

ATTITUDES AND OPINIONS OF ZIMBABWEN STUDENTS
AT THE UNIVERSITY OF ZIMBABWE TOWARD
HOME ECONOMICS

By

MARGARET JOCYLN MVUDUDU
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Diploma of Home Economics
University of Botswana and Swaziland
Luyengo, Swaziland
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Bachelor of Science
Central Missouri State University
Warrensburg, Missouri
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Thesis Approved:

Margaret S. Callsen

Thesis Adviser

Margaret S. Callsen

Beulah Hirschlein

Norman D. Murken

Dean of Graduate College

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CHAPTER I

INTRODUCTION

An overview of the role of education historically in Zimbabwe examines the need for practical arts training including courses in home economics, as a means for improving the life of native Zimbabweans. This chapter includes a discussion of Zimbabwe's 1) historical, 2) general education, and 3) practical arts backgrounds and examines the factors that influence general education programs in Zimbabwe.

Historical Background of Zimbabwe

Zimbabwe is a country in Southern Africa, formerly called Rhodesia and before that, Southern Rhodesia. The country, occupied in 1890 by whites employed by Cecil Rhodes, became a British protectorate in 1898. Southern Rhodesia became a self-governing British colony in 1923, and was ruled by a small white minority even though the black African population was in the majority. Finally, African Nationalists brought about independence in 1980. The country now called Zimbabwe, secured internationally recognized independence under a government elected through majority rule in 1980 (Rotberg, 1981).

Rotberg (1981) reported a population of 7,396,000 in 1980. The breakdown was 7,164,000 black Zimbabweans, 200,000 white, 21,000 colored and 11,000 Asian.

General Education Background

The concept of general education was slow to develop in Zimbabwe. O'Callaghan (1977) stated that after the change to European control, the Europeans established two systems of education, one for the natives and another for white settlers' children. The education for the native was intended from the beginning to serve two purposes: 1) to facilitate conversions to Christianity, and 2) to give natives the training needed to fulfill European needs for native labor.

As a result of the country's independence in 1980, many developments in the field of education occurred. It was speculated that the curriculum of study at the University of Zimbabwe prepared the individual more on professional experience and less on personal growth or development. The Commonwealth University Yearbook (1983) identified nine department faculties naming agriculture, arts, commerce and law, education, engineering, medicine, science, social studies and veterinary science as principle areas of study.

In an article "Seminar on Education in Zimbabwe," Dr. Dzingai Mutumbuka (cited in "Seminar on Education," 1982), Zimbabwe Minister of Education and Culture, stressed the following:

The education of the future must be a mass-based education, which will serve the development needs of the masses. It must be based on an analysis of the present intellectual, cultural and technological levels of the people vis-a-vis their needs rather than a high sounding solution from overseas (p. 166).

Practical Arts Background

Domestic science education as incorporated by the colonial powers had a negative impact on the black Zimbabweans. Students needed to be motivated for practical arts education. Unfortunately, the colonial

power encouraged education in domestic science or agriculture which connotated servitude to the white man rather than benefit the Zimbabweans. Mungazi (1982) stated that the Judges Report of 1962 had recommended spending more money on African education but the government's policy placed the financial responsibility on African parents, through community development. The idea of community development was universally accepted in underdeveloped parts of Africa, but in Rhodesia the natives rejected it because it had racist implications.

As a whole, the historical background establishment of the educational system, and use of practical arts in Zimbabwe had significant impact upon the attitudes of the natives. These conditions will serve as key features for the purpose of this study.

Purpose of the Study

The major purpose of this study was to investigate attitudes and opinions of Zimbabwean students at the University of Zimbabwe toward home economics. In this case it was of interest to see how the Zimbabwean students perceive home economics as it would be incorporated into their curriculum of study.

The study provided an insight as to the past and present situation of home economics in Zimbabwe. This will serve as a stepping stone to future research for the development of curriculum in home economics.

Objectives of the Study

In order to gain insight into the role of home economics education in Zimbabwe, this study aimed to do the following:

1. Investigate the types of home economics subjects the students at the University of Zimbabwe have had.

2. Investigate the generally perceived need for home economics subjects in the curriculum of the University of Zimbabwe.

3. Investigate the general attitudes and opinions students at the University of Zimbabwe have of various subjects which comprise home economics.

4. Determine the relationship of selected variables, such as demographics, family, and educational backgrounds on opinions for including subjects in home economics in general education.

Hypotheses of the Study

The following hypotheses were formulated:

H₁: There is no significant association between students' perception of home economics and the students' previous exposure to home economics subjects.

H₂: There is no significant association between the students' perception of home economics and the students' age, sex, marital status and parents' status.

Assumptions

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

1. The attitudes and opinions of the students at the University of Zimbabwe are important factors in planning and/or evaluating educational programs of home economics.

2. The responses of the students will reflect their attitudes and opinions toward home economics as a whole.

Limitations of the Study

This study had the following limitations:

1. Only Zimbabwean students currently enrolled at the University of Zimbabwe were included.
2. Lack of a comprehensive and well structured curriculum in home economics left many students unfamiliar with some of the terms of the questionnaire.

Definitions of Terms

The following terms are defined as used in this study:

Academics - subjects that are purely professional or career focused that exclude subjects for personal growth and/or development.

Colored - Zimbabwean of mixed descendant.

Domestic Science - the study of cooking, sewing, and home management.

Faculty - used in place of college.

Form 1 to Form 4 - equivalent to grades 9 through 12, freshman to senior levels in the American high school system.

Form 5 to Form 6 - post-high school education. It can be substituted for the freshman year of the American college. Post-high-school level enables a student to qualify for a 3-year undergraduate program in Commonwealth Universities.

General Education - subjects of home economics that may or may not be part of specialization but are geared for a general understanding of aspects in life, personal or environmental.

Home Economics - the comprehensive study of areas that affect and influence the individual and family. It is looking at social,

economics, technological, political, physical, and psychological aspects as the family and environment interact.

Personal Living Skills - Basic skills that enable a human being to cope in life. These skills help one meet basic needs, for example, physiological, psychological, sociological and emotional needs.

Primary School - elementary and middle school.

Secondary School - high school.

Subject - in this study the word, subject, is used rather than course.

Zimbabwean - an individual who holds citizenship in Zimbabwe.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Research into the historical perspective of home economics in Zimbabwe fell into two general areas: the early 1900's to the late 1970's and from the 1970's to the early 1980's. The review of literature focused on these two general areas.

Historical Perspective of Home Economics

In Zimbabwe From Early 1900's to

Late 1970's

Purpose and Developments of

Education for the Natives

The original idea to train people for domestic service as skilled employees seemed to be well-intentioned. In March, 1930 the Social and Industrial Committee of the World's Young Women Christian Association (YWCA) Executive Committee in the "Occasional Paper No. 3" was responsible for this idea of improving skills for domestic service. Great Britain was among the nations reporting substantial provision for training for domestic service ("Training for Domestic," 1931).

Critics accused the British of placing insufficient emphasis on the promotion of technical education and trade training. Even the

motive for state intervention in education was questioned (Ikejiani, 1964). Other critics claimed that the content of schooling with its heavy emphasis on European civilization and knowledge was deliberately designed to promote a sense of inferiority and inadequacy in the minds of colonial people (Carmoy, 1974; Mannoni, 1956).

O'Callaghan (1977) reported that in 1921, Dr. H. S. Keigivini became the first Director of Zimbabwe Native Development who turned attention to black Zimbabwe schools and initiated a policy that was widely adopted at that time. First, the education for blacks was to be based on educating a majority at primary-school level rather than on secondary education or further education for a few. Second, emphasis was to be on industrial needs rather than on expanding academic or literacy education. Third, community development was to be used as a means of raising finances from the black reserves. According to O'Callaghan (1977), the plan did not succeed because the colonial government did not want the blacks to progress.

Parker (1960) reported a significant improvement in attitude which started in December, 1927 with the forming of a Department of Native Education. Harold Jowitt was the first director of the department. He initiated community education of the broadest nature. Child welfare, maternity care, irrigation and other community welfare projects received grants when he approved the plan and the procedure to be employed. Parker (1960) suggested that men's training conducted at Domboshawa consisted of instruction in teaching methods, academic subjects, religion, sanitation and hygiene. Women were trained at Hope Fountain Mission as home demonstrators and nurses and were taught cooking, sewing, handicrafts, midwifery, child care and first aid. Both men and

women's programs relied solely upon financial help from the Carnegie Corporation in New York. Parker (1960) concluded that the aid came to a halt because the colonial government did not like to support black programs.

In 1957-1958, homecraft for women and girls was not offered in government schools but was offered in seven mission schools with an enrollment of 369. Homecraft schools for girls and women offered courses in cooking, sewing, and baby care for those who had not been able to secure a full primary education. In addition to single girls, married women were also enrolled and if they had small infants they were allowed to bring them along (Parker, 1960).

The Rhodesia Herald, January 7, 1958, indicated that two mission schools offered two-year post-primary education in domestic science and the other one a one-year post-primary teachers lower certificate course for domestic science. A total of 800 teachers completed their training in 1957 (Parker, 1960).

Implications of Educating the Native

According to Parker (1960), many Europeans were highly apprehensive about sharing knowledge with the blacks. An early correspondent of the Rhodesia Herald (Parker, 1960) wrote:

I do not consider it right that we should educate the native in any way that will unfit him for service. He is and always should be a 'hewer of wood and drawer of water' for his master (p. 72).

Hopkins (1977) felt that blacks were scarcely represented in the political set up and their educational system was imposed, not chosen. But in 1966, announcing its 50 percent target for secondary education, the government introduced a new type of school called F-2. These schools

were to offer two-year courses only and were to be more vocational than academic - concentrating on such subjects as agriculture, building, and home economics. But for a white government to introduce low-level vocational education instead of improving the academic schools appeared outrageous to many people. Moreover, the development took place at a time when the Rhodesian Front Government was systematically reducing job opportunities for skilled black labor. It seemed clear that the political intention was to train blacks as the agricultural and industrial workforce for a white aristocracy.

Morrison (1976) reported that in 1974 there were 776,963 black students in primary schools receiving some government financial aid with only 33,690 in secondary schools receiving such help. Some \$23,762,572 was voted for that year, an average of just over \$29 a person. The division of education which dealt with whites, coloreds, and Asians had 35,677 in primary, junior, and infant schools and 24,970 in secondary schools in 1974. Its vote was for \$23,771,043, an average of just under \$340 a person. The unequal distribution of finances had great impact upon the quality of education offered.

The African Education Annual Report by the Secretary of the Year 1963 in Salisbury indicated that in government schools there was only one school for teacher training that offered domestic science at post-primary teachers' lower certificate level. In mission schools there was one teacher training school after post-standard six that offered domestic science. In other words, out of a total of four government teacher-training schools, only one offered domestic science. Out of 47 teacher-training schools in mission schools, only one offered domestic science (O'Callaghan, 1977).

The Annual Report of the Secretary for African Education for the year 1970 reported the number of Zimbabwen students in teacher-training courses by type of course and administrative control. It indicated that only the mission school offered domestic science to teachers, a three-year course. During the first year of operation, the school served 16 students and 16 students for the second year making a total of 32 students (O'Callaghan, 1977).

Zimbabwe From 1970's to Early 1980's

An Overview of Education

The University of Zimbabwe, established in 1957, was designed on the British model and like most colonial institutions, it emphasized the arts and social sciences rather than technological subjects. It has been officially committed to nonracial policies; yet, until a few years ago black students were limited to the school of education. However, Prime Minister Mugabe, who is honored as the First Black and Native Prime Minister of Zimbabwe, delivered a speech stressing the need for the university to participate in the development of the country and to transform itself into an African institution (Altbach, 1982).

The educational system in Zimbabwe is mainly academic and examination-dominated, a highly competitive system. In comparison with other African countries, the percentage of children enrolled in lower primary school is high, approximately 95 percent, according to government estimates; but, for most of them formal schooling ends after primary school, if not earlier. The examination necessary for entry into secondary school was replaced after two years by the Junior

Certificate Examination. Each year 12.5 percent of primary school graduates could hope to complete the four-year course leading to Cambridge levels. The success rate in these examinations was very high but graduates soon became disenchanted when they could not find avenues for further training and realized that opportunities theoretically given to all were in fact denied to them when they tried to apply (Altbach, 1982).

Academics were more emphasized because many Africans feared that emphasis was being turned toward training their children in skills useful to the white economy, while denying them the chance to pursue the academic courses which are available to their European contemporaries (Fisher, 1973).

Heyneman (1983) commented that even though the primary school child learned basic subjects like mathematics, reading, and science, these pupils left school with far fewer skills than do their counterparts in the developed world, who were exposed to schools of substantially higher quality. Heyneman (1983) further made recommendations that the junior certificate examination be abolished so that the Zimbabwean Certificate of Education would be extended to provide a qualification for all Form IV (equivalent to senior in high school) pupils judged incapable of making an effective attempt at ordinary levels. Technical subjects were to be included as options in the ordinary level. Examinations continued to provide qualifications for entry to sixth form and to training courses with a substantial academic content. There existed the possibility of incorporating technical subjects related to home economics and industrial arts.

Impact of Education in Development

According to Grant and Adamson (1982), in many parts of Africa and in shanty towns which surrounded many of the third world's cities, the poorest families spent three-quarters or more of their income on food and were not able to nourish their children adequately. In many of these places food prices were likely to continue rising. If the children of these poorest families were allowed to grow up malnourished, then the cycle of ill-health, low energy, low productivity, low incomes, and low level of financial and energy investment in improving family and community life was perpetuated into a new generation. It appeared education would make a difference in this problem. It would not be academic education that would be essential but personal living skills such as those taught in home economics.

Adamson (1982) indicated infant mortality rate to be 12 percent in the world. In more developed countries it was 2 percent and in less developed countries 14 percent. In Zimbabwe it was 17 percent.

Success of a developmental program occurred with the inclusion of women, whose impact was enormous in the betterment of the standard of living. Quinn (1982) reported that 80 percent of Zimbabwen peasants are women. Furthermore the Zimbabwe Women's Bureau (1981) reported deep concerns related to women and children's health status. The white government decreed that Zimbabwen women remain legal minors all their lives, depriving them of property ownership and even a voice in their children's upbringing.

A new problem resulted from the war in Zimbabwe. It concerned orphans, children who had been in refugee camps and who had returned to the country. Most of them had been settled in farm schools where,

in addition to attending school, they worked until they were able to be independent (Weiss, 1981). The situation posed a problem because the orphans had no parents who would serve as role models, yet they needed skills in basic life management.

CHAPTER III

RESEARCH PROCEDURES

Introduction

This chapter describes the procedure used in conducting the research. Description of the type of research design instrumentation procedure, population, sample, and method data collection and analysis used in the study are included.

Type of Research Design

Descriptive research was used because it dealt with hypothesis and analysis of the relationships between nonmanipulated variables. The method demanded care in sampling steps so that inferences may be extended to other individuals, groups, times or settings (Best, 1981). Best (1981) defined descriptive research as follows:

It involves the description, recording, analysis and interpretation of conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing nonmanipulated variables (p. 25).

Instrumentation Procedure

Data were gathered using an instrument developed by the researcher (Appendix A). It was designed to gather data concerning the attitudes and opinions of the Zimbabwean students, at the University of Zimbabwe, toward home economics.

Best (1981) discussed the disadvantage that the questionnaire had. This includes the limited purpose because they are data-gathering devices with short life, administered to a limited population. However, the advantage of the questionnaire was that the availability of a number of respondents in one place made it possible to save time and expense and provided a high proportion of usable responses.

Before the instrument was sent to Zimbabwe for administration, a pretest was conducted with 15 native Zimbabwean students studying in the United States. Also 25 students from various African countries who were studying at Oklahoma State University (OSU) assisted with pretesting. In addition, the researcher's adviser and the committee members reviewed the questionnaire for improvements. The statistician also made recommendations. The questionnaire was developed in such a way that it provided anonymity of the respondents so that it could be administered to a large group simultaneously (Compton and Hall, 1972). The final questionnaire included a letter of instruction and directions for completing the questionnaire.

Population

The population of this study was made up of students who were studying at the University of Zimbabwe in July, 1984. According to the Commonwealth University Yearbook (1983), the number of students enrolled in 1982 was 3,091. Distribution by faculties was: Agriculture, 130; Arts, 452; Commerce and Law, 791; Education, 294; Engineering, 186; Medicine, 383; Science, 271; Social Studies, 566; Veterinary Science, 18. There were 38 students from other countries who were not included in the study.

Selection of Sample

The sample for this study consisted of 325 native Zimbabwean students randomly selected from the population described previously. The sample included representation from the following faculties: Agriculture, 13; Arts, 45; Commerce and Law, 79; Education, 29; Engineering, 19; Medicine, 38; Science, 27; Social Studies, 57; and Veterinary Science, 18.

A stratified random sampling method was used to select 10 percent of the students within each of the nine faculties with the exception of veterinary science. The faculty of veterinary science had only 18 students. For purposes of statistical analysis all the students were included. The 38 students from other countries were eliminated from the sample.

Collection of Data

Approval for the administration of the instrument was obtained in March, 1984 (Appendix B). Copies of the instrument and instructions for administration were mailed to Dr. R. Murapa, former Dean of Political and Administrative Studies faculty at the University of Zimbabwe in June, 1984. The instrument was administered to a sample of University of Zimbabwe students. The completed instruments were returned to the researcher. Of the 325 samples, 318 or 98 percent were usable.

Data Analysis

Data obtained from the questionnaires were transferred to the coding sheets and keypunched for data analysis. The computer center at Oklahoma State University and the Statistical Analysis System (SAS) computer programming (Helwig, 1978) were used for the analyses.

The responses to the parts of the questionnaire were summarized and reported as frequencies and percentages. Data used to determine the effect of selected variables such as demographics, family, and educational backgrounds on opinions for general education subjects in home economics, were analyzed using chi-square (χ^2) statistical technique. This treatment can be used to evaluate whether or not frequencies which have been empirically obtained differ significantly from those which would be expected under a certain set of theoretical assumptions (Blalock, 1979). Jaccard (1983) indicated the formula for chi-square as follows:

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

where E = the expected frequency of group i

O = the observed frequency of group i

κ = the number of groups

χ^2 = the chi-square statistic (p. 291).

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

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The major purpose of this study was to determine attitudes and opinions of Zimbabwean students at the University of Zimbabwe toward home economics. The following objectives were formulated in order to deal with the purpose of this study.

1. Investigate the types of home economics subjects the students at the University of Zimbabwe have had.

2. Investigate the general need for home economics subjects in the curriculum of the University of Zimbabwe as perceived by the students.

3. Investigate the general attitudes and opinions students at the University of Zimbabwe have of home economics.

4. Determine the relationship of selected variables such as demographics, family, and educational backgrounds on opinions for general education subjects in home economics.

To accomplish the objectives, students at the University of Zimbabwe were asked to respond to items related to their attitudes and opinions toward inclusion of home economics in the university curriculum.

The questionnaire was designed for the students to indicate 1) whether they had taken the subjects related to home economics, 2) the

levels at which they had taken the subjects, 3) the reason for not taking home economics subjects, 4) their overall feeling about home economics subjects, and 5) their opinions of whether home economics subjects should be incorporated into their program. Presented in this chapter is the description of the respondents and findings resulting from the analysis of the data.

The Sample

The sample was stratified and consisted of 10 percent of the students, selected from each of the eight faculties. The ninth faculty had all the students included due to its small size.

The usable returned questionnaires included the following: Faculty of Agriculture, 12; Arts, 45; Commerce and Law, 77; Education, 29; Engineering, 19; Medicine, 38; Science, 27; Social Studies, 57; and Veterinary Science, 14. Of the 325 questionnaires returned, 318 or 98 percent were usable for the analyses. Of the seven unusable questionnaires, four were incomplete and three were unmarked.

Characteristics of the Sample

The demographic information to be described in this section is gender, age, students' classification, marital status, and the educational levels of the parents.

Age and Gender

The largest number of first year and second year undergraduate students were between 18 and 23 years of age. The third year undergraduate and graduate students were between 21 and 26 years of age.

Few students were 30 and over. Table I shows the distribution of the respondents by age and gender. The percentages were calculated from 313 students who responded to the item out of the 318 sample.

TABLE I
FREQUENCY AND PERCENTAGE OF RESPONDENTS'
AGES AND GENDER

Age	Gender N=313 ^a			
	Male		Female	
	N	%	N	%
17 or younger	0	0	1	.3
18-20 years	30	9.4	41	13.0
21-23 years	108	34.0	52	16.4
24-26 years	35	11.0	10	3.0
27-29 years	9	3.0	1	.3
30 and older	17	5.0	9	3.0
Total	199	62.4	114	36.0

^aTotal sample is 318 but only 313 responded to items on age and gender.

The largest number of respondents, both male and female, were between 21 and 23 years of age. The majority of the respondents, both male and female, ranged between the ages of 18 and 26 years. There are fewer older female students due to marriage and family responsibilities, whereas the marriage of males does not affect their attending college.

Marital Status

Of those responding, 83 percent had never married, 14 percent were married, two percent were divorced, and one respondent was widowed. These results were expected since the majority of the respondents were 26 years and younger. Students studying at the university tend to delay marriage until they are finished with their programs.

Student's Classification

Table II revealed that the highest percentage of respondents (43%) were classified as third-year undergraduates. This group consisted of more students than the two lower groups because many students do not attend school as first- or second-year students but as third-year students. Students go for third year after having completed first and second year work previously. The idea is to fulfill the requirements for the undergraduate degree. This system is common in a newly independent country which gives opportunity for higher education to the masses of the country. Overall, the majority of the respondents were third-year undergraduates and below since very little help can be expected for master's and doctorate study. The "other" category consisted of medical students who were fourth-year and above.

In the Zimbabwean educational system the high school program encompasses six years. The last two years of high school are comparable to the first year of college in the United States. For this reason, three years of undergraduate work at the University of Zimbabwe is equivalent to four years of undergraduate work at a United States university.

TABLE II
DISTRIBUTION OF RESPONDENTS BY UNIVERSITY CLASSIFICATION

Classification	Respondents	
	N	%
First Year - undergraduate	85	26.73
Second Year - undergraduate	59	18.55
Third Year - undergraduate	137	43.08
Master's and Doctorate	4	1.26
Other	33	10.38
Total	318	100.00

Educational Levels of Parents

Table III showed the distribution of father and mother's education. The greatest numbers of fathers and mothers had an educational level of primary school and below. An unexpected number had college diplomas and college degrees. Overall, mothers had less education than fathers. The father and mother's education had a chi-square significance level of .0001. Parents in each category of education decreased as the educational level increased. While both parents showed a sharp decrease on Form 6 and technical/vocational school they showed a slight increase on technical/vocational college and above.

Table IV showed the distribution of married couples with same educational levels. The greatest number of couples had primary education and under. Over 80 percent of the couples completed Form 4 and under. Couples who comprised 3.9 percent of this study had education between Form 6 and technical/vocational college. About 12 percent

of the couples had achieved a college diploma or college degree. Over 50 percent of the parents tended to marry a mate of the same educational level.

TABLE III
FREQUENCY AND PERCENTAGE OF EDUCATION OF
THE RESPONDENTS' FATHER AND MOTHER

Educational Level	Father N=311		Mother N=313	
	N	%	N	%
No formal education	26	8.4	33	10.5
Primary school	95	30.6	130	41.5
Secondary school (Form 2)	45	14.5	46	14.7
Secondary school (Form 4)	39	12.5	32	10.2
Secondary school (Form 6)	8	2.6	10	3.2
Technical/Vocational school	9	2.9	7	2.2
Technical/Vocational college	20	6.4	13	4.2
College diploma	27	8.7	23	7.4
College degree	35	11.3	14	4.5
No response	7	2.3	5	1.6
Total ^a	311	100.2	313	100.00

^aMay not total 100 percent due to rounding.

Home Economics Subjects Frequently Taken

Table V shows the six educational levels with the five home economics subjects most frequently taken. Choice one lists the subject most frequently taken at each of the six educational levels. An example of this is: hygiene, primary level; human nutrition, secondary level; basic sewing, vocational school; child development, technical college;

child development, other schools; and human development, more than one school. Also, row one lists five subjects most frequently taken in primary level and goes down to other levels. Each row also listed the number of respondents and their percentage calculated from the sample 318. Starting from choice 1 to choice 5, the numbers of the students decrease since the subjects were listed by descending order. An example of this is for primary level - the first hygiene, the second basic sewing, the third health, the fourth woodwork, and the fifth clothing. Overall, the frequencies and percentages of the students are very low, far below the average of 50 percent of students within each category. Only hygiene taken at the primary level had close to 50 percent of the students who have taken the subject.

TABLE IV
FREQUENCY AND PERCENTAGE OF MARRIED COUPLE
AND EDUCATIONAL LEVEL

Educational Level	Married Couple N=176	
	N	%
No formal education	22	12.5
Primary school	81	46.0
Secondary School (Form 2)	21	11.9
Secondary School (Form 4)	19	10.8
Secondary School (Form 6)	2	1.1
Technical/Vocational School	2	1.1
Technical/Vocational College	3	1.7
College Diploma	11	6.3
College Degree	12	6.8
Total ^a	176	99.9

^aMay not total 100 percent due to rounding.

TABLE V
 FIVE MOST FREQUENTLY TAKEN HOME ECONOMICS SUBJECTS
 AT EACH LEVEL OF EDUCATION

Educational Level	Five Home Economics Subjects Most Frequently Taken														
	Choice 1		Choice 2		Choice 3		Choice 4		Choice 5						
	Subject	N	%	Subject	N	%	Subject	N	%	Subject	N	%			
Primary Level	Hygiene	156	49.20	Basic Sewing	80	25.00	Health	67	21.10	Woodwork	42	13.1	Clothing	29	9.00
Secondary Level	Human Nutrition	97	30.50	Woodwork	80	25.00	Health	55	17.30	Food Preparation	47	14.70	Human Development	46	14.60
Vocational School	Basic Sewing	23	7.32	Hygiene	23	7.30	Health	22	7.00	Clothing	16	5.00	Woodwork	13	4.00
Technical College	Child Development	36	11.40	Human Development	35	11.00	Budgeting Money	18	5.80	Family Studies	18	5.70	Health	17	5.20
Other Schools	Child Development	22	7.00	Human Development	19	5.83	Budgeting Money	9	2.90	Family Studies	7	2.30	Health	7	2.20
More than one school	Human Development	7	2.30	Hygiene	7	2.20	Health	6	2.00	Basic Sewing	3	.96	Food Preparation	3	.96

The table reveals subjects that have a great impact on the past and present image of home economics in Zimbabwe. "Training for Domestic Science" (1931) reported that when domestic science was started, it was aimed to train the native Zimbabweans for domestic skills. The domestic work was generally associated with 'nanny work,' care of children, housework and gardening. Some of these subjects indicated as most frequently taken were basic sewing, food preparation, and child development.

Home Economics Subjects Least Often Taken

Table VI shows the six educational levels with five subjects taken least often. Column one lists the subjects least often taken at each of the six educational levels. An example of this is: budgeting money, primary level; clothing, secondary level; textiles, vocational school; tailoring, technical college; textiles, other schools; and textiles, more than one school. The frequencies and percentages for each educational level are listed in descending order from column one to column five. The frequencies and percentages indicate a fluctuating distribution of the number of students. In vocational school, no student took textiles, home nursing, family studies, consumer education, child development. In "other" schools, no student took textiles, tailoring, human nutrition, woodwork and home improvement. It appeared that as these subjects became more technical, they were not available to the students. It appeared that the subjects in Table VI did not fit the context of a comprehensive home economics program. Also, it appeared that the subjects were not available to the students due to the nature of the domestic science program.

TABLE VI
 FREQUENCY AND PERCENTAGE OF FIVE LEAST HOME ECONOMICS SUBJECTS TAKEN
 AT EACH OF THE SIX EDUCATIONAL LEVELS

Educational Level	Five Home Economics Subjects Least Often Taken														
	Column 1		Column 2		Column 3		Column 4		Column 5						
		N	%		N	%		N	%		N	%		N	%
Primary Level	Budgeting Money	2	.70	Textiles	3	1.00	Child Development	4	1.30	Tailoring	5	1.62	Family Studies	5	1.63
Secondary Level	Clothing	5	1.70	Housing	10	3.00	Home Management	12	3.85	Textiles	13	4.17	Consumer Education	13	4.19
Vocational School	Textiles	-	-	Home Nursing	-	-	Family Studies	-	-	Consumer Education	-	-	Child Development	-	-
Technical College	Tailoring	2	.70	Textiles	3	.96	Basic	3	.96	Clothing	4	1.27	Food Preparation	4	1.28
Other Schools	Textiles	-	-	Tailoring	-	-	Human Nutrition	-	-	Woodwork	-	-	Home Improvement	-	-
More than one school	Textiles	-	-	Human Nutrition	-	-	Tailoring	1	.32	Housing	1	.32	Home Nursing	1	.32

As indicated in the responses, the students did not take these subjects because the subjects were not offered in the school and some of them were not offered to both males and females. Appendix B showed the general structure of the home economics programs as limited to few subjects (letter from the Ministry of Educational Culture).

Perceptions of Respondents on Inclusion
of Home Economics Subjects Into
Their Curriculum

Of the 315 who responded to the item, "Check the response that generally describes how you would feel if some home economics/domestic science subjects were incorporated into your program," 141 (45%) reacted positively about the inclusion of home economics subjects into their program of study. Furthermore, 75 (24%) respondents were not sure, and some needed more information to understand it. The last group 99 (31%) felt that home economics subjects were not important.

The reasons volunteered were quality of program, fit for lower level of education, neutral, not relevant, quality of life, not related to my program, no knowledge of home economics upon which to base judgment, add extra work, practical, standard of living, influence others, welfare of community and family, learned at home, no job market, fit for females and not sure how it will fit in my program. The highest number indicated that it would improve the quality of program or life. The reasons given seemed to imply that the respondents were not sure about subject matter taught in home economics.

Perceptions of Respondents Toward

Home Economics Subjects

Of the 318 respondents, 244 (70%) indicated a positive attitude toward home economics subjects. The other group 50 (16%) were not sure, though some of them needed more information to understand it. The last group, 23 (7%) indicated that home economics subjects were not important. One respondent did not indicate a response.

The reasons volunteered were: quality of life for home, practical skills, welfare of community and family, no knowledge of home economics on which to base judgment, neutral, not for males, irrelevant, quality of program, learned at home, and learned by experience. The highest number of students indicated that the subjects would improve the quality of life and that they were useful as practical skills.

Hypotheses

The following null hypotheses were formulated to develop this paper. The study tested the following null hypotheses:

H₁: There will be no significant association between students' perception of home economics and the students' previous exposure to home economics subjects.

H₂: There will be no significant association between students' perception of home economics and students' age, sex, marital status, and parents' status.

Students' Perception of Home Economics and Previous Exposure to Home Economics

The significance level for the test was set at .05. The chi-square

analyses from Table VII indicated that there was a statistically significant association between students' perception of home economics and their degree of exposure to home economics. This association held for exposure to the following subjects: basic sewing, child development, textiles, consumer education, family studies, food preparation, home nursing, housing, budgeting money, and home improvement in particular woodwork. Therefore, hypothesis one is rejected for the subjects listed. It might be speculated that these subjects were not offered at the students' schools and that most of them were not offered to males. Ikejiani (1964) and other critics accused the British of placing insufficient emphasis on the promotion of technical education and trade training. Also the critics claimed that the content of schooling with its heavy emphasis on European civilization and knowledge, was deliberately designed to promote a sense of inferiority and inadequacy in the minds of colonial people (Carmoy, 1974; Mannoni, 1956).

The chi-square analysis indicated that there was no significant relationship between students' perception of home economics and their previous exposure to home economics in the following subjects: clothing, health, home management, hygiene, human development, human nutrition, tailoring and metal work. Therefore this null hypothesis is not rejected. The degrees of freedom varied due to some educational topics having more possible responses than the others in the item measuring degree of exposure.

TABLE VII
 CHI-SQUARE ANALYSIS OF STUDENTS' PERCEPTIONS
 BY STUDENTS' PREVIOUS EXPOSURE
 TO HOME ECONOMICS

Subjects Related to Home Economics	χ^2	df
Basic sewing	32.21*	16
Budgeting money	40.65*	16
Child development	38.69*	16
Clothing	17.73	16
Consumer education	31.66*	16
Family studies	34.40*	16
Food preparation	30.09*	16
Health	16.06	20
Home management	25.27	16
Home nursing	38.31*	16
Home improvement	39.42*	16
Home improvement (woodwork)	40.36*	20
Housing	30.17*	16
Human development	24.47	20
Human nutrition	31.41	20
Hygiene	24.16	16
Metal work	24.07	20
Tailoring	21.51	16
Textiles	41.63*	16

*Significant at <.05 level

Students' Perception of Home Economics
and Age, Gender, Marital Status and
Parents' Status

There was significant association between students' perception of home economics and age, gender, and mother's education as shown in Table VIII, therefore, hypothesis two was rejected.

TABLE VIII
 CHI-SQUARE ANALYSIS OF STUDENTS' PERCEPTION OF HOME ECONOMICS
 AND AGE, GENDER, MARITAL STATUS, AND MOTHERS' EDUCATION

Demographic Variables	χ^2		Significant Level ^a
Age	75.27	40	.0006
Gender	12.38	4	.015
Mothers' Education	51.59	36	.045

^aSignificant at <.05

Marital status and fathers' education did not show significant relationship with the students' perception of home economics. Table IX showed that the majority of the sample was between 19 years to 26 years of age. As a result, the students' perceptions of home economics were reflected by those ages, 19 years to 26 years. The 18 years of age and younger students were too small in number to make a difference.

TABLE IX
 PERCENT AND FREQUENCY OF STUDENTS' PERCEPTION
 OF HOME ECONOMICS BY AGE

Students' Perceptions	17 yrs & Younger		18 yrs		19 yrs		20 yrs		21 yrs		22 yrs		23 yrs		24-26 yrs		27-29 yrs		30-39 yrs		40 yrs & Older		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very Important	-	-	3	50	8	36	15	35	9	15	14	24	11	27	12	27	4	40	12	55	2	50	90	29
Important	-	-	2	33	6	27	19	44	29	47	35	61	22	53	25	55	4	40	10	45	1	25	153	49
Not Important	-	-	-	-	6	27	2	4	6	10	2	3	6	15	-	-	-	-	-	-	1	25	23	7
Not sure how I feel about it.	-	-	1	17	1	5	5	12	9	15	3	5	2	5	5	11	1	10	-	-	-	-	27	9
Not sure, I need more information to understand.	1	100	-	-	1	5	2	5	8	13	4	7	-	-	3	7	1	10	-	-	-	-	20	6
Totals	1	100	6	100	22	100	43	100	61	100	58	100	41	100	45	100	10	100	22	100	4	100	313	100

^aOnly those who responded to the item on age and perception .

The resistance of home economics was strongly felt by 19 to 22 year old students. The 23 years and older students had a more positive attitude toward home economics.

Pertaining to gender in relationship to perception of home economics, 313 responded. Of these, 74 percent were male and 84 percent were female who expressed a positive attitude toward home economics. The observed percentage of males rating home economics as important was higher than the expected percentage. The reverse held true for females, resulting in statistically significant chi-square values. Table X showed the percentages and frequencies of the students' perceptions of home economics by gender. The degree of difference pertaining to the uncertainty toward home economics between males and females was small.

Respondents whose mothers had education of secondary school (Form 6) and below placed more value on home economics than those whose mothers had technical/vocational college. Resistance to home economics was stronger by students whose mothers had education of technical/vocational college and above than those whose mothers had technical/vocational school and below. On the other hand, uncertainty to home economics was strongly felt by students whose mothers had technical/vocational school and above as compared to students whose mothers had secondary school (Form 6) and below. (Refer to Table XI.)

The next chapter will be a discussion of the summary, recommendations and conclusions.

TABLE X
 PERCENT AND FREQUENCY OF STUDENTS'
 PERCEPTION OF HOME ECONOMICS
 BY GENDER
 N=313^a

Students' Perceptions	Male		Female		Totals	
	N	%	N	%	N	%
Very important	46	23	45	40	91	29
Important	102	51	50	44	152	49
Not important	16	8	7	6	23	7
Not sure how I feel about it	19	9.5	8	7	27	9
Not sure, I need more infor- mation to understand	17	8.5	3	3	20	6
Totals	200	100	113	100	313	100

^aOnly those who indicated gender

TABLE XI
PERCENT AND FREQUENCY OF STUDENTS' PERCEPTION OF HOME ECONOMICS
BY MOTHERS' EDUCATION

Students' Perceptions	No Formal Education		Primary School		Secondary School (Form 2)		Secondary School (Form 4)		Secondary School (Form 6)		Tech/Voc School		Tech/Voc College		College Diploma		College Degree		Other Reason		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very Important	7	21	41	32	19	41	12	38	1	11	2	29	3	23	3	13	2	14	1	20	91	29
Important	19	58	69	53	16	35	13	41	6	67	2	29	4	31	10	43	7	50	3	60	149	48
Not Important	1	3	6	5	4	9	3	9	1	11	-	-	3	23	3	13	1	7	1	20	23	7
Not sure how I feel about it.	5	15	7	5	5	11	2	6	1	11	1	13	1	8	2	9	4	29	-	-	28	9
Not sure, I need more information to understand.	1	3	7	5	2	4	2	6	-	-	2	29	2	15	5	22	-	-	-	-	21	7
Totals	33	100	130	100	46	100	32	100	9	100	7	100	13	100	23	100	14	100	5	100	312	100

^aOnly those who responded to the item on mother's education

CHAPTER V

FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The major purpose of this study was to determine attitudes and opinions of Zimbabwean students at the University of Zimbabwe toward home economics. The objectives included 1) an investigation of the types of home economics subjects the students at the University of Zimbabwe had taken, and 2) the general perceived need for home economics subjects in the curriculum and home economics as a subject. Demographic variables were tested to determine their significance.

The review of literature was done to gain an understanding of Zimbabwe's historical background in general education and the practical arts. The instrument was constructed in three sections. Section one dealt with information related to experiences with home economics, section two with life experiences and section three with demographic information.

The population for the study consisted of University of Zimbabwe students. A sample of 325 was selected, 10 percent from each of the eight faculties and the ninth faculty used all their students since that faculty was small. A total of 318 questionnaires were identified as usable.

Before the instrument was sent, it was pretested with 15 native Zimbabwean students studying in Texas and 25 students from other African countries studying at Oklahoma State University. Changes were made by the researcher's committee and a statistician. The questionnaires were mailed to Dr. R. Murapa, former dean of Political and Administrative Studies faculty at the University of Zimbabwe, who oversaw the administration of the questionnaires.

The data was collected, tabulated, and transferred to the coding sheets and keypunched for data analysis. The computer center at Oklahoma State University and the computer programming (Helwig, 1978) were used for the analyses.

Findings and Conclusions

In order to clearly understand the findings for each of the objectives and hypotheses the following conclusions were presented for each of the objectives and the hypotheses.

Home Economics Subjects the Students Took

The subjects the students took were summarized by listing five subjects most frequently taken at each of the educational levels. At the primary level, the five subjects most frequently taken were hygiene, 49.2 percent; basic sewing, 25 percent; health, 21.1 percent; woodwork 13.1 percent; and clothing, 9 percent. The subjects taken at each of the six educational levels were primary level, hygiene, 49.2 percent; secondary level, human nutrition, 30.5 percent; vocational school, basic sewing, 7.32 percent; technical college, child development, 11.4 percent;

other schools, child development, 7 percent; and, more than one school, human development, 2.3 percent.

The percentage of the students who had exposure to home economics subjects was very low as indicated above. The exposure was limited to few subjects. It appeared that since many home economics subjects were not offered in schools nor available to male students, there was very little choice of subjects the students could take. The greatest exposure was in the primary level and following that was the secondary level. The remainder of educational levels were low in students who had home economics exposure.

The five subjects that were least taken at the primary level were budgeting money, 7 percent; textiles, 1 percent; child development, 1.3 percent; tailoring, 1.62 percent and family studies, 1.63 percent. The subjects least taken at the six educational levels were primary level, budgeting money, .7 percent; secondary level, clothing, 1.7 percent; vocational school, textiles, zero percent; technical college, tailoring, .7 percent; other schools and more than one school level were zero percent.

Apparently, the subjects that were taken were taken by very few students as indicated on Table XII which meant that many of these subjects were not available to the students. See Appendix C, p. 68.

General Perceived Need for Home Economics

Subjects in the Curriculum

Results showed that 45 percent of the respondents reacted positively to having home economics subjects incorporated into their program of study. The reasons given were: it would improve the quality of the

program and life, practical skills, standard of living influences others, welfare of the community and family. About 31 percent of the respondents were not favorable to home economics subjects being put into their curriculum. The reasons given were: not relevant, not related to my program, fit for lower level of education, learned at home, for females, no job market and added extra work.

About 24 percent of the respondents indicated neutral feelings because some were not sure how home economics would fit into their program and others were not sure how they felt about the whole idea of incorporating home economics into their program. A majority of the students who were neutral were not sure of their understanding of home economics.

Realizing that less than 50 percent of the students reacted positively to having home economics subjects incorporated into their program of study, there is concern about the attitudes of the rest of the students. Since many of the students had no exposure to many of the home economics subjects, there is no way these students are able to see the relevancy of home economics. Their loads of work, as expressed by some students, are heavy. If their loads of work are adjusted, they may see these subjects as an enhancement to programs, instead of a threat.

General Attitudes About Home Economics

The importance of home economics subjects was indicated by 70 percent of the respondents. The reasons most given were: quality of life and practical skills. The respondents seemed to recognize the value of home economics. About 7 percent of the respondents rated home

economics as not important. These students who were not favorable did so for the following reasons: fit for lower level only, add extra work, learned it at home, not related to my program, no job market, not relevant, and fit for females. Also 16 percent were not sure, though some of them needed more information to understand what home economics was all about.

An analysis of the data showed that 45 percent of the respondents were favorable to the inclusion of home economics into their program of study. However, 75 percent of the respondents felt that home economics was an important area of study but did not wish it to be incorporated into their program of study. The assumption that may be drawn would be that the respondents do not see the relevancy of home economics to their personal lives.

Students' Perceptions of Home Economics
and Previous Exposure to
Home Economics

More subjects of home economics had an association with the students' perception of home economics than those that did not. These subjects that had association were: basic sewing, child development, textiles, consumer education, family studies, food preparation, home nursing, housing, budgeting money, and home improvement in particular woodwork. It was speculated that these subjects were not offered at the students' schools and that most of them were not offered to males. There was no association with the students' perception of home economics and exposure to clothing, health, home management, hygiene, human development, human nutrition, tailoring and metal work. Summaries of the findings are given on Table XII.

Students' Perceptions of Home Economics
and Age, Gender, Marital Status, and
Parents' Education

An association with age, gender, and mothers' education with students' perception of home economics existed as shown on Table VIII. Since a majority of the sample was between 19 years to 26 years, the students' perception of home economics were reflected by them. Resistance to home economics was shown by 19 year to 22 year old students. The 74 percent males and 84 percent females expressed a positive attitude toward home economics. The observed percentage of males rating home economics as important was higher than the expected percentage.

The respondents whose mother had high school (Form 6) and below education, placed more value on home economics. A resistance was shown by those respondents whose mothers had technical/vocational school and above.

Implications

The data have implications for incorporating home economics subjects into the curriculum of the students at the University of Zimbabwe. Information on the concerns these implications are, may be used for future home economics planning.

Availability of Home Economics Subjects

Many students claimed that they could not take home economics subjects since they were not offered in their schools. A concern is that even if these subjects were offered, would they have taken them

as electives or as required subjects. Also, if these subjects were available to the male, would they take them.

Perceived Need for Home

Economics Subjects

There is a problem when 70 percent of the respondents like home economics and 45 percent of the respondents recommend it to be incorporated into their curriculum. The challenge is getting more students interested in incorporating home economics into their curriculum.

Demographic Factors

The majority of the respondents were single and young. It is a concern because these students have potentials of leadership in different areas within the country. As future leaders, they may not be receptive to the inclusion of home economics in schools. Not only can the students resent home economics, but also may not be convinced about the value it may offer in terms of family economics or as a job opportunity.

Since the mothers' education and students' perceptions were significant, it raises another concern. In the Zimbabwean culture, the mother has a strong influence on the family.

Recommendations on Substantive Content

After reviewing the literature, conducting the research, and reporting findings, the following recommendations are made:

1. Few studies related to this type of study have been done. It

is recommended that findings of the research be shared with the Ministry of Education and Culture. According to Fisher (1973) academics were more emphasized because many Africans feared that emphasis was being turned toward training their children in skills useful to the white economy. It is important to let the Ministry of Education and Culture know that home economics subjects are personal living skills that help meet the needs and well being of the individual in the family and society so that he will be more productive in serving his country. Already, Dr. Dzingai Mutumbuka, (Zimbabwe Minister of Education and Culture) recognizes that education has to be focused to the masses and this can be an opportunity to incorporate home economics (Development Dialogue, 1981).

2. A thorough look into the home economics curriculum in schools at all educational levels is necessary to ensure every individual access to the subjects. Previous research showed that the percentage of children enrolled in lower primary school was 95 percent. For most of the students, formal schooling ended after primary school if not earlier (Altbach, 1982). Rotberg (1981) reported a population of Zimbabwe as 7,396,000 million and from the students' population, it is obvious that not everybody can qualify to go to the university whose population is limited by facilities. The importance of home economics subjects was recognized by many authors. Rhodes (1967) and Parker (1960) indicated that the subject matter of home economics was essential in the development of human resources because of its focus on people through improved practices in child rearing, housing, food, clothing, management, and disease prevention.

3. It is important to look for ways that education can be carried out so as to overcome tradition. Three areas to work with are the government system, university system and parents or the older generation. It appears that if these groups have an understanding of home economics, it will be easier to create an understanding to the younger generation. A common definition, purpose, mission and philosophy of home economics needs to be developed so that these groups would place a value on it.

4. Since the students felt that the additional home economics subjects added extra work, alternatives as the following might be done:

- a) Have students substitute the subjects for something else
- b) Take the subjects as non credit
- c) Take subjects in continuing education after college work
- d) Adjust the whole curriculum so as to accommodate time for home economics subjects

5. Marketing strategies are important for home economics and possible ways to get the students' interests in home economics:

a) Start with the largest interest groups (students might be those whose parents have a low level of education)

b) Since the study showed males to be interested in home economics subjects, it may be worthwhile to start with them but also include women in the process of change. This also will enable more courses to be available to males

c) Get away from the domestic science image which historically had a negative impression. Parker (1960) discussed a strong influence on government administrative control of Zimbabwen education which had the purpose of training industry work as a boon to European advancement and not benefiting their personal lives.

d) Show benefits of home economics and the variety of job opportunities the profession can offer.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE AND COVER LETTER

Department of Home Economics Education
OKLAHOMA STATE UNIVERSITY

Stillwater, OK 74078
(405) 624-5046
May 24, 1984

Dear Student,

This letter respectfully requests your participation in a research project I am conducting. The purpose of the research is to learn your attitudes and opinions toward incorporation of home economics subjects into your curriculum of study. Your cooperation will help in developing program plans and curriculums for Zimbabwean citizens to meet the complexity and changes of modern life. For the purpose of this study, the titles home economics and domestic science have been used synonymously to prevent confusion.

You have been selected to participate in this study by the University of Zimbabwe faculty members. This study has been designed for both non-home economics and home economics majors.

Your name has been randomly selected to represent students at the University of Zimbabwe. All information will be held confidential and to maintain this complete confidentiality do not write your name anywhere on the form.

May I ask for about 20 minutes of your time to complete the enclosed questionnaire? Your contributions 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. Many of the items may be answered by checking the appropriate space provided corresponding to the letter. Others require a written answer. Both types of responses will give valuable information that will be used for future planning. You may expect some American spellings.

I appreciate and thank you very much for your time and effort in supplying this information. The questionnaire should be completed, sealed in the envelope provided, and returned to the Department of Political and Administrative Studies at the University of Zimbabwe by July 11, 1984. If you have any questions, please feel free to contact Dr. R. Mrapa in that department.

Sincerely,

Margaret Mundelee
Graduate Student, OSU

Margaret Collier
Associate Professor,
Academic Adviser, OSU

QUESTIONNAIRE

SECTION I. Information related to experiences with home economics/domestic science.

General directions for Item 1: You are to respond to Item 1, which is divided into two parts. Directions and a key for each part are provided. Read the directions carefully and respond in the way which truly reflects your answers.

PART I

For the subjects you have taken, check the educational levels at which you took the subject.

- A. Primary School
- B. Secondary School
- C. Vocational school/
Technical college
- D. Not taken at any level.
- E. Other level (specify)

Subjects related to home economics/
domestic sciences

PART II

If you checked "D" for any subject under PART I, please check the reason why.

- F. Not offered in my school.
- G. Not offered for males.
- H. Not offered for females.
- I. Not required in my program.
- J. Did not want to take it.
- K. Other (specify)

	A	B	C	D	E	F	G	H	I	J	K
A. Basic sewing											
B. Child development											
C. Clothing (sewing)											
D. Textiles											
E. Consumer education											
F. Family studies											
G. Food preparation											
H. Health											
I. Home nursing											
J. Home management											
K. Housing											
L. Hygiene											
M. Human development											
N. Human nutrition											
O. Tailoring											
P. Budgeting money											
Q. Home improvement											
1. Wood work											
2. Metal work											
R. Other (specify)											

REMINDER: Have you answered both parts on Item 1 (both I and II)?

- 2a. Directions: In reference to Item 1, if you had taken any of the subjects listed, please respond to the following question:

On the scale below, circle the number which reflects your opinion of the degree to which these subjects might improve your quality of life after your studies at the university.

SCALE: Not at all 1 2 3 4 5 6 7 8 9 Very much

- b. Briefly explain the reason for your response. _____

- c. If your answer was 6, 7, 8, or 9, check the most important contribution home economics/domestic science might provide.

_____ A. Broaden knowledge

_____ B. Expand job opportunities

_____ C. Provide variety

_____ D. Other (specify) _____

- 3a. Do you think any of the subjects listed under Item 1 should be included in your university program in the future?

_____ 1. Yes

_____ 2. No

- b. Briefly explain the reason for your answer. _____

- c. If your response was YES, choose (in your opinion) the four most important subjects listed under Item 1 and list them here according to importance with the first (#1) holding the most importance.

1. _____

2. _____

3. _____

4. _____

- 4a. Check the response that best describes your overall feeling about home economics/ domestic science subjects.

_____ A. Very important

_____ B. Important

_____ C. Not important

_____ D. Not sure how I feel about it.

_____ E. Not sure, I need more information to understand it.

	Not Important				Extremely Important				
	1	2	3	4	5	6	7	8	9
18. Establishing good interpersonal relationships									
19. Having fun with your family									
20. Promoting a better relationship between husband and wife									
21. Reducing and resolving conflicts in the home									
22. Keeping the house clean									
23. Making the home safer									
24. Making or remodeling clothes									
25. Making the kitchen convenient									
26. Managing of resources, human/non-human									
27. Planning nutritious, tasty meals									
28. Preparing left-over food									
29. Selecting clothes									
30. Understanding what makes a successful marriage									
31. Washing, ironing and pressing clothes									
32. Others (specify) _____									

SECTION III. Demographic Information

33. Gender

- _____ A. Male
 _____ B. Female

34. Age

- | | | |
|------------------------|----------------|-----------------------|
| _____ A. 17 or younger | _____ E. 21 | _____ I. 27-29 |
| _____ B. 18 | _____ F. 22 | _____ J. 30-39 |
| _____ C. 19 | _____ G. 23 | _____ K. 40 and older |
| _____ D. 20 | _____ H. 24-26 | |

35. Student classification

- A. First year--undergraduate D. Master
 B. Second year--undergraduate E. Doctorate
 C. Third year--undergraduate F. Other (specify) _____

36. Write your field of study in the space provided. Be specific, i.e., Agriculture, Horticulture, Vegetable Production.

37. Marital status

- A. Married C. Divorced
 B. Single (never married) D. Widowed

38. Number of children

39. Ages of children

40. Check the highest educational level achieved by your parents.

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

PLEASE REVIEW YOUR QUESTIONNAIRE
TO SEE THAT ALL QUESTIONS ARE ANSWERED.

Thank you for your assistance.

APPENDIX B
CORRESPONDENCE

**DEPARTMENT OF POLITICAL
& ADMINISTRATIVE STUDIES**

P O Box MP 167
Mount Pleasant
Harare
Zimbabwe

Telegrams: UNIVERSITY
Telephone 303211
Telex. 4-152 ZW



POLITICAL AND ADMINISTRATIVE STUDIES

UNIVERSITY OF ZIMBABWE

9th March, 1984

Mr A M Mvududu
P62A Dangamvura
MUTARE

Dear Mr Mvududu

I am in receipt of your letter dated 4 March, 1984 and thank you for it.

I regret that you came to Harare during my absence. I had gone to Zaire for a UNESCO conference and only returned last weekend.

With respect to your request for assistance for your daughter Margaret, please be assured that I will be quite happy to assist in any way I can.

I therefore look forward to hearing from her directly.

With best wishes

Sincerely


R. MRAPA

U N I V E R S I T Y O F Z I M B A B W E
P O L I T I C A L A N D A D M I N I S T R A T I V E S T U D I E S

Miss Margaret Tafadzwa Mvududu

Oklahoma State University

OK.74077

U.S.A.

Dear Miss Mvududu

Your father has written to me to request my assistance in facilitating your proposed survey. I have assured him that I will be ready to assist.

Kindly therefore send me all the details necessary as well as the relevant information.

Sincerely

(Signed)

R MRAPA

9th March, 1984

O K L A H O M A S T A T E U N I V E R S I T Y

Department of Home Economics Education
and Community Services

May 22, 1984

Dr. R. Murapa
Department of Political & Administrative Studies
P. O. Box MP 167
Mount Pleasant
Harare
Zimbabwe

Dear Sir:

I am grateful for your interest in the research project which we discussed in a telephone conversation of May 11, 1984. In this conversation of May 11, 1984 I used the 1982 statistics from the 1983 Commonwealth University's Yearbook. Enclosed is the summary of the sample needed.

I have conducted all the 9 faculty deans and Vice Chancellor, Dr. Kamba asking for their cooperation and help in making it possible to select the sample. I am enclosing a copy of the letter to the deans. Also I informed them that you will contact them.

I instructed the students to forward their sealed envelopes by July 11, 1984 to your Department of Political and Administrative Studies at U. Z. and instructed that if they have questions they refer to you. If you are not able to gather the sample and administer at one time, would you wait for one week or one and one half weeks, in case some respondents are late turning the questionnaire to your department. Will you put all the sealed envelopes in one package, register it, and post by air mail.

I am very appreciative of your willingness to help administer this survey. Without your assistance, it is hard to tell if this study would have been possible.

Again thank you so much for your assistance.

Sincerely,

Margaret Mvududu
Graduate Student

Margaret Callsen
Associate Professor
Academic Adviser

Summary for the Sample

The following are specific numbers I need from each faculty based on student numbers of 1982:

Agriculture, 13; Arts, 45; Comm. and Law, 79; Education, 29;
Engineering, 19; Med., 38; Sci., 27; Soc Studies, 57; Vet.
Sci., 18.

This makes a sample of 325 that I need. I will be sending in all 350 questionnaires so that if some students lose theirs or some do not respond, you will give them a second questionnaire.

As much as possible the sample should be half male and half female and within each faculty.

Using the names of students registered within each faculty, you will draw names randomly.

Thank you,

Margaret Mvududu

O K L A H O M A S T A T E U N I V E R S I T Y

Department of Home Economics Education
and Community Services

May 22, 1984

Department of Agriculture
M. J. Blackie, Dean
P. O. Box MP 167
Mount Pleasant
Harare
Zimbabwe

Dear Sir:

This letter respectfully requests help in cooperating with Dr. R. Murapa in randomly selecting thirteen (13) native Zimbabwe students from your faculty. As much as possible I will appreciate a half and half representation of both females and males. Dr. R. Murapa will contact you for procedure in selecting the sample.

I am a Zimbabwean student working on my graduate studies in Home Economics Education and Community Services at Oklahoma State University. In order to fulfill the requirements of a thesis, I am conducting a study on investigating attitudes and opinions held by students at U. Z. toward incorporation of home economics subjects into their curriculum of study.

I thank you very much and appreciate your time and assistance to make this study possible. I hope to share findings with your faculty.

Sincerely,

Margaret Mvududu
Graduate Student

Margaret S. Callsen
Associate Professor
Academic Adviser

Ministry of Education,
Curriculum Development Unit,
P.O. Box MP 133,
MOUNT PLEASANT,
Harare

8th June, 1984.

Mrs. Margaret Mvududu,
Oklahoma State University,
113 Murray Hall,
Stillwater,
O.K. 74077,
U.S.A.

HOME ECONOMICS: curriculum

Herewith is some information which may be of help in your research in Home Economics in Zimbabwe.

1. Primary School Level:

Areas involved

- (a) Food and Nutrition
- (b) Housewifery
- (c) Fabric and Fabric Care i.e. Needlework and Laundry
- (d) Health and Safety. Care of mother and child
Personal Hygiene and First Aid
- (e) Crafts

2. Secondary Level

Zimbabwe Junior Certificate (I - II)

Subjects done

- (a) Cookery and Nutrition
- (b) Fashion and Fabrics

At the moment a general course involving a and b, as well as other relevant areas e.g. mother-craft, consumer education, budgeting, home maintenance, hotel and restaurant catering, designing, etc, is being seriously considered to help the child to be self-reliant and self supporting. The end result of this course would be producing an individual who can fit into a number of jobs or self-supporting projects by the end of the two-year course.

"O" Level (III - IV)

To date the Cambridge School Certificate

Home Economics Syllabus is still being followed in Zimbabwe.

The Areas are:

- (a) Food and Nutrition
- (b) Fashion and Fabrics
- (c) Home Management (formerly known as General Housecraft)

3. Teacher Training Level

Gweru Teachers College trains Secondary School Teachers who will be proficient in teaching basically at Secondary School Levels whilst the rest concentrate on primary school Home Economics.

4. University of Zimbabwe

A Home Economics Department has just been opened at the University. This is headed by Mrs. P. Siyakwazi who is going to liaise with the Colleges. Exactly what is going to be offered has not been clearly defined to Curriculum Development. Please, for more information, contact her at the University.

Attached are Syllabuses which you may find useful.

Yours faithfully,

(Signed)

V.B.B. Ngonyama
for SECRETARY FOR EDUCATION

APPENDIX C

TABLE

TABLE XII

HOME ECONOMICS SUBJECTS BY SUBJECTS NOT TAKEN, REASON,
SUBJECTS TAKEN AND EDUCATIONAL LEVEL WHEN TAKEN

	Why Not Taken				Taken*		When Taken*					More Than One
	Not Taken at Any Level	Not Offered in School	Not Offered to Male	Others		Primary	Secondary	Vocational	Technical	Other		
	%	%	%	%	%	%	%	%	%	%		
Basic Sewing	58	41	56	3	42	25	8	7.32	.96	--	.96	
Budgeting Money	77	88	6	6	23	.7	12.6	.7	5.8	2.9	.32	
Child Development	74	87	8	5	26	1.3	6	.3	11.4	7	.32	
Clothing	67	41	54	5	33	9	1.7	5	1.27	--	.64	
Consumer Education	91	89	4	7	9	2	4.19	--	1.3	1.3	.32	
Family Studies	85	87	7	6	15	1.63	6	--	5	2.3	.33	
Food Preparation	72	55	37	8	28	8	14.7	3	1.28	.64	.96	
Health	45	84	6	10	55	21.1	17.3	7	5	2.2	2	
Home Management	91	82	10	8	9	2.2	3.85	.64	1.3	--	.6	
Home Nursing	82	78	15	7	18	7.1	5.5	--	3	1.9	.32	
Home Improvement	87	80	10	10	13	3	6.5	1.08	1.8	--	.7	
Woodwork (1)	52	39	3	58	48	13.1	25	4	5.2	--	.7	
Metalwork (2)	79	51	2	47	21	2.1	11.6	1.02	5.1	.7	.34	
Housing	89	84	8	8	11	3	3	.64	3	.64	.32	
Human Development	62	89	4	7	38	2.3	14.6	1.3	11	5.83	2.3	
Human Nutrition	50	75	13	12	50	6.7	30.5	1.9	5.77	--	--	
Hygiene	25	79	9	12	75	49.2	13	7.3	2	1.3	2.2	
Tailoring	89	74	15	11	11	1.62	7.4	.97	.7	--	.32	
Textiles	94	82	12	6	6	1	4.17	--	.96	--	--	

*Percentage in When Taken column may not add to percentage in Taken column due to rounding error.

VITA 2

Margaret Jocyln Mvududu

Candidate for the Degree of

Master of Science

Thesis: ATTITUDES AND OPINIONS OF ZIMBABWEN STUDENTS AT THE UNIVERSITY OF ZIMBABWE TOWARD HOME ECONOMICS

Major Field: Home Economics-Education and Community Services

Biographical:

Personal Data: Born in Mutare, Zimbabwe, December 23, 1956, the oldest child of Abel Mugano and Virginia Mvududu.

Education: Passed General Certificate of Ordinary Level by correspondence with London University, U.K. in 1975; received a Diploma of Home Economics from the University of Botswana and Swaziland, December, 1979; received a Bachelor of Science in Vocational Home Economics Education from Central Missouri State University, Warrensburg, Missouri, U.S.A., July, 1983; completed requirements for the Master of Science degree at Oklahoma State University in July, 1985.

Professional Experience: Extension Home Economist, Swaziland; Student teacher of high school home economics, Lees Summit, Missouri; graduate research assistant, Family Study Center, College of Home Economics, Oklahoma State University.

Professional Memberships: Oklahoma Home Economics Association, American Home Economics Association, International Federation of Home Economics, International Women and Development, National Organization of Women and Kappa Omicron Phi.