

EVALUATION OF THE TEXTILES, CLOTHING AND
HANDICRAFT AREAS OF HOME ECONOMICS
IN THE UNIVERSITY OF SWAZILAND

By

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CHAPTER I

INTRODUCTION

Since 1936 the Kingdom of Swaziland has relied on Nazarene Teacher Training College and Mbuluzi Home Economics Center for training primary school teachers. Nazarene trained students after they had graduated from standard seven (nine years of formal schooling) and junior certificate (11 years of formal schooling). Those teachers with interests in teaching domestic science (the term used in 1950 and 1960 for home economics) would spend another two years at Mbuluzi Home Economics Center. The Nazarene and Mbuluzi Training Colleges could not cope with the training needs of Swaziland. Many Swazis went to other countries for teacher training until William Pitcher College in Swaziland was officially opened in 1962 to train teachers who could teach home economics at the secondary level. Entrance requirements for the new college were the junior certificate and the Cambridge School Certificate (two additional years after junior certificate) (Swaziland Second National Development Plan 1973-1977, 1972).

Primary education for boys in Swaziland included such practical courses as agriculture and carpentry, whereas for girls, the courses were cooking and sewing. These courses were gradually introduced to girls in the fifth and sixth year of primary school so that by the seventh and eighth year, they would be doing the practical aspect as well. To make these practical courses carry as much weight as the

theoretical subjects, inspectors conducted practical examinations of the students (Bishop, 1981).

Since the colonial times, one university served Botswana, Lesotho and Swaziland. After 1964 the name of the university was the University of Botswana, Lesotho and Swaziland, and it was situated in Maseru, Lesotho (Pragnell and Alcock, 1981). A map of the countries may be found in Appendix A.

When the University of Botswana, Lesotho, and Swaziland was in the process of expansion in preparation for independence, an agricultural campus was formally established in Luyengo, Swaziland in 1966. This institution was established to train agriculturalists and home economists for the three sister countries. The home economics program was a two-year course in extension because the other colleges were training home economics teachers.

The graduates from this program were called domestic science demonstrators. Their job was to work to improve the level of living and the quality of family life in a community within one of the three countries. Unfortunately, the Luyengo home economics program was able to produce graduates for only two successive years, 1968 and 1969, and was then faced with some difficulties; thus it was phased out (Handbook for Swaziland, 1968).

Due to the impact of domestic science demonstrators from the phased out program, the governments of Lesotho, Botswana, and Swaziland realized the role of the family in the development of their countries. In 1973 they came to an agreement with the Food and Agricultural Organization to fund a project on the training of women and youth in home economics at the diploma level (equivalent to associate degree). Though

the project focused on the rural areas, the many facets of this subject apply to urban living as well. The objectives of the diploma program in home economics were:

1. To train a corps of middle level workers in teaching and extension.
2. To help to improve the level of living and quality of family life in Botswana, Lesotho and Swaziland (Curriculum of the Diploma Course in Home Economics, 1980, p. 1).

The home economics program was officially established in 1974 on the same campus where the former two-year program had been. Unfortunately, in 1975 Lesotho withdrew from the regional arrangement and Swaziland and Botswana formed the University of Botswana and Swaziland in 1976. The university has been serving two countries and the home economics program has been producing home economists since 1976. The Food and Agricultural Organization has evaluated the program twice, sending experts to consult with the faculty of the University of Swaziland and the Ministry of Education. A formal evaluation of the graduates to assess how useful and relevant the curriculum is in meeting the needs of these students has not been done. Before the program is 10 years old (1984), it is justifiable to evaluate part of the program in order to identify weaknesses and strengths of the textiles, clothing, and handicraft aspect of the home economics curriculum. This evaluation process could serve as a pilot study for use later in the evaluation of the entire home economics program.

Clothing and handicraft became part of secondary school curriculum in 1964; the basics in clothing were simply called sewing. Also, home sewing has been part of most Swazi women's lives because they made most of the clothing for women and children at home. School uniforms were made at home until 1970 when the Small Enterprise Development Company

organized factories at an industrial area at Mbabane. People who earned their living by sewing for each community were called dressmakers if they sewed for women and tailors if they made men's clothes. With most of the women still taking care of their children at home, especially in rural areas, handicraft skills taught in women's clubs run by home economics extension workers are a popular way of generating income. Also, as more man-made fabrics are available for use in the homes of Swazis and Batswana for sewing, the women need more information to help them become better consumers.

According to Peterson (1975), educators responsible for planning the textiles, clothing and handicraft curriculum face a difficult challenge. Many factors must be considered when making textiles, clothing, and handicraft curriculum evaluations. Recommendations on how to improve the textiles, clothing, and handicraft curriculum of the home economics program in Swaziland are needed.

Statement of the Problem

The purpose of the study was to determine present needs and adequacy of training of graduates of the home economics program in the University of Swaziland in the area of textiles, clothing, and handicraft, and to recommend improvements.

Objectives

The objectives of the study were:

1. To evaluate the textiles, clothing, and handicraft aspect of the home economics curriculum to assess whether it meets the needs of graduates at work.

2. To formulate suggestions or recommendations for textiles, clothing, and handicraft curriculum revision for use by the curriculum review committee.

Limitations

Participants in the study consisted of University of Swaziland graduates of home economics from 1978 to 1982. The content of the questionnaire was limited to textiles, clothing, and handicraft.

Assumption

After the graduates had been working from one to five years, they should be able to constructively evaluate the textiles, clothing, and handicraft curriculum from which they graduated.

Definition of Terms

The following terms are defined as they were used in the study:

Cambridge School Certificate - the certificate presented when a student has successfully finished high school examinations.

Competency - the attitude, behavior, skill or understanding demonstrated by the home economics graduate at a specified performance level (American Home Economics Association, 1974).

Diploma Level - a two-year period of training after high school similar to an associate degree in the United States of America.

Domestic Science Demonstrator - a person trained in home economics extension.

Follow-up Study - the study of individuals who left an institution after they had completed a program or course of study to determine

the impact of the institution and its program on the graduates (Best, 1981).

Form - the first three years of junior secondary school are called Form I, Form II, and Form III.

Graduates - students who have successfully completed requirements of a course of study.

Profession - a calling requiring specialized knowledge and often long and intensive academic preparation.

Skills - a logically related set of observable actions which contribute to a job objective (American Home Economics Association, 1974).

CHAPTER II

REVIEW OF LITERATURE

The purpose of the study was to determine the present needs and training adequacy of the home economics graduates in the area of textiles, clothing, and handicraft and to suggest or recommend ways that the information can be used by the curriculum review committee. The literature review included curriculum evaluation, needs assessment, competency-based education, and follow-up studies of home economics graduates.

Curriculum Evaluation

According to the Carnegie Foundation for the Advancement of Teaching (1979), curriculum is the body of courses that present the knowledge and skills that a college offers and evaluation is a systematic approach and analysis of a program. Curriculum evaluation should be considered from the standpoint of the curriculum project itself, and in the broadest context. It should be viewed as reflecting all systematic efforts of a project to assess the strengths and weaknesses of its activities and its usefulness (Grobman, 1968). Grobman's definition brings strengths and weakness into focus, whereas Cronback (1963) defined evaluation as the collection and use of information to make decisions about an educational program. Cronback further defined educational programs as ranging from a set of instructional material

and activities, distributed on a national level, to the educational experience of a single learner. Wolf (1979) indicated that it was impossible to know whether a program was succeeding or failing until extensive information gathering activities were done. Collection of data is not the end in itself but use of information is made so that decisions can be based on facts. For evaluation to be justifiable in education, results should be used in program improvement.

Beeby's (1975) definition of evaluation further pointed to other aspects that have implications for research. He stated that evaluation was a systematic collection and interpretation of evidence, leading as a part of the process to judgment of value with view to action. "Systematic" according to Beeby (1975) meant that information should have been well defined with some degree of precision. For example, he placed emphasis on gathering information by means of observable procedures. Questionnaires and self-reporting measures can contribute to the evaluation process. A second element found in his definition is the interpretation of data which implies that uninterpreted evidence was often presented to indicate the presence or absence of quality in an educational venture. The last element in his definition is the assessment of how well the program is meeting the larger educational and social goals of a country.

Rossi, Freeman and Wright (1979, p. 21) stressed that the key to successful evaluation "is to plan and implement an evaluation that is as objective as possible." They further indicated that evaluation covers specific types of activities. The four types listed were, "research for program planning, program monitoring, impact assessment and research project efficiency" (p. 32). They indicated that a

comprehensive evaluation of a program would involve "at least monitoring, impact assessment, and efficiency calculations" (p. 33) and, in the case of the new programs and major modifications of long-standing programs, should also include research for planning.

Evaluations may be undertaken for a number of different reasons (Rossi, Freeman and Wright, 1979). They may be undertaken for planning and policy purposes, to help decide on either expansion or curtailment of programs, and to reach decisions on whether to advocate one program or another.

From this review of literature, educational evaluation is clearly decision-oriented. It is intended to lead to better policies and practices in education.

Needs Assessment

For curriculum evaluation to be undertaken, the needs assessment becomes necessary or forms the critical step in the process of evaluation. According to Rossi, Freeman and Wright (1979) the process of verification and mapping out the extent and location of a problem is called needs assessment. This step would help in focusing on the exact amount or size of the problem and its character. Needs assessment is a formal process for determining gaps between present and desired outcomes. This procedure would apply very well to an educational program or curriculum (Kaufman, 1975). Trimby (1979) also stated that in the educational system, this process yields information that can be used in educational planning, in problem solving, for making educational decisions with implications for improving the curriculum, for accountability and for supporting applications for funding.

Further in educational systems development, the information and data obtained from needs assessment are used to design, implement, and evaluate curriculum projects. In his model of needs assessment, Coffing (1977) defined needs assessment as the process of gathering information about the people relative to a particular school setting. His role models or components were students, parents, and future employers of present students; and he was concerned with gaps that existed between clients and specified needs and the status of their need fulfillment. Coffing (1977) suggested that the following questions should be considered. Is the curriculum meeting the needs of students at their work? Is it providing them with the information they need to cater to community needs? Is it up to date in meeting the technological changes that are taking place in these areas? He emphasized making decisions that would initiate educational change, program planning, implementation, control and evaluation.

Coffing (1977) stressed the importance of a well-balanced relevant and functional curriculum. He named his model a "discrepancy model" because there were gaps between current results and the desired results. His performance directives of assessing gaps in measurable performance translates very well into behavioral objectives in educational terms. Components involved should be surveyed properly whether they are learners, educators, or the community. Another aspect of his needs assessment model is that it is concerned with end results or products which emphasized problem-solving. It would be applied or used to bring about change in improving the effectiveness of educational planning, and designing of relevant curriculum.

Lee's (1973) model, on the other hand, seemed to be targeted more toward educational needs. For example, in his definition, needs assessment was a process by which the unfulfilled educational requirements of a population of students were identified. It was a means of determining the educational objectives appropriate for a particular situation. Performance directives in his model indicated that a system must have a means for constantly and accurately assessing the changes in the needs of its students, staff and the public served by the system. This model emphasized making decisions, problem solving and further brought out accountability for results. It applies very well in assessing quality of performance of a system to satisfy educational needs. Fain (1981) indicated that educators responsible for planning the textiles and clothing curriculum are faced with a difficult challenge. Many factors must be considered when making curriculum decisions. To develop the best possible course offerings, extensive information has to be acquired, evaluated and synthesized.

According to Gorrel (1974), the clothing, textiles and merchandising faculty at Oklahoma State University have made efforts to identify needs of students and to update the clothing construction curriculum. Also the graduates had identified clothing construction knowledge and skills as beneficial to their present positions and indicated that a few such skills were lacking in their undergraduate program. As a method of improving the clothing construction area, the Clothing, Textiles and Merchandising Department has used pretests to assess strengths and needs of the beginning clothing students. This process has also helped in placing students into clothing construction courses appropriate to their needs. Peterson (1975) stated that at least seven

graduates, Walsh, Witt, Berry, Gould, Souligny, and Good were among the Oklahoma State University graduate students who developed and evaluated such tests during these years. Further, Sisler (1974) evaluated the open laboratory system which showed that it had definite advantages in teaching clothing construction.

From the review of needs assessment literature, it seemed apparent that a relevant, suitable and balanced curriculum could be based on information acquired from all the individuals involved. Kimpston and Stockton (1979) stressed the importance of ranking needs according to their priorities, considering the four basic steps:

1. Generate goals and rank them for importance, that is, determine the desired conditions.
2. Determine the present status of each goal or existing condition.
3. Identify and analyze discrepancies between the goals and the present status.
4. Assign priorities to the discrepancies, that is, needs (p. 16).

According to Squires (1979), quality programs emerge from sound curriculum planning designed to meet the needs and interests of the students, with a regular evaluation process built into the system. The evaluation process conducted by Alexander (1952) for high school clothing curriculum revealed the needs of the students for certain desirable skills that were identified by the evaluation process. This process included systematic documentation and validation of learners and community needs.

Competency-Based Education

Maxson (1980) stated that each profession is responsible for identifying the knowledge, behaviors, and skills needed by its practitioners to develop a high level of competence in its training program.

Burns (1972) stressed the importance of competency when he described the objectives of competency-based education and equated them with the concept of ability. Accountability in education was further explained by Burns (1972) as being responsible for and being able to explain or prove that learning has taken place. Competency and accountability are not only a concern for one country but are an international concern. For example, Orfila (1981), Secretary General of the Organization of American States, recognized the importance of combining pure academic experience in educational institutions of high learning with periods of on-the-job training as the productive contribution in education. By cooperative education Nichol (1981) meant an integration of academic study outside the classrooms sometimes structured as part of the curriculum. The importance was in the coordination and relevance. Also, cooperative education tests out the suitability of the student for his chosen profession quite early. Orfila (1981) conducted projects at the United Nations Institute for Training and Research. He believed that scientists or engineers emerging from such a cooperative educational program would be highly trained professionals with a true perception of the real needs of industry and able, therefore, to make a real contribution to the development of their countries.

Key points were addressed at a conference on how human resource development could be achieved in the third world. Nichol (1981) stressed the importance of integrating academic study with work in a framework that would accelerate development in human resources. Educators and experts from developing countries realized the importance of this integration by quoting different competency-based programs that were a great success in some of the countries. According to Waldron (1975),

on-the-job experience is one of the ways of achieving competency for the world of work. Mason and Haines (1972) further recognized that through competency-based education, internship programs provided a major means of offering students the opportunity to develop occupational competency. Greenwood (1972) also stated that when a person is competent, he has the necessary knowledge, skills, and judgment to perform a task effectively as measured by a given standard of performance.

Follow-up Studies

According to Gentry (1972) when a student graduates from school he/she usually loses all contact with the school. In order to benefit from his experience, a knowledge of the graduate's location is necessary as well as are facts about his skills, abilities and experience. This knowledge could be used to help future graduates and aid in improving the overall program of the college. The importance of follow-up studies cannot be over emphasized. Stoops (1959) stressed that follow-up studies, when applied to both in-school and out-of-school situations, become a technique for evaluating the appropriateness and adequacy of the college program. Some of the purposes of follow-up studies mentioned by Erickson (1974) were:

1. To find out where graduates go and what they do.
2. To aid the school in evaluating its effectiveness.
3. To enable the school to offer assistance to graduates in the form of in-service training or courses for professional improvement.
4. To find out about the needs of employers and how the employers could improve (p. 22).

Norris (1966) stated that to gather facts from former students about problems and successes in adjusting to work or further educational experiences provides important information for improving the educational

program for the present and the future. According to Warters (1956), to learn the effectiveness of the program, training institutions must have a method of gathering information about adequacy of graduates and their satisfaction with employment. Included in the quest for information is the satisfaction of the employer with graduates and causes of graduate success and failure.

According to Fain (1981), all follow-up studies of home economics graduates done by researchers (Garrett, 1969; Christian, 1969; Johnson, 1975; Hodgkins, 1977) had referred to some recommendations for continuous assessment of programs in this field. The American Home Economics Association (1974) suggested that due to the nature of the field the home economists need professional growth and follow-up studies that could reveal facts and trends which could assist in the improvement of home economics programs to better prepare the graduates for future success.

Effective follow-up studies cannot be achieved unless data are gathered and used properly. Stoops (1959) listed three major aspects of follow-up studies:

1. Systematic gathering of data from former students.
2. Presentation and interpretation of data.
3. Improvement of program as indicated by findings
(p. 260).

Though there are many methods of collecting data, Hoppock (1963) stated that the mailed questionnaire is the most commonly used. The major advantage of the questionnaire is that it has no geographical limits; thus most of the students can be contacted. In this way it can reveal the true range of graduate experience.

In conclusion, from the brief review of literature related to follow-up studies, it is apparent that one of the major purposes of a

post-graduate questionnaire is to collect information which can be used to provide students with an up-to-date curriculum that will effectively meet future needs. Data from follow-up studies determine employment opportunities that help shape goals of both students and colleges. Students can also be encouraged to seek additional training for better employment opportunities. All researchers stressed the importance of follow-up studies as being part of the training program.

CHAPTER III

METHOD AND PROCEDURE

The purpose of the study was to determine present needs and adequacy of training of graduates of the home economics program in the University of Swaziland in the area of textiles, clothing, and handicraft. The findings would be used to suggest or recommend improvements to be used by a curriculum review committee.

Description of Participants

Participants in the study consisted of home economics graduates of the University of Swaziland between 1978 and 1982 inclusive. During this period 117 home economists graduated from the program. All of the graduates were women. The senior inspectors of home economics in the two countries, Botswana and Swaziland, were asked to supply the addresses of the graduates. They were able to trace 103 of the home economists.

The Instrument

The questionnaire (Appendix B) was developed by the researcher using the major concepts in the textiles, clothing and handicraft curriculum (Appendix C). Seven graduates of the University of Swaziland, who were studying in the United States, were used to pretest the questionnaire for clarity and conciseness. On the basis of the pilot test, revisions were made in the instrument. Before the questionnaires

were mailed, three faculty members in the Department of Clothing, Textiles and Merchandising at Oklahoma State University reviewed them. No further revisions were needed.

Collection of Data and Analysis

The questionnaires were mailed in April together with appropriate correspondence (Appendix D) to the 103 Botswana and Swaziland home economics teachers and extension workers, with stamped, self-addressed return envelopes. Questionnaires that had not been returned by the end of May were collected by home economics staff members of the University of Swaziland as they were supervising student teachers, and mailed back. Findings of the study were tabulated and results were analyzed by use of frequency counts, percents and means.

Values were weighted in the following manner to determine mean ranking:

<u>Ranking</u>	<u>Weight</u>
Superior, Very Important, Very Useful	3
Good, Important, Useful	2
Inadequate, Unimportant, Of No Use	1

CHAPTER IV

FINDINGS AND INTERPRETATIONS

The results of the questionnaires from the home economists of Botswana and Swaziland are presented in this chapter. Findings were grouped according to questionnaire responses, demographic data, current employment status, academic preparation, and usefulness of concepts and skills in textiles, clothing and handicraft.

Questionnaire Responses

One hundred three questionnaires were sent to Botswana and Swaziland home economists. Sixty-two (60.1%) responses were received, 29 (46.7%) responses from Botswana and 33 (53.3%) from Swaziland.

Demographic Data

Table I represents the demographic data for home economics graduates of the University of Swaziland. The researcher selected the year of 1978 for the beginning of the study because the home economics program already had some feedback from the 1976 and 1977 home economics graduates. More than 70.8 percent of the graduates had been working for two to five years, thus they were able to identify strengths and weaknesses of the textiles, clothing and handicraft curriculum based on their experiences in the field. The largest number of respondents (24.4%) had graduated in 1981 and approximately one-fourth had graduated

in 1982. Others had graduated in 1979 (19.4%), 1980 (17.7%), and 1978 (11.3%). The two major responsibilities of the home economics graduates of the University of Swaziland were teaching home economics in secondary school (72%) and extension work (19.7%). Slightly more than one-fourth of the participants had been in their current positions for one year, 29 percent for two years, 20.9 percent for three years, 16.1 percent for four years and only 4.8 percent for five years.

TABLE I
DEMOGRAPHIC DATA FOR HOME ECONOMICS GRADUATES
OF THE UNIVERSITY OF SWAZILAND
(N=62)

Variable	Number	Percent
Graduation Date		
1978	7	11.3
1979	12	19.4
1980	11	17.7
1981	17	27.4
1982	15	24.2
Major		
Education	47	75.8
Extension	15	24.2
Major Responsibility		
Teaching in Secondary Schools	44	72.1
Extension Work	12	19.8
Training Officer	1	1.6
Other		
Lecturer in Primary Teachers College	4	6.6
No Classification	1	1.6
Number of Years in Current Position		
0	1	1.6
1	17	27.4
2	18	29.0
3	13	20.9
4	10	16.1
5	3	4.8

Current Employment Status

Current employment information of the home economics graduates of the University of Swaziland revealed that 17 (27.4%) of the graduates were employed by the Ministry of Education in Botswana, and 27 (43.5%) by the Ministry of Education in Swaziland. (See Table II.) The Ministry of Local Government and Lands in Botswana employed 10 graduates (16.1%) as extension workers, and the Ministry of Agriculture and Cooperatives in Swaziland employed three (4.8%) of the graduates as extension workers. These percentages reveal that the two major job titles were home economics teacher and assistant home economics officer, and the major employers of the home economics graduates were the Ministries of Education and Agriculture/Local Government and Lands. Other employers were the primary teacher's colleges in Botswana and Swaziland which employed two each and the Swaziland Women's Organization, Lutsango, which employed one of the graduates to teach in home economics vocational schools. The major job titles were home economics teacher and assistant home economics officer.

Classes Taught

Thirty-eight of the 44 participants in education were teaching home economics only at the junior secondary school level (Form One, Form Two, and Form Three), which were the classes they were trained to teach (Table III). Two participants also taught Form Four (equivalent to junior year in high school) textiles and laundry. Two from each country taught in primary teacher's colleges so they were not teaching Forms One through Five.

TABLE II
CURRENT JOB TITLES OF GRADUATES OF
THE UNIVERSITY OF SWAZILAND
(N=62)

Job Title	Employer	Address	No.	%
Home Economics Teacher	Ministry of Education	Box 39, Mbabane	27	43.5
Home Economics Teacher	Ministry of Education	Box 5, Gaborone	17	27.4
Asst. Home Economics Officer (Extension)	Ministry of Agriculture	Box 162, Mbabane	3	4.8
	Local Government			
	Lands	Box 305, Gaborone	10	16.1
Asst. Home Economics Officer (Technical Teachers)	Lutsango (Swaziland Women's Organization)	Box 39, Mbabane	1	1.6
Lecturer in Home Economics	Primary Teachers College	Box 39, Mbabane	2	3.2
Lecturer in Home Economics	Primary Teachers College	Box 305, Gaborone	2	3.2

TABLE III
CLASSES TAUGHT BY HOME ECONOMICS TEACHERS
(N=44)

Classes	Textiles and Laundry	Textiles and Clothing	Total ^a
Form I	30	30	60
Form II	32	30	62
Form III	30	29	59
Form IV	2	-	2
Form V	-	-	-

^aSome teachers taught more than one Form and all teachers did not teach all forms.

Rankings of Textiles, Clothing
and Handicraft

Extension workers in home economics were asked to rank the importance of textiles and laundry, textiles and clothing construction and handicraft in their work. As indicated by the mean rankings, handicraft concepts and skills were ranked as most important (2.80), followed by textiles and clothing construction (2.66). Textiles and laundry concepts and skills were considered of least importance (2.24). (See Table IV.)

TABLE IV
IMPORTANCE OF SELECTED CONCEPTS AND SKILLS
AS RANKED BY EXTENSION WORKERS

Concepts and Skills	<u>Very Important</u>		<u>Important</u>		<u>Un- important</u>		<u>Total</u>		Mean Ranking
	No.	%	No.	%	No.	%	No.	%	
Textiles and Laundry	3	23.0	10	76.9	0	0.0	13 ^a	99.9 ^b	2.24
Textiles and Clothing Construction	8	61.5	5	38.5	0	0.0	13 ^a	100	2.66
Handicrafts	13	86.7	1	6.7	1	6.7	15	100	2.80

^aTwo extension workers did not rate Textiles and Laundry and Textiles and Clothing Construction.

^bTotal does not add to 100 percent due to rounding.

Academic Preparation in Textiles
and Clothing

Table V shows respondents' perceptions of the adequacy of academic preparation in various areas of the clothing and textiles curriculum. Concepts and skills that the respondents ranked as the ones in which they had the most academic preparation were the Use and Care of Sewing Machines, and Handstitches Used in Dressmaking with mean rankings of 2.27 and 2.13 respectively. Concepts with mean rankings of between 1.5 and 1.9 were Principles on Care of Clothes and Laundry Materials, Designing and Sewing a Garment to Fit, Use of Commercial Patterns, Renovation and Mending Clothes, Embroidery and Applique Techniques, Fabric and Cost Estimation, Pattern Drafting and Textiles, Fiber Classification and Identification. Those areas in which more than 50 percent of the respondents indicated that they had inadequate academic preparation were Blockpattern and Pattern Alterations, Pattern Drafting for Children, Laboratory Management on Care of Clothes and Home Textiles.

Usefulness of Clothing Concepts

Participants were also asked to rank the usefulness of the textiles and clothing concepts and the rankings are presented in Table VI. The concepts with mean rankings of 2.5 and above were Use and Care of Sewing Machines, Handstitches Used in Dressmaking and Home Textiles. The concepts with mean rankings between 2.0 and 2.5 were Use of Commercial Patterns, Principles on Care of Clothes and Laundry Materials, Designing and Sewing a Garment to Fit, Renovation and Mending Clothes, Embroidery and Applique Techniques, Blockpattern and Pattern Alterations,

TABLE V
PERCEPTIONS OF ACADEMIC PREPARATION IN TEXTILES AND CLOTHING
(N=62)

Concept	Superior		Good		Inadequate		No Answer		Mean
	No.	%	No.	%	No.	%	No.	%	
Use and care of sewing machines	20	32.3	39	62.9	3	4.8			2.27
Handstitches used in dressmaking	13	20.9	46	74.2	1	1.6	2	3.23	2.13
Principles on care of clothes and laundry materials	12	19.4	32	51.6	13	20.9	5	8.07	1.82
Designing and sewing a garment to fit	9	14.5	32	51.6	20	32.3	1	1.61	1.79
Use of commercial patterns	12	19.4	27	43.5	20	32.3	3	4.85	1.77
Renovation and mending clothes	13	20.9	26	41.9	18	29.0	5	8.07	1.76
Embroidery and applique techniques	7	11.3	35	56.5	17	27.4	3	4.84	1.74
Fabric and cost estimation	9	14.5	22	35.5	25	40.3	6	9.68	1.55
Pattern drafting	8	12.9	21	33.9	30	48.4	3	4.84	1.55
Textiles, fiber classification, identification, etc.	5	8.1	30	48.4	21	33.9	6	9.68	1.55
Blockpattern and pattern alterations	5	8.1	22	35.5	32	51.6	3	4.84	1.46
Pattern drafting for children	4	6.5	19	30.6	32	51.6	7	11.29	1.32
Laboratory management on care of clothes	1	1.6	18	29	34	54.8	9	14.52	1.18
Home textiles	2	3.2	10	16.1	35	56.5	15	24.19	0.98

TABLE VI
USEFULNESS OF TEXTILES AND CLOTHING CONCEPTS TO
GRADUATES OF THE UNIVERSITY OF SWAZILAND
(N=62)

Concept	Very Useful		Useful		Of No Use		No Answer		Mean
	No.	%	No.	%	No.	%	No.	%	
Use and care of sewing machine	55	88.7	7	11.3					2.89
Handstitches used in dressmaking	42	67.7	17	27.4	2	3.2	1	1.61	2.61
Home textiles	12	19.4	25	40.3	10	16.13	15	24.19	2.55
Use of commercial patterns	29	46.8	30	48.4	1	1.6	2	2.23	2.39
Principles on care of clothes and laundry materials	30	48.4	27	43.5			5	8.07	2.32
Designing and sewing a garment to fit	31	51.6	17	27.4	10	16.13	3	4.84	2.26
Renovation and mending clothes	29	46.8	25	40	3	4.8	5	8.07	2.26
Embroidery and applique techniques	19	30.6	38	61.3	1	1.6	4	6.45	2.16
Blockpattern and pattern alterations	25	40.3	24	38.7	7	11.3	6	9.68	2.10
Pattern drafting for children	25	40.3	20	32.3	12	19.4	5	8.07	2.05
Pattern drafting	24	38.7	23	37.1	9	14.5	6	9.68	2.05
Fabric and cost estimation	22	35.5	25	40.3	9	14.5	6	9.68	2.02
Textiles, fiber classification, identification, etc.	22	35.5	24	38.7	11	17.7	5	8.07	2.02
Laboratory management on care of clothes	12	19.4	29	46.7	13	20.9	8	12.90	1.73

Pattern Drafting for Children, Pattern Drafting, Fabric and Cost Estimation and Textiles, Fiber Classification and Identification. Only one concept was ranked below 2.0: Laboratory Management on the Care of Clothes.

When comparing data in Table VI with that in Table V, the textiles and clothing concepts rated as very useful (2.5 and above) were usually also the ones in which respondents believed they had received superior academic preparation. The exception was home textiles. Although home textiles was ranked very high in usefulness it was ranked lowest of all in adequacy of academic preparation. The textiles and clothing concepts rated useful (2.0 to 2.5) by the majority of the respondents were also rated as those in which they had good academic preparation with the exception of three concepts. More than 50 percent of the respondents ranked their academic preparation in Blockpattern and Pattern Alterations and Pattern Drafting for Children as inadequate. Academic preparation in Laboratory Management on Care of Clothes was rated as inadequate but it was also rated least useful of all concepts.

Academic Preparation in Handicrafts

Academic preparation in handicraft areas was perceived to be as adequate as in other areas of clothing and textiles. None of the concepts were ranked higher than 2.0 (Table VII). Handicraft skills that received mean rankings of above 1.5 in adequacy of academic preparation were Patchwork, Crocheting, and Tie and Dye. Handicraft skills had mean ranking between 1.0 and 1.5 were Batik, Macrame and Knitting. Those handicraft skills that had mean rankings below 1.0 were Weaving and Textile Printing.

TABLE VII
ACADEMIC PREPARATION IN HANDICRAFT SKILLS OF
GRADUATES OF THE UNIVERSITY OF SWAZILAND
(N=62)

Skill	<u>Superior</u>		<u>Good</u>		<u>Inadequate</u>		<u>No Answer</u>		Mean
	No.	%	No.	%	No.	%	No.	%	
Patch Work	7	11.3	41	66.1	11	17.7	3	4.8	1.85
Crocheting	7	11.3	29	46.8	20	32.3	6	9.7	1.63
Tie and Dye	4	6.5	27	43.5	23	37.1	8	12.9	1.58
Knitting	8	12.0	26	41.9	24	38.7	4	6.5	1.45
Macrame	4	6.5	18	29.0	30	48.4	10	16.1	1.30
Batik	1	1.6	7	11.3	40	64.5	14	22.6	1.00
Weaving			7	11.3	41	66.1	14	22.6	0.91
Textile Printing			6	9.7	39	62.9	17	27.4	0.91

Usefulness of Handicraft Skills

Table VIII shows the ratings for usefulness of handicraft skills to the home economics graduates in their work. None were ranked higher than 2.5. Handicraft skills that received mean rankings between 2.5 and 2.0 were Knitting, Crocheting and Patchwork. Handicraft skills that had mean rankings below 2.0 were Tie and Dye, Macrame, Batik, Textiles Printing and Weaving.

When comparing the usefulness of handicraft skills with the adequacy of academic preparation, the results revealed that the useful skills were Knitting and Crochet. Respondents perceived that they had good academic preparation in Crocheting and slightly less adequate preparation in Knitting. Respondents rated Patchwork as one of the skills in which they believed they had good academic preparation, but it was not rated as being as useful as Knitting and Crochet. Two concepts rated lowest in adequacy of academic preparation, (Textile Printing and Weaving) were also rated lowest in usefulness.

Methods of Updating Textiles, Clothing and Handicraft Skills

When asked to indicate the preferred method of updating information in textiles, clothing, and handicraft, 51 (61.1%) of the respondents preferred to work toward a degree as their first choice. (See Table IX.) Attending regular semester courses on paid study leave was chosen as first choice by 13 (17.1%) of the graduates and as second choice by 38 (52.1%) of the graduates. The highest ratings for third choice were attending short courses during school holidays and correspondence courses.

TABLE VIII
USEFULNESS OF HANDICRAFT SKILLS TO GRADUATES
OF THE UNIVERSITY OF SWAZILAND
(N=62)

Skills	<u>Very Useful</u>		<u>Useful</u>		<u>Of No Use</u>		<u>No Answer</u>		Mean
	No.	%	No.	%	No.	%	No.	%	
Knitting	38	61.3	18	29	4	6.5	2	3.2	2.36
Crocheting	35	56.5	19	30.6	4	6.5	4	6.5	2.36
Patch Work	23	37.1	28	45.4	6	9.7	5	8.1	2.18
Tie and Dye	19	30.0	17	27.4	20	32.3	6	9.7	1.70
Macrame	15	24.0	17	27.4	22	35.5	8	12.9	1.48
Batik	8	12.9	17	27.4	28	45.2	9	14.5	1.33
Textile Printing	7	11.3	15	24.2	27	43.5	13	20.9	1.27
Weaving	6	9.7	19	30.0	26	41.9	11	17.7	1.21

TABLE IX
PREFERENCES OF RESPONDENTS FOR UPDATING TEXTILES,
CLOTHING, AND HANDICRAFT EDUCATION

Scheduling Preference	First Choice ^a		Second Choice ^a		Third Choice ^a	
	No.	%	No.	%	No.	%
Attending short courses during school holidays	6	7.9	14	19.2	21	28.8
Attending regular semester courses on paid study leave	13	17.1	38	52.1	6	8.2
Attending regular semester courses on unpaid study leave	1	1.3	2	2.7	14	19.2
Through correspondence courses	2	2.6	6	8.2	20	27.4
Improve your symbols or grade	3	3.9	5	6.8	11	15.1
Working toward a degree in home economics	51	67.1	8	10.9	1	1.4
Total	76	99.9 ^b	73	99.9 ^b	73	100.1 ^b

^aSome respondents indicated more than one first, second and third choice.

^bPercentages do not total 100 percent because of rounding.

From this analysis it is apparent that most of the home economists would like to improve their education in this area by studying toward a degree. Others might update their textiles, clothing and handicraft knowledge if the employers could provide more study leave with pay option. Several of the home economists indicated that they might forfeit some of the school vacation to improve their education.

Comments and Suggestions

Comments and suggestions were made by the respondents to open-end items regarding laundry laboratory management, pattern drafting laboratory, the sample collection of dressmaking processes and the

fabric sample notebook. Respondents were also asked to suggest topics to be retained, eliminated or dropped from the curriculum. Overall responses to the open-end items are discussed below. Individual suggestions as written by the respondents are found in Appendices E and F.

Laundry Laboratory Management

Almost one-third of the participants indicated that laundry laboratory management could be improved by building a special laboratory for laundry practicals and providing enough equipment for the class practical. They also suggested having fewer students at a time doing practicals or experiments.

Pattern Drafting Laboratory

Some of the students suggested the following points to improve the pattern drafting laboratory: increase pattern drafting time, provide essential equipment for pattern drafting and sufficient working space. They also suggested that they have more pattern drafting practice on simple designs and that the drafting skills be spread out within the two years of training instead of being taught the last year of training.

Sample Collection of Dressmaking Processes

Students in the home economics program at the University of Swaziland prepare a sample collection of dressmaking processes consisting of a file with various samples showing different kinds of collars, properly finished sleeves, cuffs, different types of openings, fasteners and many

other visual aids. Participants were asked to list ways they used the Sample Collection of Dressmaking Processes in their work. Almost one-half of them indicated that they used the sample as visual aids when teaching both theory and practicals in dressmaking. Some teachers also used them for demonstrations of various dressmaking processes.

Fabric Sample Notebook

A fabric sample notebook is also prepared consisting of a file with different swatches of fabrics, showing the fiber content, the weave, texture, properties and care of different fabrics. Home economics participants were asked to list ways they used the fabric sample notebook. Almost one-third of the respondents, especially those in education, indicated that they used fabric samples when teaching textiles, fiber identification and classification. Approximately one-fourth used it in teaching about fibers and fabrics that are not commonly found in their countries. Students could feel the texture of silk, linen and other fabrics.

Concepts to Be Retained or Eliminated

The home economics graduates were asked to list the concepts and skills in textiles, clothing and handicraft that should be retained in the curriculum. Almost one-half of the graduates indicated that all concepts and skills in the home economics textiles, clothing and handicraft curriculum were important and should be retained. They suggested a shift in emphasis especially for extension workers to do more relevant handicraft skills according to the needs of their countries. Instead of dropping some concepts and skills in this area, some

graduates suggested that a lack of time was the factor which caused academic preparation to be inadequate.

Topics to Be Added to the Curriculum

There was no clear consensus of the suggested topics to be added to the home economics curriculum. The topics suggested by most of the respondents were: machine knitting (12.9%), basket making (11.3%), beadwork and interior decoration (9.7% each), pottery, tatting, clothing selection and wardrobe planning (8.1% each), quilting and leatherwork (6.5% each). (See Appendix E.)

Discussion of Findings and Recommendations for Curriculum Revision

The study revealed that one of the objectives of the home economics diploma program (to prepare middle level workers, that is, teachers and extension workers) has been met. These graduates are employed by the Ministry of Education, Ministry of Agriculture, and the Ministry of Local Government and Lands. The implications from the findings on the major responsibility were that 75 percent of the respondents were in education, thus the curriculum should be geared primarily toward this area.

On the whole, the participants were teaching in secondary schools which is the level they were trained for. The number of teachers involved in teaching textiles, clothing and handicraft is relatively low. If all home economics teachers taught one Form One class, then 44 would be teaching Form One classes instead of 30 (see Table III, p. 22). This number may also imply that some schools do not offer textiles and clothing.

Extension workers ranked handicrafts as very important in their work, and textiles and clothing construction as important. These results have implications for curriculum revision, with more emphasis needed on handicraft skills for extension workers and less on textiles and laundry.

The recommendation in the textiles and clothing area is to consider improving academic preparation of students in Blockpattern and Pattern Alterations, and Pattern Drafting for Children. Home textiles instruction needs great improvement since it was rated extremely useful.

The recommendation on handicraft skills is to improve the academic preparation of students in Knitting since it was ranked as very useful. Handicraft skills that were rated as "of no use" by more than 40 percent of the respondents would need further investigation to see if there could be two options built into the handicraft curriculum. Batik, Textile Printing and Weaving could be one option and Beadwork, Basket-making and Leather Work could be the second option. A student would choose one of the two options.

Because one-third of respondents suggested that laundry laboratory management could be improved by building a special laboratory and providing enough equipment, the recommendation would be to investigate the feasibility of building the laboratory and providing the equipment. Once this recommendation has been approved by the curriculum review committee, the Swaziland University Council would channel the request for funds from the governments of Botswana and Swaziland.

The recommendation for improving the pattern drafting laboratory is to increase the time allocated to Pattern Drafting, have essential equipment and space for Pattern Drafting, and give more practice in Pattern Drafting.

The file on dressmaking processes prepared by the home economists during their training was used by many teachers in various ways. The recommendation is that all home economics trainees should continue to prepare the Sample Collection of Dressmaking Processes.

The fabric sample notebook was also found to be very useful by home economics teachers. Therefore, the recommendation is made that the home economics trainees, especially in education, should prepare this file while extension workers might not put as much emphasis on it.

Regarding concepts to be retained, the recommendation is to keep all the concepts currently in the textiles, clothing and handicraft curriculum. The adjustment should be on emphasis according to major, so that extension workers do more relevant handicraft skills according to the needs of their countries. For example, options for Swaziland extension workers could include Beadwork while Botswana extension workers could include Basketmaking. Teachers could learn Knitting and Crocheting handicraft skills because these skills were rated as very useful. The time factor was partly the cause of inadequate academic preparation; therefore the recommendation is to further investigate this problem. Consideration might be given as to whether another year of academic preparation should be added or whether the current topics should be rearranged.

Concerning further training in home economics, the recommendation is to train home economists at degree level, especially in textiles and clothing, so that in addition to what they currently teach, they teach Form Four and Five textiles and clothing. Workshops and seminars in home economics for professional improvement of home economists should be offered in Botswana and Swaziland.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The summary, conclusions and recommendations for the study of the home economics program in the University of Swaziland are presented in this chapter.

The purpose of the study was to determine perceived adequacy of training of graduates of the home economics program in the University of Swaziland in the area of textiles, clothing and handicraft. Specific objectives were to evaluate the textiles, clothing and handicraft aspects of the home economics curriculum to assess whether it meets the needs of graduates at work, and to formulate recommendations for textiles, clothing and handicraft revisions for use by the curriculum review committee.

Sixty-two home economists in Botswana and Swaziland who had worked for one to five years returned the questionnaires from which data were collected for this study. Data were analyzed using frequency counts, percentages, and means.

Conclusions

The major conclusions drawn from this study were:

1. The home economics program in the University of Swaziland has met the objectives for training teachers and extension workers.

2. The academic preparation of graduates in Blockpattern and Pattern Alterations, Pattern Drafting for Children, Laboratory Management on Care of Clothes and Home Textiles was perceived to be inadequate.

3. In handicraft the academic preparation of graduates in Weaving and Textile Printing was perceived to be inadequate.

4. Both the Sample Collection of Dressmaking Processes and the Fabric Sample Notebook were used by most home economists when teaching both theory and practicals in dressmaking and should continue to be used.

5. Most of the home economists were interested in studying toward a degree in clothing, textiles and handicraft and in improving their education through attending short courses.

Recommendations for Further Study

Upon completion of this research, recommendations for further study were:

1. To conduct a similar study to determine present needs and adequacy of training of graduates of the home economics program at the University of Swaziland in other areas such as foods and nutrition, consumer economics, and family and child development.

2. To investigate home economics teacher training programs in selected areas of Africa to compare concepts and skills needed in the curriculum.

3. To use interviews in a follow-up study with Swaziland home economics graduates to determine different needs of teachers and extension workers.

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APPENDICES

APPENDIX A

MAP OF SOUTHERN AFRICA

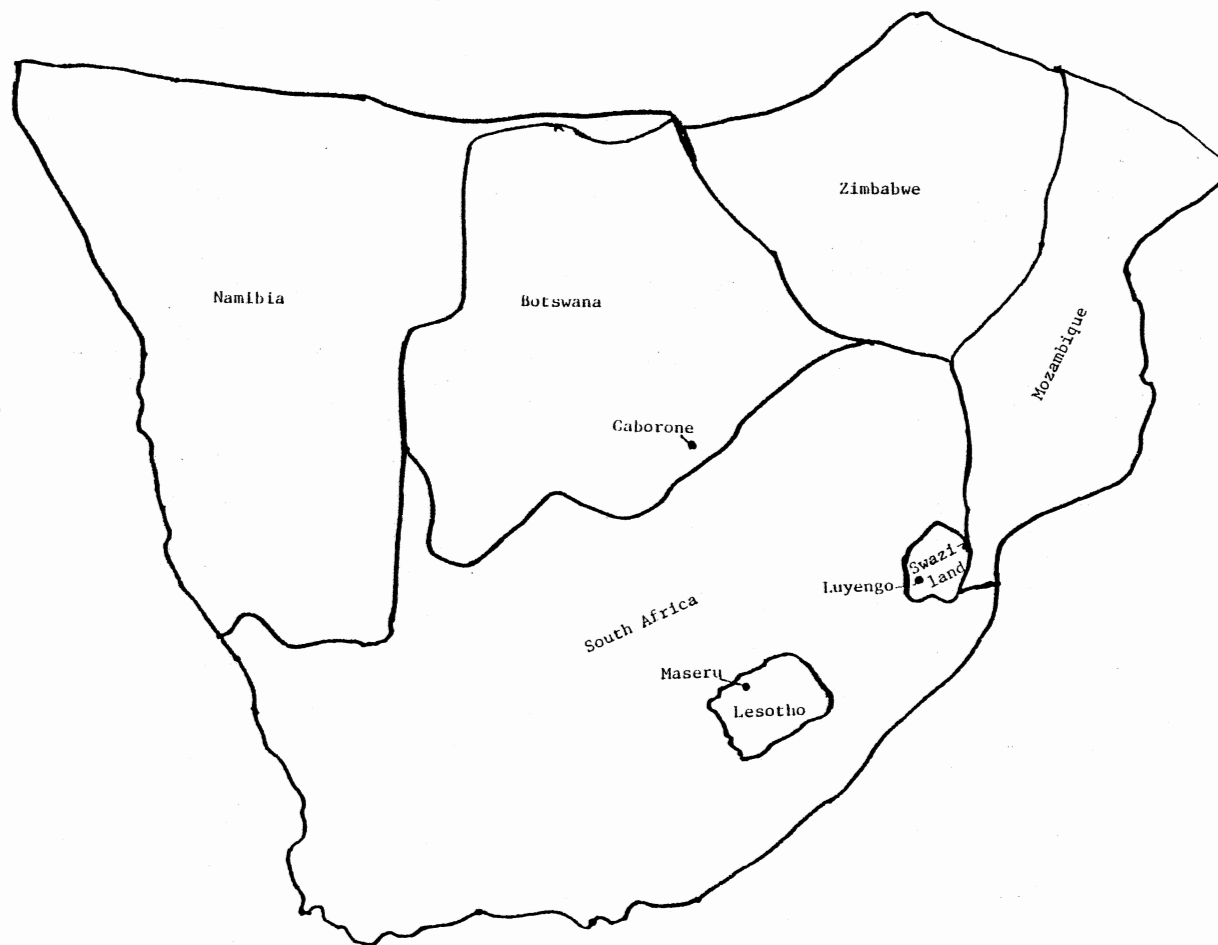


Figure 1. Map of Southern Africa Indicating Locations of
the University of Botswana and Swaziland

APPENDIX B

QUESTIONNAIRE

Employment and Professional Preparation Data

Directions: Please provide the information requested below by checking (✓) and/or by completing the blanks.

1. When did you graduate from the University College of Swaziland?

1978 _____ 1980 _____ 1982 _____
 1979 _____ 1981 _____

2. Your major in Home Economics: education _____ extension _____

3. Current employment information.

Job Title: _____

4. Employer _____

Name of Ministry, Institution, Company, Agency etc.

5. Address of Employer _____

6. Indicate the major responsibility of your current position. Please check only one:

Teaching in a secondary or high school _____

Extension work _____

Training officer _____

Technician in home economics _____

Other (Please specify) _____

7. Number of years in the present position _____

8. If you are in teaching circle the forms you are teaching:

Textiles and Laundry Forms I, II, III, IV, V

Textiles and Clothing Forms I, II, III, IV, V

9. If in extension or community development, rank the following as very important, important or unimportant in your work.

	Very Important	Important	Unimportant
Textiles and Laundry			
Textiles and Clothing Construction			
Handicrafts			

10. Place a check in the column indicating (1) the quality of your academic preparation of and (2) the usefulness in your present work of the clothing and textiles concepts and skills listed below.

Concept	Academic Preparation			Usefulness		
	Superior	Good	Inadequate	Very Use-ful	Use-ful	Of No Use
(a) Use and care of sewing machine						
(b) Handstitches used in dressmaking						
(c) Embroidery and applique techniques						
(d) Textiles, fiber classification, identification, etc.						
(e) Principles on care of clothes and laundry materials						
(f) Laboratory management on care of clothes						
(g) Use of commercial patterns						
(h) Fabric and cost estimation						
(i) Pattern drafting						
(j) Blockpattern and pattern alterations						
(k) Renovation and mending clothes						
(l) Pattern drafting for children						
(m) Home textiles						
(n) Designing and sewing a garment to fit						

11. Place a check in the column indicating (1) the qualify of your academic preparation and (2) the usefulness in your present work of the handicraft concepts and skills listed below.

	Academic Preparation			Usefulness		
	Superior	Good	Inade- quate	Very Use- ful	Use- ful	Of No Use
Knitting						
Crocheting						
Macrame						
Tie and Dye						
Weaving						
Patch Work						
Batik						
Textile Printing						
Any other (please list)						

12. Suggest ways in which laboratory management of the following could be improved:

Laundry _____
 Pattern Drafting _____

13. List ways you use the Sample Collection of Dressmaking processes in your work: _____

14. List ways you use the Fabric Sample Notebook in your work: _____

15. Which concepts in the textiles, clothing and handicraft areas of the home economics curriculum could be (a) retained (kept) _____
 (b) eliminated (dropped) _____

16. What topics (if any) should be added to the curriculum _____

17. Indicate how you would prefer to update your textiles, clothing and handicraft education by putting a 1, 2, or 3 in the blanks to indicate your first, second and third choice.

- (a) Attending short courses during school holidays _____
 (b) Attending regular semester course on paid study leave _____
 (c) Attending regular semester course on unpaid study leave _____
 (d) Through correspondence courses _____
 (e) Improve your symbols or grades _____
 (f) Working toward a degree in home economics _____

Thank you for your time and response. Please include any comments you may have in regard to the questionnaire or the study.

APPENDIX C

TEXTILES, CLOTHING AND HANDICRAFT CURRICULUM AT
THE UNIVERSITY OF SWAZILAND

Textiles, Clothing and Handicraft Curriculum of the Diploma Course
in Home Economics Faculty of Agriculture, University
of Swaziland, Luyengo Campus 1980

HE 105: TEXTILES AND CLOTHING I

Sewing equipment, free embroidery, applique techniques, drawing related to textile techniques and projects. Use and care of the sewing machine, handstitches used in dressmaking and basics of dressmaking.

Projects: Textile wallhanging, sample collection of processes in dressmaking, a child's dress and apron.

16 hours lectures
48 hours practicals
2 course units

HE 110: TEXTILE AND CLOTHING II

Fiber classification, natural and man-made fibers. Fabric and yarn construction. Dyeing and printing of textile products. Fabric finishes, care considerations and fiber identification.

Care labeling, water, detergents, equipment and methods for washing and finishing, dry cleaning and stain removal.

Dressmaking process. Squaring method, countthread work, equipment, materials, stitches, smocking, use of commercial patterns, fabric estimates, cost estimates, size systems, drawing related to dressmaking and embroidery. Use of all pressing equipment and all available types of sewing machines.

Projects: Sample collection in dressmaking, child's shirt and garment with embroidery.

48 hours lectures
72 hours practicals
4.5 course units

HE 205: TEXTILES AND CLOTHING III

Dressmaking processes, pattern drafting, body measurement, block patterns and pattern alteration.

Projects: Boy's shorts, fitted block pattern, sample collection of dressmaking process related to pattern drafting.

16 hours lectures
48 hours practicals
2 course units

HE 206/213: HANDICRAFT I and II

Knitting, crocheting, macrame, tie and dye. Weaving, patchwork and batik.

Projects: Sample collection in crocheting, knitted baby jersey, macrame, tie-dye weaving, patchwork and batik.

16 hours lectures
48 hours practicals
2 course units

HE 211: TEXTILE AND CLOTHING IV

Drawing and designing related to pattern drafting. Pattern drafting. Blockpatterns for individual figures. Pattern alterations, layout on patterned fabrics, pattern making using old clothes (renovation). Dressmaking: sleeves, collars, openings, hems, pockets and fitting. Pattern drafting for children.

Care of clothes: Renovation, mending and patching techniques. Home Textiles.

Projects: Design for dress, drafting of pattern for dress, sewing the dress and sample collection in relation to home textiles.

16 hours lectures
48 hours practicals
2 course units

APPENDIX D

CORRESPONDENCE

Oklahoma State University
International Programs
221 USDA Building
Stillwater, OK 74078
February 25, 1983

Dear Graduate:

For the clothing, textiles, and handicraft aspect of the home economics program in Swaziland, this graduate is planning a pilot study in the evaluation process to be used later for the whole program.

This study is conducted to determine whether textiles, clothing and handicraft curriculum meets the needs of Botswana and Swaziland students in their work.

You have been selected to help in pretesting this questionnaire for clarity and conciseness. Please offer suggestions concerning questions, material you feel has been left out, or any other suggestion.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire as soon as possible. Your assistance and promptness in responding to the questionnaire will be greatly appreciated.

Sincerely,

Barbara F. Dlamini
Graduate Student in Clothing,
Textiles and Merchandising

L. Sisler, Ph.D.
Professor and Head of Department

Oklahoma State University
International Programs
221 USDA Building
Stillwater, OK 74078
April 8, 1983

Dear Graduate:

The Ministries of Education, Home Economics Sections, have given me your name and address because they believe that your help would be very valuable. I am conducting a study to evaluate the clothing, textiles and handicraft aspect of the home economics program at Luyengo, University College of Swaziland.

This study will determine whether the clothing, textiles and handicraft curriculum meets the needs of Botswana and Swaziland graduates in their work. You have been selected to participate in this study because of your experience.

Please answer this questionnaire as fully and completely as you can.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. In order to be useful in my study, I need your responses by June 1, 1983. The Ministries of Education and I greatly appreciate your assistance and promptness in responding to the questionnaire.

Sincerely,

Barbara F. Dlamini
Graduate Student in Clothing,
Textiles and Merchandising

Lynn Sisler, Ph.D.
Professor and Head of Department

Enclosure

Oklahoma State University
International Programs
221 USDA Building
Stillwater, OK 74078
April 8, 1983

Dear Graduate:

The Ministry of Agriculture, Home Economics Sections, have given me your name and address because they believe that your help would be very valuable. I am conducting a study to evaluate the clothing, textiles and handicraft aspect of the home economics program at Luyengo, University College of Swaziland.

This study will determine whether the clothing, textiles and handicraft curriculum meets the needs of Botswana and Swaziland graduates in their work. You have been selected to participate in this study because of your experience.

Please answer this questionnaire as fully and completely as you can.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. In order to be useful in my study, I need your responses by June 1, 1983. The Ministry of Agriculture and I greatly appreciate your assistance and promptness in responding to the questionnaire.

Sincerely,

Barbara F. Dlamini
Graduate Student in Clothing,
Textiles and Merchandising

Lynn Sisler, Ph.D.
Professor and Head of Department

Enclosure

Oklahoma State University
International Programs
221 USDA Building
Stillwater, OK 74078
April 25, 1983

Dear Graduate:

The Ministries of Local Government and Lands have given me your name and address because they believe that your help would be very valuable. I am conducting a study to evaluate the clothing, textiles and handicraft aspect of the home economics program at Luyengo, University College of Swaziland.

This study will determine whether the clothing, textiles and handicraft curriculum meets the needs of Botswana and Swaziland graduates in their work. You have been selected to participate in this study because of your experience.

Please answer this questionnaire as fully and completely as you can.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. In order to be useful in my study, I need your responses by June 1, 1983. The Ministries of Local Government Lands and I greatly appreciate your assistance and promptness in responding to the questionnaire.

Sincerely,

Barbara F. Dlamini
Graduate Student in Clothing,
Textiles and Merchandising

Lynn Sisler, Ph.D.
Professor and Head of Department

Enclosure

APPENDIX E

SUGGESTIONS OF RESPONDENTS FOR
IMPROVING THE CURRICULUM

Suggestions on How to Improve Laundry
Laboratory Management
(N=62)

	No.	%
Build a special laundry laboratory and be well equipped, and less students experimenting at a time	19	30.6
Given more time, especially the practical aspect	6	9.7
Enough time given and constructing tubs, basin, etc., outside the laboratory	5	8.1
Demonstration of laundering and finishing processes of not commonly found fabrics	3	4.8
Provide laundry materials/equipment especially in dry cleaning	2	3.2
Use of labor saving devices	2	3.2
Economy on the use of soap, etc.	1	1.6
Teaching of laundry materials thoroughly	1	1.6
Demonstration on care of special garments	1	1.6
Detailed study of soaps and detergents	1	1.6
Putting more emphasis on the proper use of detergents	1	1.6
Increasing teaching time, concentrating on laundry materials	1	1.6
No suggestion	19	30.6

Suggestions on How to Improve Pattern
Drafting Laboratory
(N=62)

Needs more time to accomplish its importance and more practicals	14	22.6
Practicals spread out and practiced on most garments	11	17.7
Have enough tables and drafting equipment, e.g. French curve, etc.	6	9.7
Simple styles only to be drafted to arouse interest	4	6.5
Have a variety of books on pattern drafting	2	3.2
Well done, needs no improvement	2	3.2
More assignments and practicals	2	3.2
More use of self-drafted patterns	2	3.2
Given more practice on how to teach illiterate women	1	1.6
It could be improved by teaching a small group at a time	1	1.6
More practical work done and theory	1	1.6
By putting more emphasis on designing and alterations	1	1.6
Taught to draft any other pattern, i.e. trousers, hats, etc.	1	1.6
No suggestion	14	22.6

Uses of Sample Collection of
Dressmaking Processes
(N=62)

	No.	%
Used as teaching aid both in theory and practical dressmaking classes	26	41.9
For demonstration of various dressmaking processes	14	22.6
Help to remind home economists of how the processes are done	3	4.8
Used in preparing poster or chart articles	3	4.8
Displayed in needlework rooms for pupils to follow	1	1.6
Used as teaching aid in workshops or seminars	1	1.6
No comment	14	22.6

Uses of Fabric Sample Notebook
(N=62)

When teaching textiles, fiber identification, classification, etc.	22	35.5
Teaching about natural and man-made weaves and to feel and touch fabrics not locally available	15	24.2
Teaching about care and laundering of different fabrics	8	12.9
Not very useful for extension work	8	12.9
Teaching aids in home economics short courses, to show participants the different kinds of fabrics available	6	9.7
For choosing suitable fabrics for different garments	3	4.8

Textiles, Clothing and Handicraft Concepts
to Be Kept in the Curriculum
(N=62)

All concepts and skill are important	23	37.1
Knitting and crocheting	10	16.1
Pattern drafting	7	11.3
Almost all concepts and skills should be retained	6	9.7
The home economics program should take 3 years	3	4.8
Renovation and mending clothes	3	4.8
Pattern alterations	2	3.2
The sewing machine	2	3.2
The problem there is not enough time to complete the home economics syllabus	2	3.2
Batik, textile printing, tie and dye	1	1.6
Dressmaking processes	1	1.6
Use of commercial patterns	1	1.6
Sewing of buttonholes by machine	1	1.6

Textiles, Clothing and Handicraft Concepts
to Be Dropped from the Home
Economics Curriculum
(N=62)

	No.	%
No topic should be dropped	14	22.6
Weaving	7	11.3
Laboratory management on care of clothes	6	9.7
Batik	4	6.5
Textiles, fiber classification, identification, etc.	3	4.8
Pattern drafting	3	4.8
Blockpattern and pattern alterations	1	1.6
Fibers and fabrics not available in this part of the world	1	1.6
Carpentry	1	1.6
No comment	22	35.5

Topics to Be Added to the Home
Economics Curriculum
(N=62)

Machine knitting	8	12.9
Basket making	7	11.3
Interior decoration	6	9.7
Beadwork or beadmaking	6	9.7
Clothing selection and wardrobe planning	5	8.1
Tatting	5	8.1
Pottery	5	8.1
Quilting	4	6.5
Leatherwork	4	6.5
How to organize a class register (roll call and reports)	2	3.2
Fashion designing	2	3.2
No topic should be added	2	3.2
Use of local materials to make improved articles	1	1.6
Some articles handsewn	1	1.6
Machine sewn buttonholes	1	1.6
Sizing of drafted patterns	1	1.6
Embroidery using a sewing machine	1	1.6
No comments	1	1.6

APPENDIX F

COMMENTS FROM HOME ECONOMISTS

Comments from Home Economists

Not enough time was given to pattern drafting and alterations which are quite important in real life.

Attending short courses so that teaching is up to date.

If textiles and clothing could be taught at Form V level, this could be very useful when training at diploma level.

Much time was spent on pattern drafting and block patterns but these seemed difficult to understand.

Academic preparation in textiles and clothing construction needs improvement to meet with its usefulness in extension work.

If the length of time for teaching textiles, clothing and handicraft was increased, students could gain a lot because these concepts are very useful in their work.

Basic knowledge on knitting machines may be very useful as most women are moving from hand knitting to machine knitting as they are faster and produce more clothes in a shorter time (rural small scale industries).

Academic preparation in handicraft should be improved, especially for extension workers.

The academic preparation was good but there was not enough time to cover most of the topics in detail.

VITA 2

Barbara Fikile Dlamini

Candidate for the Degree of
Master of Science

Thesis: EVALUATION OF THE TEXTILES, CLOTHING AND HANDICRAFT
AREAS OF HOME ECONOMICS IN THE UNIVERSITY OF
SWAZILAND

Major Field: Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born in Mankayane, Swaziland, December 22, 1946.

Education: Graduated from Franson Christian High School,
December 1964; received a certificate in Home Economics
Extension from Swaziland University Center, Luyengo in May,
1969; received a one year Food Science and Nutrition
certificate from the University of Ibadon, Nigeria, May,
1973; received a Bachelor of Science in Home Economics
Education from West Virginia University, Morgantown,
May, 1980. Completed requirements for the Master of Science
degree at Oklahoma State University in December 1983.

Professional Experience: Home Economics Extension worker for
Nhlangano subdistrict in Swaziland; Home Economics Teacher
for Encabaneni Technical School and Assistant Lecturer in
the Home Economics Department at the University of Swaziland,
Luyengo campus.