitudes and opinions of Zimbabwe University faculty and administrators toward the enrollment of all first year students in personal and family living subjects.

Statement of the Problem

Some educators (Aidoo, 1977; Court, 1980; Henderson & Henderson, 1974; Jacobs, 1964; Munyua & Muhia, 1974; and Wandira, 1981) have critically questioned the appropriateness and adequacy of African education and whether it met the needs of the society. According to Fafunwa (1982) the purpose of education for the old African society was clear because functionalism was the main guiding principle. This education was generally for a preparation of adulthood and an immediate induction into society. The emphasis was mostly on social responsibility, job orientation, political participation, and spiritual and

moral values. Practical experiences in farming, fishing, weaving, cooking, carving, and many other areas were available to enhance daily living skills. "Education in Old Africa was an integrated experience" (Fafunwa, 1982, p. 10). Therefore, in that particular social context, traditional African education had to be considered by its performance within that situation and not by any extraneous consideration or some foreign yardstick.

As a result of the colonial system, and especially urbanization, traditional institutions and their powerful sanctions broke down, leaving many Africans caught between two worlds (Sheffield, 1973). Many heads of households had to leave the rural homes so as to seek employment in the cities. They had to earn money to pay taxes. This whole process of men leaving their family homes, disrupted the nature of the traditional institution. In other words, the traditional roles men had held within the family were limited by new socioeconomic requirements.

The birth and expansion of higher education was originally connected with the desire to control the amount of higher education received by Africans and above all to keep them away from supposedly "harmful" influences (Moumouni, 1968, p. 67). The whole question of training Africans for skilled positions has been a controversial issue. Africans trained in crafts and trade were very few in governmental schools (Parker, 1960). Opening the world of knowledge to the Africans was to many Europeans highly suspect. A member of the British legislature commented in 1905 that "An uneducated native was the most honest, trustworthy, and useful" (Parker, 1960, p. 72). Furthermore the nightmare of Africa was described as "the colonial cancer eating the vital

tissue of African sense of purpose and direction" (Mungazi, 1982, p. 8).

The results of this present study of perceptions of faculty and administrators at the University of Zimbabwe will provide information for future curriculum development. It was the opinion of the author that current socioeconomic conditions and personal living needs of students in Zimbabwe justified the inclusion of personal and family living subjects in the general education curriculum. Further, it was hoped that personal and family living subjects would be required for all first year students.

The underlying theory for this research is a focus on curriculum change. Under the present system, curriculum change must have the support of faculty and administrators. If personal and family living subjects are to be incorporated in the general educational experience of all students, faculty and administrators must support the idea. In a country still emerging from the British colonial education system, it was uncertain whether faculty and administrators would identify a need for university subjects in personal and family living. The readiness for educational change which favored the personal development of students was examined in this research.

Purpose and Objectives

The purpose of this study was to investigate the attitudes and opinions of Zimbabwe University faculty and administrators toward the enrollment of all first year students in personal and family living subjects. The following objectives guided the study:

1. Investigate the previous study of Zimbabwean faculty and administrators to subjects in personal and family living.

2. Investigate University of Zimbabwe faculty and administrators' perceptions of the importance of subjects in personal and family living.
3. Determine the rank order of perceived importance of the various personal and family living subjects in relation to students' needs in life as a whole.
4. Determine a need to have a mandatory curriculum including some of the subjects related to personal and family living for all first year students in the university.
5. Investigate ways of recommending and accommodating subjects related to personal and family living in the curriculum of all first year students.
6. Investigate perception of change in the way of life for people in Africa.
7. Identify the group(s) that has(have) the greatest input in curriculum changes at the University of Zimbabwe.

Hypotheses

The following null hypotheses were tested in this study:

H₁: There is no association between faculty and administrators' previous study of subjects in personal and family living and selected demographic variables.

H₂: There is no association between faculty and administrators' perception of the importance of personal and family living subjects in a mandatory curriculum for all first year students at the University of Zimbabwe and selected demographic variables.

H₃: There is no association between the professional roles of respondents and their perceptions regarding sources of input in curriculum change.

Assumptions

The following assumptions provided a basis for planning and conducting this study.

1. The faculty and administrators at the University of Zimbabwe will accurately report their perceptions.

2. Historical and present trends in the society will influence the perceptions of the faculty and administrators.

Limitations of the Study

This study has the following limitations:

1. Data were collected from only one university.

2. Data were collected by a survey method where respondents had no opportunity to ask questions or seek clarifications.

Definition of Terms

The following definitions were important to the development and understanding of this study.

Attitude -

. . . a relatively enduring system of effective, evaluative reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects. As an affective reaction, it is a covert or implicit response . . . it is a drive-producing response which elicits motives and thus gives rise to overt behavior. The evaluative reaction is based upon conception of the referent in terms of facilitation or inhibition of attainment of already-existing goals. Attitude scales measure only one dimension of the affective reactions: positivity-negativity (Shaw & Wright, 1967, pp. 10-11).

Commonwealth University - A university that is affiliated with the British system of education.

Developing Country -

Developing country refers to the nation with relatively low per capita income. This is characterized as having low productivity, high illiteracy rates, high birth rate, a dependence on subsistence level agriculture, limited educational facilities and rudimentary communication and transportation facilities. (Ending Hunger, 1985, p. 412)

General Education - Basic education for every person or student (Bagunwa, 1980).

Opinion - "A belief that one holds to be without emotional commitment or desire, and to be open to reevaluation since the evidence is not affirmed to be convincing" (English & English, 1958, p. 358).

Personal and Family Living Subjects/Home Economics Subjects - Subjects that contribute to improvement of good health and daily living of individuals and/or family. Overall, they provide basic knowledge and skills for rearing a family and managing a household. Typically, subjects include the social, economic, technological, political, physical and psychological aspects of living and especially the individual's and/or family's interaction with the near environment.

Subject - "Any of the various courses of study in a school or college" (Webster's New World Dictionary, 1958, p. 1451).

Traditional Education or Informal Education - Education taught in the home by family members.

Traditional Institution - African extended family system.

Organization of the Report of the Study

This research report is organized into five chapters. The present chapter discusses the research problem and also includes purpose and objectives, hypotheses, assumptions, limitations of the study, and definitions of terms. Chapter II focuses on a review of the literature

which serves as a basis for the study. Research procedures are developed in Chapter III. The findings of the study and the analysis and interpretation of these findings are presented in Chapter IV. The summary, conclusions, and recommendations are in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

For the purposes of this research, the review of related literature has been organized in four parts. First, an overview of curriculum theory is presented. Theoretical bases for curriculum change and curriculum decision making are included in the overview. Next, faculty and administrators' influence in curriculum decisions is explored. Third, the general education curriculum in higher education is discussed. Finally, the nature of home economics (personal and family living education) in higher education is reviewed. Each of the areas discussed will relate to African institutions.

Curriculum Theory

Before curriculum theory can be explained it is important to present an overview of theory. Rose (1953) defined theory as follows:

. . . an integrated body of definitions, assumptions, and general propositions covering a given subject matter from which a comprehensive and consistent set of specific and testable hypotheses can be deduced logically. (p. 52)

Gough (1984) stated that theories "are manifestations of our attempts to achieve some congruence between the workings of the human mind and the operations of the universe around us" (p. 65). According to Vallance (1982) "A theory seeks an answer, it seeks closure, and it attempts to remain stable in the face of frequent tests against real situations" (p. 5). Kerlinger (1973) stated:

A theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena. (p. 24)

Beauchamp (1982) described a theory as an organized explanation for an observed set of events that require explanation. Using the generalized definition of the theory above, a construct for curriculum theory can be explained. Beauchamp (1982) stated that "A curriculum theory is a set of related statements, or propositions that gives meaning to the phenomena related to the concept of a curriculum, its development, its use, and its evaluation" (p. 24).

Gough (1984) reported that the essence of practical curriculum theorizing is to initiate and sustain a method by which curricular problems are illuminated and solutions to problems of practice are invented. On the other hand, Cherryholmes (1982) argued that a curriculum theory should attend to at least three problem areas such as educational practice which has to be explained, the ethical criteria needed to improve practice have to be selected, and content has to be conceptualized.

Educational practices have existed in conjunction with rules. "Rules and practices together formed institutions that have ideological dimensions" (Giddens, 1979, p. 53). In this kind of situation curriculum decision makers determined the kind of education that should be taught. Cherryholmes (1982) stated that explanations and theories of curriculum phenomena are subject to criticism. However, the criticism had to allow ideological orientations in social practices and account for those practices which surfaced and were illuminated.

Ethical criteria or normative standards are needed to clarify and specify what is meant by "improve" the educational environment. A value standard is required so that one knows what constitutes improvement, once an empirical situation is known (Cherryholmes, 1982). In order for a theory of curriculum to be adequate, it has to deal with explaining educational phenomena, ethical choice, and epistemology. Explanation cannot exist without norms. Ethical criteria to improve educational situations are not independent of a description of those situations. An epistemological account of what is taught is related to theoretical commitments about what is the case. Because of the complexity of the problems it has to deal with, curriculum theory should not be taught of as a statement but as a search (Cherryholmes, 1982).

McCutcheon (1982) stated that curriculum theory is an integrated collection of sets of analyses, interpretations, and understandings of curricular phenomena. Such theory has to be open to challenge in terms of evidence and the line of reasoning has to be based upon a strong value base and drawn from multiple disciplines.

According to Vallance (1982) the practical uses of curriculum theory were for the most part not immediate, for they depended on accumulation, testing, and gradual integration. Eventually they do contribute to collective knowledge, shaping the ways people view classrooms, textbooks, specific curriculum reforms, and others. According to Schwab (1969) curriculum theorizing occurs at every level in the educational system. It is an attempt to survey, analyze, synthesize and test the knowledge available about curriculum problems, a process that requires looking at the data available and making sense of it. Usually the data are the parts of a new curriculum package.

Curriculum theories guide the work of teachers, researchers, curriculum developers, policy makers, administrators, and other educators. They do help in seeing a general framework, organization, or map that in turn may facilitate peoples' perceiving matters differently through new awareness, conceiving of alternative courses of action, envisioning consequences of these alternatives, examining peoples' own practice, and therefore deciding how to act (McCutcheon, 1982).

Furthermore, theory helps the researcher to analyze data, summarize, and suggest new things to do. It is an aid to thinking and further work (Gowin, 1963). According to Beauchamp (1982) curriculum theories could function as guides for those practitioners in schools and school systems who must plan, use, and evaluate curricula in their own school settings.

Overall, educational practices are related to the philosophy of the institution in terms of perceived priorities in the development of the society. The theory of an institution in terms of the development of curriculum is influenced by its mission and philosophy. In the situation of the University of Zimbabwe, the University of Zimbabwe Act of 1982 influences the development of curriculum. The University of Zimbabwe 1985 Prospectus (1985) stated the following:

The objects of the university are the advancement of knowledge, the diffusion and extension of arts, science and learning, the provision of higher education and research and, so far as is consistent with those objects, the nurturing of the intellectual, aesthetic, social and moral growth of the students at the university. . . . (p. 37)

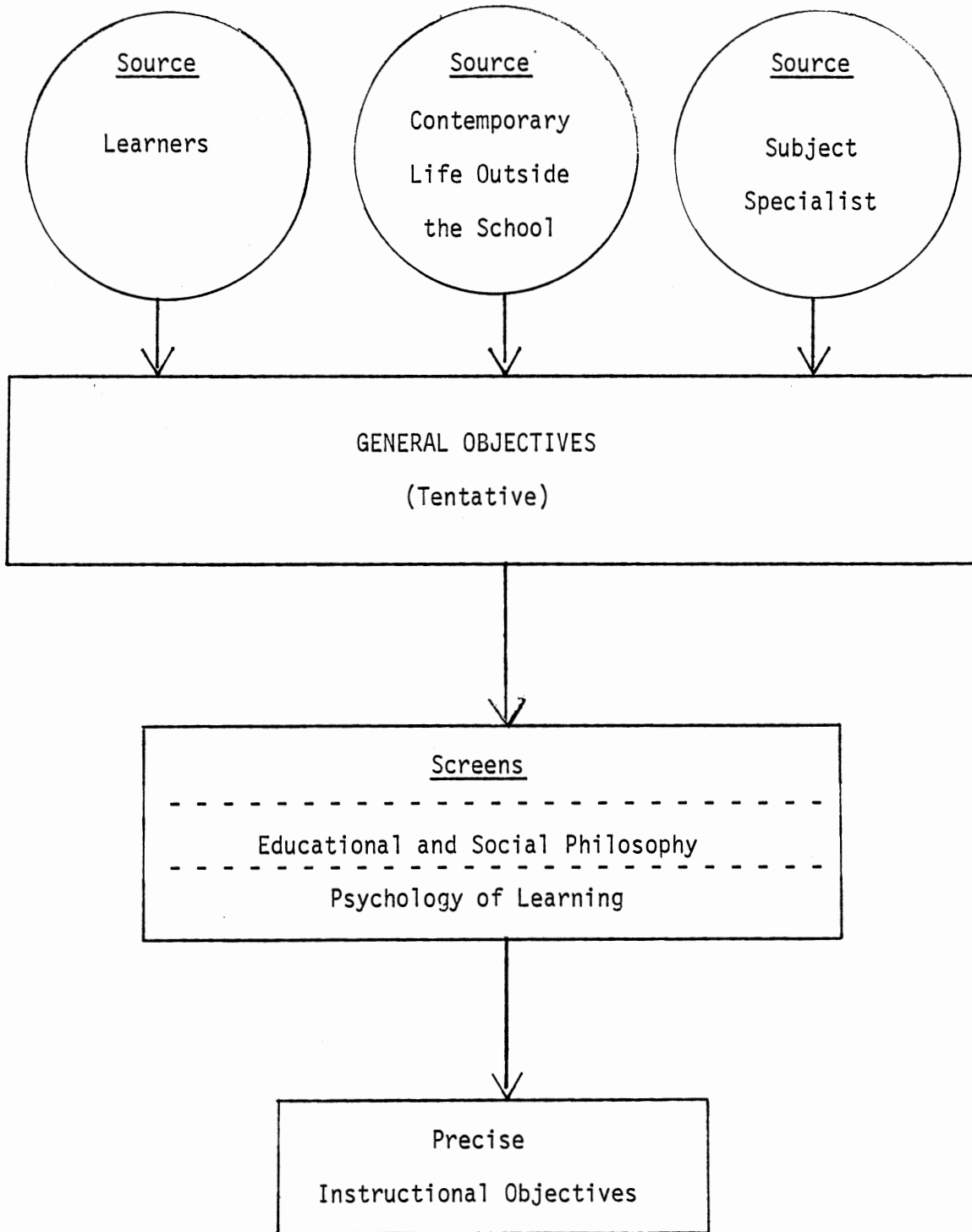
Furthermore, among the powers conferred by the University of Zimbabwe Act 1982, the first responsibility listed was stated "to make provision for research, to provide courses of instruction, and to take such other

steps as may appear necessary or desirable for the advancement and dissemination of knowledge" (University of Zimbabwe, 1985, p. 37).

Tyler (1957) discussed four fundamental questions that are to be answered in developing any curriculum and plan of instruction. These are:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? (pp. 1-2)

Tyler elaborated on several concerns. For example, many educational programs do not have clearly defined purposes. However, if an educational program is to be planned and if efforts for continued improvement are to be made, it is necessary to have some conception of the goals that are being sought. These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. All aspects of educational programs are really means to accomplish basic educational purposes. Tyler viewed education as a process of changing the behavior patterns of people. He indicated that the real purpose of education is not to have the instructor perform certain activities but to bring about significant changes in the students' patterns of behavior. It is important to recognize that any statement of the objectives of the school should be a statement of changes to take place in students. Figure 1 summarizes Tyler's curriculum rationale. Tyler indicated that in planning curriculum for school or any field, it is necessary to decide on the types of elements which most effectively serve as threads to use in the organization. In the author's research, the spheres of



Source: R. W. Tyler, Basic Principles of Curriculum and Instruction.
Chicago: The University of Chicago Press, 1950.

Figure 1. Tyler's Curriculum Rationale

the student, society, subject and even faculty and administrators were considered in order to determine the direction for the curriculum.

According to Tyler (1957), utilizing inputs from students, from the society at large and from subject matter specialists may be easily justified. A study of the learners themselves would seek to identify needed changes in behavior patterns of the students which the educational institution should consider. The idea of focusing on contemporary life outside the school recognizes that life is getting more complex and continuing to change. It is essential to focus educational efforts upon the critical aspects of complex life so that the time for students is not wasted. Subject specialists, as a source, are important because school and college textbooks are written by subject matter specialists who share the results of their research and intensive study. Criticisms are sometimes raised that the use of subject specialists results in objectives that are too technical, too specialized, or in other ways inappropriate for a large number of the students. This criticism may be offset by teachers who are effective in selecting and organizing the subject in a manner that is relevant. Tyler's rationale for curriculum development was applied in the present study. In Chapter III the reader will notice how the questions in the survey instrument relate to students' needs, contemporary life in Zimbabwe, and to faculty and administrators' perception of curriculum needs.

Curriculum and Change Process

Prior to independence of the country, the educational system of Zimbabwe was controlled by the Europeans who had little interest in serving the true needs of the African society. However, as these

countries have become independent and are now responsible for structuring their own educational systems, they are accountable for the present quality of education. Unless meaningful and purposeful changes in the education system are made, the African efforts are likely to lose their impact in meeting the needs of the individual and society. Georgiades (1980) stated that if schools were to change, the administrator role needed to change too. The administrator must involve teacher and students in making decisions. The administrator's fundamental responsibility is not just to maintain programs but also to ensure that the process of education in the school goes forward appropriately. Administrators have to delegate routine matters in order to preserve energies and talents for the primary responsibility which is instructional leadership.

Helm (1982) recognized the importance of including teachers in the process of curriculum evaluation or development. Even though their orientation is primarily toward the classroom, with some interest in building-level activities, their input is important. Hall and Loucks (1978) made some assumptions in the Concerns-Based Adoption-Model that the individual has to be the important target of interventions designed to facilitate change in the classroom. Since change is brought about by individuals, their personal satisfaction plays an important role in determining success or failure of change initiatives. The change process is not an undifferentiated continuum. Individuals involved go through stages in their perceptions and feelings as well as in their skill and sophistication in using the innovation. An example of this process is in the acceptance of hybrid maize/corn. The people went through several stages before they finally accepted hybrid maize/corn which has now become a staple food in Zimbabwe.

Olson (1982) used the problematic approach in which curriculum change came through increased self-awareness and critical appraisal of personal goals. Unlike the logistics, no particular theoretical formulation of concerns is imposed and the way problems are to be solved is situation-dependent. He further identified liabilities associated with the problematic approach. First, a narrow focus on the problematic situation may promote short-run oriented solutions in response to political and other pressures. The long-run goals, because they are harder to think about and less concrete, may be left aside. Second, by arguing that the circumstances controlled the approach, the usefulness of say, general formulations, perhaps those from social sciences might be overlooked. Third, the specifics may blind one to the potential relevance of general education. Finally, powerful interest groups may control what is considered the problem, or how the problem is understood.

Greene (1971) described the dominant view of the curriculum of educational philosophers such as Hirst and Peters in terms of a structure of socially prescribed knowledge. This aspect of socially prescribed knowledge is external to the knower but must be mastered. Greene compared this knowledge with her own view of the curriculum as a possibility for the learner mainly concerned with comprehending his/her involvement. Young (1975) referred to Greene's (1971) view of curriculum as curriculum as fact and curriculum as practice. The curriculum as fact or commodity-view of knowledge had been rightly criticized as both dehumanizing and mystifying education. Young (1975) suggested that curriculum needed to be seen as more than the teacher's classroom practice. It should be seen as a historic, specific, social reality

expressing particular productive relations among people. According to Young, the concept of curriculum as practice could equally mystify to the extent that it reduces the social reality of curriculum to the subjective intentions and actions of teachers and pupils. Young (1975) further suggested that teachers have theories of knowledge, teaching and curriculum which are important for managing change, even though they may lack the abstract elegance and empty clarity of philosophy, the conceptual obscurity of sociology, and the mindless reference of the curriculum taxonomies. As a theory, therefore, curriculum as fact failed to enable people to become aware of ways of changing their worlds. It presented education as a thing, hiding the social relations between human beings who collectively produce it. Georgiades (1980) and Young (1975) listed the steps of the process for changing curriculum. They are as follows: 1) awareness has to be developed that change is needed, 2) information for teachers and administrators needs to be looked into so as to get alternatives which are available for reorganizing the curriculum, 3) the faculty needs to assess what will be most effective in the school climate, 4) modification of what is seen so as to meet the needs of the school is important, 5) some of the basic ideas for curriculum change should be piloted for one or two years, 6) systematic evaluation should be undertaken, and 7) after completion of the first six steps, institutionalization of the curriculum change should occur.

Lewin (1948), a theorist who developed a theory of change, pointed to three basic steps in achieving change. One was making the situation simple and clear. The second was carrying out activities which induced change and finally, the third was strengthening the situation at the

new or different level. The changes which an institution undergoes are affected by the goals that are set. The change should be seen as a social reality expressing particular productive relations among men. Therefore, in the situation of the University of Zimbabwe, it is hoped that the realization of change will mean greater awareness to existing needs of the student and society.

Curriculum Decision Making

An understanding of basic educational principles and a clear analysis of how education and schools have served the people can be tools in developing a program (Cameron & Hurst, 1983; Ndlovu, 1976). In many developing countries, the quality of university education is directly affected by the capabilities of university administrators and ministry of education officials who make decisions about university roles, missions, priorities, and allocation of resources (Gallegos, 1982).

The literature on organization theory seems to point to decision making as the primary function of an organization (Wattanbarger & Scaggs, 1979). Feldman and Kanter (1965) viewed organizations as "systems for making decisions" (p. 614). These authors showed how the making of decisions was influenced by the structure of the organization itself when they discussed the constraints which the controlling members of the organization impose on the decisions made by other members. Wattanbarger and Scaggs (1979) indicated that management studies show that rigidity with respect to rules tended to go hand in hand with very tall organizational structures. One could assume that decision making with respect to resource allocation would be highly centralized in that type of organization.

One of the first tasks of the administrator is to determine the availability of resources. Blau (1973) in a study of colleges and universities discovered that while the faculty generally had broad authority in curriculum matters, authority was still subject to the limits imposed by budget decisions, nearly all of which were administrative duties. Phelps and Morse (1982) remarked that the administrators did not develop an academically sound curriculum but faculty did. The administrator's role is that of a facilitator as opposed to a developer.

Cohen (1979) stated that external influence on curriculum had its disadvantages. It tended to center decisions in the political arena, where pressure groups operated best.

The tendency to gear curriculum to societal demands was characteristic of educational systems in developing countries. The reasons for that emphasis, socioeconomic needs and the needs for national identity and cohesion, almost forced educational systems in these countries to adopt strongly society-centered curricula (Ndunguru, 1974).

Faculty and Administrators' Influences in Curriculum Decisions

People who are employed in academic institutions do have obligations to delineate adequate requirements in order to achieve the mission of their institution. However, their input in curriculum development can have an influence on the lives of a nation. Wexler (1975) stated that teachers who are learner-centered should care about learners, not in a demeaning patriarchal way, but with a real respect for their backgrounds and future in life. So, if faculties will relate their expertise

to both personally and societally determined needs, learner-centered reform will result. The major curriculum changes are empty unless the professors who teach innovative courses respond with interest to the possibilities of enriching their students. Faculty members bring themselves and their intellectual formation to the enterprise. If indeed they have been liberally educated, their spirit of inquiry and their broad-based humanistic concerns will rise to the challenge. However, Menon (1963) stated that though educators may be interested in giving general education to young people, they need to be reminded that it is achieved not by introducing more subjects but by the teacher realizing a personal responsibility for guiding the young along the path of duty, righteousness, and service. Kamm (1980) indicated that the task of the educator is more than discovering and sharing knowledge. Also it is more than the development of knowledge and skills.

Nowhere at a university are curriculum decisions more important than in the general education curriculum. Carlin (1960) pointed out two characteristics of a successful general education program. First, the courage of the faculty is essential since development of a general education program constitutes a disruptive force on the campus. The other characteristic that did not guarantee success but would be indispensable to it is strong administrative support. Regardless of how the general education program is organized, it has to have an important place in administrative decisions if it is to flourish. Administrative support has to include interest and understanding and it is appropriate that these matters be underlined in speeches or reports to the governing board. Hansen (1982) saw faculty as the key factor in any successful instructional program of general education. Until faculty members have

sufficient incentive to teach in inter- or multi-disciplinary efforts, they will be reluctant to do so. General education subjects are often perceived by the faculty as a burden. Such courses tend to be time-consuming to prepare, and they divert faculty members from their research and special interest so that the teaching of general education often delays or even hinders promotion or tenure. Also, because it is often the junior faculty members and graduate students who are teamed to teach general education courses, there tends to be a high rate of turnover in the general education faculty, and a subsequent lack of coherence and continuity in the overall program. Nevertheless, faculty and administrators are the major curriculum decision makers; they are the key to institutional offerings and their societal impacts. They have an obligation of matching the offerings, according to their feasibility, with the current needs of students and the broader society.

The General Education Curriculum

Informal or traditional education, as it is viewed in Africa, is related to general education in the United States. Sheffield (1973) reported that education was much more closely integrated into the daily life of the African individual than in modern societies. As stated by Herskovits (1962) the social purpose of traditional education is transmitted "informally by parents and elders in the society, formally by apprenticeships to craftsmen, and by initiations" (p. 222). Initiations are societal practices or norms which a particular age group has to undergo.

The comprehensive nature of general education and its importance in African life have been discussed by several authors. Bagunywa (1980)

regarded general education as the basic education for every person. It had no particular definition but held characteristics which enable one as follows:

1. to have an awareness of the supernatural,
2. to inform oneself,
3. to make a living by one's own honest efforts,
4. to value communal life,
5. to contribute to national development, and
6. to entertain oneself. (p. 39)

According to Bagunywa (1980) the difference between basic education and higher education for every person is one of degree rather than kind. Bagunywa responded that people who do not recognize the basic education as essential to the development of an individual are criticized as having colonial mentality. Mohapeloa (1977) defined basic education according to the International Council for Educational Development as follows:

- (i) the acquisition of constructive attitudes, character traits and values conducive to effective personal development and to contributing to community and national development;
- (ii) a functional grasp of literacy and numeracy;
- (iii) a scientific outlook and rudimentary understanding of one's natural and social environment;
- (iv) basic knowledge and skills for rearing a family and managing a household;
- (v) functional skills and knowledge for earning a living; and
- (vi) the knowledge and skills requisite to effective civic participation. (p. 136)

Further, Leland (1911), Munyua and Muhia (1974) and Tristram (1952) characterized general education as a quest for complete education. They indicated that whether education is at the primary, secondary, or university level, to be complete it should aim at producing a personality freed from fear and resentment so that one would be able to face the world on equal terms and skilled to perform a job adequately.

General education is seen as a medicine to cure many ills, including overspecialization and vocationalism, to encourage areas such as

civic responsibility, and to prepare individuals for full self-realization (Chambers, 1949; Gros Louis, 1981; Lee & Dressel, 1963; Moore, 1960). According to the "Committee on Criteria," (1949) general education is "the term that has come to be accepted for those phases of nonspecialized and nonvocational learning which should be the common experience of all educated men and women" (p. 31).

Eaton (1982) alluded to two phases of education. The first phase helps individuals or families to help themselves cope with the environment while the second helps individuals or families in gaining knowledge sufficient to earn income to support self and family. Eaton defined general education as follows:

The development of a wide range of skills that assist individuals in leading productive, meaningful, and humane lives in a complex social technological and cultural environment. . . .Competencies and skills gained through both technical and liberal arts training . . . it is that which provides an individual with skills for earning a living, caring about others, sharing in culture and values, contributing to our world, and analyzing environment and existence. (p. 73)

Hansen (1982) noted that both the essential skills and the functional understandings of general education were expressed not in behavioral terms, but as general cognitive skills and goals which would be difficult to measure and evaluate.

Dressel (1958) discussed the role of general education in helping students see the interrelationships among subjects. He reported that "integration is a process taking place within the individual. The search for integration of knowledge and experience is a continuing never ending task" (p. 251). In a similar way Vars (1982) emphasized the importance of bearing in mind that achieving unity and coherence of experience is the responsibility of the student and Scott (1981) stated

that the task of general education is to give a broad framework of knowledge that will include historical, intellectual, and analytical dimensions.

According to Venkataraman (1963), general education aims at filling the gap between elementary education and specialized education. Also, it seeks to deal with problems which confront all members of our society alike. Carlin (1960) stated that general education varies widely. In certain African institutions, the programs are associated very closely with an increased emphasis on counseling and guidance. In other institutions, it is equated entirely with a prescribed program. In some institutions, the emphasis focuses upon the improvement of the instruction; in some, it is the development of broad interdisciplinary courses which is important.

Finally, general education is sometimes tied up with utilitarian concepts of consumer buying of nutritious food and other items. General education has been integrated into the traditional life of the African. Its benefits to the overall quality of life have been perceived positively. In the modern world, general education is likely to be more beneficial when it is fully incorporated within the formal education system. As an individual is educated for earning an income for living, the same person needs to be educated so that the quality of health and life is improved as well.

Nature of Home Economics in Higher Education

According to O'Toole (1961) home economics has a responsibility in university general education to provide education for the family life needs of men and women in other fields. The home economics faculty have

the responsibility of designing some selected offerings of home economics courses that serve many groups of people. Knowledge about the role of the family in society and options for using human and material resources to enhance the quality of family life is information that is widely useful in any society.

In Zimbabwe, home economics has been related to the educational system and teaching in pre-colonial times. Traditional African education embraced character building, physical aptitudes, moral qualities, knowledge, and techniques needed by all people (Moumouni, 1968). However, education was concerned with what motivates people to live and to be creative. If Africans are to live in a modern and different world, they have to be trained to acquire the superior knowledge and skills that will make them relevant in the world to which they belong.

To come to terms with this objective, education in Africa needs to be committed to excellence. Its first task should be the importing and dissemination of the knowledge and skills already accumulated by other people. Its second task would be the provision of facilities for research in order to foster the discovery of knowledge and the extension of its frontiers (Okafor, 1977). Altbach (1976) saw education as the process of modernization which means improved standard of living and better health.

Home economics has a role in the society. Its focus is on the family. Life in families is a present as well as a future reality. The goal is on improving the quality of present and future family life. Putting theory into practice allows the mission of home economics to improve the quality of people's daily lives and also to undertake the essentially moral and ethical action of changing people (Brown & Paolucci, 1978; McLean & Peterat, 1984).

Brown (1980) discussed family studies as a practical science, focusing on the problems of the family as a family. In this view, family studies integrated knowledge from many disciplines while maintaining a central view of a desirable state for families.

In one African country, Kenya, home science, as it is called, has an objective of teaching people basic knowledge related to a better way of life and equipping them to become better members of their communities and society. This ties closely with the broad objective of general education in which a student is helped to develop and understand his or her responsibilities as a member of the community. Home science is also seen as an integrated discipline that helps the individual to adapt more easily to the changing situation of the community and nation as a whole (Gitobu, 1977).

In this research home economics is viewed as an area that can help bring about improved practices to the individual, family, and society. In order for home economics to be effectively understood, university personnel need to have a positive attitude about its societal role and especially the contributions that can be made in developing countries. Home economics subjects deal with problems which confront all members of our society as a whole. The society is made up of individuals and family systems. Since home economics has that emphasis, the teaching of home economics can assist families in carrying out their functions.

The University of Malawi offers home economics as one academic subject in a diploma/degree program. All the programs deal with household food production and preparation, nutrition, childbearing and care, family health, clothing the family, management of household resources,

community sanitation, and other subjects that promote improved living standards (Lamba, Britton, & Browne, 1984).

Home economics subjects, especially nutrition education, is vital to the developing countries of Africa where many people are facing malnutrition and nutrition-related health problems (Jelliffe, 1969; Nutrition in Eastern Africa, 1972; Pelto, 1981; Proceedings of the Eastern African Conference, 1969).

The majority of the African population is rural. Major attention has been given to the improvement of agricultural technology to increase crop yield, but little concern has been shown for ways of improving living conditions of rural families which would reduce both the time and labor of women and the incidence of ill health among family members. Home economists in many African countries are making an effort to overcome some of these problems (Engberg, 1979; Okaru, 1977).

Lappe and Collins (1977) divided the global economy into first, second, third, and fourth worlds. The fourth world consists of thirty-six developing countries, poor in resources of family education. Most of sub Saharan Africa is included in the fourth world countries. Kreutzkamp (1984) identified home economics teachers as a resource for the fourth world. However, as Arcus (1980) pointed out, home economists are concerned with families in relation to individual self-formation as well as concerned with families and their role in economic development.

Summary

The underlying idea of curriculum theory is that educational practices exist in conjunction with rules and these in turn make an institution. A clear definition of these ethical rules or standards is

needed so that people know what constitutes improvement. The literature review reveals limited research pertaining to African faculty and administrators' attitudes in regard to mandatory subject offerings in formal education. Prior to independence, the African concept of informal education was closely integrated into the daily lives of the people while formal education had little impact.

African universities have great impact on the society. Therefore, the influence of the faculty and administrators in curriculum decisions can have positive or negative effects. Their ability to diagnose societal needs and achieve the goal of meeting those needs is a concern. The faculty and administrators' sense of purpose, commitment to the profession, and sensitivity to the needs of the students have a decided impact.

Home economics can be traced back to traditional African education which emphasized character building. The emphasis was and is on developing a person and also enabling him or her to have adequate skills so as to function well in the society.

Overall, learning what constitutes change in the education system has been a very slow process. There were historical obstacles in the past. It seems clear that if change is to occur, the faculty and administrators have to personally recognize the need to change. If they cannot see this need, change will not take place. A basic understanding of the curriculum process and a clear analysis of how education and schools can be improved would be helpful.

CHAPTER III

PROCEDURE

Introduction

The main thrust of this research was to investigate the attitudes and opinions of University of Zimbabwe faculty and administrators toward the mandatory enrollment of all first year students in personal and family living subjects. This chapter will discuss the following areas: type of research, population, sample, instrumentation, data collection, and data analysis.

Type of Research

The type of research used in this study may be classified as descriptive. According to Best (1970),

Descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt, or trends that are developing. (p. 315)

Best (1981) indicated that descriptive research deals with "hypothesis formulation and testing, the analysis of the relationships between nonmanipulated variables and the development of generalizations" (p. 24). Descriptive research is concerned with analysis and interpretation of numerical data and as Isaac and Michael (1981) noted, interpretation of numerical data is a systematic, descriptive research process. Oppenheim (1966) stated that the purpose of the descriptive

survey is to count. It is important to realize that such surveys principally explain the numbers of members of a population who have a particular characteristic or the frequency in which certain events occur.

Johnson (1977) indicated that descriptive research may be used with almost any research methodology. For example, survey research may be highly descriptive in nature. According to Kerlinger (1973),

Survey research studied large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution and interrelations of sociological and psychological variables. (p. 410)

Barnes (1958) described data-gathering devices such as questionnaire studies that call for factual information and opinionnaire studies that solicit the opinions and attitudes of respondents. These data-gathering devices were used for this study.

Population

Faculty and administrators of the University of Zimbabwe made up the population for the study. The University of Zimbabwe: 1986 Prospectus (1986) served as a guide to determine both the population and the sample. According to the British Council (1984), Zimbabwe has only one university. The Commonwealth Universities Yearbook (1984) and the University of Zimbabwe: 1986 Prospectus (1986) noted that the University of Zimbabwe has nine faculties and deans. The breakdown of faculties is as follows: agriculture, arts, commerce and law, education, engineering, medicine, science, social studies, and veterinary science. For the purpose of this study, administrative members were listed as a tenth group so that there would be representation from both faculty and administrators.

According to the individual faculty and the administrators listed in the University of Zimbabwe: 1986 Prospectus (1986), there were 629 people who made up the total population. Criteria were set to define the population needed for this study. Faculty and administrators who were temporarily employed and those visiting were not considered in the population. After screening, the population for this research was 458. Table I summarizes the distributions.

Sample

The type of sample used for this study was a proportional stratified random sample. The total sample consisted of 304 faculty and administrative members who were selected from each of the faculties and the administration. Ary, Jacobs, and Razavieh (1985) discussed proportional stratified sampling. In this kind of sampling one either takes equal numbers or strata from each stratum or selects in proportion to the size of the stratum in the population. According to Remmers (1954), the essential principle of stratification not only involves breaking the sample into major strata before the sample is drawn but also randomly sampling from each stratum in the proper proportion. Also the procedure applies when the characteristics of the entire population are the main concern in the study. For this study, it was appropriate to randomly select a sample proportional to each faculty even though the size of some faculties was very small (see Table I).

According to Best (1981), the stratified random proportional sampling method involves subdividing the population into smaller homogeneous groups or strata in order to get more accurate representation. Furthermore, Peatman (1947) suggested referring to a stratified-random

TABLE I
DISTRIBUTION OF POPULATION AND SAMPLE

Faculty	Population ^a			Sample		
	Before Screening	After Screening		Number of Questionnaires Sent	Number and Percent of Questionnaires Returned	
	N	N	%	N ^b	N	%
Administrators ^c	100	59	59.00	39	28	71.79
Agriculture	37	29	78.38	19	19	100.00
Arts	76	57	75.00	38	19	50.00
Commerce and Law	32	16	50.00	11	8	72.73
Education	34	33	97.06	22	14	63.64
Engineering	25	18	72.00	12	9	75.00
Medicine	161	132	81.99	88	13	14.77
Science	90	68	75.56	45	37	82.22
Social Studies	50	38	76.00	25	21	84.00
Veterinary Science	24	8	33.33	5	5	100.00
Total	629	458		304	173	

^aThe selected population included permanent faculty and administrators of the Zimbabwe University.

^bNumber consists of two-thirds of the individuals selected from the population after screening.

^cRespondents in this group were university administrators. The term "administration" was used to designate their roles as administrators rather than their membership in a specific faculty. Administration is not listed as a college in the University of Zimbabwe 1986 Prospectus.

sample as a typical cross section of the sampling units of the population, then describing the control factors used in the stratification and referring to such samples as representative. According to Krejcie and Morgan (1970) when considering a population of approximately 460 individuals the sample size should include 210. If the researcher had considered a population of 629, the sample could still have been approximately 240 which is less than the sample actually used for this study. As shown in Table I, two-thirds of the eligible members of each stratum were selected, yielding a sample of 304.

Instrumentation

Description of the Instrument

The researcher developed a self-administered questionnaire incorporating some items from previous research (Mvududu, 1985). According to Oppenheim (1966) a self-administered questionnaire ensures a high response rate, accurate sampling, and a minimum of interviewer bias, while permitting interviewer assessments, providing necessary explanations, and giving the benefit of a degree of personal contact.

A questionnaire is a scientific instrument for measurement and for collection of particular kinds of data. It is specially designed according to particular specifications and with specific aims in mind such as the designing of the investigation as a whole (Oppenheim, 1966).

The most frequently used method of measuring attitudes requires subjects to indicate their agreement or disagreement with a set of statements about the attitude object (Cushman & McPhee, 1980; Guttman, 1944; Likert, 1932; Thurstone, 1931). The questionnaire for this study used a modified Likert scale technique. According to Likert (1932), the

technique requires a large number of monotone items. These items have the characteristic that the more favorable the individual's attitude toward the attitude object, the higher his expected score for the item. The normal five-point scale was provided for registering responses to the Likert-type items.

Another characteristic of the instrument used was that it had both open questions and closed questions. Oppenheim (1966) noted the chief advantage of the open question to be the freedom that it gives to the respondent. Once a person understands the intent of the question, he can let his thoughts roam freely. The disadvantage discussed is the difficulty it may pose in coding. Closed questions can be attitudinal as well as factual. They are easier and quicker to answer. The disadvantage is loss of spontaneity and expressiveness. One can never know what the respondent might have said or thought on his own accord.

Overall, the questionnaire had three main sections. Section I covered information related to the participants' enrollment in personal and family living subjects. The educational levels at which some subjects were taken were identified and if the subjects were not taken the reasons were given.

Section II covered the perceived importance of personal and family living subjects according to respondents' understanding of students' needs in life as a whole. These items were measured on a 5-point Likert type scale. The second item consisted of ranking the four most important subjects in relation to students' needs in life as a whole. A third item examined the need for a mandatory curriculum which included some of the subjects related to personal and family living for all first year

students in the university. Following was an open-ended item which allowed participants to expand on the previous item. A fourth item investigated a strategy for accommodating new subjects in the curriculum. The fifth item investigated the perception of change in the way of life for people in Africa. An opportunity to elaborate on the item regarding change was offered through an open-ended item. The final item in Section II related to the sources of input in curriculum change.

The final section, Section III, had demographic information related to gender, age, marital status, number of children, ethnic group, professional role and title, number of years worked in the professional education system, number of years worked in the African education system, highest education achieved, college of employment and highest educational level achieved by parents of the respondents. A copy of the questionnaire may be found in Appendix A.

Theory Base for Instrument Development

Theoretical discussions of attitudes and opinions were particularly relevant to the development of the instrument used in this research. This section presents major ideas from other researchers who have studied attitudes.

Hovland, Janis, and Kelley (1953) differentiated attitudes and opinions in the sense that attitudes are sometimes mediated by nonverbal processes or are "unconscious" response predispositions while opinions are verbalized responses. According to Greenwald, Brock, and Ostrom (1968), attitudes have the main fundamental need of a theoretical construct, that of having multiple antecedents and of affecting multiple responses. Allport (1935) defined attitudes as follows:

An attitude is a mental and neural state of readiness, organized through experience exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related. (p. 810)

Allport (1935) maintained that attitudes are developed in four ways as follows: 1) integration, 2) differentiation, 3) shock, and 4) adoption. Integration is the development of an attitude through accumulation of a large number of experiences over a long period of time and influence on individuals. Differentiation is the splitting off of a specific attitude from a more general one. Shock is due to an unusual violent or painful experience. Finally, adoption is when the person merely follows the example of people and opinion molding agencies.

Triandis (1971) contended that "attitudes involve what people think about, feel about, and how they would like to behave toward an attitude object" (p. 14). The following are reasons Triandis presented to explain why people have functional attitudes:

- 1) It helps them understand the world around them, by organizing and simplifying a very complex input from their environment
 - 2) It protects their self-esteem so as to avoid unpleasant truths about themselves
 - 3) It helps them cope in a complex world so that they can maximize their rewards from the environment
 - 4) It allows them to express their fundamental values.
- (p. 14)

One of the ways in which persuasive communications give rise to attitude change is through the production of a related opinion change.

Hovland, Janis, and Kelley (1953) stated the following:

Opinions are beliefs such as interpretations, expectations, and anticipation. Attitudes are implicit responses oriented toward approaching or avoiding, reacting favorably or unfavorably toward an object or symbol. (p. 12)

Both opinion and attitude are regarded as intervening variables between

which there is a high degree of mutual interaction. The most important interaction is the change in attitude that follows the change in opinion.

Sherif, Sherif, and Nebergall (1965) expressed the following:

Attitudes refer to the stands the individual upholds and cherishes about objects, issues, persons, groups, or institutions. The referents of a person's attitudes may be a way of life; economic, political, or religious institutions; family, school or government. (p. 4)

To say that a person has an attitude toward something means that he already has his own yardstick for evaluating these things as positive or negative. Since an attitude cannot be observed directly, it indicates a variable within the individual that affects his behavior called his words and deeds. Specifically, attitudes are inferred from characteristic or consistent patterns of behavior toward objects. The behaviors from which attitudes are inferred are evaluative, in the sense of being positive or negative. What is evaluated and how it is sized up vary greatly from one culture to another and between individuals in the same culture. Therefore, it can be concluded that attitudes are acquired (Sherif, Sherif, & Nebergall, 1965).

Koch (1959) arrived at a similar conclusion. The only difference is that in his theory, he included three components in the evaluation. First is the affective component, in which a person may have beliefs and judgment about various objects and aspects of his world, but these are not attitudes unless an attribution of positive or negative qualities accompanies the specific belief. There is a close relationship between the two dimensions using the lowest value of the intensity dimensions to define the zero point of the dimension. Also a cognitive component, in which an individual may have a high or low evaluation of the object

but not knowing very much about it is present. This component is described according to three basic characteristics: 1) the degree of differentiation of cognitive elements, 2) degree of integration, the organization of elements into a hierarchical pattern, and 3) the generality of specificity of the beliefs. A specific attitude is limited to a single object. Third is the behavioral component, in which an individual may take a positive-negative dimension of behavior toward the object. The effect on the object is the criterion of positiveness and negativity. Cognitive and behavioral components may be closely related in symbolic action represented. The cognitive component comprises knowledge of appropriate and inappropriate modes of action toward the object.

Newcomb (1943) emphasized the importance of an interpersonal context in maintaining and changing attitudes. A primary contribution of Newcomb's theory identified a significant social determinant of attitude change rather than delineating a set of underlying psychological processes to account for attitude change. Festinger's (1954) theory carried the emphasis on interpersonal associations in social comparisons and in proposing that attitudes serve a need for social recognition.

Smith, Bruner, and White (1956) theorized in an attempt to state the functions that attitudes and opinions serve for the personality. They define an attitude as "a predisposition to experience, to be motivated by, and to act toward, a class of objects in a predictable manner" (p. 39). Their definition of attitude does as well as opinion. Conceptually, attitude in this situation implies affect or a feeling of pro and con, positive and negative to an object, while the opinion has to do with cognitive beliefs about some aspects of reality.

Krech and Crutchfield (1948) defined an attitude as "an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individuals' world" (p. 152). The object of an attitude, under certain conditions, is frequently perceived as having a goal character, as demanding action. The action of the individual differentiates attitudes in a very important way from beliefs. It is for this reason that attitudes can be designated as either pro and anti while beliefs are conceived as neutral. Krech, Crutchfield, and Ballachey (1962) argued that as the attitude is characterized as pro and con this means that attitude scales have a region where the sign changes to neutral. A score falling within this region must indicate the absence of any attitude, since an attitude is always positive or negative in some degree.

Krech and Crutchfield (1948) defined opinions as special kinds of beliefs. A man's opinions will exhibit themselves in his momentary judgments, then a series of judgments may eventually be consolidated into fixed opinion. Opinions have neither the proven property of knowledge nor the intrinsically unverifiable property of faiths. For one thing, opinions exist in connection with controversial issues that usually involve the selection of one of a number of different alternatives.

The attitude scale used for this research did not have the neutral point due to many reasons given in the literature. Shaw and Wright (1967) are among the theorists who disapprove the neutral point of the attitude continuum since it poses a problem of interpretation. Among the reasons given are these: 1) It can be self-contradictory, indicating the presence of a response predisposition. From this viewpoint, the

neutral position on the attitude continuum represents no attitude toward the object in question. 2) It represents the point of balance in positive-negative evaluative conflict, thereby reflecting an ambivalent attitude. Walter (1951) suggested as a third reason that the subjects possessing such scores do not have integrated, clearly defined attitudes regarding the object. Freeman and Haer (1951) rejected the interpretation of neutrality as "neither empirically nor theoretically feasible in the field of opinion and attitude research" (p. 474). Krech and Crutchfield (1948) argued from theoretical background that attitudes always have either a positive or negative sign, and so if they have no sign by being neutral or at the zero point, they cannot be called attitudes at all. However, Stevens (1951) suggested that to find the neutral point on a scale, one must look for the point of minimum strength or intensity.

The review of literature regarding attitude and opinion assessment was very helpful to the development of the questionnaire for this study. A review of other research and research instruments provided guidance for item development. The theory and technology of attitude and opinion assessment were applied so as to have an understanding of the respondents' thinking.

Reliability

Kerlinger (1973) indicated that an instrument is reliable when the measures obtained from a measuring instrument are the 'true' measures of the property measured. Some measurements of reliability were taken for the questionnaire used in this study. Oppenheim (1966) contended that one should not rely on single questions when measuring those

attitudes that are most important to the study. Sets of questions were reported to be more reliable than single opinion items. He justified that longer scales give more consistent results mainly because oddity of question wording will apply only to particular items, whereas the underlying attitude will be common to all the items in the set or scale. Krech, Crutchfield, and Ballachey (1962) supported the idea of having greater numbers of items in a scale so as to increase the reliability because "irrelevant errors of measurement tend to cancel out" (p. 149). By utilizing the approaches described above, a certain degree of reliability is maintained.

Validity

Validity refers to "the extent to which an instrument measures what it is intended to measure" (Ary, Jacobs, & Razavieh, 1985, p. 214). Some measures were taken to ensure the validity of the research instrument. Ary, Jacobs, and Razavieh (1985) defined content validity as "the extent to which the instrument represents the content of interest" (p. 214). In examining the content validity of a measuring instrument, one is concerned with the question "How well does the content of the instrument represent the entire universe of content which might be measured" (Ary, Jacobs, & Razavieh, 1985, p. 214). In order to have content validity, a critical examination of the test items as they relate to the specified content area was executed. Krech, Crutchfield, and Ballachey (1962) suggested an approach where persons were similar to the sample. The instrument for this research was reviewed by a group of African university students including Zimbabweans, selected faculty and administrators, a professor of higher education and former

university president, social science statisticians, members of the doctoral committee, and the committee chairperson and adviser.

Oppenheim (1966) reported that the main problem in assessing the validity of attitude questions is the lack of criteria. Another approach of validating attitude question stresses the importance of the depth and richness of the information obtained. Oppenheim (1966) suggested that the most valid way to obtain an estimate of responses is to ask free-answer questions so that the respondents state their own views in their own way. This approach stresses the richness of the data and the need to obtain a full and rounded picture of the respondents' attitude on a complex matter. As used in this research, the researcher assumed that as the respondents get more involved with their own words, the more genuine and valid their responses will be and the better they will predict their future reactions.

Data Collection

Data for the study were sent by air (first-class mail) to the University of Zimbabwe in June 1986. Dr. R. Murapa, senior lecturer and chairman of the Department of Political and Administrative Studies was in charge of the supervision of the survey with assistance from his graduate assistant. The questionnaires were put in individual return envelopes together with a cover letter. A sticker with the name of each individual and the department area was attached outside each individual envelope. Copies of the questionnaire and the cover letter may be found in Appendix A. Completed questionnaires were expected to be returned to the investigator by the last week of June, 1986 but due to problems related to postal services, they were delayed. The

questionnaires were finally received on September 3, 1986. There was a problem in reaching the medicine faculty members since they work a long distance from the main campus of the university.

Returned questionnaires included 128 which were left unmarked and three incomplete questionnaires. A total of 173 (56.9%) questionnaires were usable (see Table I).

Portions of the data were summarized as frequencies and percentages. Some of it was reported in ranks and means, while other data qualified for analysis by the nonparametric statistical method of chi-square (see Table II). The assumptions for nonparametric tests are as follows: 1) nominal data, and 2) independent probability samples.

The chi-square test was used to evaluate whether or not frequencies which have been empirically obtained differed significantly from those which would be expected under a certain set of theoretical assumptions (Black, 1979). Andrews, Klem, Davidson, O'Malley, and Rodgers (1981) suggested that if one is interested in the distribution of the variable, in terms of normality, chi-square (χ^2) will be appropriate to use. Other cases in which it can be used are when one wants to measure covariation and treat all the independent variables as nominal and the dependent variables as ordinal.

Jaccard (1983) indicated the formula for chi-square as follows:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where E = the expected frequency of group i
 O = the observed frequency of group i
 k = the number of groups
 χ^2 = the chi-square statistic. (p. 291)

Chi-square (χ^2) was used to determine how discrepant the observed frequencies were from the expected frequencies.

According to Siegel (1956) χ^2 test requires that the expected frequencies in each cell not be too small, otherwise the results of the test will be meaningless. After combining the categories so that fewer than 20 percent of the cells have expected frequencies of less than five and no cell less than one can the researcher meaningfully apply the χ^2 test. Siegel (1956) summarized the concept of power-efficiency explaining that by increasing the sample size, a nonparametric test rather than the parametric one can be used and yet retain the same power to reject a null hypothesis (H_0). It is also indicated that a statistical test is a good one if it has a small probability of rejecting H_0 when H_0 is true, but a large probability of rejecting H_0 when H_0 is false. A .05 probability level was used as the basis for establishing significance.

In this research warnings still appeared even after combining the categories. Mellina (1984) used a procedure recommended by Dr. P. Larry Claypool of the Oklahoma State University Statistics Department. The procedure was also applied in this research when significance occurred due to inflated scores associated with sparse cell counts. In this procedure, χ^2 values from all those with expected values of less than five in each cell were first summed and then the sum subtracted from the overall χ^2 total. This new total was then divided by the number of cells with expected values of five or more, producing an average χ^2 value for cells which did not contribute to the sparseness warning. This average cell score was then multiplied by the total number of cells in the test, indicating what the total χ^2 value might have been had the test's sparse cells not contributed disproportionately to the actual total. In cases where the adjusted χ^2 value was no longer

significant at the $p < .05$ level, the test was considered nonsignificant. If, on the other hand, a p-value equal to or less than .05 was retained, the results were considered statistically significant.

A summary of the treatment of data is shown in Table II. Chapter IV will discuss the results of the research.

TABLE II
SUMMARY OF STATISTICAL TREATMENT OF THE NULL HYPOTHESES

Hypotheses	Items on the Instrument	Method of Analysis
H ₁ : There is no association between faculty and administrators' previous study of subjects in personal and family living and selected demographic variables. ^a	Section I 1 - 21	Chi-square
H ₂ : There is no association between faculty and administrators' perception of the importance of personal and family living subjects in the curriculum for all first year students at the University of Zimbabwe and selected demographic variables. ^a	Section II 1 - 30 33	Chi-square, Means, Ranking
H ₃ : There is no association between the professional roles of respondents and their perceptions regarding sources of input in curriculum change.	Section II 40	Chi-square, Means

^aDemographic variables in Section III of the instrument were used in testing this hypothesis.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to investigate the attitudes and opinions of Zimbabwean University faculty and administrators toward the enrollment of all first year students in personal and family living subjects. This chapter describes the population surveyed and discusses the results of data analysis.

The questionnaire included a series of parts designed to elicit information. First, the questionnaire obtained demographic details concerning the respondents. Second, it elicited information about the previous study to personal and family living subjects and also gave reasons for lack of previous study. Third, it investigated the importance respondents placed on the curriculum topics. They were also asked to rank their choices of the top four subjects in order of their importance to students' life as a whole. Fourth, information regarding how the respondents viewed personal and family living subjects being made mandatory for first year students was obtained. Fifth, the respondents were asked how such subjects could be incorporated into the curriculum. Opinions regarding some of the changes affecting African society were requested and questions as to how these developments could be considered in curriculum alterations were discussed. The extent to which various groups (faculty, administrators, students and government) were involved in curriculum change was assessed.

The results were first analyzed by frequencies, percentages, means and ranks. The final portion of this chapter presents results of chi-square tests relating to the demographic variables in the study. Response comparisons included the educational levels at which previous study of personal and family living subjects were taken and also reasons for lack of prior study. Thirty curriculum topics and their importance to students' life as a whole were examined for possible association with selected demographic variables. The demographic variables examined included gender, age, marital status, number of children, ethnic group, professional role, years worked in professional education, years worked in African education, highest education, college of present employment, father's education and mother's education. Perceptions of faculty and administrators regarding the need to have a mandatory curriculum including some of the subjects related to personal and family living for all first year students in the University of Zimbabwe and changes in the African way of life were also examined. Finally, the extent to which various groups (faculty, administrators, students, and government) were involved in curriculum change was assessed.

The sample consisted of 304 faculty and administrative members who were randomly selected from each of the faculties and the administration. Completed or partially completed questionnaires were returned by 177 respondents. One hundred seventy-three were usable, a response rate of 56.91%.

Demographic

The 173 faculty and administrators who participated in this research are discussed below and described in Table III. Gender was the

TABLE III
 DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Variable	N	Respondents	
		Frequency	Percent ^a
Gender	173		
Male		122	70.52
Female		51	29.48
Age	173		
25 and below		9	5.20
26 - 30		41	23.70
31 - 35		69	39.88
36 - 42		26	15.03
43 - 50		19	10.98
51 - 58		6	3.47
59 and above		3	1.73
Marital Status	170		
Currently married		131	77.06
Currently single		39	22.94
Number of Children	149		
0		19	12.75
1 - 2		63	42.28
3 - 5		65	43.63
6 or more		2	1.34
Ethnic Group	171		
African		99	57.89
Non-African		72	42.11

^aThe sum of the percentages for each variable may not total 100 due to rounding.

first variable. There were 122 males and 51 females who participated in this study, 70.52% and 29.48% respectively.

The biggest proportion of those completing this survey was between 31 and 35 years of age. Overall, 89.59% of the participants were between 26 and 50 years of age. Few participants were 25 years and below, or 51 years and above.

The third demographic item requested information regarding the marital status of the participants. The married participants made up 77.06% in the study. The single were 22.94%.

The number of children of the participants varied as shown in Table III. The number of respondents who had 1-2 children was approximately the same as those having 3-5 children, 42.28% and 43.63% respectively. Approximately one-eighth (12.75%) of the respondents had no children and only 1.34% had 6 children or more.

Africans were the predominant ethnic group; they accounted for 57.89% of the respondents. Clearly, there was a large minority of non-Africans among the respondents.

Faculty members with no administrative responsibilities accounted for 77.06% of the respondents (see Table IV). Those who identified themselves as administrators made up 22.94% of the sample. Some of those who identified themselves as administrators also had teaching functions within the university.

In regard to the number of years worked in education, approximately three-fourths of the respondents (74.40%) had between 4 and 15 years experience. Within that, 43.20% had between 4 and 8 years experience. A relatively small number of participants had worked three years or less (10.40%). A group of the same size had worked between 16 and 21 years.

TABLE IV
PROFESSIONAL CHARACTERISTICS OF RESPONDENTS

Variable	N	Respondents	
		Frequency	Percent ^a
Professional Role	170		
Administrator		39	22.94
Non-Administrator		131	77.06
Number of Years Worked in the Professional Education System	125		
3 years or less		13	10.40
4 - 8 years		54	43.20
9 - 15 years		39	31.20
16 - 21 years		13	10.40
22 - 28 years		4	3.20
29 years or more		2	1.60
Number of Years Worked in the African Education System	104		
5 years or less		26	25.00
6 - 10 years		40	38.46
11 - 15 years		23	22.12
16 - 20 years		11	10.58
21 years or more		4	3.85
College/Faculty Employed	173		
Administration ^b		28	16.19
Agriculture		19	10.98
Arts		20	11.56
Commerce and Law		8	4.62
Education		14	8.09
Engineering		9	5.20
Medicine		13	7.51
Science		37	21.39
Social Studies		20	11.56
Veterinary Science		5	2.89

^aThe sum of the percentages for each variable may not total 100 due to rounding.

^bRespondents in this group were university administrators. The term "administration" was used to designate their roles as administrators rather than their membership in a specific faculty. Administration is not listed as a college in the University of Zimbabwe 1986 Prospectus.

Fewer participants worked between 22 and 28 years (3.20%). Only 1.60% of the respondents had worked 29 years or more. These data indicate that the University of Zimbabwe has a relatively young faculty.

The respondents who worked in the African education system varied by years of experience (see Table IV). The largest number, 25%, had worked between 6 and 10 years. The overall distribution showed that 63.46% of the respondents had worked fewer than 15 years. Approximately one-tenth (10.58%) had worked between 16 and 20 years. The smallest group (3.85%) had worked 21 years or more.

The distribution of respondents within each faculty and the administrative group reflected their original sizes. Table I shows the distribution of the respondents by group.

This study showed that 58.24% of the respondents had masters degrees (see Table V). A smaller group, 32.35%, had doctorate degrees. Those who had bachelors degrees made up 9.41%. There were no respondents who reported having only a diploma or an associate degree.

An analysis of the highest educational level achieved by parents indicated that fathers of respondents generally had a higher education than mothers of respondents (see Table V). Slightly more than half (55.50%) of respondents had fathers who had an education beyond the secondary level while only 22.09% of the mothers had surpassed a secondary level.

Summary of Demographic Characteristics

Responses regarding demographic factors showed that the majority of participants in this research were males. The highest number of those completing this survey were between 31 to 35 years of age. Overall,

89.59% of the participants were between 26 to 50 years of age. The married participants made up 77.06% in the study. Those respondents who had 3 to 5 children, 43.63%, made up the largest group. Responses to the ethnic question showed Africans to be the predominant group, 57.89% of the total. Non-administrators, 77.06%, outnumbered administrators 4 to 1. Approximately three-fourths (74.40%) of the respondents had worked between 4 and 15 years in a professional education system, while 85.58% of the respondents had worked 15 years or less in the African education system. A Master's degree was the highest degree achieved by 58.24% of the respondents. The overall distribution of the parents' education showed that 84.40% of the fathers of respondents had achieved an education at the secondary level (Form 4) or beyond. In general, mothers of respondents had less education; only 64.54% had achieved a secondary education (Form 4) or beyond.

Previous Study of Personal and Family Living Subjects

Table VI presents respondents' previous study of subjects related to personal and family living. Twenty-one subjects were originally listed on the questionnaire; additional subjects were reported by three respondents. The results indicated that most of the respondents had never had exposure to these subjects. Over 90% of the respondents indicated they had not taken subjects in consumer education, family planning, family studies, home management, housing, tailoring and textiles. About 80% of the respondents indicated that they had not taken subjects in budgeting money, clothing and human development. Animal care, basic sewing, child development, food preparation, home

TABLE VI
RESPONDENTS' PREVIOUS STUDY OF SUBJECTS RELATING TO PERSONAL AND FAMILY LIVING

Subject ^b	Educational Levels Taken ^a												
	N ^c	Not Taken ^d		Primary School		Secondary School		Vocational/ Technical School		Combination of Educational Levels ^e		University ^f	
		N	%	N	%	N	%	N	%	N	%	N	%
Animal Care	162	126	77.78	10	6.17	8	4.94	11	6.79	6	3.70	1	.62
Basic Sewing	166	130	78.31	25	15.06	6	3.61	1	.60	4	2.41	-	-
Budgeting Money	164	146	89.02	2	1.22	4	2.44	8	4.88	2	1.22	2	1.22
Child Development	163	128	78.53	1	.61	2	1.23	21	12.88	2	1.23	9	5.52
Clothing (Sewing)	167	144	86.23	14	8.38	5	2.99	-	-	3	1.80	1	.60
Consumer Education	162	157	96.91	1	.62	2	1.24	-	-	-	-	2	1.23
Family Planning	162	149	91.98	1	.62	4	2.47	5	3.09	-	-	3	1.85
Family Studies	162	152	93.83	2	1.24	4	2.47	1	.62	1	.62	2	1.23
Food Preparation	165	124	75.15	11	6.67	12	7.27	16	9.70	1	.61	1	.61
Health	166	96	57.83	29	17.47	22	13.25	7	4.22	8	4.82	4	2.41
Home Nursing/First Aid	165	122	73.94	13	7.88	11	6.67	11	6.67	6	3.64	2	1.21
Home Management	165	158	95.76	5	3.03	1	.61	1	.61	-	-	-	-
Housing	164	154	93.90	2	1.22	2	1.22	3	1.83	1	.61	2	1.22
Hygiene	167	88	52.70	43	25.75	21	12.58	2	1.20	13	7.78	-	-
Human Development	162	134	82.72	-	-	8	4.94	10	6.17	4	2.47	6	3.70
Human Nutrition	163	120	73.62	8	4.91	18	11.04	6	3.68	8	4.91	3	1.84
Metal Work	162	90	55.56	28	17.28	32	19.75	12	7.41	-	-	-	-
Tailoring	165	160	96.97	2	1.21	-	-	-	-	2	1.21	1	.61
Textiles	165	161	97.58	1	.61	-	-	-	-	2	1.21	1	.61
Wood Work	167	60	35.93	48	28.74	43	25.75	9	5.39	6	3.59	1	.60
Vegetable/Fruit Prod.	157	62	39.49	54	34.40	28	17.83	4	2.55	8	5.10	1	.64

^a"Educational levels taken" indicates educational level of exposure to each item listed.

^bTwenty-one subjects were listed in the original questionnaire. Three respondents reported additional subjects as follows: religion taken in primary school, language literature taken at a tertiary level, and leather work (no level indicated).

^c"Number" includes total responses to each item listed.

^d"Not taken" indicates lack of exposure to each item listed.

^eIndicates respondents who took the particular subjects in more than one educational level.

^fHealth was taken through Red Cross by one person included in the frequency for university. Home Nursing/First Aid was taken through Boy Scouts by one person and another person through St. John's Ambulance Brigada included in the frequency for university.

nursing/first aid, and human nutrition had not been taken by about 70% of the respondents. About 50% of the respondents had not taken health, hygiene nor metal work. Woodwork and vegetable/fruit production were the subjects that had been taken most by the respondents. Fewer than 40% responded they had not taken these courses.

Of the subjects taken, most of the respondents had taken them in primary school. Participation declined as the educational level increased to secondary school, vocational/technical school, combinations of educational levels and the university. In primary school the three highest groups of the respondents had taken the following: 34.40%, vegetable and fruit production; 28.74%, woodwork; and 25.75%, hygiene. In secondary school, the three highest groups of the respondents had taken the following: 25.75%, woodwork; 19.75%, metal work; and 17.83%, vegetable or fruit production. At the vocational/technical school level, 12.88% had taken child development; 9.70% had taken food preparation, and 7.41% had taken metal work. The subjects most frequently taken at more than one educational level were as follows: 7.78%, hygiene; 5.10%, vegetable or fruit production; and 4.91%, human nutrition. At the university level, child development was the subject taken most frequently. Nine respondents reported child development studies at a university.

Table VII presents the reasons which account for the absence of previous study of subjects related to personal and family living. The percentage of the group that reported the subjects were not required in their school varied from 31.15% for vegetable/fruit production to 51.20% for home nursing/first aid. For most of the subjects the percent of those who reported that it was not required in their school centered around 44% (see Table VII).

TABLE VII

REASONS FOR NO PREVIOUS STUDY OF PERSONAL AND FAMILY LIVING SUBJECTS

Subject	Responses To Each Item ^a	Reasons											
		Not Offered in my School		Not Offered for Males		Not Offered for Females		Not Required in my School		Did not Want to Take it		Other ^b	
		N	%	N	%	N	%	N	%	N	%	N	%
Animal Care	124	41	33.07	-	-	-	-	54	43.55	28	22.58	1	.08
Basic Sewing	130	23	17.69	15	11.54	-	-	56	43.08	34	26.15	2	1.54
Budgeting Money	148	48	32.43	1	.68	-	-	63	42.57	35	23.65	1	1.68
Child Development	130	48	36.92	1	.77	-	-	53	40.77	27	20.77	1	1.77
Clothing (Sewing)	146	31	21.23	15	10.27	-	-	67	45.89	31	21.23	2	1.37
Consumer Education	161	60	37.27	-	-	-	-	69	42.86	31	19.26	1	.62
Family Planning	154	50	32.47	2	1.30	-	-	68	44.16	33	21.43	1	.65
Family Studies	156	53	33.97	1	.64	1	.64	69	44.23	31	19.87	1	.64
Food Preparation	125	35	28.00	11	8.80	1	.80	53	42.40	23	18.40	2	1.60
Health	95	30	31.58	-	-	-	-	43	45.26	22	23.16	-	-
Home Nursing/First Aid	125	33	26.40	1	.80	-	-	64	51.20	26	20.80	1	.80
Home Management	160	49	30.63	5	3.13	-	-	71	44.38	34	21.25	1	.63
Housing	157	53	33.76	1	.64	-	-	70	44.59	32	20.38	1	.64
Hygiene	87	24	27.59	-	-	-	-	42	48.28	21	24.14	-	-
Human Development	132	36	27.27	-	-	-	-	66	50.00	29	21.97	1	.76
Human Nutrition	120	26	21.67	4	3.33	-	-	61	50.83	28	23.33	1	.83
Metal Work	89	38	42.70	-	-	3	3.37	28	31.46	19	21.35	1	1.12
Tailoring	164	50	30.49	4	2.44	2	1.22	71	43.29	36	21.95	1	.61
Textiles	157	53	32.92	1	.62	1	.62	67	41.62	34	21.12	1	.64
Wood Work	63	17	26.98	-	-	6	9.52	22	34.92	17	26.98	1	1.59
Vegetable or Fruit Production	61	26	42.62	-	-	-	-	19	31.15	15	24.59	1	1.64

^aIncludes only those who had no previous exposure to the listed subject.

^bOther responses included, "not offered to my group" and "not important to my needs."

A smaller percentage of respondents reported that the subjects were not offered in their schools. Responses ranged from 42.70% who reported that metal work was not offered to 17.69% who reported that basic sewing was not offered. Taken as a whole the trend was that about 30% of the respondents indicated the subjects were not offered in their schools. When "did not want to take the subject" was considered as a possible reason for no previous study of family living subjects, the usual response was that about 20% reported that they had not wanted to enroll in the subject. Respondents were also given the option of stating that the subjects were not available to members of their sex. Very few of the respondents indicated lack of availability to their sex as a reason for not taking the subject. When this response alternative was selected, the subjects most frequently mentioned as unavailable to males were food preparation, clothing and basic sewing. The subject mentioned most frequently as unavailable to women was woodworking.

Importance of Curriculum Topics Related to Personal and Family Living

Respondents were requested to use a 1 to 5 continuum to indicate their perceptions of the importance of personal and family living subjects in a mandatory curriculum for the first year (see Table VIII). More than 50% of the respondents indicated that six subjects were "not at all important." These subjects were using left-over food, making or remodeling clothes, keeping the house clean, making the kitchen convenient, selecting clothes and having fun with the family. Approximately 70% of the respondents indicated that managing resources (e.g. time,

TABLE VIII
PERCEPTIONS OF THE IMPORTANCE OF PERSONAL AND FAMILY LIVING SUBJECTS
IN A MANDATORY CURRICULUM

Personal and Family Living Subjects	Total N	Scale										SD	Mean Value
		Not at all Important 1		2		3		4		Very Important 5			
		N	%	N	%	N	%	N	%	N	%		
Animal care	164	39	23.78	56	34.15	44	26.83	19	11.59	6	3.66	1.08	2.37
Basic mechanics of the home	161	77	47.83	45	27.95	19	11.80	9	5.59	11	6.83	1.20	1.96
Budgeting of money	165	11	6.67	11	6.67	22	13.33	38	23.03	83	50.30	1.23	4.04
Buying equipment for the home	161	76	47.21	45	27.95	16	9.94	14	8.70	10	6.21	1.22	1.99
Caring for and mending clothes	161	76	47.21	48	29.81	15	9.32	12	7.45	10	6.21	1.20	1.96
Caring for children	163	25	15.34	16	9.82	31	19.02	37	22.70	54	33.13	1.43	3.48
Caring for people who are sick	165	25	15.15	11	6.67	36	21.82	44	26.67	49	29.70	1.38	3.49
Caring for pregnant women	165	22	13.33	10	6.06	38	23.03	46	27.88	49	29.70	1.33	3.55
Caring for old people	165	21	12.73	12	7.27	36	21.82	47	28.49	49	29.70	1.33	3.55
Caring for the handicapped	165	23	13.94	12	7.27	37	22.42	45	27.27	48	29.09	1.35	3.50
Communications skills	167	14	8.38	7	4.19	24	14.37	40	23.95	82	49.10	1.25	4.01
Establishing good eating habits	162	79	48.77	36	22.22	16	9.88	14	8.64	17	10.49	1.37	2.10
Establishing good interpersonal relations	163	78	47.85	36	22.09	14	8.59	11	6.75	24	14.72	1.46	2.18
Family planning	166	32	19.28	20	12.05	24	14.46	22	13.25	68	40.96	1.57	3.45
Gardening	160	74	46.25	50	31.25	18	11.25	9	5.63	9	5.63	1.44	1.93
Having fun with your family	164	82	50.00	49	29.88	11	6.71	9	5.49	13	7.93	1.23	1.91
Household repairs of equipment	164	78	47.56	45	27.44	13	7.93	17	10.37	11	6.71	1.26	2.01
Keeping the house clean	163	84	51.53	45	27.61	8	4.91	10	6.14	16	9.82	1.30	1.95
Making or remodeling clothes	163	86	52.76	53	32.52	13	7.98	7	4.29	4	2.45	.96	1.71
Making the home safe	163	80	49.08	47	28.83	10	6.14	14	8.59	12	7.36	1.25	1.96
Making the kitchen convenient	160	82	51.25	45	28.13	13	8.13	9	5.63	11	6.88	1.20	1.89
Managing of resources, human/nonhuman e.g. time, energy, money	164	11	6.71	4	2.44	17	10.37	17	10.37	115	70.12	1.18	4.35
Planning nutritious, tasty meals	162	74	45.68	52	32.10	8	4.94	15	9.26	13	8.03	1.27	2.02
Promoting a better relationship between a husband and wife	163	70	42.95	52	31.90	12	7.36	5	3.07	24	14.72	1.39	2.15
Reducing and resolving conflicts in the home	162	71	43.83	53	32.72	9	5.56	11	6.79	18	11.11	1.33	2.09
Selecting a partner for marriage	164	69	42.07	55	33.54	12	7.32	11	6.71	17	10.37	1.30	2.10
Selecting clothes	155	78	50.32	51	32.90	13	8.39	6	3.87	7	4.52	1.05	1.79
Understanding cultural values	165	29	17.58	20	12.12	30	18.18	26	15.76	60	36.36	1.51	3.41
Understanding of human reproductive system	159	70	44.03	47	29.56	12	7.55	14	8.81	16	10.06	1.33	2.11
Using left-over food	157	83	52.87	47	29.94	14	8.92	7	4.46	6	3.82	1.04	1.76

money and energy) was very important. Another way of looking at these data is through a comparative analyses of the means. By this process it was noted that nine subjects had a mean score of 3.00 or greater on a continuum of importance 1 to 5. The subject having the highest mean (4.35) was managing resources (e.g. time, money and energy). Following in descending order were: budgeting money, 4.04; communication skills, 4.01; caring for pregnant women, 3.55; caring for older people, 3.55; caring for people who are sick, 3.49; caring for children, 3.48; family planning, 3.45, and understanding cultural values, 3.41.

Subjects rated as least important, having overall means varying from 1.71 to 1.99 were as follows: making or remodeling clothes, 1.71; using leftovers, 1.76; selecting clothes, 1.79; making the kitchen convenient, 1.89; having fun with your family, 1.91; gardening, 1.93; keeping the house clean, 1.95; caring for and mending clothes, 1.96; making the home safe, 1.96; basic mechanics of the home, 1.96 and buying equipment for the home, 1.99. Nine subjects had means varying from 2.00 to 2.37. They were household repairs of equipment, planning nutritious and tasty meals, reducing and resolving conflicts in the home, selecting a partner for marriage, establishing good eating habits, understanding of human reproductive system, promoting a better relationship between a husband and wife, establishing good interpersonal relations, and animal care. Generally those subjects oriented to the social aspects of African life were valued at a higher level of importance.

Rank Order of Curriculum Topics in Relation to
Students' Needs in Life as a Whole

The rank order of curriculum topics in relation to students' needs in life as a whole are summarized in Table IX. Respondents were asked to rank in order of importance the four most important subjects among 30 personal and family living topics. Managing resources, communications skills, understanding cultural values, and family planning were most frequently assigned the highest rank. At the second highest rank, the top four subjects were communication skills, managing resources, family planning, and understanding cultural values. At the third highest rank, managing resources, communication skills, family planning and understanding cultural values were most often chosen. In rank number 4, managing resources was replaced by caring for older people. From the immediately preceding analysis, it is clear that faculty and administrators favored managing resources, communications skills, understanding cultural values and family planning as the top four personal and family living subjects in relation to students' needs in life as a whole.

Perception of Need to Include Personal and Family
Living Subjects as Mandatory for all
First Year Students

One hundred seventy-one faculty and administrators responded to the item (see item 34 in the questionnaire, Appendix A) relating to the need to have a mandatory curriculum including personal and family living subjects for all first year students. Some need for a mandatory curriculum was indicated by 87.72% of the respondents. Almost 60% of

TABLE IX
RANK-ORDER OF CURRICULUM TOPICS REGARDING THE PERCEPTION
OF STUDENTS' NEEDS IN LIFE AS A WHOLE

Curriculum Topics	Rank 1 N=168 ^a		Rank 2 N=166 ^a		Rank 3 N=143 ^a		Rank 4 N=142 ^a	
	Frequency	% ^b	Frequency	% ^b	Frequency	% ^b	Frequency	% ^b
Animal care	3	1.79					2	1.41
Basic mechanics of the home							1	.70
Budgeting of money	12	7.14	11	6.63	3	2.10	11	7.75
Buying equipment for the home								
Caring for and mending clothes	1	.60					1	.70
Caring for children	2	1.19	3	1.81	4	2.80	1	.70
Caring for people who are sick					1	.70	2	1.41
Caring for pregnant women	3	1.79	2	1.21	12	8.39	10	7.04
Caring for old people			1	.60	6	4.20	17	11.97
Caring for the handicapped								
Communications skills	42	25.00	45	27.11	26	18.18	23	16.20
Establishing good eating habits			1	.60	5	3.50	1	.70
Establishing good interpersonal relations	4	2.38	4	2.41	4	2.80	5	3.52
Family planning	14	8.33	24	14.46	22	15.39	20	14.09
Gardening			2	1.21				
Having fun with your family	1	.60			1	.70	3	2.11
Household repairs of equipment								
Keeping the house clean					3	2.10	1	.70
Making or remodeling clothes			1	.60				
Making the home safe	1	.60					1	.70
Making the kitchen convenient								
Managing of resources, human/nonhuman e.g. time, energy, money	50	29.76	40	24.10	28	19.58	12	8.45
Planning nutritious, tasty meals								
Promoting a better relationship between a husband and wife	3	1.79	2	1.21	4	2.80	4	2.82
Reducing and resolving conflicts in the home					2	1.40	3	2.11
Selecting a partner for marriage	4	2.38	1	.60	3	2.10	2	1.41
Selecting clothes			1	.60				
Understanding cultural values	27	16.07	24	14.46	19	13.29	21	14.79
Understanding of human reproductive system			4	2.41			1	.70
Using left-over food	1	.60						

^aThe number of responses varied by ranks.

^bPercentages may not add to 100% due to rounding.

the respondents (59.06%) rated the need for a mandatory curriculum at position 3 or higher on the 5-point continuum. Position 4 was the modal response checked by approximately one-third (34.50%) of the respondents (see Table X).

Explanation of perceptions of the need to include personal and family living subjects as mandatory for all first year students were listed by 156 respondents (see Table XI). Responses were organized in a descending order of frequency. An examination of the table indicates that 37 respondents (23.72%) believed that including personal and family living subjects in a mandatory curriculum for all first year students could not be a priority at the University of Zimbabwe. Approximately 44% of respondents indicated that personal and family subjects were essential but should be offered at a level lower than the university.

Recommendations of How Personal and Family Living Subjects Can Be Accommodated Into the Curriculum

When asked if their university were to require some of the subjects related to personal and family living for all first year students how would they recommend they be accommodated, 48.10% indicated that they could be added to current courses (see Table XII) and 15.82% indicated that personal and family living subjects could be substituted for existing courses. Approximately one-third of the respondents indicated other ways that personal and family living subjects might be accommodated. Of these, the majority responded that the subjects could be incorporated as technical training for university students (see Table XIII).

TABLE X
 PERCEPTION OF NEED TO REQUIRE HOME ECONOMICS
 SUBJECTS AS MANDATORY FOR ALL
 FIRST YEAR STUDENTS
 (N=171)

Response Scale ^a	Frequency	Percent	Cumulative Percent
1 (Not at all needed)	21	12.28	12.28
2	49	28.66	40.94
3	28	16.37	57.31
4	59	34.50	91.81
5 (Vitaly needed)	14	8.19	100.00

^aContinuum scale from 1 to 5.

TABLE XI

EXPLANATIONS GIVEN TO SUPPORT RESPONSES REGARDING THE NEED
TO REQUIRE PERSONAL AND FAMILY LIVING SUBJECTS IN THE
FIRST YEAR CURRICULUM FOR ALL STUDENTS
(N=156)

Explanatory Comments	Frequency
Could not be priority here	37
Essential but for secondary level	29
Essential but for lower levels than the university	27
Essential at secondary or teaching colleges	9
Could be necessary provided you include department subjects	7
Current education systems do not prepare students to become total citizens, i.e. fulfill their roles as homemakers in society	4
Not very crucial	4
Not national priority	4
A good family, wife and relationship with a family can firm a base for better life, lessons to promote such would help emphasize the importance	3
Success in studies must be complemented by a knowledge of the world "out there"	3
Could help teach at the teacher's colleges	3
Not necessary, university is too complex for it and specialized	3
Many people choose a spouse and enter into marriage while ignorant of the listed vital subjects	2
Basic human demography-essential. Zimbabwe's major problem is population rate of increase, this threatens every development goal. Awareness should extend across faculties	2
Inclusion-yes but not to the extent of making them mandatory to all first year students regardless of the courses they pursue. These important topics are vital to a successful professional life	2
Essential but for primary	1
Because young people need to be helped in these aspects which people take for granted, the young will know	1
Necessary to balance personality development	1
Few university subjects prepare students for the day to day business of living with another person	1
Essential emphasize subjects for developing countries	1
Some, but not all, students that I meet as a student adviser, are academically bright but have little idea how to organize their life	1
To close the gap between students with a rural and impoverished background and other more fortunate students	1
To curb marital problems and consequent on children and societies	1
A person is supposed to set his home right first and so university first year curriculum should include this	1
Need for extension services to improve level of family living in rural communities - currently no specific services geared to these needs	1
Many students are likely to come from rural homes where budgeting is not regularly required	1
Some degrees difficult to incorporate though this would be good	1
Important, but impractical to fit it in	1
I am not convinced that such things can be taught by formal courses or that university is an appropriate place for such teaching	1
Yes and no. This university does not offer home economics at an advanced level. Most of the areas are supposed to have been covered at teacher training colleges. Yes it should be mandatory to improve peoples' lives	1
Staff shortages and a large intake of first year students	1
University degrees provide professional training, not household hints	1

TABLE XII

RECOMMENDATIONS ON HOW PERSONAL AND FAMILY LIVING SUBJECTS CAN BE
ACCOMMODATED IN THE CURRICULUM FOR ALL FIRST YEAR STUDENTS
(N=158)

Recommendation	Frequency	Percent
Substitute for some current subjects	25	15.82
Addition to current courses	76	48.10
Others ^a	57	36.08

^aTable XIII presents other ways of accommodating personal and family living curriculum for all first year students.

TABLE XIII

A LISTING OF NONSTRUCTURED RESPONSES REGARDING RECOMMENDATIONS FOR
WAYS OF ACCOMMODATING PERSONAL AND FAMILY LIVING SUBJECTS
IN THE CURRICULUM FOR ALL FIRST YEAR STUDENTS
(N=57)^a

Recommendations	Frequency
Technical	30
Extra curricula	6
Would not recommend	2
Optional courses	2
Optional to interested students	2
Give new essential subjects	2
Practical subjects	1
Separate courses once a week	1
Evening lectures	1
National production	1
Development subjects	1
Have a counselling system in the university	1
Remodeling of the most appropriate similar subjects	1
Seminar	1
Introduce key subjects	1
To be done in variation	1
Spare time optional	1
Restructuring degree to allow flexibility	1
Parents	1

^aSee questionnaire, item 36C (Appendix A).

Table XIV lists the comments supporting the recommendations on how to incorporate personal and family living subjects into the curriculum. Forty percent of the respondents associated personal and family living subjects with the technical education needed for students' development. Other responses were very disparate in nature. Generally the comments related to curriculum constraints, curriculum enhancements, contributions of the subjects to social and national development, the student's right to choose, the essential or non-essential nature of the subjects and the appropriate placement of the subjects in the curriculum.

Perceptions Regarding Change in the African Way of Life

Table XV presents the faculty and administrators' perceptions regarding change in the African way of life. Responses were recorded on a continuum scale from 1 to 5 where "1" was used to indicate no change at all and "5" was used to indicate very much change. Analyses of results indicated that respondents believed that the African way of life is changing considerably. All of the respondents indicated that some degree of change was occurring in African life. Level 4 on the five-point continuum was selected by 47.40% of the respondents. Another 26.63% indicated a higher level of change. Together, the two highest levels of change on the five-point continuum were selected by 74.03% of the respondents.

Verbatim comments on how the university should respond to the changes in the way of life for the African people are presented in Table XVI. Approximately 40% of the respondents identified the need to conduct research and/or help others initiate research studies as an

TABLE XIV
EXPLANATIONS GIVEN FOR ACCOMMODATING PERSONAL AND
FAMILY LIVING FOR ALL FIRST YEAR STUDENTS
(N=160)

Explanatory Comments	Frequency
Emphasize technical subjects for students' development	64
To widen the variety in all curricula	21
Current programs are severely constrained in terms of available time	8
Only relevant disciplines to be taught	7
Current course contents are comprehensive and time is not available to cover fully the academic contents	6
Stress subjects for national development	6
Can be easily done without changing overall structure of courses, i.e. can be incorporated easily	4
Some degrees will be weakened due to substitution	3
The curricula appear too thin in some cases	2
Irrespective of the academic career being pursued all students are people and therefore homemakers	2
The courses are necessary for a competent individual to survive in a changing world	2
Stress subjects for social development	2
Should be in addition to current courses, but at expense of length of them	2
Subjects need to be added because in some discipline areas a student cannot afford to drop a subject	2
More appropriate to student societies, counseling, religious activities, etc.	2
Students should be free to choose whether they want to study these subjects or not	2
Additional time for teaching needed	2
Irrelevant	2
Most of the subjects listed in Section II are not taught in schools or in university	2
Such courses do not help one get a job. These subjects would be too simple for the university to offer and so they should be taught in primary and secondary	2
Essential but should be non-credit courses	1
The proposed subjects complement the existing curriculum	1
Not to overload curriculum. Some current subjects not essential for living	1
To cover subjects for community development	1
Seminars will be more appropriate and not mandatorily requiring home economics subjects	1
Added into basic degree requirements	1
Everything is important	1
Substitute for some current subjects due to confused values due to colonial values	1
Universities are about the acquisition of knowledge not teaching how to live	1
We have our priority on developing scientific and technical skills in agriculture	1
A medical or health center can take care of all health related counseling outside teaching house. There could be a students affairs general counselling service	1
They would be too theoretical and might not be taken seriously enough	1
Current subjects are specific and vital to development of career	1
University degrees provide professional training not household hints	1
I see no point in attending an academic institution to be forced to relearn things which should already have been covered or are otherwise acquired only through life experience	1
Subjects should be voluntary, any addition to course loads would have serious implications for administration and implementation	1

TABLE XV
PERCEPTIONS REGARDING CHANGE IN
AFRICAN WAY OF LIFE
(N=154)

Response Scale ^a	Frequency	Percent
1 (Not at all)	-	-
2	8	5.20
3	32	20.78
4	73	47.40
5 (Very much change)	41	26.63

^aContinuum scale from 1 to 5

TABLE XVI

EXPLANATIONS GIVEN ON HOW THE UNIVERSITY SHOULD RESPOND TO
THE CHANGES OF LIFE FOR THE AFRICAN PEOPLE
(N=162)

Explanatory Comments	Frequency
Lead in research project development	39
Participate in developmental projects	21
Give new information, projects and research	19
Give new information, lead projects for people	11
Provide education suited for the development of the African countries	10
Teach developmental disciplines	9
Teach and train more people for directional change	6
Help adjustment of students from traditional and cultural outlook to more modern life style, balancing best of both ways of life	5
Take part in research projects	5
Participate in development activities especially in rural areas	3
Keep adjusting syllabus content to help students understand the changes around them	3
Must be Zimbabwe oriented	3
The university should keep people informed about new technology in all areas that affect African lives	3
More of family living topics introduced as seminars, workshops, etc. preferably compulsory	2
By using lecturers who are aware of the changes and have the courage to be critical in their assessments of the merits or demerits of those changes	2
Inculcation of population awareness urgently needed, plus obligation to extend awareness to others after graduation	2
Prepare students to change through the development of critical thinking	1
Study students	1
By teaching in class the technical requirements and providing the social stimulation outside the curriculum	1
Assist people in developing local projects	1
Give the control of the means of production to those who are productive. In short, demolish the capitalist monopoly system and introduce socialist mode of production	1
While personal and national pride are important, none the less important is their place in the family of nations of the world	1
It should make information available through its students' affairs department	1
By evaluating traditional values within new context	1
Increase part-time studies	1
Start with little changes that are familiar like halls of residence being shared as done in the home	1
Integrate the changes in life style to urbanization and then make policy recommendation to reflect the changes by legislation and resource allocation	1
Training in manpower for planning, policy making, extension and training	1
The biggest threat I perceive emerging from the changes is that of materialism and hedonism. The university should help students adopt values that are aimed at community service rather than put self-interest first. How this could be achieved is probably not a solvable problem.	1
Good education	1
The need of the community	1
Through critical research, (2) conscientious teaching of skills, (3) service to community through active participation in development processes, (4) effective structuring and planning of university service	1
The university is not the place to be teaching the masses about changes in way of life, except in social studies degrees	1
The university should avoid being transformed into a supper domestic science school	1
Other than making available knowledge to all those who require it, I do not consider it the function of a university to change. Rather it is a fixed point of achievement and is used to train good minds to fulfill particular functions which cannot be learned elsewhere.	1

appropriate way for the university to react to change in the African way of life. When the responses were categorized according to the common university functions of research, instruction and public service, it was found that approximately 30% of the responses related to instruction and 30% related to public service.

Perceptions Regarding the Input of Administrators,
Faculty, Students and Government in
Curriculum Change

Table XVII presents responses on the perceptions regarding the input of administrators, faculty (non-administrators), students and government in curriculum change. As Table XVII indicates faculty (non-administrators) were perceived as having the greatest input with a mean value of 4.76 and administrators the lowest with a mean value of 2.45 on a 5-point scale. Students were perceived as having more input than either the government or administrators. The perceived strength of faculty input in curriculum is a very important point for curriculum planners to keep in mind.

Relationships Between the Previous Study of
Subjects in Personal and Family Living
and Selected Demographic Variables

The intent of Hypothesis Number One was to find out if there was an association between selected demographic variables and the previous study of subjects in personal and family living by university faculty and administrators. The demographic variables studied were as follows: 1) age, 2) gender, 3) marital status, 4) number of children, 5) ethnic

TABLE XVII
 PERCEPTIONS REGARDING THE INPUT OF ADMINISTRATORS, FACULTY, STUDENTS,
 AND GOVERNMENT IN CURRICULUM CHANGE

Groups/Persons Variable	N ^b	Little if any ^a				Very much ^a				SD	Mean Score		
		N	1 %	N	2 %	N	3 %	N	4 %			N	5 %
Administrators	167	49	29.34	45	26.95	32	19.16	31	18.56	10	5.99	1.25	2.45
Faculty (non-administrators)	171	1	.58	2	1.17	6	3.51	19	11.11	143	83.63	.63	4.76
Students	172	14	8.14	27	15.70	31	18.02	46	26.74	54	31.40	1.30	3.58
Government ^c	128	21	16.41	45	35.16	46	35.94	12	9.37	4	3.12	.98	2.48

^aA response continuum of 1 to 5 was used where 1 indicated "little if any change" and 5 indicated "very much change."

^bTotal number of faculty and administrators who responded to each variable.

^cThis variable was not one of the original options. It was created because so many of the respondents (N=128) specified it in the "other" category listed on the questionnaire, item 40 D.

group, 6) professional role, 7) years worked in professional education, 8) years worked in African education, 9) father's education, 10) mother's education, and 11) highest education obtained. These variables were examined in order to develop information that might be helpful in curriculum planning.

The computer program used in data processing was the Statistical Analysis System (SAS), 1985 edition, Chi-Square Procedure (SAS User's Guide, 1985).

The results of the chi-square tests of Hypothesis Number One are summarized in Table XVIII. Of the 11 demographic variables, only 2, marital status and years worked in African education, were not significantly associated with any of the 21 personal and family living subjects. The variable, father's education was significantly associated ($p < .05$) with six subjects. Number of children was significantly associated with 5 subjects. Age and gender were each associated with 4 subjects. Years worked in professional education was associated with 3 subjects; ethnic group associated with 2 subjects and professional role and mother's education were each associated with 1 subject.

The testing of Hypothesis Number One, involved conducting 231 individual chi-square procedures (11 demographic variables by 21 personal and family living subjects). The results of these individual tests are presented by demographic variables and may be found in Appendix B. An initial perusal of results indicated that 34 of the chi-square tests were significant. In some tests, too many (20% or more) of the individual cells within a contingency table had expected counts of 5 or less, creating the possibility that the test might not be valid. When this occurred, the Claypool Adjustment Method (see Chapter III)

TABLE XVIII

SUMMARY OF THE SIGNIFICANT RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN DEMOGRAPHIC VARIABLES AND PREVIOUS STUDY OF PERSONAL AND FAMILY LIVING SUBJECTS

Personal and Family Living Subjects	Demographic Variables ^a										
	1	2	3	4	5	6	7	8	9	10	11
Animal care									X		
Basic sewing		X		X			X				
Budgeting money						X	X ^b		X		
Child development											
Clothing (sewing)		X		X							
Consumer education	X ^b										
Family planning				X							
Family studies				X							
Food preparation											
Health											
Home nursing/First aid	X								X		
Home management	X ^b								X ^b		
Housing					X				X		
Hygiene											
Human development	X						X		X		
Human nutrition	X			X					X		X
Metal work	X	X					X			X	
Tailoring				X ^b	X ^b						
Textiles				X ^b							
Wood work		X									
Vegetables or fruit production					X						

^aLegend: 1=age, 2=gender, 3=marital status, 4=number of children, 5=ethnic group, 6=professional role, 7=years worked in professional education, 8=years worked in African education, 9=father's education, 10=mother's education, 11=highest education.

^bNot significant at $p < .05$ after Claypool Adjustment Method.

was applied. In seven cases the resulting chi-square value was too low to be significant ($p < .05$), thereby reducing the number of significant tests to 27 or 11.69% of the total tests. While this proportion of significant results within the 231 possibilities does not create a compelling statement about the association of demographic variables with previous study of personal and family subjects, there was some association and for this reason the null hypothesis, "There is no association between faculty and administrators' previous study of subjects in personal and family living and selected demographic variables" was rejected.

The personal and family living subjects most frequently associated ($p < .05$) with demographic variables were human nutrition and metal work, each associated with four variables. Basic sewing and human development were each associated with three demographic variables. Budgeting money, clothing (sewing), home nursing/first aid, and housing were each associated with two variables. Animal care, family planning, family studies, wood work, and vegetable or fruit production were each associated with one demographic variable. Subjects that did not significantly associate with any of the 11 demographic variables were child development, consumer education, food preparation, health, home management, hygiene, tailoring, and textiles.

A close analysis of the results of tests where significance ($p < .05$) was found provided the researcher with an understanding of how demographic variables were associated with the personal and family living subjects previously studied by the respondents. A discussion of these relationships follows.

Age

For the final analysis of the age variable, respondents were divided into two groups, those 35 and younger and those 36 and older. In preliminary analyses other age categories were considered; however, the distribution of respondents over the numerous categories included in the survey questionnaire created a problem of sparse cells in chi-square contingency tables which was handled through the combination of categories creating data sets that were more suitable for the chi-square procedure. A merging of categories was similarly conducted for other demographic variables for the same reason.

Home nursing was one of four personal and family living subjects associated with age. A greater proportion of those aged 36 or older had previously studied home nursing. The utility of this information to the curriculum planner is that advisory information about home nursing may be more readily obtained from the 36 and older age group.

Human development was also associated with the older age group; 37.04% of those 36 and over had previously studied human development compared to 11.76% of those 35 and younger. The same type of association was found for human nutrition where 46.30% of the older group compared to 20.17% of the younger group had previously studied the subject.

In the case of metal work, it was the younger faculty and administrators who had more frequently studied the subject; 55.46% of the age group 35 and under had studied metal work compared to 27.78% in the older group.

Gender

For the analysis of the gender variable, respondents were obviously divided into two groups, males and females. Even though males outnumbered females 122 to 51, the data were still suitable for the chi-square procedure.

Basic sewing was one of four personal and family living subjects significantly associated ($p < .05$) with gender. While a majority of neither sex had studied basic sewing, a greater proportion, 43.14% of the women had previously studied basic sewing compared to 16.39% of the men.

Clothing (sewing) was significantly associated with gender. A greater proportion of females (31.37%) had studied clothing (sewing) than had males (8.20%). In Zimbabwe, clothing (sewing) is a more advanced subject than basic sewing. The percentage of respondents who had studied basic sewing was greater (24.28%) than those who had studied the more advanced clothing (15.03%), however in each case females were the more typical students.

In the case of metal work, a personal and family living subject significantly associated with gender, males were a larger proportion of the students. Eighty-one of 173 respondents had previously studied metal work, of these 64 were male and 17 were female. Proportionately 52.46% of the males compared to 33.33% of the females had previously studied the subject. A similar association was found for woodwork where 72.13% of males and 43.14% of the females had previously studied woodwork.

In summary, of the four subjects that were significantly associated with gender, two (basic sewing and clothing) were predominately

studied by women and two were predominately studied by men (metal work and woodwork).

Number of Children

The survey instrument (see Appendix A) initially divided respondents into four categories regarding the number of their children. The categories were 0, 1-2, 3-5, and 6 or more. As shown in Table III, only 1.34% had 6 or more children, therefore the last two categories were combined to create a group of respondents who had 3 or more children. The collapsing of four age groups into three prevented a sparse cell problem in the chi-square contingency tables, a problem that sometimes occurs when a sample is distributed over too many categories.

Basic sewing was one of four personal and family living subjects associated with number of children. A greater proportion of respondents with no children (47.37%) had previously studied basic sewing compared to respondents who had 1 or 2 children (33.33%). Among the third group, those with 3 or more children, only 11.94% had previously studied basic sewing. The utility of this information to the curriculum planner is that advisory information about basic sewing may be more readily obtained from the group with no children. The same type of association was found for clothing (sewing) where 42.11% of those with no children previously studied the subject as compared to 15.87% of those with 1 or 2 children and 10.45% of those with 3 or more children.

In the situation of family planning, 31.58% of the respondents with no children had previously studied family planning compared to 8.96% of the respondents who had 3 or more children and 7.94% of the respondents who had 1 or 2 children. A similar type of association was found

for family studies where 26.32% of those with no children as compared to 4.76% of those with 1 or 2 children and 10.45% of those with 3 or more children had previously studied family studies.

In the case of human nutrition, 52.63% of the respondents with no children as compared to 26.98% of those with 1 or 2 children and 23.88% of those with 3 or more children had previously studied human nutrition. The researcher finds this phenomenon discouraging since those with children to raise presumably have a greater need for nutrition information.

The general trend for the variable, number of children, was that those with fewer children had engaged in more study of the curriculum topics that were significantly associated with the variable. Respondents who had more children had studied the curriculum topics less.

Ethnic Group

Respondents were divided into two categories, African and non-African, to see if there was an association between ethnicity and previous study of personal and family living subjects. Of the 171 respondents who reported ethnic origin, 99 were African and 72 non-African.

Housing was one of the two personal and family living subjects associated with ethnic groups. A greater proportion of Africans (12.12%) had previously studied housing than the non-African respondents (2.78%). The same type of association was found for vegetable or fruit production where 68.69% of the Africans had previously studied the subject as compared to 52.78% of the non-Africans. The utility of this information to the curriculum planner is that advisory information about vegetable or

fruit production may be more readily obtained from the African respondents.

Professional Role

Respondents were divided into two groups for the analysis of possible association between professional role and the previous study of personal and family living subjects. Non-administrators outnumbered administrators 131 to 39.

Budgeting money was the only personal and family living subject associated with professional role. Of the administrators 25.64% had previously studied budgeting money as compared to 9.92% of the non-administrators.

Years Worked in Professional Education

In the final analysis of the "years worked in professional education" variable, the respondents were divided into two groups, those who had worked 15 years or less and those who had worked 16 years or more. The eight categories of experience used in the survey instrument to obtain a profile of the respondents were collapsed into two categories for the chi-square analysis.

Basic sewing was one of three personal and family living subjects associated with years worked in professional education. A greater proportion of the respondents who had worked 15 years or less (35.85%) compared to 10.53% of those who had worked 16 years or more had previously studied basic sewing.

For the subject, human development, the respondents who had worked 16 years or more in professional education were more likely to have

studied the subject than those who had worked 15 years or less. More than half (52.63%) of the more experienced respondents had studied human development compared to less than one-fifth (18.87%) of the less experienced respondents. As for metal work, 21.05% of the respondents who had worked 16 years or more as compared to 49.06% of those who had worked 15 years or less had previously studied metal work.

Three subjects, basic sewing, human development, and metal work were significantly associated with years worked in professional education. Basic sewing and metal work were more strongly associated with fewer years worked while human development was more strongly associated with more experience in professional education.

Father's Education

For the analysis of the father's education variable, respondents were divided into two groups, those who had secondary education and lower and those who had technical/vocational education and higher (see Appendix A, item 12). In preliminary analysis other fathers' education categories were considered. In order for the chi-square test to be appropriately used, the categories were reorganized into two groups.

Animal care was one of six personal and family living subjects associated with father's education. A greater proportion of the respondents whose father's education was secondary or lower education (36.84%) as compared to 15.46% of the respondents whose father's education was technical/vocational education or higher had previously studied animal care.

The same type of association was found for budgeting money where 21.05% of the respondents whose fathers had secondary or lower education

compared to 7.22% whose fathers had technical/vocational education or higher had previously studied the subject. Home nursing/first aid, housing, human development and human nutrition had the same type of association as compared to budgeting money. The percentage distribution of the respondents for these variables of respondents whose fathers had secondary or lower education were: home nursing/first aid, 40.79%; housing, 14.47%; human development, 27.63%, and human nutrition, 39.47% in previous study of personal and family living subjects. On the other hand, the percentage distribution of the respondents for the same variables but for those whose fathers had technical/vocational education and higher were: home nursing/first aid, 17.53%; housing, 3.09%; human development, 13.40%; and human nutrition, 19.59% in previous study of personal and family living subjects. As indicated, the overall trend indicated that the respondents whose fathers had secondary and lower education had more previous study in personal and family living subjects than those whose fathers had technical/vocational education or higher.

Mother's Education

For the final analysis of the mother's education variable, respondents were divided into two groups, those who had secondary education and lower and those who had technical/vocational education and higher. The categories were treated in a similar manner as the father's education variable categories.

Metal work was the only subject associated with mother's education. A greater proportion of the respondents whose mother's education was secondary and lower (51.52%) as compared to 32.50% of those whose mother's education was technical/vocational had previously studied the subject.

Highest Education

For analysis of the variable, highest education, respondents were divided into three groups. The survey instrument had requested responses to five categories but since there were no responses to the first group which was diploma/associate degree and the last group, other, only three degrees, bachelors, masters and doctorate were considered for the chi-square test.

Human nutrition was the only personal and family living subject associated with highest education. A greater proportion of those with bachelors degrees (50.00%) as compared to those with doctorates (40.00%) had previously studied human nutrition. Of the respondents who had masters as their highest degree 18.18% had previously studied human nutrition.

Taken as a whole, demographic variables were not strongly associated with the previous study of personal and family living subjects. While most of the 11 demographic variables were associated with one or more personal and family subjects, these associations represented only 11.69% of the potential. As stated earlier, the null hypothesis of no association was rejected because there was some association.

Relationships Between Selected Demographic Variables and the Perception of the Im- portance of Personal and Family Living Subjects in a Mandatory Curriculum for all First Year Students

The intent of Hypothesis Number Two was to find out if there was an association between selected demographic variables and a perception of

the importance of personal and family living subjects in a mandatory curriculum for all first year students at the University of Zimbabwe. The demographic variables studied were as follows: 1) age, 2) gender, 3) marital status, 4) number of children, 5) ethnic group, 6) professional role, 7) years worked in professional education, 8) years worked in African education, 9) father's education, 10) mother's education, and 11) highest education obtained. These variables were examined in order to develop information that might be helpful in curriculum planning.

The results of the chi-square tests of Hypothesis Number Two are summarized in Table XIX. Ten demographic variables were significantly associated with the perception of the importance of some of the 30 personal and family living subjects. The other variable, years worked in African education, was not associated with any subject. Again, the level of significance was set at $p < .05$. The association of the variables with the personal and family living subjects were as follows: age associated with 25 variables; highest education, 19; father's education, 17; professional role, 8; mother's education, 7; marital status, 5; ethnic group, 5; number of children, 2; gender, 1; and years worked in professional education, 1.

The testing of Hypothesis Number Two involved conducting 330 individual chi-square procedures (11 demographic variables by 30 personal and family living subjects). The results of these individual tests are presented by demographic variables and may be found in Appendix C. An initial perusal of results indicated that 118 of the chi-square tests were significant. In some tests, too many (20% or more) of the individual cells within a contingency table had expected counts of 5 or less creating the possibility that the test might not be valid.

TABLE XIX

SUMMARY OF THE SIGNIFICANT RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN DEMOGRAPHIC VARIABLES AND PERCEIVED IMPORTANCE OF PERSONAL AND FAMILY LIVING SUBJECTS IN A MANDATORY CURRICULUM

Personal and Family Living Subjects	Demographic Variables ^a										
	1	2	3	4	5	6	7	8	9	10	11
Animal care	X	X				X			X		X ^b
Basic mechanics of the home	X								X		X
Budgeting of money	X						X ^b	X ^b			
Buying equipment for the home	X								X		X ^b
Caring for and mending clothes	X								X		
Caring for children	X		X		X	X					X
Caring for people who are sick	X		X		X	X				X	X
Caring for pregnant women	X		X		X	X				X	X
Caring for old people	X		X			X				X	X
Caring for the handicapped	X		X		X	X				X	X
Communication skills						X					
Establishing good eating habits	X			X ^b					X		X
Establishing good interpersonal relations	X								X		
Family planning				X ^b	X	X			X		
Gardening	X		X ^b	X					X		X
Having fun with your family	X			X ^b			X ^b		X		X
Household repairs of equipment	X	X ^b		X ^b					X		X
Keeping the house clean	X			X ^b	X ^b		X ^b		X		X
Making or remodeling clothes	X ^b			X ^b					X ^b		X
Making the home safe	X			X					X		X
Making the kitchen convenient	X			X ^b			X ^b				
Managing of resources, human/nonhuman e.g. time, energy, money	X		X ^b				X	X ^b			
Planning nutritious, tasty meals	X								X	X	X
Promoting a better relationship between a husband and wife	X						X ^b		X		X
Reducing and resolving conflicts in the home	X			X ^b			X ^b		X		X
Selecting a partner for marriage	X			X ^b			X ^b		X		X
Selecting clothes											X
Understanding cultural values										X	
Understanding of human reproduction system	X			X ^b						X	X
Using left-over food	X			X ^b					X		

^aLegend: 1=age, 2=gender, 3=marital status, 4=number of children, 5=ethnic group, 6=professional role, 7=years worked in professional education, 8=years worked in African education, 9=father's education, 10=mother's education, 11=highest education.

^bNot significant at $p < .05$ after Claypool Adjustment Method.

When this occurred, the Claypool Adjustment Method (see Chapter III) was applied. In 28 cases the resulting chi-square value was too low for significance ($p < .05$), thereby reducing the number of significant tests to 90 or 27.27% of the total tests. While this proportion of significant results within the 330 possibilities does not create a compelling statement about the association of demographic variables with perception of the importance of personal and family living subjects in a mandatory curriculum for all first year students, there was some association. For this reason the null hypothesis, "There is no association between faculty and administrator's perception of the importance of personal and family living subjects in a mandatory curriculum for all first year students at the University of Zimbabwe and selected demographic variables" was rejected.

Each of personal and family living subjects was associated ($p < .05$) with some of the demographic variables. Caring for people who are sick, caring for pregnant women and caring for the handicapped were each associated with six variables. Caring for children and caring for old people were each associated with five variables. Animal care; gardening; making the home safe and planning nutritious, tasty meals were each associated with four variables. Basic mechanics of the home, establishing good eating habits, family planning, having fun with your family, household repairs of equipment, keeping the house clean, promoting a better relationship between a husband and wife, reducing and resolving conflicts in the home, selecting a partner for marriage and understanding the human reproduction system were each associated with three variables. Buying equipment for the home, caring for and mending clothes, establishing good interpersonal relations, managing human and

nonhuman resources and using left-over food were each associated with two variables. Finally, budgeting money, communications skills, making or remodeling clothes, making the kitchen convenient, selecting clothes and understanding cultural values were each associated with one demographic variable.

A close analysis of the results of tests where significance ($p < .05$) was found provided the researcher with an understanding of how demographic variables were associated with the perceived importance of personal and family living subjects in a mandatory curriculum for all first year students at the University of Zimbabwe. A discussion of these relationships follows. For the analysis of data related to Hypothesis Two, the same grouping of respondents by demographic variables that was used for Hypothesis One applies.

As stated earlier the demographic variables that were most often significantly associated with the 30 personal and family living topics were age, highest education obtained, and father's education. Table XX presents a comparison of the percentages of respondents who rated the various curriculum topics at levels four and five on the five-point scale of importance in a mandatory curriculum for all first year students. Table XLIV (see Appendix D) indicates that generally 1) older respondents rated the personal and family subjects at a higher level of importance than younger respondents, 2) respondents who held bachelors degrees rated the personal and family living subjects at a higher level of importance than did respondents who had completed masters and doctorates, and 3) respondents whose fathers had completed secondary or lower education rated the personal and family living subjects at a higher level than those whose father's had completed technical or higher education.

TABLE XX
 WITHIN VARIABLE COMPARISONS REGARDING THE PERCEPTIONS OF IMPORTANCE OF PERSONAL
 AND FAMILY LIVING SUBJECTS IN A MANDATORY CURRICULUM^a

Subjects Related to Personal and Family Living	Variables						
	Age		Highest Education			Father's Education	
	<35 yrs	>35 yrs	Bachelors	Masters	Doctorate	<Secondary	>Secondary
	%	%	%	%	%	%	%
Animal care	13.04	20.40				20.83	10.87
Basic mechanics of the home	7.89	23.40	28.58	6.32	20.00	25.00	2.24
Budgeting of money	78.44	61.23					
Buying equipment for the home	8.70	30.43				27.15	5.50
Caring for and mending clothes	9.48	24.44				22.86	6.60
Caring for children	54.79	58.34	64.28	53.13	58.00		
Caring for people who are sick	55.56	58.34	57.14	53.06	62.00		
Caring for pregnant women	58.97	54.17	57.15	58.16	56.00		
Caring for old people	59.83	54.16	57.14	58.16	60.00		
Caring for the handicapped	59.83	47.91	71.43	55.10	56.00		
Communications skills							
Establishing good eating habits	11.50	36.74	21.43	12.37	33.33	28.77	11.23
Establishing good interpersonal relations	12.18	43.75				33.33	12.09
Family planning						60.28	49.46
Gardening	8.85	17.02	21.43	6.39	18.36	21.43	3.33
Having fun with your family	7.76	27.09	21.43	8.24	20.00	23.61	5.44
Household repairs of equipment	9.48	35.41	21.43	14.43	22.00	27.78	8.69
Keeping the house clean	11.20	27.66	28.57	9.27	26.53	27.78	6.60
Making or remodeling clothes	6.89	6.39	14.29	6.18	6.12		
Making the home safe	12.07	25.53	28.57	10.31	24.49	27.78	6.60
Making the kitchen convenient	7.96	23.41					
Managing of resources, human/nonhuman e.g. time, energy, money	88.79	60.42					
Planning nutritious, tasty meals	8.77	37.50	14.29	11.34	29.17	26.39	10.00
Promoting a better relationship between a husband and wife	8.70	39.59	28.57	10.41	30.00	29.59	8.70
Reducing and resolving conflicts in the home	8.70	40.43	35.72	10.42	26.53	32.40	6.60
Selecting a partner for marriage	10.35	33.33	28.57	11.34	24.00	29.17	7.61
Selecting clothes			0.00	7.77	12.50		
Understanding cultural values							
Understanding of human reproductive system	10.09	38.00	15.38	13.04	29.41		
Using left-over food	7.34	10.42				14.28	11.45

^aFor this comparison, the three variables that were most frequently associated ($p < .05$) with the personal and family living subjects were chosen.

A discussion of the relationships between demographic variables and personal and family living subjects will be individually presented below.

Age

The demographic variable, age of respondents, was associated with a larger number of curriculum topics than any other variable. Significant associations ($p < .05$) were found between age and a perception of the importance of 25 personal and family living subjects in a mandatory curriculum (see Table XIX).

Generally, respondents who were older, 36 years and over, rated the importance of the subjects in a mandatory curriculum at a higher level than did respondents 35 and younger. Of the 25 significant associations, older respondents rated the curriculum topics higher. For 5 of the 25 subjects, the opposite result was found. A comparison of the percentages of respondents 36 and over and those 35 and under who rated the personal and family living subjects at levels 4 and 5 on the 5-point continuum of importance may be found in Appendix D, Table XLIV.

Gender

Gender was associated with the perception of the importance of animal care in a mandatory curriculum for all first year students. Animal care was the only curriculum topic associated with the gender variable. A greater proportion of male respondents rated the topic at a higher level on the 5-point continuum of importance than did females.

Marital Status

Marital status was associated with the perception of the importance of five of the curriculum topics in a mandatory curriculum for all first year students (see Appendix D, Table XLV). The topics were caring for children, caring for people who are sick, caring for pregnant women, caring for old people and caring for the handicapped. Respondents who were married rated the topics on caring for people at a higher level of importance than did the unmarried respondents.

Number of Children

The demographic variable, number of children, was associated with the perception of the importance of two curriculum topics in a mandatory curriculum for all first year students. Gardening was perceived to be of lesser importance to those who had no children. The same trend was observed for making the home safe.

Ethnic Group

Ethnicity was associated with the perception of the importance of five of the personal and family living subjects in a mandatory curriculum for all first year students. The subjects were caring for children, caring for people who are sick, caring for pregnant women, caring for the handicapped, and family planning (see Appendix D, Table XLVI). While both ethnic groups, Africans and non-Africans, tended to rate each of the topics at the upper levels of the continuum of importance, Africans rated caring for children, caring for the handicapped and family planning slightly higher than did non-Africans. Non-Africans rated caring for people who are sick and caring for pregnant women at

a slightly higher level than did Africans. A close examination of the contingency tables revealed that Africans were more likely than non-Africans to rate the importance of the curriculum topics at a moderate level.

Professional Role

Professional role was associated with the perception of the importance of eight of the personal and family living subjects in a mandatory curriculum for all first year students. The subjects were animal care, caring for children, caring for people who are sick, caring for pregnant women, caring for old people, caring for the handicapped, communication skills and family planning. In general administrators perceived the subjects to be of greater importance in a mandatory curriculum than did non-administrators (see Appendix D, Table XLVII).

Years Worked in Professional Education

The variable, years worked in professional education, was associated with the perceived importance of managing resources as a topic to be included in a mandatory curriculum for all first year students. A greater proportion of respondents who had worked 15 years or less rated managing resources at the upper levels of importance (points 4 and 5 on the continuum) compared to respondents who had worked 16 years and more.

Father's Education

The demographic variable, father's education, was associated with the importance of 17 subjects in a mandatory curriculum for all first year students. Respondents whose fathers had technical or higher

education were less likely to rate the curriculum topics at the upper levels of the 5-point continuum (see Appendix D, Table XLVIII).

Mother's Education

The education of respondents' mothers was associated with the perception of the importance of seven subjects in a mandatory curriculum for all first year students. Respondents whose mothers had technical education or beyond rated caring for people who are sick, caring for pregnant women, caring for old people, planning nutritious and tasty meals and understanding the human reproductive system at a higher level of importance than did respondents whose mothers had secondary and lower education. Caring for the handicapped and understanding cultural values was rated at a higher level of importance by the respondents whose mothers had secondary or lower education (see Table XLIX in Appendix D).

Highest Education

The variable, highest education obtained by respondents, was associated with the perceived importance of 19 subjects in a mandatory curriculum for all first year students (see Appendix D, Table L). Generally, respondents who had completed bachelors or doctoral degrees tended to rate the subjects at a higher level of importance than did respondents who had masters degrees.

Summary

Taken as a whole, few demographic variables were strong associated with the perceived importance of personal and family living

subjects in the curriculum for all first year students at the University of Zimbabwe. While most of the 11 demographic variables were associated with one or more personal and family living subjects, these associations represented only 27.27% of the potential. As stated earlier, the null hypothesis of no association was rejected because there was some association.

Relationship of Professional Role
and Sources of Input in
Curriculum Change

The purpose of Hypothesis Number Three was to determine if there was an association between the professional roles of respondents and their perceptions regarding sources of input in curriculum change. The sources that were considered were administrators, faculty who were non-administrators, students, and government. As stated earlier, the survey instrument did not include the "government" category. However, due to the large proportion of respondents who specified "government" in the "other" category, "government" was made a category for the final analysis of responses. As indicated in Table XXI, there was no association between the professional roles of respondents and their perceptions regarding sources of input in curriculum change. Therefore the null hypothesis of no association between professional roles of respondents and their perceptions regarding sources of input in curriculum change was not rejected.

TABLE XXI
 RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
 PROFESSIONAL ROLE AND SOURCES OF INPUT
 IN CURRICULUM CHANGE

Groups/Persons	N	df	Chi-Square Value	Probability Value
Administrators	164	4	3.47	.483
Faculty (Non-administrators)	168	4	3.86	.425
Students	169	4	4.47	.346
Government	125	4	12.92	.012 ^a

^aNot significant at $p < .05$ after Claypool Adjustment Method.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The research study is summarized in this chapter. Information related to the problem, objectives, hypotheses, sample, instrument design, data collection, statistical procedures, results and conclusions are included.

Statement of the Problem

A general lack of availability of subjects related to personal and family living for students in Zimbabwe was the main problem addressed in this study. Literature related to the problem has been discussed in Chapter II. The main thrust of the study was to investigate the attitudes and opinions of Zimbabwe University faculty and administrators toward the enrollment of all first year students in personal and family living subjects. Demographic and perception variables which were associated with faculty and administrators' attitudes and opinions were identified. The previous study and importance of personal and family living subjects were investigated. Also personal groups with the greatest input in curriculum change and perceptions about a need for mandatory course offerings and change of life in Africa were also investigated.

Objectives

The objectives of this study were:

1. Investigate the previous exposure of Zimbabwean faculty and administrators to subjects in personal and family living.
2. Investigate the Zimbabwean faculty and administrators' perceptions in regard to the importance of subjects in personal and family living.
3. Determine the rank order of perceived importance of the various personal and family living subjects in relation to students' needs in life as a whole.
4. Determine a need to have a mandatory curriculum including some of the subjects related to personal and family living for all first year students in the university.
5. Investigate ways of recommending and accommodating subjects related to personal and family living in the curriculum of all first year students.
6. Investigate perception of change in the way of life for people in Africa.
7. Identify the group(s) that has (have) the greatest input in curriculum changes at the institution of Zimbabwe.

Hypotheses

The following null hypotheses were tested ($p < .05$) in this study:

H₁: There is no association between faculty and administrators' previous study of subjects in personal and family living and selected demographic variables.

H₂: There is no association between faculty and administrators' perception of the importance on personal and family living subjects in the curriculum for all first year students at the University of Zimbabwe and selected demographic variables.

H₃: There is no significant difference in the perceptions of faculty and administrators regarding the source of greatest input in curriculum change.

Sample

The sample was made up of 304 faculty and administrative members at the University of Zimbabwe. The type of sampling used was the stratified random proportional method. This method was utilized so that the sample represented the entire university. The idea of specifically focusing on the attitudes and opinions of faculty and administrators was derived from the premise that these groups of people are the major decision makers in the institution. Their influence in administrative policies, regulations, instructional tasks, curriculum design, and research do make an impact and therefore influence the society's view about the institution.

Instrument

The questionnaire developed by the researcher contained three major sections. Section I investigated information related to the previous study of personal and family living subjects. This section consisted of two parts: Part 1 investigated the educational levels at which the personal and family living subjects were taken, Part 2 investigated the reason for not taking any personal and family living subject that might

be indicated as not taken by the respondents. Twenty-one items were listed and two extra spaces were left for other subjects that might have been taken but were not indicated in the questionnaire. Section II included curriculum topics that were measured on degree of importance, items 1 to 30. Other items included in the instrument were related to ranking the personal and family living subjects perceived to be most important, a need for a mandatory curriculum including some of the subjects related to personal and family living for all first year students, recommendations for accommodating the subjects in the curriculum, perception of change of life for people in Africa and finally the groups/persons who have input into curriculum changes at the University of Zimbabwe. Section III - also the final part of the questionnaire requested demographic data including gender, age, marital status, number of children, ethnic group, professional role, number of years worked in the professional education system, number of years worked in the African education system, highest education achieved, college in which the respondent was employed and highest educational level achieved by the respondents' parents.

The instrument for this research was reviewed by a group of African university students including Zimbabweans, selected faculty and administrators, social science statisticians, members of the doctoral committee, and the committee chairperson and adviser. A copy of the questionnaire is included in Appendix A.

Data Collection

Data for the study were sent by first class airmail to the University of Zimbabwe in June 1986. Dr. R. Murapa, senior lecturer and

chairman of the Department of Political and Administrative Studies was in charge of the supervision of the survey with assistance from his graduate assistant. The questionnaires were put in individual return envelopes together with a cover letter. A sticker with the name of each individual and the department area was attached outside each individual envelope. The questionnaires were expected to be back by the last week of June 1986 but due to problems related to postal services, they were delayed. The questionnaires were finally received in September, 1986. All 304 questionnaires were returned but 128 of them were left unmarked and three were incomplete. Total responses for this research were 173, which was 56.91 percent when considering the initial sample of 304. Details of the response rate are presented in Table I.

Statistical Procedures

Data obtained from the questionnaires were transferred to the coding sheets and keypunched for data analysis under the supervision of Professor Emeritus, Robert D. Morrison, of Oklahoma State University, Statistics Department. The Computer Center at Oklahoma State University and the Statistical Analysis System (SAS) (1985) were used for the analyses. The data were summarized as frequencies and percentages. Some of it was reported in ranks; means and chi-square analysis was used on portions of the data in order to determine a relationship between variables (Table II).

Results

The major results of the study are reported as follows:

1. Most of the respondents had never had exposure to many of the personal and family living subjects that were listed in the instrument, especially subjects such as consumer education, family planning, family studies, home management, housing, tailoring, textiles, budgeting money, clothing, human development, animal care, basic sewing, child development, food preparation, home nursing/first aid and human nutrition. Few respondents had taken health, hygiene and metal work. A fairly large number had taken woodwork, and vegetables or fruit production. Considering the educational level, most of the respondents took the subjects in primary school and very few in high school or college. Also few respondents took more than one personal and family living subject. Most of the reasons for not taking personal and family living subjects were due to the fact that the subjects were not required or offered in the school.

The results of the chi-square tests of Hypothesis Number One are summarized in Table XVIII. Of the 11 demographic variables, only two, marital status and years worked in African education, were not significantly associated with any of the 21 personal and family living subjects. The variables, father's education was significantly associated ($p < .05$) with six subjects. Number of children was significantly associated with five subjects. Age and gender were each associated with four subjects. Years worked in professional education was associated with three subjects; ethnic group associated with two subjects and professional role and mother's education were each associated with one subject.

2. The results of the chi-square tests of Hypothesis Number Two are summarized in Table XIX. Ten demographic variables were

significantly associated with some of the 30 personal and family living subjects. The other variable, years worked in African education was not associated with any subject. The level of significance was set at $p < .05$. The association of the variables with the personal and family living subjects were as follows: age was associated with 25 subjects; highest education, 19; father's education, 17; professional role, 8; mother's education, 7; marital status, 5; ethnic group, 5; number of children, 2; gender, 1; and years worked in professional education, 1.

3. Hypothesis Number Three related to the possible association between the professional roles of respondents and their perceptions regarding sources of input in curriculum change. No association was found, therefore the null hypothesis of no association between the professional roles of respondents and their perceptions regarding sources of input in curriculum change was not rejected (see Table XXI).

4. The group(s) that has had the greatest input in curriculum changes at the institution of Zimbabwe was faculty (non-administrators). Faculty received the highest mean score (4.76 on a 5-point continuum) and the administrators had the lowest mean score (2.45). Students had more input than the government or the administrators (see Table XVII).

5. Managing resources, communication skills, understanding cultural values and family planning were ranked in respective order as the four most important subjects in relation to students' needs in life as a whole (see Table IX).

6. Close to half of the respondents indicated that the subjects of personal and family living be added to current courses and these made up the largest response rate to the item. However, 36.08% made comments for alternatives to the options given in the item. As shown in

Table XIV, 64 respondents indicated that these subjects can be emphasized as technical subjects for development.

7. Using the five point scale, 94.81% of the respondents acknowledged that change was occurring in way of life of the African people. The rest of the respondents did not see a change. Commenting on how the university could respond to the changes of life for the African people, the highest number of the respondents mentioned that the university could lead in research project development. Other comments may be found in Table XVI.

8. Some need for a mandatory curriculum including personal and family living subjects for all first year students was indicated by 87.72% of the respondents. This indication of support is encouraging to curriculum planners who may have academic responsibilities related to personal and family living subjects at the university level (see Table X).

Recommendations

As a result of this study, the following recommendations are made:

1. As a major recommendation it would seem most essential that the findings of this study be shared with faculty and especially with administrators of the university of Zimbabwe. Basic to this recommendation is the need for faculty and administrators to become aware of the contributions of home economics education made through the offerings of personal and family living subjects. To further this accomplishment it is felt that a series of seminars and workshops should be provided, especially designed for faculty.

2. In view of the finding that the major reason that respondents had had little exposure to personal and family living subjects was because such subjects were not offered in their schools; it is therefore recommended that the research and extension functions of the University be extended to more completely involve and serve all levels of education, including primary, secondary and vocational schools, in order to provide a basic foundation for advanced learning at the college and university levels. It should be readily recognized that such an approach is thoroughly in keeping with the 1982 University of Zimbabwe Act which specifies that "the instructional program should be planned for . . . the nurturing of the intellectual, aesthetic, social, and moral growth of the students at the university" (The University of Zimbabwe, 1985, p. 37).

3. In relation to the finding that respondents generally rated the more practical personal and family living subjects lower on the scale of importance than they rated the more theoretical subjects, curriculum planners would be well advised to initiate innovations relating to the theoretical subjects first.

4. Crucial to the successful implementation of curriculum development is the wise selection of priorities. Therefore it is recommended that within the process of development and/or change those areas to be especially emphasized are the managing resources, both human and non-human, communication skills, understanding cultural values and finally, perhaps the most important, family planning. These concepts ranked highest as respondents identified curriculum topics.

5. Recognizing that desired changes in curriculum are quite often hampered because of a lack of understanding and reluctance to break

with tradition, it is recommended as quite essential that those people working with curriculum development be cognizant of the underlying need to make sure that cultural values are considered as an essential underlying principle.

6. Finally, the author recommends that further research on the attitudes and opinions of faculty and administrators regarding the inclusion of personal and family living subjects in a mandatory curriculum for all first year students should utilize a sampling plan other than the one utilized in this study. A sample that would be more representative of the student body to be served by curriculum revisions resulting from the research is desirable. In this study the sample contained a higher proportion of males than the student population and a higher percentage of non Africans than the student population. When research data from a sample are used to develop curriculum for another group, the results are perhaps more useful when demographic characteristics are as similar as possible.

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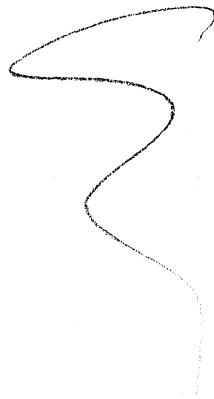
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APPENDIXES



APPENDIX A

INSTRUMENT



Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES

COLLEGE OF HOME ECONOMICS
125 HOME ECONOMICS WEST
STILLWATER, OK 74078
(405) 624-5046 or 624-5047

July 17, 1986.

Dear Sir/Madam,

As a Zimbabwean native studying for my doctoral degree, I respectfully request your participation in a research project I am conducting. The purpose of the research is to learn your attitudes and opinions toward personal and family living subjects. Your cooperation will help in developing program plans and curriculum for Zimbabwean citizens to meet the complexity and changes of modern life. For the purpose of this study, the term personal and family living subjects has been used instead of home economics but conceptually they are similar.

You have been randomly selected from all of the faculties and administrators in your university. All information will be held confidential. In order to maintain complete confidentiality do not write your name anywhere on the form. You are also advised to detach the printed label with your name attached to the envelope.

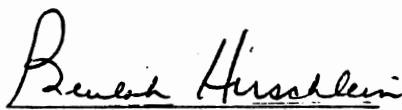
May I ask for about 20 minutes of your time to complete the attached questionnaire. Your contribution will be significant to enable success of this research. It is important for you to answer each item as thoughtfully and frankly as possible if this survey is to be helpful and accurate in describing your feelings. All answers should be written in English.

These definitions will clarify and assist the reader in the successful completion of this questionnaire.

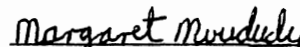
1. Personal and family living subjects: Subjects that contribute to good health and daily living for individuals and/or family.
2. Mandatory: To be required for all first year university students.

This research is based on the assumption that your responses will reflect your attitudes and opinions on behalf of your previous experiences and your present concerns about students' needs. I appreciate and thank you very much for your time and effort in supplying this information. The questionnaire should be completed, sealed, and returned in the envelope provided. A graduate student will come and pick it up from your office by August 8, 1986. If you have any questions, please feel free to contact Dr. R. Murapa in the Department of Political and Administrative Studies.

Sincerely,



Beulah Hirschlein, Ph.D.
Professor and Academic Adviser


Margaret Mvududu
Graduate Student



SECTION I. Information Related to the Previous Study of Personal and Family Living Subjects

PART I

PART II

For the subjects you have taken, check the educational levels at which you took the subject (check as many levels as apply).
 A. Primary School
 B. Secondary School
 C. Vocational School/
 Technical College
 D. Not taken at any level
 E. Other level (Specify)

If you checked "D" (subject not taken at any level) for any subject under Part I, please check the reason why (check only one as your major reason).
 F. Not offered in my school
 G. Not offered for males
 H. Not offered for females
 I. Not required in my school
 J. Did not want to take it
 K. Other (Specify)

Subjects Related to Personal and Family Living

	A. B. C. D. E.					F. G. H. I. J. K.					
1. Animal care						1.					
2. Basic sewing						2.					
3. Budgeting money						3.					
4. Child development						4.					
5. Clothing (sewing)						5.					
6. Consumer education						6.					
7. Family planning						7.					
8. Family studies						8.					
9. Food preparation						9.					
10. Health						10.					
11. Home nursing/First aid						11.					
12. Home management						12.					
13. Housing						13.					
14. Hygiene						14.					
15. Human development						15.					
16. Human nutrition						16.					
17. Metal work						17.					
18. Tailoring						18.					
19. Textiles						19.					
20. Wood work						20.					
21. Vegetables or fruit production						21.					
Others (Specify below)	*****										
22.						22.					
23.						23.					

REMINDER: Have you answered both parts on Section I where applicable?

SECTION II. Curriculum Topics

DIRECTIONS: If you were developing a mandatory curriculum for all first year students in your university, what importance would be given to personal and family living subjects according to your understanding of the students' needs in life as a whole? For each item, check directly under the number which best describes its importance to you.

	<u>Subjects Related to Personal and Family Living</u>				
	Not at all Important				Very Important
	1	2	3	4	5
1. <u>Animal care</u>					
2. <u>Basic mechanics of the home</u>					
3. <u>Budgeting of money</u>					
4. <u>Buying equipment for the home</u>					
5. <u>Caring for and mending clothes</u>					
6. <u>Caring for children</u>					
7. <u>Caring for people who are sick</u>					
8. <u>Caring for pregnant women</u>					
9. <u>Caring for old people</u>					
10. <u>Caring for the handicapped</u>					
11. <u>Communications skills</u>					
12. <u>Establishing good eating habits</u>					
13. <u>Establishing good interpersonal relations</u>					
14. <u>Family planning</u>					
15. <u>Gardening</u>					
16. <u>Having fun with your family</u>					
17. <u>Household repairs of equipment</u>					
18. <u>Keeping the house clean</u>					
19. <u>Making or remodeling clothes</u>					
20. <u>Making the home safe</u>					
21. <u>Making the kitchen convenient</u>					
22. <u>Managing of resources, human/nonhuman e.g. time, energy, money</u>					
23. <u>Planning nutritious, tasty meals</u>					
24. <u>Promoting a better relationship between a husband and wife</u>					
25. <u>Reducing and resolving conflicts in the home</u>					
26. <u>Selecting a partner for marriage</u>					
27. <u>Selecting clothes</u>					
28. <u>Understanding cultural values</u>					
29. <u>Understanding of human reproductive system</u>					
30. <u>Using left-over food</u>					
<u>Others (specify) .*****</u>					
31. _____					
32. _____					

33. In relation to items 1-32 in Section II, choose (in your opinion) the four most important subjects listed under Section II and list them here according to importance with the (#1) holding the most importance in relation to students' needs in life as a whole.

1. _____ 3. _____
 2. _____ 4. _____

34. Do you currently see a need to have a mandatory curriculum including some of the subjects related to personal and family living for all first year students in your university?
Circle one number

Scale: Not at all needed 1 2 3 4 5 Vitally needed

35. Please explain the reason for your answer. _____

36. If your university were to require some of the subjects related to personal and family living for all first year students, how would you recommend that the subjects be accommodated in the curriculum?
Check 1

____ A. Substitute for some current subjects
 ____ B. Addition to current courses
 ____ C. Others (specify) _____

37. Please explain the reason for your response. _____

38. Do you perceive that the way of life for people in Africa is changing? Circle one number

Scale: Not at all 1 2 3 4 5 Very much

39. Please explain how you think the university should respond to the changes of life for the African people.

40. Check the extent to which each of the following groups/persons has input into curriculum changes at your institution. Circle your answer for each of the four areas.

Scale: Little if any 1 2 3 4 5 Very much

A. Administrators	1	2	3	4	5
B. Faculty (non-administrators)	1	2	3	4	5
C. Students	1	2	3	4	5
D. Other (specify) _____	1	2	3	4	5

SECTION III. Demographic InformationDIRECTIONS: Check the area that applies to you for each item.

1. Gender
 - A. Male
 - B. Female
2. Age

<input type="checkbox"/> A. 25 and below	<input type="checkbox"/> E. 43 - 50
<input type="checkbox"/> B. 26 - 30	<input type="checkbox"/> F. 51 - 58
<input type="checkbox"/> C. 31 - 35	<input type="checkbox"/> G. 59 - 64
<input type="checkbox"/> D. 36 - 42	<input type="checkbox"/> H. 65 and above
3. Marital status
 - A. Currently married
 - B. Currently single
 - C. Other (specify) _____
4. Number of children
 - A. 0
 - B. 1 - 2
 - C. 3 - 5
 - D. 6 or more
5. Ethnic group
 - A. African
 - B. Non-African
6. Professional role
 - A. Administrator
 - B. Non-administrator
7. If you are an administrator, what is your professional title?
 - A. Head of the department
 - B. Dean of the college
 - C. Other (specify) _____
8. Number of years worked in the professional education system?

<input type="checkbox"/> A. 1 - 3 years or less	<input type="checkbox"/> E. 22 - 28 years
<input type="checkbox"/> B. 4 - 8 years	<input type="checkbox"/> F. 29 - 34 years
<input type="checkbox"/> C. 9 - 15 years	<input type="checkbox"/> G. 35 - 40 years
<input type="checkbox"/> D. 16 - 21 years	<input type="checkbox"/> H. 41 years or more
9. Number of years worked in the African education system?
 - A. 5 years or less
 - B. 6 - 10 years
 - C. 11 - 15 years
 - D. 16 - 20 years
 - E. 21 years or more
10. The highest education achieved?
 - A. Diploma/Associate degree
 - B. Bachelor
 - C. Master
 - D. Doctorate
 - E. Other (specify) _____

11. In which college are you employed?

- A. Agriculture
- B. Applied Studies
- C. Architecture Design & Development
- D. Arts
- E. Education
- F. Commerce
- G. Commerce and Law
- H. Engineering
- I. Humanities
- J. Law
- K. Law and Administration
- L. Medicine
- M. Nursing
- N. Science
- O. Social Science
- P. Social Studies
- Q. Other (specify) _____

12. Check the highest educational level achieved by your parents

	<u>Father</u>	<u>Mother</u>
A. No formal education	A. _____	A. _____
B. Primary school	B. _____	B. _____
C. Secondary school (Form 2)	C. _____	C. _____
D. Secondary school (Form 4)	D. _____	D. _____
E. Secondary school (Form 6)	E. _____	E. _____
F. Technical/Vocational school	F. _____	F. _____
G. Technical/Vocational college	G. _____	G. _____
H. College diploma	H. _____	H. _____
I. College degree	I. _____	I. _____
J. Other (specify) _____	J. _____	J. _____

Please review your questionnaire to see that all questions that needed to be answered are answered.

MANY THANKS FOR YOUR PARTICIPATION IN THIS SURVEY

APPENDIX B

TABLES OF RESULTS OF CHI-SQUARE TESTS OF THE
ASSOCIATION BETWEEN SELECTED DEMOGRAPHIC
VARIABLES AND PREVIOUS STUDY OF PERSONAL
AND FAMILY LIVING SUBJECTS

TABLE XXII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
AGE AND PREVIOUS STUDY OF PERSONAL AND
FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	1.85	.174
Basic sewing	.65	.419
Budgeting money	3.41	.065
Child development	.04	.841
Clothing (sewing)	.00	.958
Consumer education	4.42	.036 ^b
Family planning	.00	.971
Family studies	1.29	.256
Food preparation	.02	.894
Health	.57	.451
Home nursing/First aid	6.61	.010 ^b
Home management	5.75	.016 ^b
Housing	.14	.705
Hygiene	1.30	.255
Human development	15.02	.000
Human nutrition	12.49	.000
Metal work	11.43	.001
Tailoring	.77	.379
Textiles	.15	.694
Wood work	2.19	.139
Vegetables or fruit production	1.32	.251

^aN=173, DF=1

^bNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXIII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
GENDER AND PREVIOUS STUDY OF PERSONAL AND
FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	1.07	.302
Basic sewing	13.99	.000
Budgeting money	3.45	.063
Child development	.23	.633
Clothing (sewing)	15.13	.000
Consumer education	.12	.724
Family planning	1.64	.201
Family studies	.55	.460
Food preparation	.85	.357
Health	.02	.892
Home nursing/First aid	.18	.668
Home management	.03	.868
Housing	1.69	.193
Hygiene	1.04	.308
Human development	.00	.992
Human nutrition	1.63	.202
Metal work	5.28	.022
Tailoring	.07	.795
Textiles	.26	.610
Wood work	13.06	.000
Vegetables or fruit production	2.43	.119

^aN=173, DF=1

TABLE XXIV

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
 MARITAL STATUS AND PREVIOUS STUDY OF PERSONAL AND
 FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	.13	.717
Basic sewing	.33	.564
Budgeting money	.85	.358
Child development	.17	.681
Clothing (sewing)	.28	.600
Consumer education	.03	.860
Family planning	2.34	.126
Family studies	.69	.406
Food preparation	2.31	.128
Health	.33	.566
Home nursing/First aid	.17	.682
Home management	.15	.698
Housing	.27	.601
Hygiene	1.42	.233
Human development	1.63	.202
Human nutrition	2.61	.106
Metal work	.27	.605
Tailoring	2.49	.115
Textiles	3.48	.062
Wood work	.45	.501
Vegetables or fruit production	.30	.583

^aN=170, DF=1

TABLE XXV

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
NUMBER OF CHILDREN AND PREVIOUS STUDY OF PERSONAL
AND FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	2.59	.274
Basic sewing	13.30	.001
Budgeting money	2.88	.236
Child development	.07	.965
Clothing (sewing)	10.69	.005
Consumer education	1.15	.563
Family planning	8.80	.012
Family studies	7.51	.023
Food preparation	.98	.612
Health	4.41	.110
Home nursing/First aid	4.86	.088
Home management	.37	.830
Housing	1.64	.440
Hygiene	.14	.934
Human development	1.27	.529
Human nutrition	6.15	.046
Metal work	3.26	.196 ^b
Tailoring	9.75	.008 ^b
Textiles	12.82	.002 ^b
Wood work	1.86	.394
Vegetables or fruit production	5.14	.077

^aN=149, DF=2

^bNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXVI

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
ETHNIC GROUP AND PREVIOUS STUDY OF PERSONAL AND
FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	3.32	.068
Basic sewing	.01	.910
Budgeting money	1.49	.223
Child development	.10	.758
Clothing (sewing)	.00	.982
Consumer education	.41	.523
Family planning	.24	.622
Family studies	.15	.695
Food preparation	.00	.985
Health	.57	.450
Home nursing/First aid	2.11	.147
Home management	2.76	.097
Housing	4.84	.028
Hygiene	.18	.672
Human development	.02	.902
Human nutrition	.17	.676
Metal work	.05	.832
Tailoring	3.74	.053 ^b
Textiles	3.02	.082
Wood work	1.58	.210
Vegetables or fruit production	4.48	.034

^aN=171, DF=1

^bNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXVII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
PROFESSIONAL ROLE AND PREVIOUS STUDY OF PERSONAL
AND FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	1.73	.188
Basic sewing	1.24	.265
Budgeting money	6.35	.012
Child development	.88	.349
Clothing (sewing)	.00	.986
Consumer education	.03	.860
Family planning	.04	.835
Family studies	.18	.675
Food preparation	.03	.854
Health	1.71	.191
Home nursing/First aid	1.47	.226
Home management	1.28	.259
Housing	3.42	.064
Hygiene	.01	.921
Human development	.67	.412
Human nutrition	.65	.420
Metal work	.78	.377
Tailoring	.00	.958
Textiles	.52	.472
Wood work	.14	.705
Vegetables or fruit production	.86	.354

^aN=170, DF=1

TABLE XXVIII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
YEARS WORKED IN THE PROFESSIONAL EDUCATION SYSTEM AND
PREVIOUS STUDY OF PERSONAL AND
FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	.42	.517
Basic sewing	4.75	.029
Budgeting money	4.66	.031 ^b
Child development	.00	.976
Clothing (sewing)	1.26	.262
Consumer education	.99	.320
Family planning	.18	.672
Family studies	.18	.672
Food preparation	.02	.878
Health	1.03	.311
Home nursing/First aid	3.05	.081
Home management	.08	.773
Housing	.79	.373
Hygiene	.03	.867
Human development	10.07	.002
Human nutrition	2.43	.119
Metal work	5.11	.024
Tailoring	.13	.723
Textiles	.05	.826
Wood work	.59	.443
Vegetables or fruit production	1.26	.262

^aN=125, DF=1

^bNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXIX

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
YEARS WORKED IN THE AFRICAN EDUCATION SYSTEM AND
PREVIOUS STUDY OF PERSONAL AND
FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	2.50	.114
Basic sewing	2.27	.132
Budgeting money	.19	.660
Child development	1.45	.228
Clothing (sewing)	.64	.423
Consumer education	.28	.595
Family planning	1.20	.273
Family studies	.70	.405
Food preparation	.51	.474
Health	.04	.843
Home nursing/First aid	.01	.910
Home management	.28	.597
Housing	.55	.460
Hygiene	.87	.350
Human development	1.28	.258
Human nutrition	.08	.781
Metal work	3.29	.070
Tailoring	.03	.872
Textiles	.00	.991
Wood work	.94	.332
Vegetables or fruit production	1.64	.201

^aN=104, DF=1

TABLE XXX

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
FATHERS' EDUCATION AND PREVIOUS STUDY OF PERSONAL
AND FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	10.43	.001
Basic sewing	.83	.362
Budgeting money	7.08	.008
Child development	.33	.568
Clothing (sewing)	1.22	.269
Consumer education	1.09	.297
Family planning	.10	.749
Family studies	1.09	.297
Food preparation	.08	.784
Health	.18	.669
Home nursing/First aid	11.50	.001
Home management	3.96	.047 ^b
Housing	7.42	.006
Hygiene	1.26	.262
Human development	5.46	.019
Human nutrition	8.30	.004
Metal work	1.21	.271
Tailoring	.52	.470
Textiles	1.17	.279
Wood work	.18	.673
Vegetables or fruit production	1.60	.206

^aN=173, DF=1

^bNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXXI

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
MOTHERS' EDUCATION AND PREVIOUS STUDY OF PERSONAL
AND FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	.10	.747
Basic sewing	.39	.535
Budgeting money	.36	.546
Child development	.02	.897
Clothing (sewing)	2.22	.137
Consumer education	.02	.882
Family planning	.83	.363
Family studies	.63	.427
Food preparation	.08	.776
Health	.28	.600
Home nursing/First aid	.11	.736
Home management	1.32	.250
Housing	2.22	.136
Hygiene	.08	.782
Human development	3.44	.064
Human nutrition	.03	.874
Metal work	4.46	.035
Tailoring	.01	.940
Textiles	.01	.905
Wood work	2.65	.103
Vegetables or fruit production	.97	.325

^aN=172, DF=1

TABLE XXXII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
HIGHEST EDUCATION ACHIEVED AND PREVIOUS STUDY
OF PERSONAL AND FAMILY LIVING SUBJECTS^a

Subjects Related to Personal and Family Living	Chi-Square Value	Probability Value
Animal care	.64	.725
Basic sewing	1.15	.562
Budgeting money	2.05	.358
Child development	1.19	.552
Clothing (sewing)	.30	.862
Consumer education	4.52	.104
Family planning	.53	.769
Family studies	1.85	.397
Food preparation	1.78	.411
Health	1.33	.514
Home nursing/First aid	1.94	.379
Home management	.32	.852
Housing	2.17	.338
Hygiene	.39	.822
Human development	4.25	.119
Human nutrition	12.44	.002
Metal work	2.96	.228
Tailoring	2.62	.269
Textiles	1.51	.469
Wood work	.49	.785
Vegetables or fruit production	1.89	.388

^aN=170, DF=2

APPENDIX C

TABLES OF RESULTS OF CHI-SQUARE TESTS OF THE
ASSOCIATION BETWEEN SELECTED DEMOGRAPHIC
VARIABLES AND THE PERCEIVED IMPORTANCE
OF PERSONAL AND FAMILY LIVING SUBJECTS

TABLE XXXIII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
AGE AND PERCEIVED IMPORTANCE OF PERSONAL AND
FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	164	4	17.05	.002
Basic mechanics of the home	161	4	23.04	.000
Budgeting of money	165	4	12.51	.014
Buying equipment for the home	161	4	19.16	.001
Caring for and mending clothes	161	4	15.61	.004
Caring for children	163	4	13.57	.009
Caring for people who are sick	165	4	16.05	.003
Caring for pregnant women	165	4	17.24	.002
Caring for old people	165	4	15.45	.004
Caring for the handicapped	165	4	21.88	.000
Communications skills	167	4	6.21	.184
Establishing good eating habits	162	4	16.92	.002
Establishing good inter-personal relations	163	4	24.23	.000
Family planning	166	4	7.59	.108
Gardening	160	4	14.69	.005
Having fun with your family	164	4	21.66	.000
Household repairs of equipment	164	4	23.43	.000
Keeping the house clean	163	4	24.13	.000
Making or remodeling clothes	163	4	9.40	.052 ^a
Making the home safe	163	4	26.15	.000
Making the kitchen convenient	160	4	17.32	.002
Managing of resources, human/nonhuman e.g. time, energy, money	164	4	19.35	.001
Planning nutritious, tasty meals	162	4	20.84	.000
Promoting a better relationship between a husband and wife	163	4	30.35	.000
Reducing and resolving conflicts in the home	162	4	27.48	.000
Selecting a partner for marriage	164	4	25.31	.000
Selecting clothes	155	4	3.82	.431
Understanding cultural values	165	4	7.16	.127
Understanding of human reproductive system	159	4	30.21	.000
Using left-over food	157	4	15.09	.005

^aNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXXIV

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
GENDER AND IMPORTANCE OF PERSONAL AND
FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	164	4	9.63	.047 ^a
Basic mechanics of the home	161	4	2.11	.715
Budgeting of money	165	4	3.31	.508
Buying equipment for the home	161	4	1.77	.778
Caring for and mending clothes	161	4	2.86	.582
Caring for children	163	4	2.33	.675
Caring for people who are sick	165	4	5.19	.268
Caring for pregnant women	165	4	4.72	.317
Caring for old people	165	4	6.23	.182
Caring for the handicapped	165	4	7.02	.135
Communications skills	167	4	1.02	.907
Establishing good eating habits	162	4	1.87	.761
Establishing good inter-personal relations	163	4	4.06	.398
Family planning	166	4	2.93	.570
Gardening	160	4	4.77	.312
Having fun with your family	164	4	8.01	.091
Household repairs of equipment	164	4	10.38	.034 ^a
Keeping the house clean	163	4	.60	.964
Making or remodeling clothes	163	4	3.47	.483
Making the home safe	163	4	3.14	.535
Making the kitchen convenient	160	4	4.98	.290
Managing of resources, human/nonhuman e.g. time, energy, money	164	4	1.78	.776
Planning nutritious, tasty meals	162	4	3.44	.486
Promoting a better relationship between a husband and wife	163	4	3.26	.515
Reducing and resolving conflicts in the home	162	4	1.26	.869
Selecting a partner for marriage	164	4	1.84	.766
Selecting clothes	155	4	4.88	.299
Understanding cultural values	165	4	2.80	.591
Understanding of human reproductive system	159	4	2.88	.578
Using left-over food	157	4	5.60	.231

Not significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXXV

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
 MARITAL STATUS AND PERCEIVED IMPORTANCE OF PERSONAL
 AND FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	161	4	.69	.953
Basic mechanics of the home	158	4	4.17	.384
Budgeting of money	162	4	4.27	.371
Buying equipment for the home	158	4	5.34	.254
Caring for and mending clothes	158	4	3.89	.422
Caring for children	160	4	12.36	.015
Caring for people who are sick	162	4	12.57	.014
Caring for pregnant women	162	4	14.22	.007
Caring for old people	162	4	10.61	.031
Caring for the handicapped	162	4	11.29	.023
Communication skills	164	4	1.51	.825
Establishing good eating habits	159	4	2.69	.611
Establishing good inter-personal relations	160	4	1.22	.875
Family planning	163	4	5.73	.220
Gardening	157	4	12.50	.014 ^a
Having fun with your family	161	4	1.35	.852
Household repairs of equipment	161	4	3.39	.496
Keeping the house clean	160	4	2.74	.603
Making or remodeling clothes	160	4	2.77	.597
Making the home safe	160	4	1.64	.802
Making the kitchen convenient	157	4	4.82	.306
Managing of resources, human/nonhuman e.g. time, energy, money	161	4	9.32	.054 ^a
Planning nutritious, tasty meals	159	4	4.07	.397
Promoting a better relationship between a husband and wife	160	4	1.73	.785
Reducing and resolving conflicts in the home	159	4	3.71	.447
Selecting a partner for marriage	161	4	2.04	.729
Selecting clothes	152	4	2.89	.576
Understanding cultural values	162	4	3.88	.423
Understanding of human reproductive system	156	4	4.37	.359
Using left-over food	154	4	5.77	.217

^aNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXXVI

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
NUMBER OF CHILDREN AND IMPORTANCE OF PERSONAL AND
FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	141	8	10.25	.248
Basic mechanics of the home	139	8	14.67	.066
Budgeting of money	142	8	7.84	.449
Buying equipment for the home	139	8	10.87	.209
Caring for and mending clothes	138	8	13.53	.095
Caring for children	140	8	10.01	.264
Caring for people who are sick	142	8	5.87	.662
Caring for pregnant women	142	8	9.52	.301
Caring for old people	142	8	5.56	.697
Caring for the handicapped	142	8	10.49	.232
Communications skills	144	8	7.06	.530
Establishing good eating habits	139	8	24.54	.002 ^a
Establishing good inter-personal relations	140	8	15.11	.057
Family planning	144	8	15.82	.045 ^a
Gardening	138	8	33.89	.000
Having fun with your family	141	8	19.63	.012 ^a
Household repairs of equipment	141	8	15.48	.051 ^a
Keeping the house clean	140	8	18.10	.020 ^a
Making or remodeling clothes	140	8	31.72	.000 ^a
Making the home safe	140	8	21.99	.005 ^a
Making the kitchen convenient	137	8	19.40	.013 ^a
Managing of resources, human/nonhuman e.g. time, energy, money	141	8	4.11	.848
Planning nutritious, tasty meals	139	8	14.61	.067
Promoting a better relationship between a husband and wife	140	8	11.90	.156
Reducing and resolving conflicts in the home	139	8	21.74	.005 ^a
Selecting a partner for marriage	141	8	20.23	.010 ^a
Selecting clothes	133	8	14.72	.065
Understanding cultural values	142	8	14.55	.069
Understanding of human reproductive system	137	8	25.69	.001 ^a
Using left-over food	135	8	27.74	.001 ^a

^aNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXXVII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
ETHNIC GROUPS AND PERCEIVED IMPORTANCE OF PERSONAL
AND FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	162	4	5.71	.222
Basic mechanics of the home	159	4	6.32	.176
Budgeting of money	163	4	6.75	.150
Buying equipment for the home	159	4	7.56	.109
Caring for and mending clothes	159	4	3.94	.414
Caring for children	161	4	15.95	.003
Caring for people who are sick	163	4	10.68	.030
Caring for pregnant women	163	4	10.17	.038
Caring for old people	163	4	8.36	.079
Caring for the handicapped	163	4	9.80	.044
Communication skills	165	4	8.85	.065
Establishing good eating habits	160	4	4.99	.289
Establishing good inter-personal relations	161	4	4.44	.350
Family planning	165	4	12.69	.013
Gardening	158	4	6.70	.153
Having fun with your family	162	4	5.89	.208
Household repairs of equipment	162	4	3.22	.521
Keeping the house clean	161	4	9.88	.043 ^a
Making or remodeling clothes	161	4	5.99	.200
Making the home safe	161	4	3.02	.555
Making the kitchen convenient	158	4	6.00	.199
Managing of resources, human/nonhuman e.g. time, energy, money	162	4	3.41	.492
Planning nutritious, tasty meals	160	4	3.54	.472
Promoting a better relationship between a husband and wife	161	4	1.51	.824
Reducing and resolving conflicts in the home	160	4	.61	.962
Selecting a partner for marriage	162	4	.10	.999
Selecting clothes	153	4	2.54	.638
Understanding cultural values	163	4	.40	.982
Understanding of human reproductive system	157	4	2.27	.686
Using left-over food	155	4	1.50	.827

^aNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XXXVIII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
PROFESSIONAL ROLE AND PERCEIVED IMPORTANCE OF
PERSONAL AND FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	161	4	18.27	.001
Basic mechanics of the home	158	4	3.73	.443
Budgeting of money	162	4	3.29	.511
Buying equipment for the home	158	4	5.64	.228
Caring for and mending clothes	159	4	4.74	.316
Caring for children	160	4	14.14	.007
Caring for people who are sick	162	4	15.86	.003
Caring for pregnant women	162	4	19.00	.001
Caring for old people	162	4	15.73	.003
Caring for the handicapped	162	4	11.57	.021
Communications skills	164	4	10.54	.032
Establishing good eating habits	159	4	6.11	.191
Establishing good inter-personal relations	160	4	3.97	.410
Family planning	163	4	10.84	.028
Gardening	157	4	1.77	.778
Having fun with your family	161	4	2.59	.628
Household repairs or equipment	161	4	2.53	.639
Keeping the house clean	160	4	.96	.917
Making or remodeling clothes	160	4	1.37	.850
Making the home safe	160	4	2.48	.648
Making the kitchen convenient	157	4	1.03	.906
Managing of resources, human/nonhuman e.g. time, energy, money	161	4	7.53	.110
Planning nutritious, tasty meals	159	4	4.77	.312
Promoting a better relationship between a husband and wife	160	4	.35	.986
Reducing and resolving conflicts in the home	159	4	.81	.937
Selecting a partner for marriage	161	4	5.73	.220
Selecting clothes	152	4	.51	.973
Understanding cultural values	162	4	4.25	.373
Understanding of human reproductive system	156	4	6.51	.164
Using left-over food	154	4	8.08	.089

TABLE XXXIX

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN YEARS WORKED
IN THE PROFESSIONAL EDUCATION SYSTEM AND IMPORTANCE OF
PERSONAL AND FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	117	4	7.84	.098
Basic mechanics of the home	115	4	3.56	.470
Budgeting of money	118	4	12.84	.012 ^a
Buying equipment for the home	114	4	3.62	.460
Caring for and mending clothes	115	4	2.90	.575
Caring for children	116	4	8.21	.084
Caring for people who are sick	118	4	4.43	.351
Caring for pregnant women	118	4	6.84	.145
Caring for old people	118	4	6.74	.151
Caring for the handicapped	118	4	8.94	.063
Communications skills	120	4	3.27	.514
Establishing good eating habits	115	4	5.26	.261
Establishing good inter-personal relations	118	4	7.41	.116
Family planning	120	4	6.46	.167
Gardening	115	4	8.12	.087
Having fun with your family	117	4	12.25	.016 ^a
Household repairs of equipment	117	4	7.86	.097
Keeping the house clean	116	4	12.79	.012 ^a
Making or remodeling clothes	116	4	2.47	.650
Making the home safe	116	4	7.69	.104
Making the kitchen convenient	113	4	9.35	.053 ^a
Managing of resources, human/nonhuman e.g. time, energy, money	117	4	22.24	.000
Planning nutritious, tasty meals	116	4	9.13	.058
Promoting a better relationship between a husband and wife	116	4	13.64	.009 ^a
Reducing and resolving conflicts in the home	115	4	14.05	.007 ^a
Selecting a partner for marriage	117	4	10.04	.040 ^a
Selecting clothes	111	4	.18	.996
Understanding cultural values	118	4	3.45	.485
Understanding of human reproductive system	112	4	8.49	.075
Using left-over food	110	4	3.65	.455

^aNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XL

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
YEARS WORKED IN THE AFRICAN EDUCATION SYSTEM AND
PERCEIVED IMPORTANCE OF PERSONAL AND
FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	96	4	7.52	.111
Basic mechanics of the home	94	4	1.74	.784
Budgeting of money	97	4	9.45	.051 ^a
Buying equipment for the home	94	4	2.00	.736
Caring for and mending clothes	94	4	3.87	.424
Caring for children	95	4	4.78	.311
Caring for people who are sick	97	4	4.99	.288
Caring for pregnant women	97	4	4.57	.334
Caring for old people	97	4	6.06	.194
Caring for the handicapped	97	4	7.49	.112
Communications skills	99	4	5.38	.250
Establishing good eating habits	94	4	.48	.976
Establishing good inter-personal relations	96	4	5.17	.271
Family planning	99	4	1.31	.860
Gardening	95	4	4.85	.303
Having fun with your family	96	4	.66	.957
Household repairs of equipment	96	4	1.59	.811
Keeping the house clean	95	4	4.09	.394
Making or remodeling clothes	95	4	1.89	.756
Making the home safe	95	4	1.46	.833
Making the kitchen convenient	93	4	2.37	.669
Managing of resources, human/nonhuman e.g. time, energy, money	97	4	16.17	.003 ^a
Planning nutritious, tasty meals	95	4	3.51	.476
Promoting a better relationship between a husband and wife	95	4	7.02	.135
Reducing and resolving conflicts in the home	94	4	5.33	.256
Selecting a partner for marriage	96	4	8.60	.072
Selecting clothes	90	4	1.11	.893
Understanding cultural values	97	4	6.57	.161
Understanding of human reproductive system	95	4	3.27	.514
Using left-over food	92	4	6.18	.186

^aNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XLI

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
FATHERS' EDUCATION AND PERCEIVED IMPORTANCE OF
PERSONAL AND FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	164	4	9.80	.044
Basic mechanics of the home	161	4	19.74	.001
Budgeting of money	165	4	3.94	.414
Buying equipment for the home	161	4	18.48	.001
Caring for and mending clothes	161	4	9.77	.044
Caring for children	163	4	2.71	.608
Caring for people who are sick	165	4	4.27	.371
Caring for pregnant women	165	4	4.68	.321
Caring for old people	165	4	5.82	.213
Caring for the handicapped	165	4	1.50	.828
Communications skills	167	4	5.81	.214
Establishing good eating habits	162	4	13.07	.011
Establishing good inter-personal relations	163	4	18.92	.001
Family planning	166	4	10.49	.033
Gardening	160	4	29.80	.000
Having fun with your family	164	4	15.83	.003
Household repairs of equipment	164	4	20.75	.000
Keeping the house clean	163	4	17.19	.002
Making or remodeling clothes	163	4	9.71	.046 ^a
Making the home safe	163	4	16.10	.033
Making the kitchen convenient	160	4	9.22	.056
Managing of resources, human/nonhuman e.g. time, energy, money	164	4	4.30	.367
Planning nutritious, tasty meals	162	4	15.59	.004
Promoting a better relationship between a husband and wife	163	4	16.71	.002
Reducing and resolving conflicts in the home	162	4	22.16	.000
Selecting a partner for marriage	164	4	18.00	.001
Selecting clothes	155	4	6.22	.183
Understanding cultural values	165	4	2.22	.696
Understanding of human reproductive system	159	4	8.59	.072
Using left-over food	157	4	11.90	.018

^aNot significant at $p < .05$ after Claypool Adjustment Method.

TABLE XLII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
MOTHERS' EDUCATION AND PERCEIVED IMPORTANCE OF
PERSONAL AND FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	163	4	1.88	.758
Basic mechanics of the home	160	4	4.41	.354
Budgeting of money	164	4	6.24	.182
Buying equipment for the home	160	4	1.03	.905
Caring for and mending clothes	160	4	6.08	.193
Caring for children	162	4	3.48	.481
Caring for people who are sick	164	4	11.35	.023
Caring for pregnant women	164	4	11.13	.025
Caring for old people	164	4	10.74	.030
Caring for the handicapped	164	4	10.95	.027
Communications skills	166	4	4.11	.391
Establishing good eating habits	161	4	4.70	.319
Establishing good inter-personal relations	162	4	2.99	.560
Family planning	165	4	3.47	.483
Gardening	159	4	2.31	.678
Having fun with your family	163	4	5.31	.257
Household repairs of equipment	163	4	.89	.926
Keeping the house clean	162	4	4.24	.374
Making or remodeling clothes	162	4	4.35	.360
Making the home safe	162	4	4.64	.326
Making the kitchen convenient	159	4	4.98	.290
Managing of resources, human/nonhuman e.g. time, energy, money	163	4	8.07	.089
Planning nutritious, tasty meals	161	4	10.46	.033
Promoting a better relationship between a husband and wife	162	4	9.14	.058
Reducing and resolving conflicts in the home	161	4	6.59	.159
Selecting a partner for marriage	163	4	7.02	.135
Selecting clothes	154	4	5.25	.263
Understanding cultural values	164	4	11.23	.024
Understanding of human reproductive system	158	4	12.93	.012
Using left-over food	156	4	8.65	.070

TABLE XLIII

RESULTS OF CHI-SQUARE TESTS OF THE ASSOCIATION BETWEEN
HIGHEST EDUCATION ACHIEVED AND PERCEIVED IMPORTANCE
OF PERSONAL AND FAMILY LIVING SUBJECTS

Subjects Related to Personal and Family Living	N	df	Chi-Square Value	Probability Value
Animal care	161	8	18.78	.016 ^a
Basic mechanics of the home	159	8	19.35	.013
Budgeting of money	162	8	11.28	.186 ^a
Buying equipment for the home	159	8	19.44	.013 ^a
Caring for and mending clothes	169	8	13.80	.087
Caring for children	160	8	17.79	.023
Caring for people who are sick	162	8	21.61	.006
Caring for pregnant women	162	8	23.18	.003
Caring for old people	162	8	21.94	.005
Caring for the handicapped	162	8	20.48	.009
Communications skills	164	8	11.62	.169
Establishing good eating habits	159	8	23.00	.003
Establishing good inter-personal relations	160	8	13.42	.098
Family planning	164	8	10.00	.265
Gardening	157	8	16.53	.035
Having fun with your family	161	8	23.42	.003
Household repairs of equipment	161	8	17.99	.021
Keeping the house clean	160	8	17.91	.022
Making or remodeling clothes	160	8	15.81	.045
Making the home safe	160	8	24.25	.002
Making the kitchen convenient	157	8	13.09	.109
Managing of resources, human/nonhuman e.g. time, energy, money	161	8	8.88	.353
Planning nutritious, tasty meals	159	8	24.99	.002
Promoting a better relationship between a husband and wife	160	8	17.75	.023
Reducing and resolving conflicts in the home	159	8	26.23	.001
Selecting a partner for marriage	161	8	17.07	.029
Selecting clothes	152	8	27.26	.001
Understanding cultural values	162	8	8.65	.373
Understanding of human reproductive system	156	8	24.29	.002
Using left-over food	154	8	13.19	.105

^aNot significant at $p < .05$ after Claypool Adjustment Method.

APPENDIX D

TABLES OF COMPARISONS BY VARIABLES
OF RESPONDENTS' RATINGS OF THE
IMPORTANCE OF PERSONAL AND
FAMILY LIVING SUBJECTS IN
A MANDATORY CURRICULUM

TABLE XLIV

COMPARISONS BY AGE OF RESPONDENTS' RATINGS OF THE
IMPORTANCE OF PERSONAL AND FAMILY LIVING
SUBJECTS IN A MANDATORY CURRICULUM^a

Subjects Related to Personal and Family Living	N	35 Years and Under	36 Years and Over
		% ^b	% ^b
Animal care	164	13.04	20.40
Basic mechanics of the home	161	7.89	23.40
Budgeting of money	165	78.44	61.23
Buying equipment for the home	161	8.70	30.43
Caring for and mending clothes	161	9.48	24.44
Caring for children	163	54.79	58.34
Caring for people who are sick	165	55.56	58.34
Caring for pregnant women	165	58.97	54.17
Caring for old people	165	59.83	54.16
Caring for the handicapped	165	59.83	47.91
Communication skills			
Establishing good eating habits	162	11.50	36.74
Establishing good interpersonal relations	163	12.18	43.75
Family planning			
Gardening	160	8.85	17.02
Having fun with your family	164	7.76	27.09
Household repairs of equipment	164	9.48	35.41
Keeping the house clean	163	11.20	27.66
Making or remodeling clothes	163	6.89	6.39
Making the home safe	163	12.07	25.53
Making the kitchen convenient	160	7.96	23.41
Managing of resources, human/nonhuman e.g. time, energy, money	164	88.79	60.42
Planning nutritious, tasty meals	162	8.77	37.50
Promoting a better relationship between a husband and wife	163	8.70	39.59
Reducing and resolving conflicts in the home	162	8.70	40.43
Selecting a partner for marriage	164	10.35	33.33
Selecting clothes			
Understanding cultural values			
Understanding of human reproductive system	159	10.09	38.00
Using left-over food	157	7.34	10.42

^aResults are indicated for significant association only.

^bPercentage of individuals who rated the subjects at levels 4 and 5 on the 5-point continuum of importance in a mandatory curriculum.

TABLE XLV

COMPARISONS BY MARITAL STATUS OF RESPONDENTS' RATINGS
OF THE IMPORTANCE OF PERSONAL AND FAMILY LIVING
SUBJECTS IN A MANDATORY CURRICULUM^a

Subjects Related to Personal and Family Living	N	Married	Single
		% ^b	% ^b
Animal care			
Basic mechanics of the home			
Budgeting of money			
Buying equipment for the home			
Caring for and mending clothes			
Caring for children	160	61.90	38.23
Caring for people who are sick	162	62.99	37.15
Caring for pregnant women	162	64.56	37.15
Caring for old people	162	64.57	40.00
Caring for the handicapped	162	61.42	22.86
Communication skills			
Establishing good eating habits			
Establishing good interpersonal relations			
Family planning			
Gardening			
Having fun with your family			
Household repairs of equipment			
Keeping the house clean			
Making or remodeling clothes			
Making the home safe			
Making the kitchen convenient			
Managing of resources, human/nonhuman e.g. time, energy, money			
Planning nutritious, tasty meals			
Promoting a better relationship between a husband and wife			
Reducing and resolving conflicts in the home			
Selecting a partner for marriage			
Selecting clothes			
Understanding cultural values			
Understanding of human reproductive system			
Using left-over food			

^aResults are indicated for significant association only.

^bPercentage of individuals who rated the subjects at levels 4 and 5 on the 5-point continuum of importance in a mandatory curriculum.

TABLE XLVI

COMPARISONS BY ETHNIC GROUP OF RESPONDENTS' RATINGS
OF THE IMPORTANCE OF PERSONAL AND FAMILY LIVING
SUBJECTS IN A MANDATORY CURRICULUM^a

Subjects Related to Personal and Family Living	N	African % ^b	Non-African % ^b
Animal care			
Basic mechanics of the home			
Budgeting of money			
Buying equipment for the home			
Caring for and mending clothes			
Caring for children	161	59.79	50.00
Caring for people who are sick	163	56.12	56.92
Caring for pregnant women	163	56.12	60.00
Caring for old people			
Caring for the handicapped	163	58.16	53.84
Communication skills			
Establishing good eating habits			
Establishing good interpersonal relations			
Family planning	165	62.89	42.64
Gardening			
Having fun with your family			
Household repairs of equipment			
Keeping the house clean			
Making or remodeling clothes			
Making the home safe			
Making the kitchen convenient			
Managing of resources, human/nonhuman e.g. time, energy, money			
Planning nutritious, tasty meals			
Promoting a better relationship between a husband and wife			
Reducing and resolving conflicts in the home			
Selecting a partner for marriage			
Selecting clothes			
Understanding cultural values			
Understanding of human reproductive system			
Using left-over food			

^aResults are indicated for significant association only.

^bPercentage of individuals who rated the subjects at levels 4 and 5 on the 5-point continuum of importance in a mandatory curriculum.

TABLE XLVII

COMPARISONS BY PROFESSIONAL ROLE OF RESPONDENTS' RATINGS
OF THE IMPORTANCE OF PERSONAL AND FAMILY LIVING
SUBJECTS IN A MANDATORY CURRICULUM^a

Subjects Related to Personal and Family Living	N	Admin- istrator	Non-Admin- istrator
Animal care	161	14.29	15.87
Basic mechanics of the home			
Budgeting of money			
Buying equipment for the home			
Caring for and mending clothes			
Caring for children	160	80.56	49.19
Caring for people who are sick	162	77.78	50.80
Caring for pregnant women	162	80.55	51.59
Caring for old people	162	77.78	53.18
Caring for the handicapped	162	75.00	51.59
Communication skills	164	91.89	67.71
Establishing good eating habits			
Establishing good interpersonal relations			
Family planning	163	79.41	48.06
Gardening			
Having fun with your family			
Household repairs of equipment			
Keeping the house clean			
Making or remodeling clothes			
Making the home safe			
Making the kitchen convenient			
Managing of resources, human/nonhuman e.g. time, energy, money			
Planning nutritious, tasty meals			
Promoting a better relationship between a husband and wife			
Reducing and resolving conflicts in the home			
Selecting a partner for marriage			
Selecting clothes			
Understanding cultural values			
Understanding of human reproductive system			
Using left-over food			

^aResults are indicated for significant association only.

^bPercentage of individuals who rated the subjects at levels 4 and 5 on the 5-point continuum of importance in a mandatory curriculum.

TABLE XLVIII

COMPARISONS BY FATHER'S EDUCATION OF RESPONDENTS' RATINGS
OF THE IMPORTANCE OF PERSONAL AND FAMILY LIVING
SUBJECTS IN A MANDATORY CURRICULUM^a

Subjects Related to Personal and Family Living	N	<Secondary % ^b	>Secondary % ^b
Animal care	164	20.83	10.87
Basic mechanics of the home	161	25.00	2.24
Budgeting of money			
Buying equipment for the home	161	27.15	5.50
Caring for and mending clothes	161	22.86	6.60
Caring for children			
Caring for people who are sick			
Caring for pregnant women			
Caring for old people			
Caring for the handicapped			
Communication skills			
Establishing good eating habits	162	28.77	11.23
Establishing good interpersonal relations	163	33.33	12.09
Family planning	166	60.28	49.46
Gardening	160	21.43	3.33
Having fun with your family	164	23.61	5.44
Household repairs of equipment	164	27.78	8.69
Keeping the house clean	163	27.78	6.60
Making or remodeling clothes			
Making the home safe	163	27.78	6.60
Making the kitchen convenient			
Managing of resources, human/nonhuman e.g. time, energy, money			
Planning nutritious, tasty meals	162	26.39	10.00
Promoting a better relationship between a husband and wife	163	29.59	8.70
Reducing and resolving conflicts in the home	162	32.40	6.60
Selecting a partner for marriage	164	29.17	7.61
Selecting clothes			
Understanding cultural values			
Understanding of human reproductive system			
Using left-over food	157	14.28	11.45

^aResults are indicated for significant association only.

^bPercentage of individuals who rated the subjects at levels 4 and 5 on the 5-point continuum of importance in a mandatory curriculum.

TABLE XLIX

COMPARISONS BY MOTHER'S EDUCATION OF RESPONDENTS' RATINGS
OF THE IMPORTANCE OF PERSONAL AND FAMILY LIVING
SUBJECTS IN A MANDATORY CURRICULUM^a

Subjects Related to Personal and Family Living	N	<Secondary % ^b	>Secondary % ^b
Animal care			
Basic mechanics of the home			
Budgeting of money			
Buying equipment for the home			
Caring for and mending clothes			
Caring for children			
Caring for people who are sick	164	55.11	62.16
Caring for pregnant women	164	56.70	62.16
Caring for old people	164	56.70	64.86
Caring for the handicapped	164	57.48	54.05
Communication skills			
Establishing good eating habits			
Establishing good interpersonal relations			
Family planning			
Gardening			
Having fun with your family			
Household repairs of equipment			
Keeping the house clean			
Making or remodeling clothes			
Making the home safe			
Making the kitchen convenient			
Managing of resources, human/nonhuman e.g. time, energy, money			
Planning nutritious, tasty meals	161	16.26	21.05
Promoting a better relationship between a husband and wife			
Reducing and resolving conflicts in the home			
Selecting a partner for marriage			
Selecting clothes			
Understanding cultural values	164	53.18	50.00
Understanding of human reproductive system	158	14.76	33.34
Using left-over food			

^aResults are indicated for significant association only.

^bPercentage of individuals who rated the subjects at levels 4 and 5 on the 5-point continuum of importance in a mandatory curriculum.

TABLE L

COMPARISONS BY HIGHEST EDUCATION OF RESPONDENTS' RATINGS
OF THE IMPORTANCE OF PERSONAL AND FAMILY LIVING
SUBJECTS IN A MANDATORY CURRICULUM^a

Subjects Related to Personal and Family Living	N	Bachelor	Master	Doctorate
		% ^b	% ^b	% ^b
Animal care				
Basic mechanics of the home	159	28.58	6.32	20.00
Budgeting of money				
Buying equipment for the home				
Caring for and mending clothes				
Caring for children	160	64.28	53.13	58.00
Caring for people who are sick	162	57.14	53.06	62.00
Caring for pregnant women	162	57.15	58.16	56.00
Caring for old people	162	57.14	58.16	60.00
Caring for the handicapped	162	71.43	55.10	56.00
Communication skills				
Establishing good eating habits	159	21.43	12.37	33.33
Establishing good interpersonal relations				
Family planning				
Gardening	157	21.43	6.39	18.36
Having fun with your family	161	21.43	8.24	20.00
Household repairs of equipment	161	21.43	14.43	22.00
Keeping the house clean	160	28.57	9.27	26.53
Making or remodeling clothes	160	14.29	6.18	6.12
Making the home safe	160	28.57	10.31	24.49
Making the kitchen convenient				
Managing of resources, human/non-human e.g. time, energy, money				
Planning nutritious, tasty meals	159	14.29	11.34	29.17
Promoting a better relationship between a husband and wife	160	28.57	10.41	30.00
Reducing and resolving conflicts in the home	159	35.72	10.42	26.53
Selecting a partner for marriage	161	28.57	11.34	24.00
Selecting clothes	152	0.00	7.77	12.50
Understanding cultural values				
Understanding of human reproductive system	156	15.38	13.04	29.41
Using left-over food				

^aResults are indicated for significant association only.

^bPercentage of individuals who rated the subjects at levels 4 and 5 on the 5-point continuum of importance in a mandatory curriculum.

✓
VITA

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Candidate for the Degree of

Doctor of Philosophy

Thesis: ATTITUDES AND OPINIONS OF ZIMBABWE UNIVERSITY FACULTY AND ADMINISTRATORS TOWARD ENROLLMENT OF ALL FIRST YEAR STUDENTS IN PERSONAL AND FAMILY LIVING SUBJECTS

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