

**PLANNING AND ADMINISTRATION OF HOME ECONOMICS IN THE
NON-FORMAL EDUCATION CENTRES OF THE NORTH WEST PROVINCE
WITH SPECIFIC REFERENCE TO TRAINING OF TUTORS, PROVISION
OF EQUIPMENT AND PROPER ACCOMMODATION.**

BY

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UNIVERSITY OF NORTH WEST.**

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DATE : DECEMBER 1999.

DECLARATION

I, **SEITISWANE MARIA SEFOTLHELO**, declare that this dissertation for the degree of Masters of Education at the University of North West hereby submitted, has not been previously submitted by me for a degree at this university or any other university, that it is my work in design and execution, and that all material contained herein has been duly acknowledged.


.....
Signature

22 DEC 1999
.....
Date

DEDICATION

This work

Is

Dedicated to my

my late parents Tom & Ruth Lorathu

Daughters

Amogelang And Keitumetse

Granddaughters

Reolebogile, Gomolemo and Lemogang

And my brothers and sisters.

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ABSTRACT

This research examines the role played by the government in the planning and administration of Home Economics programmes in adult centres with specific reference to training of educators, provision of equipment and proper accommodation in the North West Province. The research was conducted in Lehurutshe, Itsoseng, Ditsobotla and Molopo.

The study comprises five chapters. Chapter One gives overall statement of the problem, hypotheses, along with the purpose of the study and methods of research used to collect information.

Chapter Two provides literature review. The chapter examines the importance of Home Economics in schools, the need for Home Economics in adult education centres, the factors that may hamper the inclusion or implementation of Home Economics in adult centres and the contributions of home economists in the community. This chapter also justifies and advocates the incorporation of Home Economics in the school and the adult education curricula.

Chapter Three examines the instruments used in the collection of data.

The research strategy includes empirical interpretation of data obtained using questionnaires, observation and interviews.

Chapter Four presents and analyses the data collected. The findings indicate the necessity to include Home Economics in the adult education curriculum and to give it the necessary support. It is quite evident that Home economics can help with the realisation of the RDP objective , that of improving people's quality of life; that adult education in Home Economics require qualified educators to improve quality of adult teaching and learning and to offer skills which are relevant to the needs of adult learners.

Chapter Five summarises the main points of the study and findings of the research. This chapter also offers recommendations for the introduction and implementation of Home Economics in adult centres in the North West Province. It should be given highest priority in all areas of the province as it is one of the subjects that will help to fight off poverty, which is the most formidable enemy in South Africa. With better health, relevant education and freedom to plan their family's future people will have wider economic choices with liberated minds and spirits. The knowledge gathered will empower every citizen,

especially women, not power to fight, but power to make informed decisions and power to choose with discernment and discrimination. This power of decision-making will ensure many positive changes in South Africa. People will be drawn closely together and this will help men and women to protect and promote the interests of their families. Home Economics programmes are some of the powerful tools that help build and maintain the strength of the family, community and eventually the nation as a whole.

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TABLE OF CONTENTS

	Page no.
Declaration	i
Dedication	ii
Acknowledgements	iii
Abstract	iv - vi
Contents	vii -xii
CHAPTER 1.	1
1. Introduction	1 - 2
1.1 Discussion of a problem	2 - 5
1.2 Hypotheses	5
1.3 Purpose of the study	5 - 6
1.4 Programme of research	6
1.4.1 Literature review	6
1.4.2 Empirical research	6
1.4.2.1 Questionnaires	6
1.4.2.2 Interviews	6
1.4.2.3 Observation	7
1.5 Population	7 - 8
1.6 Definition of terms	8 - 10

CHAPTER 2	11
LITERATURE REVIEW	
2.1 INTRODUCTION	11 - 13
2.2 The importance of Home Economics in schools	13 -14
2.2.1 The link between the home and the school	14-15
2.2.2 The link with the sciences and other subjects	15-16
2.2.3 The place of language	16- 17
2.2.4 Skills and job creation	17 - 18
2.2.5 Attitudes	19
2.2.6 Pupils' own observations	19 -20
2.3 THE NEED FOR ADULT EDUCATION IN HOME ECONOMICS	20 - 21
2.3.1 Continuous growth and development	21- 22
2.3.2 Issues of current concern	23
2.3.2.1 Nutrition	23
2.3.2.2 Combatting Poverty	24
2.3.3 Home making skills and home management	25
2.3.4 Income generating skills and employment	25-28
2.3.5 Empowerment and Improvement of quality of life	28-30

3.1 Introduction	59
3.1.1 Questionnaires	59-60
3.1.2 Observation	60-63
3.1.3 Interviews	63
3.2 Issues addressed during research	63
3.2.1 Questionnaires	63-64
3.2.1.1 Adult Educators	64-66
3.2.1.2 Adult learners	66
3.2.1.3 Interviews	66-67
3.3 FACTS REVEALED THROUGH INTERVIEWS	67-74
CHAPTER 4	76
ANALYSIS AND INTERPRETATION OF DATA	76
4.1 Introduction	76
4.2 Review of respondents	76-91
4.2.1 Adult Educators	91-101
4.2.2 Adult learners	101-103



CHAPTER 5		104
SUMMARY AND RECOMMENDATIONS		
5.1 Introduction		104
5.2 Summary		104-106
5.3 Recommendations		106-112
BIBLIOGRAPHY		113-117
APPENDICES		
APPENDIX	A	118- 122
APPENDIX	B	123-126
APPENDIX	C	127-130
APPENDIX	D	131- 133
APPENDIX	E	134

CHAPTER ONE

1.1 INTRODUCTION

South Africa is one of the developing countries that are rapidly changing politically, economically and socially and like any other country she needs proper planning and administration of adult education. For socio-economic reasons a developing country should invest in the education of the people in order to reduce unemployment. More extensive adult education programmes are very necessary. The North West Province should, therefore, embark upon positive programmes to improve literacy in the province.

It is traditionally believed that a child is the main recipient of education. It is not absolutely wrong to believe that but it must be recognised that adults are also involved in the educational process. Olaitan and Agusiobo (1981:192) assert that:” Education is continuous; it starts with birth and ends with death.” So, it is not wrong to believe that adults are being taught. The North West Province has embarked upon programmes to improve literacy in the province

but very little has been done to introduce programmes or courses that will contribute towards the improvement of people's quality of life. Home Economics is a field of study that promotes the quality of life of an individual and eventually contributes to the national development.

1.2 STATEMENT OF THE PROBLEM

There are few adult centres in the North West Province where Home Economics is offered. Those centres where the course is offered lay emphasis on only one section or area of the subject, i.e. Needlework or Dressmaking. The government does not give enough support to these centres and where support is given, it has adopted a laissez-faire policy in its approach, leaving the major thrust to the adult learners and educators. No proper accommodation is provided and adult learners have to bring their own equipment. It becomes even more difficult or impossible for learners from poor financial background. They are expected to buy all equipment ,e.g. sewing machines and materials necessary ; and even pay tuition fees.

During the discussion in one SABC documentary " Two Way" on the

10th March 1996 women who are involved in non-formal education expressed their concern that the government does not support them in any way. According to them a delegation was sent to the government to air their grievances and dissatisfaction but seemingly the government turned a deaf ear and nobody from the government has shown interest in what they were doing. “To show that very little is done to support crafters and dressmakers in this province our South African art and apparel have been replaced by articles from other countries such as Zambia, Zimbabwe, Ghana, China ,etc.. Our markets do not display local goods, “ complained one of the crafters. Most of the adult learners are involved in self directed learning endeavour in response to the growing demands in life. These people need to be provided with a unique kind of supportive learning environment that offers people the opportunity to learn how to deal with life crises.

Home Economics will not only improve people’s chance of finding employment, it has the potential to promote mental skills and capabilities for making the life and future of poverty stricken people hopeful and humane. People will be able to recognise their own innate talents, self -worth and it will also foster critical perceptive power. It should made possible for every citizen of this country to discover and

realise his/her potential in order to share in the prosperity and progress of the new South Africa. Home Economics has a duty to prepare both young and old for a happy and efficient home and family life. Home Economics should, therefore, form a major part of adult programmes in order to teach adults the art of home making. This art is not a new phenomenon. Our indigenous education had a system whereby this education was transferred from adults to young women in a more or less informal education at initiation schools.(Popagano Commission p5). Home Economics seeks to enrich this heritage of home making by providing knowledge of modern science to be used to ease home problems. Olaitan and Agusiobo(1981: 189) define Home Economics as “ an education for living, that is a study of everything that involves or relates to home and family.”

This research, therefore , focused on concerns and problems in the planning and administration of non-formal adult education in Home Economics with the ultimate view of making suggestions or recommendations towards the development of programmes that would make unique contribution in the realisation of the objectives of the Reconstruction and development Programme (RDP) in the North West province.RDP is national policy which aims at improving the quality

of life of the poor and it stresses the need for the development of human potential of South African citizens. This will not succeed without a strategy for rapid and large-scale improvement of knowledge, skills and abilities of the population as a whole in order to make South African citizens full participants in the economic activities of the country (Kemp and Berg eds. 1995:166).

1.2 Hypotheses

1.2.1 Lack of support from the provincial government will result in unrealised goals or objectives of Reconstruction and Development, which aims at improving the quality of life of the South African citizens.

1.2.2 Unqualified Home Economics educators and lack of in-service contribute to unsuccessful learning adventure for adult learners.

1.2.3 If Adult learners are not provided with equipment and proper accommodation the purpose for which the programme is intended will not be successful.

1.3 PURPOSE OF THE STUDY

The purpose of the study was:

To investigate how the North West Province plans and administers

non-formal education in Home Economics with regard to training of educators, provision of equipment and proper accommodation. The following research methods were used in this investigation:

1.3.1 Literature review

1.3.2 Empirical research

1.4 PROGRAMME OF RESEARCH

1.4.1 Literature review

Selected literature regarding non-formal adult education in Home Economics in a number of countries was reviewed to give direction to the study.

1.4.2 Empirical Investigation

Three instruments were used, namely questionnaires, interview and observation.

1.4.2.1 Questionnaires 1.2

Two sets of questionnaires were developed and sent to adult learners and educators in order to identify the need for effective approach to plan, co-ordinate and implement Home Economics programmes in adult centres.

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1.4.2.2 Interviews

Semi-structured interviews were conducted with deputy director, co-

ordinator of Home Economics in adult centres and subject advisors to gather information regarding their perception of the effectiveness of Home Economics programmes; and to find out any future plans towards implementation of Home Economics programmes in adult centres.

1.4.2.3 Observation

Data gathering methods included direct observation of participants. The researcher visited the selected adult centres to listen and to see how adult learners and educators interact; and to see the whole set up including classroom furniture and equipment used in the centres.

1.5 POPULATION

The study focused on 4 districts of the North West Province, namely Molopo - 4 centres, Lehurutshe - 2 centres, Ditsobotla - 3 centres and Itsoseng - 4 centres. That gave a total number of twelve (n=12) centres. Two sets of questionnaires were developed for adult learners and educators. One (n=1) adult educator from each centre was selected and every second name of adult learner was selected.

Interviews assumed the following pattern:

One deputy director under whom adult education falls

One provincial co-ordinator

Four subject advisors in the 4 districts selected.

1.6 DEFINITION OF TERMS

1.6.1 District

The North West province is divided in educational districts for administrative purposes. In this study a 'district' will refer to all regions or sections within the province.

1.6.2 Planning

Planning will refer to the way education structure is organised. Eheazu (1995:) defines educational planning as the “ the process of setting out in advance a pattern of action about educational policies within the limits of available resources.”

1.6.3 Administration

This term, in this study, refers to how activities are directed and monitored in non-formal adult education centres.

1.6.4 Non -formal education

Non- formal education refers to structured or unstructured voluntary course or programme aiming at developing social, moral and activity of an individual within the framework of the local, national and world citizenship. Roger (1992:26) states that non-formal education is open to anyone, irrespective of their former educational level, whereas

formal education is highly selective, dependent on prior success in educational terms, rejecting the many and selecting the few to continue their studies further. He goes on to say “ non-formal education tends to be concrete life related, constantly changing to meet the needs, to deal with real issues of current concern...”and that “non-formal education tends to be for immediate application in day-to-day life...”

1.6.5 Adult education

This refers to a process whereby men and women undertake organised programmes with the intention of acquiring more information, knowledge and / or skills. Rogers (1992: 28) concedes and defines adult education “as all planned and purposeful learning opportunities offered to those who are recognised and who recognise themselves as adults in their own society and who have left the formal initial educational system (or who have passed beyond the possible stage of initial education if they were never in it) whether such learning opportunities are inside or outside the formal system...”Quoting Liveright and Haygood Coles (1997:5) defines adult education as “ the process whereby persons who no longer (or did not) attend school on a regular basis undertake sequential and organised activities with a conscious intention of bringing about changes in information,

knowledge, understanding or skills, appreciation and attitudes; or for purpose of identifying and solving personal or community problems.”

1.6.6 Home Economics

It refers to a field of knowledge that informs people about things that can be of use in every day life, helps them to gain control over household problems and to accept responsibility for the allocation and management of resources used in every day life. Boshoff(1997: 53) defines Home Economics as multi-disciplinary applied science concerned with the physical, psychological, social and material well-being of the individual, family and other groups through the use of knowledge to utilise resources and apply technology to satisfy needs and expectations with respect to certain aspects of food, housing and clothing.

Any other terms and concepts will be dealt with or discussed in detail in the next chapter. Chapter Two will review literature concerning the the importance of Home Economics in general and how other countries perceive the implementation of Home Economics in adult centres. It goes on further to look at factors that may affect the implementation of adult education in Home Economics and contributions made by home economists in the community.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 INTRODUCTION

The rapid changing conditions of the new South Africa today and the impact that those changes have on personal, family and community life makes it very essential to have Home Economics extended even beyond the formal schooling. Technological changes and socio-economical developments call for the increased skills in using all our resources in ways which will bring benefits and satisfaction to an individual, family and the community. Roles of men and women have changed and they therefore need a clearer understanding of human relationships and what is happening around them.

It is essential to invest in the education of the people. Educational systems should provide its people with skills they will need in the future, vocational saleable skills, not only to young children but also to adults. According to Cropley (1977:29) the problem of rapidly changing vocational skills is not merely an abstract problem of the future but one which must be faced in the present. There are quite a number of things that demand a fresh look at our education system:-

changing roles of men and women, enormous population growth, a growing participation in cultural and even political activities. All these and many others, demand that South Africa should emphasize education for a changing world. The current situation in South Africa clearly demands that men and women should be able to adjust and fit into the modernworld. All South Africans should have access to lifelong learning (Draft White Paper on Education and Training 1994:10). The White Paper also states that learning programmes in the air, in the workplace or at home should be included. Cropley (1977:14) points out that: "Another criticism of contemporary educational system is that they do not adequately provide for the needs of the largest single segment of the society -adults." Rogers (1992:29) states that:

Adult education in the Third world countries covers not just literacy campaigns but also community and environmental health education, nutrition, income-generating programmes, agricultural extensions,... in short, any form of education and training for adults; and in the West, it covers all that normally goes under the title of adult education, adult training and continuing education...

The aim of this chapter is to review the literature regarding the inclusion of Home Economics in adult education programmes with special emphasis on the importance of Home Economics in schools,

in adult education, the factors that may affect adult education programmes in Home Economics and the potential contribution of the Home Economics teacher in the community.

2.2 THE IMPORTANCE OF HOME ECONOMICS IN SCHOOLS.

When Home Economics was initially introduced into the curriculum of the secondary schools in the nineteenth century, its aim was to upgrade or improve the standard of living of the poor. Most of appalling standards of living were due to lack of knowledge on how to prepare food without losing or destroying nutrients. Therefore, pupils - mostly girls, were given instruction on cooking nutritious, economical meals; caring for their clothes and household articles; baby care and observing the rules of hygiene. Thus cookery, sewing, housewifery and laundry work formed very essential aspects of the curriculum for girls.

It was later realised that there was more to the subject than just cooking and sewing. To proof this, names have changed over the years - it was known as domestic science, then home science, later housecraft, and now internationally known as Home Economics. Fleck H. (1980:18-19) defines Home Economics thus:

Home Economics in its most comprehensive sense is the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study between the two factors .

This name points to the present day emphasis upon the subject on an increasing awareness of the importance of both the family and the smooth running of the home in a well organised society .Home Economics presently helps in the general development of girls and boys who would contribute positively, first and foremost, to their families, to the society and the nation as a whole.

2.2.1 The link between home and the school.

The major value of Home Economics is the link it establishes between the home and the school. The experiences that a child obtains at home can be meaningfully integrated with what the she /he does at school. Home Economics is one subject that relates directly to day-to-day experiences while some subjects may just be abstract and theoretical. Pupils are assisted to know more about themselves, about how to relate to other people and how to manage their own families. Home Economics is an important subject in that it provides necessary

knowledge to enrich an individual's life. If the subject is made relevant to the needs of the pupils and their experiences, it in itself provides necessary motivation and stimulus to pursue it to a higher level of education. Lawton (1975:85) Also states that:

“...there is no reason why a curriculum based on disciplines should not be related to the children's own experiences and interests.’

2.2.2 The link with sciences and other subjects.

The elements in Home Economics are linked with many other subjects in the school curriculum. It draws knowledge from sciences and arts; it applies it meaningfully to an extent that pupils or students can relate it directly to their own lives. These experiences give meaning and reality to theoretical work and help boys and girls to understand and accept otherwise difficult concepts (Hall & Paulocci:1970:xiii).

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It is essential to mention a few examples how a child can directly apply knowledge gained from other subjects in Home Economics. For instance, from Mathematics calculations of quantities, weight, volume and proportion are necessary in the study of food and nutrition. Pupils

calculate quantities of ingredients, size of pans ,etc. In home management, consideration of area, shape, size and capacity is important; in sewing or dressmaking measurement and economical use of fabric are essential; intelligent estimation and accuracy in computation are very important elements in consumer education.

Strong links can also be seen between science and Home Economics. It contributes to scientific thinking, understanding and skills. The difference may lie only in depth of content. For example, in Home Economics pupils learn about energy - the use and measurement; chemical nature of food in the different methods of processing food. In Microbiology, they learn about micro-organisms during preservation of food in the home, the use of preservatives and additives in processed foods. They also learn and understand terms such as :heat and temperature in relation to methods of cooking including the use of infra-red rays and microwaves.

2.2.3 The place of language.

Language, which is a very important vehicle for communication , is developed in Home Economics. During practical situations pupils

learn to follow verbal and written instructions. Spontaneous discussion arises between the teacher and the pupils; and among the pupils which grows out of these activities and provides valuable stimulus for pupils to express themselves. Pupils learn to ask questions, to frame their own ideas and to express their personal views. New vocabularies are thereby developed and constructed. Good use of the wealth of literature related to home, food, fashion, and society not only gives perspective to the work, but helps with the development and enjoyment of the language.

2.2.4 Skills and job opportunities

Skills are enhanced in a wide variety of formal and informal situations, e.g. preparing, serving and eating meals with friends and occasionally with strangers, visiting stores, old age homes and hospitals, all these experiences increase the pupils' ability to cope with the unknown and the unexpected; and build confidence and pleasure in meeting a wide range of people in different places.

Sensory skills are also enhanced through progressive practical and experimental work with food, textiles, household equipment and other

materials. Pupils learn organisational skills, management skills which are almost impossible to learn theoretically and in isolation. Pupils are constantly faced with a situation where a decision has to be reached: identifying a problem, listing alternatives, comparing the alternatives and finally making a decision. They have to plan and organise their work, which thing involves a whole lot of activities , so that the work fits well within a limited span of time and is satisfactorily completed.

Communication skills are also developed. As mentioned earlier on , practical work provides many opportunities for expression of oneself. Listening, talking, writing and ability to interpret and use diagrams, graphs and symbols. Opportunities are also projected and have been projected to be virtually unlimited for the person who combines Home Economics with education. It opens various avenues to a variety of career and job opportunities. In Home Economics there is emphasise on human development, management of resources and intreprenurship. This indeed provides versatility and creates a wide career options. Home Economics makes profound contribution to social and scientific progress. It addresses the changing needs of families as more and more women / mothers enter the work force.

2.2.5 Attitudes

Change of attitude - friendliness, cooperation, tolerance towards people are encouraged through social activities which take pupils out of the classroom and into the community. Pupils' sense of responsibility is developed through care and concern for the home and the environment, with special reference to safety precautions regarding the use of household equipment, packaging of consumables , economical use of equipment and conservation of energy.

2.2.6 Pupils' own observations

A wealth of knowledge is gained by pupils through studies of people in relation to:

- Homes in the micro- and macro-environment.
- Health, security safety including personal and food hygiene as well as the selection of household equipment.
- Consumer needs - their rights , responsibilities including current legislations.
- Textile studies which embrace nature and care of fibres and fabrics; modern trends regarding fashion and design in relation

to clothes and furnishings.

- Food and nutrition - food science including practical, economic and social aspects of food selection, cooking and preservation.

When boys and girls are exposed to such experiences and studies which are concerned with the practicalities of living, they acquire a lot of knowledge and expertise that will enable them to meet the demands which the adult life will make on them.(Wilcox & Brian 1984:71)

2.3 THE NEED FOR ADULT EDUCATION IN HOME ECONOMICS.

According to Greyvenstein (1996:99) Murray (1990:20) lists the different specialisation area of contemporary Home Economics as family studies, human development, textiles and apparel, housing / art / design, food and nutrition and resource management / consumer studies. It is quite clear from the above list that Home Economics focuses on the number of issues and practical problems that a family

experiences and it also seeks to improve the quality of life of the individual, family and eventually the community. Olaitan & Agusiobo (1991:22) concede that: "it is the sum of changes in the individual household which adds up to a progressive community and eventually a stronger nation." Home Economics is one subject that offers lifelong learning that ensures acquisition of skills, knowledge and competencies that makes the objectives of Reconstruction and Development Programme (RDP) achievable.

2.3.1 Continuous growth and development.

Olaitan & Agusiobo (1991:295) assert that "the all-inclusive purpose of education is to assist in the continuous growth and development of every individual, to help him fulfil his maximum potential in directions beneficial to the individual and society." Home Economics helps adults to face problems with confidence in this process of growth and development. Adults acquire skills, knowledge and abilities necessary "to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning (White Paper 1996 :40). It helps them to solve their everyday problems and they are introduced to modern trends of home making

and management. In the process adults achieve self-realisation, which is primary and immediate concern of every individual. Harrison (1980:37) confirms this thus:

In many places the poor live in a state of passive inertia because of their total powerlessness in the face of entrenched elites: this inertia affects only their involvement in public life. For these people participation is an educative process. It can give them confidence for the first time in their ability to control circumstances instead of controlled by them.

Apps (1982:6) defines growth as reaching one's potential, moving towards what you have within you to become. Therefore during the learning process adult learners discover their innate talents, they discover what abilities they have and develop them even further. The nature of the subject and the fact that its main focus is the improvement of the quality of life can indeed contribute positively and meaningfully in the development of individuals, families and communities in South Africa. Home Economics can make lifelong education a reality. Cropley (1977:127) advises that: Curriculum for people beyond conventional school age should: provide opportunity for development and recognition of greater diversity and talent."

2.3.2 Issues of current concern

2.3.2.1 Nutrition

Home Economics is life-related subject and changes constantly to meet the needs of every individual and it deals with issues of current concern, e.g. Nutrition and poverty. Fleck (1974:289) states that: “adequate nutrition for optimum is a plus in coping with problems that adult years bring.” The high prevalence of nutritional problems among our people, especially in rural areas, is, in many cases, not due to scarcity of food but due to lack of knowledge about nutrition. Nutrition education addresses such problems. It improves knowledge and attitudes towards certain food and lead to improved eating habits in the family. Food and nutrition content includes planning and preparation of nutritious daily meals by using available food and highlighting some common nutritional deficiencies. Nutritional adequacy will eventually be maintained. Fleck (1974:178) states that: “emphasis can be placed on making decisions, considering alternatives, learning to make sound comparisons and developing a realization of the impact of past experiences, food habits, food preferences and dislikes, feelings, values and attitudes.”

2.3.2.2 Combatting poverty

Poverty is a thorn in the flesh of every society in the world presently. But poverty has a relative meaning . What some people term a necessity , it is luxury to many people in South Africa . Michael Rose(1972:6) explains what he means by necessities thus:

...by necessities I understand not only the commodities which are indispensable necessary for support of life, but whatever the custom of the country renders it indecent for creditable people even, of the lowest order, to be without.

Home Economics can play a role in trying to alleviate some of these problems. Through consumer education people are taught how to spend their hard-earned income wisely. People are advised about disciplined budgeting that could, in the long run, keep families above poverty line. People are educated to know the difference between wants and needs. Even well-to-do families need that kind of education to warn them against extravagant spending. Women learn how to cook nutritional meals using available foodstuffs. They learn how to make their own clothes which comes out cheaper than ready-made clothes. Some of the articles made by family members can be sold to augment the family income.

2.3.4 Home making skills and home management

In Home Economics knowledge of home management and housing comes out handy when an adult wishes to buy a house. He /she does so with discernment and discrimination. A home economist has a holistic approach to housing , that includes understanding of family's needs at every stage of the family cycle, their wants as well as practical, aesthetic, functional and financial aspects of the structure (Baker & Erasmus1996:91). Information that adults obtain in Home Economics programmes enables them to make well-informed decisions when selecting and purchasing a house or household goods. Erika Knye (1996:109) confirms the importance of Home Economics thus: "...home economists are familiar with problems and issues that affect the quality of life. This places them (home economists) in a powerful position to argue for the services that are necessary for people to help themselves," and to improve their quality of life.

2.3.5 Income generating skills and employment.

In rural areas people, especially women, have no access or have very minimal access to resources and they have very little hope of being

employed. They would like to identify with other people who take part in income generation in order to clothe, feed and provide shelter for their families. Home Economics is one subject that affords men and women an opportunity to earn a living by producing sewing, cooking/baking and other craft products for sale. If these productive activities could be upgraded, they could become economically viable activities for women in the developing environments to increase and diversify their income-generating activities (Kirjavainan 1992:19).

Non-formal education in Home Economics includes generating programmes on vocational skills. Adult education should not only be provision of elementary education such as literacy and numeracy. Hutton (1992:60) also argues that: "Literacy per se is not an agent of social change, its attainment does not necessarily lead to economic improvement for individuals, groups or nations." Rogers (1992:19) observes that " in some countries adult education is seen to be synonymous with remedial education for adults and other forms of education are excluded." This remedial type of education seeks to remedy the wrongs of the past instead of determining priorities and dealing directly with the major problems facing the country and its people. Adult education in Home Economics " enables people to become producers of change rather than consumers,..." (Pillay 1990:1)

High rate of unemployment and inflation in South Africa make the teaching of Home Economics in adult education very necessary. People acquire skills that will make them self-reliant, marketable, recognise their own innate talents and earn a living. Adults are equipped with marketable skills for industrial markets such as food factories, restaurants and other agencies which seek to promote the economic development of a country. Hall & Paulocci (1970:p v) confirm this thus:

As the roles of family members are different in our technological society, home economics is now stressing preparation for human development, managerial and consumer roles. In addition to offering programmes designed for family living, home economics is training students for gainful employment.

By educating people in the management of available resources, a society which is less wasteful is created. As mentioned earlier, unemployment, inflation and the dependence of rapidly increasing families upon state aid are the trends that make the implementation of Home Economics programmes highly desirable. Formal employment takes a very small percentage of the population and the danger is increasing into what Ronald Blythe, as quoted by Pillay (1990:3) calls a “slide into purposelessness.” This needs to be curbed.

Simmons (ed. 1980:157) noted that: “unemployment of the educated is high in developing countries...” and formal schooling does not prepare students for specific occupations. Adult education programmes should be more relevant and vocational in order to address some of these problems. Simmons (ed. 1980: 157) goes on to advise that:

Instead of using education to increase employment, it might be better to develop an accurate picture of production function for various goods, of the alternate technologies for producing these goods and alternate kinds of goods that would satisfy general consumer demand.

2.3.6 Empowerment and Improvement of quality of life.



Home Economics empowers adult learners and enables them to be involved in meeting their own needs. Families with a broader knowledge of Home Economics ; such as nutrition, improved health, skills of increasing family income are able to lead a more fulfilling and comfortable life. They are in a better position to look for opportunities that will allow them to maintain a preferred or desirable lifestyle. Home Economics can help breathe a new life into a person. In home management people learn about functions of management

and processes or ways to accomplish sound household and financial activities of the family. Their behaviour as consumers changes in that they become more discreet when purchasing goods for their households. This behaviour displays in them a social and cultural setting in search for buying to satisfy their needs.(Boshoff 1997: 57).

To sum up this section Olaitan & Agusiobo (1991:296) state that: “In order to appreciate the need of adult education in Home Economics clearly, it is necessary to state the objectives (some of which do not differentiate between learners of different ages). They are to help adult learners to:

- * Identify and develop certain fundamental abilities that will be effective in personal and family living, regardless of the particular circumstances of the individual.
- * Create a home and community environment conducive to the growth and the development of all members of the family at all stages of the family life cycle.
- * Achieve good interpersonal relationship within the home and the community.
- * Perform task of maintaining a home in such a way that they will contribute effectively to the furthering of individual and family goals.
- * Plan consumption of goods and services, including food, clothing and housing, in ways that will promote values and

goals established by the family.”

According to Fleck (1980:140) one of the great satisfaction of adult education is the important contribution that Home Economics can make to the lives of individuals.

2.4 FACTORS THAT MAY AFFECT ADULT EDUCATION IN HOME ECONOMICS.

There are quite a number of factors that may affect the introduction or implementation of Home Economics programmes in certain communities. The adult educator should be aware of them and their implications so that she /he finds ways of dealing with such problems.

2.4.1 Family and traditional influences.

2.4.1.1 Conservative nature of the family members

One of the major obstacles that may hinder the implementation of Home Economics in adult centres is the family which is conservative,

especially in rural areas. Some adults may not be too keen to talk about their problems. They may perhaps be shy to discuss their problems. Most probably because they believe what happens within their households should not be discussed outside their homes and should be kept secret. When young women get married they are given some traditional laws and discipline. They are told it is taboo to discuss ones problems with anybody, especially if it is not the member of the family. They may prefer to confide in their friends, relatives or other fellow women in the community. The adult educator must utilise her /his knowledge and take advantage of the closeness of the family members and relatives to make these people open up. She/he must try by all means to gain confidence of the people she/he working with. She/he must convince them that she is not a stranger but she is there to help them solve their problems. Once they have confidence in her they will overcome this shyness. They will realise that the programme is there to help with their everyday problems and they are even introduced to modern trends in home making and home management (Olaitan & Agusiobo 1981:296)

2.4.1.2 Attitude and stereotype behaviour

Some women especially in rural areas have their way of doing things. What they do and how they do it depends on norms and believes of that society. Such people are difficult to work with. They may dismiss any new ideas immediately without evaluating them by saying they have survived all the years without them, especially when they are expected to change from what they are used to.

Gone are the days when people do things in a certain way just because they were taught that way. Olaitan and Agusiobo (1981:297) assert that “women had fixed ways of doing things and they would not give a reason why this is so when asked. Since a person had inherited this skill from a mother or master trainer the only reason one gives for her action is: that was how I was taught or we have always done it that way” Olaitan & Agusiobo go on to explain that this stereotype behaviour makes it difficult for them to learn new or better ways of doing things. Greyvenstein (1996:99) states that “ the past inadequacies of school education in South Africa, especially in black communities, have resulted in much of the current adult population having limited or no schooling.”Hence there is so much ignorance and stereotype behaviour among adults.Provision of education beyond formal schooling and inclusion of programmes that will make them

change their attitude towards learning new things will, in one way or another, change their stereotype behaviour.

2.4.1.3 Demands made by members of the family

Family members can also make very unreasonable demands on the adult learner to make it difficult or impossible for her to attend lessons. The husband may be opposed to the whole idea of having his wife attending some classes. He would want to find his wife at home whenever he needs her. Children may demand attention at that particular time when their mother is attending classes. The husband, as head of the family, expects his wife to listen to him. His rules must be obeyed.

The adult educator must be aware that such problems do exist and should be treated carefully in order not to disrupt the “harmony” that she may find within the family. She should find away of approaching these men and talk to them. They must be convinced that it is important for their wives to attend lessons. Meetings may be arranged in which the adult educator addresses men on education issues. Home visits may be ideal where families are addressed individually to try

and correct all misconceptions about adult education and women who attend classes.

Apps (1982:10) also concedes that “the poor support of the immediate family, particularly one’s spouse is essential to succeed as an adult student.” Adult learners, when bombarded with remarks or comments about the foolishness to pursue studies, or attend non-formal education classes, have a tendency to believe that people might be right. They may abandon the whole adventure of attending classes.

2.4.1.4 Traditional beliefs and customs

Traditional beliefs can have a negative impact on adult education in Home Economics. Some societies have such strong beliefs that they are hardly influenced by any external idea. Olaitan & Agusiobo (1981: 298) give an example of a vegetarian family who forbids members of the family to eat meat. It would be futile to talk about the nutritional value of meat or meat products. In many communities women or girls are forbidden to eat eggs, especially boiled eggs, because it is believed eggs would cause problems later in their lives. Teaching them about eggs or other dairy products will be a useless exercise. They may even

be withdrawn from classes if their parents or husbands should learn that they are taught at school that they should eat eggs which they are forbidden to eat at home. If the adult educator should succeed in persuading them to attend classes she cannot convince them to eat what they are told not to eat. Fleck (1980:361) states that "A complex system of beliefs influences the use or non-use of a particular food."

In communities where people are opposed to the use of contraception in family planning, the adult educator may be faced with resistance to the use of any method of contraception. Some communities believe in large families. Whether they can provide for the large family or not it is immaterial to them. Bull (ed. 1971:87) quotes some of the antagonistic women interviewed thus:

Mrs James felt that you should accept however many come. People nowadays don't. I think they are wrong. They are interfering with nature, with life itself. It leads to unhappiness. All this family planning is wrong; and Mrs Atkinson agreed with her husband who believed that if God hadn't you to have children, you wouldn't have them. Those things (contraceptions) weren't made by God! Mrs Machell thought that birth control is like murder. We think it is scandalous.

Women will not do anything that is against their beliefs and traditions because that will affect their relationship with their husbands, in-laws and members of the community. Men will also not allow their wives

to be misled into doing things they do not believe in. The belief to accept and not to question also plays a role. What elders say is not to be questioned. An adult educator needs to know about these things and know how to deal with them. Very often she will be faced with clash of beliefs. She needs to plan her lessons in such a way that all beliefs are catered for.

2.4.2 Image attached to Home Economics

2.4.2.1 Status given to Home Economics

One other major problem that may affect the implementation of Home Economics negatively in adult education is the poor image given to the subject. Home Economics, like any other subject that encourages handwork, was underrated to an extent that it was regarded as a subject where pupils do not have to think. This problem includes the identity of the profession and the programmes which are still “trapped” within the concept of “home.” (HEASA Newsletter 1997:4)

People believe it could be taught by any mother. Parents look down upon it and think it is sheer waste of money and time to be incorporated in the school curriculum. Sefotlhelo (1986:3) quotes Sutherland (1963:7) when talking for other vocational subjects faced

with the same problem, as saying:

... although our future national prosperity depends upon a great number of skilled craftsmen and technicians, there are far too many people who regard crafts and technical subjects, not fit for "best brains".

It is gratifying though, that amidst such negative criticism there are countries who recognise Home Economics as a valuable subject and it is even legislated for in parliament. According to HEASA Newsletter (1997:2) in Uganda Food and Nutrition Bill was presented to parliament for approval. Uganda constitution recognises food as a basic human right and as such food production, establishment of food reserves, proper nutrition of families are encouraged by the government. And there is no way people can know anything about nutrition if they are not taught. Parker (1987:44) also states that in America very significant legislation such as the "School Lunch" was passed with the support of American Home Economics Association (AHEA) to prohibit the use in food of additives which have not been adequately tested to establish their safety.

Citing an example of people who are unhappy about the status of manually oriented subjects Dore (1976:119) says:

You see the government is trying to wipe out the idea

that manual work is for failures - to give children an appreciation of the usefulness of manual labour... It is the parents who are the trouble. The teachers try to explain and to discourage it, but it does no good;...

Parker (1987: 124) also concedes that “physical labor has now degraded, mental labor is the honorable occupation ...” He goes on to give an example how American society perceive work, “Education is seen as a means of attaining status, wealth and happiness. A college education is the goal for middle class Americans. Vocational education is for other people’s children.” This conception about labour disregards or ignores the most important and basic human need: that of producing something that is useful and beneficial to an individual and the society.

People have a very wrong conception about Home Economics and believe that the only people educated are those who have done other science subjects. Home Economics is one subject that can ensure total development of an individual’s personality and improve the standard of living. Olaitan & Agusiobo (1981:24) argue that with the advent of science and technology most people are becoming aware of the fact that Home Economics could help to solve socio-economic, emotional and matrimonial problems that trouble the society today.

2.4.2.2 Professional commitment

The main factor that may keep the home economics profession going is the belief in oneself and in what one is doing. Home Economists must perceive the profession as a dynamic profession. If this can succeed the future home economist will form a better perception of the profession and will definitely bring renewed outlook, vigour, confidence and commitment to the subject. A profession is supposed to be self-motivated, dynamic, proud and optimistic. No-one should feel sorry for oneself or for what one is doing.

According to Parker (1987:10) commitment usually implies devotion, dedication, or loyalty to a cause. Committed individuals are serious in their intention to continue in their profession. Parker (1987:10) goes on to show that men show a high degree of commitment whereas women tend to regard work as a stage between education and motherhood. If a person is not loyal and committed to what one is doing the work tends to suffer. Other people will also look at it in a negative attitude.

2.4.2.3 Attitude of fellow teachers and head of the school.

The negative attitude that people display regarding Home Economics has even led to seeing massive reduction in the programme. It is lack of the right attitude that slows down the true development. Teachers and schools are eliminating programmes. Home Economics centres are left obsolete. Home economics teachers are opting out of the subject because they are made to believe that they are teaching one of the useless subjects. One can still hear remarks such as: “she would do better in Home Economics where she does not have to think,” when a student performed poorly or does not understand some concepts in Mathematics or science subject. Citing an example in Singapore, Maidment (1997:59) shows how Home Economics has lost the influence it should have: “ Home Economics is being dropped from school curriculum as superfluous and duplication of learning at home and in general consumer marketplace.”

Home Economics is also eroded by weakened budgets. It is not given enough moral and financial support by the head teacher and other members of staff. They believe it is a waste of money and manpower to introduce such a subject.

2.4.2.4 Non-recognition of Home Economics certificates or diplomas.

The government also made the situation worse by not recognising certificates obtained by teachers who did diploma in Home Economics. At one Home Economics workshop held in Nigeria in 1976 the attendants made this observation:

Since teachers of science, mathematics and physical education are on a special allowance, it is justifiable for all categories of Home Economics teachers to benefit from this allowance, for they are teachers of applied science subjects. This will also serve as an incentive. (Olaitan & Agusiobo 1981:27)

The government gives preference and recognition to science subjects and disregard Home economics - a subject that prepares everybody for life, a subject that improves the standard of living and quality of life.

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2.4.2.5 Gender issues.

Genderisation of roles has also encouraged stereotype attitudes about the type of education and even occupations for men and women. This misconception should be eradicated from people 's mind. In these

modern times where roles of men and women have changed, it must be recognised that women also contribute in the development process and that men also take part in home making activities. Men should know about nutrition, shelter, hygiene, home management and consumerism. They must learn to share responsibilities in the home and to appreciate the work involved in home making . Parker (1987:5) quoted Crusher Lizowski, speaking about people who understand shared home making roles thus:

My wife and I feel that making a home is sharing. Equally. In the drudgery. In the fun. In everything. Especially in the important things like the care and guidance of our children and in the establishing values in our home. The point is, I don't believe in old stereotype about being the lord and master around the house while the little woman raises the kids and cooks the meals.

Home Economics should therefore be done by both males and females. The “stitchin & stirrin mold” (Parker 1987:6) and the belief that Home Economics is meant for women (girls) only contributed to a decline in the number of male home economists. But social changes during the latter part of the 20th century will hopefully reverse this trend. “Today we find male home economists in interior design, consumer studies, dietetics, food nutrition, marriage counselling, child development, textiles and fashion merchandising.(Parker 1987:6)

One of the resolutions made at the Home Economics Association of Africa (HEAA) conference was that “ Home Economics be taught at all levels in the education system beginning from pre- school through to the tertiary level targeting both males and females.(HEASA Newsletter 1997:3). For its vocational, utilitarian and educational values, as illustrated earlier , Home Economics should be introduced in adult education for both men and women. With the knowledge acquired in Home Economics men and women will be able to solve their day-to-day problems or the problems will be alleviated and the satisfaction that is brought by improved situation will be developed.

2.4.3 Community Influences

2.4.3.1 Remarks made by the community

Anything that the community is opposed to is looked down upon. Many communities, especially in rural areas , believe that schooling is meant for children and any adult who attends classes will be frowned at by the community. They can even go to an extent of calling those adult learners names or making discouraging remarks

to make the situation so unbearable that they abandon the whole idea of attending classes. Malicious gossips or reports can also be spread to the hearing of the husbands of women who attend classes in order to prevent them from going.

Olaitan and Agusiobo (1981:305) suggest that the adult educator “should know the characteristics of community women and should also know how to deal with them.” She / he should by all means try and discourage such damaging gossips. The members of the society should be made to recognise and appreciate the contribution that adult education can make to the individual, family, the community and the nation as a whole. The adult educator should convene meetings where such problems are addressed. Adults can be addressed in groups or home visits can be arranged where individuals are made aware of the importance of attending these classes, and this will also establish a good rapport with villagers.

2.4.3.2 Attitude of village leaders towards adult education.

Local policies are, many a times, difficult to influence and this can adversely affect adult education programmes. When village leaders

are not enlightened people they might not see the need to educate adults, especially women. Some communities believe women's role is to bear children and bring them up. In order to overcome this problem the adult educator needs to hold talks with chiefs, community leaders and other influential people in the community. She can talk to them jointly or as individuals. They must be convinced that it is very important for every person in the community to have knowledge of the subject. Village leaders must be convinced that in order for every person to make a meaningful contribution to the welfare of his family or community one needs some form of education and "for every individual to be empowered - economically and socially, one needs education which will lead to the development of strong leadership, achievement and a feeling of control of one's destiny. (HEASA Newsletter 1997:5).

2.4.3.3 Attitude of Adult learners towards learning

Adult learners' self-concept as a learners greatly influences how well they will learn. They may do poorly just because he is unsure of themselves. They may also believe attending school is meant for younger people. When the achievement is low, they tend to despair.

Some adult learners find it difficult to adjust to the learning environment, more so because they have been out of the classroom for a very long time. Adult educators should exercise a lot of patience to accommodate adult learners who experience adjustment problems. Once this is achieved and the adult learners have established themselves well, they will subsequently seek to know more and discover things themselves.

Learning late in life is becoming something much more than a matter of job - advancement, pursuit of a hobby, or a way of passing time. For increasingly large number of adults, continued learning beyond school age has become not a fad or recreation, but a necessity (Cropley 1977:75). Adult educators should be able to help adult learners to adopt a positive attitude towards learning and to adjust easily in new environment. Their desire to face change with confidence must be aroused in order to come to grips with change rather than to be afraid of or to loathe change.

2.4.4 Lack of facilities

2.4.4.1 Accommodation

Accommodation can also hinder implementation of Home Economics programmes in adult education. In areas where there are no proper school buildings or where school premises are not easily accessible to adult learners, implementing Home Economics programmes can be a very big problem. Some schools are situated far from the village and people have to walk long distance to get to the school. This, in itself, is discouraging. Even if adults were keen to attend classes they may fall by the wayside, more especially if their lessons are conducted in the evenings. In most cases that is the only time they are able to attend classes.

This problem can only be solved by the government with the influence of the village leaders. Some churches allow people to have such lessons in their church halls. The adult educators need to make a promise to church elders and the pastor that they will see to it that the church premises are kept clean and tidy.

2.4.4.2 Equipment

Lack of equipment is also a hindrance in the implementation of adult education in Home Economics. Some people may be unable to bring all equipment that they may need due to lack of funds. School classrooms in which classes are held may be ill-equipped. This causes frustration among the learners and the educators. Work cannot be done properly. Adult learners are unable to complete their work in time. Government subsidy should be sought to purchase basic equipment. Sponsors can also be approached to help.

At times gadgets that adult learners do not possess at home are used at the centre, e.g microwave ovens, electric blenders, etc. Adult learners learn more when things are familiar. The adult educator must take this into consideration. Lessons must be planned in such a way that they relate to their experiences.

2.4.4.3 Lack of money to purchase necessary materials.

It is a known fact that money is the main obstacle in whatever a person wishes to do. Adult learners need money to buy all they will

need during the lessons. If they have the basic equipment they will learn a lot of ways that will help them to supplement their family income. But if they are unable to buy what they need for various lessons they will not satisfy their desire to learn and improve their quality of life. It is very important that an adult educator should learn how to deal or cope with adults who have financial problems. She / he must be very careful when discussing finance with them because they may decide to stay away from classes, especially when they think they have to spend even the little money they may have. It is very essential at this stage to organise fund-raising projects. In the process they also learn ways of making money, skills how to budget and use their hard earned income with care. Community leaders and wealthy people in the community can also be approached for funds. The government could be requested to subsidise such endeavours.

2.4.5 Adult Educators

2.4.5.1 Educators who are not qualified to teach in adult centres

Citing Knowles (1986:3) Van dyk,et al. (1997:212) ask this question:

“Why should people who have been exposed to teaching

methods through the years of being taught now spend time and energy studying adult education methods?"

Obviously adult learners will not be treated the same way as school going pupils. An adult educator must be well-trained, she/ he should be clearly grounded in learning theories. She / he must understand the cognitive process by which adults assimilate what they learn , and should be in a position to use various methods or approaches in order to succeed in imparting knowledge. Rogers (1992:29) also states that such learning opportunities should treat learners as adults in decision making, should use appropriate adult learning methodologies and styles and allow the learners to use experiences for their own purposes and to meet their own needs.

Van Dyk (1997:212) argues that methods of adult education are becoming more and more different from formal schooling. Perhaps it is because of the development of technology which enables adult educators to utilise new strategies or techniques to address requirements of adult education. There are new comprehensive theories of adult education that require that an adult educator should understand adults. For an example, the adult educator should know that adult learners need to be provided with an opportunity by which

they can assess their own level of competence, their needs and gaps that exist in their present knowledge and skills. The adult educator must be able to create that kind of atmosphere which allows adult learners to discover their own potential, how much learning they have accumulated and how much they already know, i.e the knowledge they come with to the classroom. The previous knowledge should be utilised effectively. The adult educator must recognise that there are individual differences in terms of experience among various adult learners and all these needs to be catered for in the learning situation. (Van Dyk 1997:214)

2.4.5.2 Adult Educators who are not qualified as home economists

An adult educator who is not qualified to teach Home Economics may also be a disadvantage in the teaching of the subject. Some educators may have just qualified in one section of the subject and she is expected to handle the subject as a whole. For instance she /he may have only done dressmaking or needlework, which is only a small section of Home Economics. In such cases they may be inclined to emphasize only their area of interest and neglect all other sections of vital importance, such as nutrition, consumer education, family

studies, home management, etc. These are the sections in which adults need assistance in order to solve their day-to-day problems.

It is very important to have an adult educator who can handle any aspect in Home Economics effectively, efficiently and with confidence. She/ he must build trust and confidence in her / his learners because immediately adult learners realise that their tutor is ill-informed they lose confidence and may be reluctant to attend classes or may eventually drop-out.

2.5 THE POTENTIAL CONTRIBUTION OF THE HOME ECONOMICS TEACHER IN THE COMMUNITY.

A home economics teacher is an asset in the community. She /he can help the people in many different ways:

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2.5.1 Home Economics teacher as source of information

The home economist is a valuable person in the community. She/he is equipped with skills and knowledge to improve the community's quality of life. By utilising her /his expertise and the existing physical

structures in schools she /he can extend the teaching of Home Economics beyond formal schooling. Greyvenstein (1997:10) lists examples of nonformal educational programmes in which home economists are equipped to pass on to adult learners, as follows: “craft , sewing , food and nutrition, health care, child and personal care, water and sanitation, use of energy and other sources of energy, simple financial management.”

Home Economists impart knowledge that focuses on human wellbeing throughout the individual and the family life cycle. She / he has wide and interdisciplinary education - knowledge of individual consumer and consumer groups, households , families - their behaviour and tendencies. She has the ability to analyse , evaluate , interpret and translate households or family problems ; and help with the solutions. Home economists help the community by interpreting social welfare to them and informing the community about their rights and responsibilities and thereby alleviating social problems.

According to HEASA Newsletter (1997:3) Tanzania is food self-sufficient and food wastage is very high especially in rural areas. This affects the nutrition status of the families. This is where home

economists come in to educate and advise people about preservation of and processing of food to avoid wastage. People will also be taught the different and correct methods of food preparation that will preserve all nutrients. From the fruit and vegetables that they produce locally they could be taught to make jam, preserves, dried fruit and vegetables, cheese, etc. to extend shelf life of these food products.

Baker & Erasmus (1996:90) confirm the positive contribution that home economists can make thus:

The home economist who has a holistic approach to housing (having an understanding of a family's needs and wants, having the basic knowledge to evaluate floor plans as well as the functional, aesthetical, practical and quality of the structure, and being able to assist in assembling all financial aspects) seems to be the ideal person to assist and guide the purchaser throughout the decision-making process.

2.5.2 An advisor and organiser

Home economists should not only impart knowledge to adult learners. She/he acts as an advisor. She/he should help them to diagnose their problems and needs, to determine the adequacy of their resources, how to utilise the resources and enable them to find

solutions to their problems. Adult educators should not be a distant and infallible authority who just give instructions. Adult learners should be able to approach her for advice and they in turn should expect feedback about their own capabilities, weaknesses and to what extent their aspirations are realistic.

Home economists have skills to analyse resources and restrictions. She/he is in a better position to give people advice on the management of their homes, purchase of a house or household goods, health care, etc. An adult educator should be a friend and a shoulder to lean on to adult learners. She/he should be seen as an educator rather than a teacher. The latter is normally associated with formal schooling.

An adult educator should be able to organise adults to form self-help groups, clubs, associations or organisations that aim at solving their most crucial problems or learning new skills which will help them improve the standard of living. She/he should encourage them to communicate, not only among themselves, but with people outside their community. Meetings should have objectives of common interest. Regular talks, meetings, workshops and seminars should be

held to encourage them to share their experiences and eventually help them solve some of their crucial problems. Rather than having meetings to settle misunderstandings, disputes, etc. they must discuss something that will benefit them in the end. Van Dyk, et.al. (1997:214) also concede that "... adult learner can be a rich source of learning which can be tapped and shared in group discussions, stimulation exercises, field experiences and problem-solving projects which the adult educator should utilise effectively in the learning situation." Adult learners do not come with little knowledge or experience like children who enter school for the very first time. They come with a world of quality experience that can be used to their advantage. And the adult educator must be aware that new learning is more easily understood if it is linked to previous relevant knowledge. Since she is perceived by villagers as somebody who has all the answers they are likely to listen to her. If she can achieve this, she will be in a better position to make adults change their old skills for better ones.

2.5.3 A Role Model

It is very important that the adult educator should recognise the importance of her behaviour. The people, especially in rural areas,

will always look up to him/her and hold him/her in high esteem. If she/he leads a desirable , acceptable life the villagers - adults and children alike, will always look up to him/her for any little event in the community. People will always quote him/her as examples and wish their children could be like her/him. The motivation and behaviour of the community could be influenced by the adult educator. If he / she is enthusiastic and full of life he /she may influence the community and they would want to imitate her/ him. Home economist facilitates productivity and satisfaction among adults in the community(Cropley 1997:133).

2.6 CONCLUSION

From the above discussion it should be evident that Home Economics is one subject that could help with the realisation of Reconstruction and Development Programme (RDP) objectives. The meaning of empowerment is realised in that this programme provides sense of generating various abilities among the group that is being targeted. These abilities may include critical perception power, acquiring socially and economically gainful skills, discovering and recognising an individual innate talents. Adults will also recognise their ability

to implement the newly acquired skills to the advantage of the individual, community and the nation as a whole. Home Economics should be viewed in a different light. Efforts should be exerted to sensitise policy makers on the importance of the subject to the new South Africa.

The assumption that formal schooling or a number of years that a person has spent in formal schooling has equipped children and adults to cope with the demands that the entire life makes on an individual is not true, especially when subjects that could help them to cope with those demands are excluded from the school curriculum. There is a felt need in this technologically and socio-economically changing world to provide education beyond the conventional formal schooling.

The need to have Home Economics introduced or implemented in adult education cannot be over-emphasised. Chapter Three addresses and explains the specific methods used in this study to collect data that may be used to determine the effective way to plan and administer the Home Economics programmes in adult centres.

CHAPTER 3

EMPIRICAL RESEARCH AND METHODOLOGY

3.1 INTRODUCTION

This chapter addresses and explains specific methods used in this research to collect data. The research strategies include empirical interpretation of data using questionnaires, observation and interviews. Two sets of questionnaires were developed. One for adult learners and the other for adult educators. This chapter will also examine observation and interviews as some of the strategies used to collect data. The questionnaires, observation and interviews used in this study attempted to establish how the North West Provincial government plans and administers Home Economics in adult centres.

3.1.1 QUESTIONNAIRES

ADULT EDUCATORS AND LEARNERS

Two sets of questionnaires were compiled for adult educators and adult learners to cover aspects to be investigated. The questionnaires for adult educators consisted of 23 questions and 10 questions for adult learners.

The questionnaires were delivered at different centres. They were completed by means of interviews ; mainly to get to people who may have difficulties filling in questionnaires and to explain some concepts with which the respondents may not be familiar with, occurring in the questionnaire. No

other questions but those in the questionnaire were asked. Individual questions were dealt with at a time to allow learners and adult educators to comment or ask questions in areas that were not clear. Where experienced problems, further explanation was given and terminologies were clarified.

The researcher avoided mailing questionnaires because they may cause a lot of problems. The disadvantages of sending questionnaires are that questionnaires are, in most cases not sent back, they are sent back incomplete or the responses may not be genuine or honest because respondents might concur with others. For adult learners questionnaires were available in English and Setswana. Forty-seven (n=47) of the sixty-three (n=63) adult learners responded to the Setswana questionnaires.

To eliminate ambiguities and other structural problems the questionnaires were pre-tested. Questionnaires were given to two (n=2) colleagues. Samples of seven (n=7) adult learners and three (n=3) adult educators were also used. They indicated areas which need to be simplified; clarified and even made suggestions that would improve the questionnaires.

3.1.2 OBSERVATION

Data was also collected by observation. The researcher visited centres

selected to see how learners and educators interact, how lessons were conducted and the whole set up related to the type of accommodation and equipment the adult learners were using. During the visits the following were observed:

* Adult learners and educators had a cordial and pleasant relationship.

* All twelve (n=12) centres visited offered dressmaking or needlework only. None of them had Food and Nutrition or any other section of Home Economics. Dressmaking forms just a small part of Home Economics. In order to fully equip or empower learners and make them self-sufficient, all other sections of Home Economics should be incorporated into the curriculum for adult learners.



* Eleven (n=11) of the twelve (n=12) centres visited were using ordinary classrooms which were sparsely furnished. There was a dire shortage of tables and chairs to an extent that adult learners were working on their laps, or sewing while leaning against the wall.

* Learners were carrying their own equipment, e.g. machines, fabrics, irons, and all sewing tools to class. Some of the learners had no

sewing machines. They relied on good Samaritans to allow them to use theirs.

*Learners were taught some sewing processes with no further explanation why they had to do what they should do, e.g the use of lining, shoulderpads,etc.

* Some of the learners were lagging behind due to the fact that they had no money to purchase all that they required to complete the prescribed articles and garments. Most of them explained that they had to wait for the end of the month to buy the necessary material.

* Only one centre was well-equipped with sewing machines, overlockers, ironing equipment, cutting tables and working tables.Each learner was allotted a sewing machine to work with.

This made their work easier, faster and efficient. This also made adult educators 'supervision easier and pleasant. The atmosphere was quite relaxed and conducive. They had three (3) working sessions as follow:

First group started at 8H00 to 11H00; the second group from 12H00 to 15H00 and the third group started at 16H00 and closed at 19H00.

* Some centres would start at 15H00 without educators. That happens only in centres where educators are formally employed as teachers/educators. This had a negative impact on the progress of

adult learners.

3.1.3 INTERVIEWS

The following persons were interviewed:

One (n=1) Curriculum Officer

One (n=1) Provincial co-ordinator of Home Economics in adult centres.

One (n=1) Deputy Director under whom adult education falls

Four (n=4) subject advisors responsible for Home Economics in the four Districts selected.

These were conducted by the researcher in the respondents' individual offices. Appointments were made at the time that was convenient to them.

Face-to-face interviews were conducted to obtain information relevant to the research, but the co-ordinator who was stationed in Rustenburg was contacted by means of a phone. So the interview was conducted through the phone. It was not easy to obtain an appointment with her. A sample of questions used during the interviews is attached as appendix C.

3.2 ISSUES ADDRESSED DURING THE RESEARCH

3.2.1 QUESTIONNAIRES

Questionnaires addressed the following issues which cover aspects under

investigation, regarding the planning and administration of Home Economics in adult centres.

3.2.1.1 ADULT EDUCATORS

- *Their highest academic and professional qualifications: Whether adult educators are trained as teachers and adult educators - “yes or no” response was expected.

*Where the adult educators were formally employed - if they are teachers should indicate the subject they are handling in their respective schools. Options were given and educators were expected to make a cross where the answer is relevant to them.

*To furnish a reason why they are not teaching Home Economics, if they are employed as educators. Several options were listed from which they were requested to cross one that is relevant.

* Whether Home Economics was one their subjects when they were attending school and should give a reason for selecting Home Economics as one of their subjects. The respondents were expected to

cross “yes or no” and cross a reason that will describe their decision better.

* How long they have been involved in adult education -Educators were supposed to cross a block which indicates the number of years they have been involved in adult education.

* Their attitude towards Home Economics in adult centres, the importance of the subject and the reason why they decided to teach Home Economics at adult centres. Various options were listed. They were requested to select and cross one reason but others felt that there was more than one reason.

* How often lessons are held, how often they wished lessons could be held and why is it not possible to hold lessons as they wished.

* Factors that limit their success in adult centres and factors affecting them as they execute their duty as adult educators. Options were listed and adult educators were expected to indicate the extent to which their duties have been hampered.

* The type of support they receive from the government. The adult

educators crossed one block that mostly described the support.

3.2.1.2 ADULT LEARNERS

* How long they have been attending lessons.

* Whether respondents are males or females. They had to cross “yes or no” A relevant block was crossed. This was meant to establish how many males are interested in Home Economics.

* How often they were able to attend classes, the time and the reasons why they cannot attend as often as they desire. Most respondents stated that they have other family obligations.

* The usefulness of the knowledge acquired in Home Economics classes and how this knowledge can be used to the best of their advantage. Options were given from which they have to cross the one most applicable.

* Factors affecting their learning adventures. Options were listed and the respondents had to mark “very much, much, little or not at all.”

3.2.1.3 INTERVIEWS

The interviews sought to establish the following:

The interviews sought to establish the following:

- * the respondents attitude towards Home Economics in adult centres.
- * The future of Home Economics in schools and adult centres.
- *How has the syllabus been developed to accommodate the technological, and socio-economic changes.
- * How much support the government gives to adult centres offering Home Economics in terms of paying educators, appointment, provision of equipment and proper accommodation.
- * How often centres are paid visits and why visits are not as often as they are supposed to be.
- *The criteria used to appoint adult educators
- * The place of Home Economics in the next millennium.
- * Whether any follow-up is done to establish what learners do after completing the course.

3.3 FACTS REVEALED THROUGH INTERVIEWS

During the interviews the following were revealed:

- * Regarding the question of attitude of the officers themselves and that of the government towards Home Economics in schools and adult centres various responses were received:

- one respondent stated that the government 's attitude is gradually

changing because the trend is to introduce income generating skills and all misconceptions related to Home Economics being perceived as a subject where only sewing and cooking take place are fading away. Four (n=4) respondents specified that although learners would like to take Home Economics as one of their subjects, principals have a negative attitude towards the subject and are reluctant to have it introduced or offered in schools.

- The co-ordinator of Home Economics in adult centres in the North West Province seemed very optimistic towards the implementation of the subject in schools and adult centres. She indicated that the government together with NGO 's such as NICRO are working towards making people self-sufficient. According to her, awareness workshops with the theme "Improve your business, Start your business" were held in some adult centres and the aim was to cascade such information to all other adult centres.

- One subject advisor indicated that it is difficult to have the subject introduced in schools because the choice of the school curriculum is left to the discretion of individual schools.

* What is the future of Home Economics in adult centres?

Most respondents felt that the future of Home Economics in adult centres seemed somewhat gloomy. There are financial constraints in as far as provision of equipment in adult centres is concerned. The government cannot cope with the ever escalating costs of furniture, appropriate equipment, ingredients, utensils and fabrics for garment making.

One of the respondents showed some measure of optimism and her response was that since the present education system is undergoing transformation and that the focus is on the provision of marketable skills, one sees a brighter future for Home economics. She further stated that with proper restructuring of the syllabuses the needs of the people will be met.

* Learning areas - curriculum 2005

In curriculum 2005 subjects are classified under eight (8) learning areas, namely : Communication, literacy and language; Numeracy and Mathematics; Human and social Sciences; Natural Sciences; Arts and Culture; Economic and management Sciences; Life Orientation; and Technology.

All (n=7) respondents felt that even if Home Economics is not clearly

defined, it cuts across the learning areas, e.g Science and technology, Economic & management, Life skills, Human and social Sciences, etc. but the larger part falls under Technology. They felt that it must be clearly defined where it belongs, failing which Home Economics would still receive the same treatment as in the past.

* How much support does the government give to adult centres?
 Three (n=3) respondents felt that not much support is given to adult centres besides payment of allowance to adult educators. Of the twelve (n=12) centres visited only one was well equipped and furnished. It is very important to have all adult centres well equipped in order to enable adult learners and educators to do their work to the best of their ability. Eleven (n=11) centres had no proper workshops and equipment. Learners had to buy and carry their own sewing machines to class. Even if a centre wished to introduce food and nutrition it is impossible to do so because there are no cooking facilities where adult learners can learn how to prepare nutritious meals for their families
 Two (n=2) respondents had not responded to this question.

* When asked about the Home Economics centres which are obsolete in schools the respondents stated that nothing is being done. Principals

were not keen to re-introduce the subject and they were reluctant to allow adult learners to use the facilities. The equipment and utensils which were supplied by the government to such schools disappeared and centres are vandalised. The government seemed to have turned a blind eye to all that, more so because the choice of the curriculum is left to the discretion of individual schools, complained one of the respondents who expressed her dissatisfaction about the present situation.

***How often are adult centres paid a visit and why are the visits not as they are supposed to be?**

Subject advisors complained about being understaffed as they must take care of formal schools offering the subject, as well as adult centres. They also mentioned their transport problems. As a result visits to adult centres are not as regular as they supposed to be.

One subject advisor intimated that the present pool car system does not consider objectives and workload of other officials. Itineraries are drawn at the beginning of the year indicating places to be visited but due to few cars available, meant for a large number of people, most appointments made with adult centres are never honoured.

* Who pays adult educators?

All seven (n=7) respondents stated that the government paid adult educators.

* What criteria are followed in the appointment of adult educators?

All seven (n=7) respondents indicated that experience, knowledge of the subject and interest are mostly used as criteria to select and appoint adult educators. One respondent stated that there are very few educators who are qualified to teach adults, especially in Home Economics.

In-Service of adult educators?

To this question three(n=3) respondents answered. Two (n=2) said no in-service or workshop of any kind had been conducted and the third respondent stated that only one workshop was held, as far as she can remember , but she was unable to tell if that workshop was the only one held per annum and whether that only workshop was conducted in all adult centres in the North West.

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Curriculum Development?

According to the new curriculum 2005 there are talks about life long

learning. This means that adults and out-of-school youths, with very little formal education, can now benefit from the new system (Curriculum 2005, 1997:3). Curriculum 2005 dictates that programmes should give clear statements of what learners were supposed to achieve. Adult educators might not be sure about the kinds of skills that learners need to develop on adult education programmes. Therefore, the curriculum which indicates what learners should be able to do would help educators to be more precise about the progress of their learners and they will also use assessment in more positive ways.

Regarding the development of the curriculum for adult education in Home Economics, the three (n=3) who responded mentioned that there had been some new aspects incorporated in the syllabus in 1992. They stated that in the past adult learners relied heavily on commercial patterns which proved to be very expensive. Pattern drafting had been introduced. Adult learners are encouraged to design and draft their own patterns before making a garment. This was much cheaper than buying ready-to-use patterns.

One of the three (n=3) respondents went further to mention that even

the articles and garments that adult learners are expected to complete vary from one centre to the other. The syllabus is quite flexible. It allows learners to make any garment and be creative as long as all prescribed processes are incorporated into the garment or article.

* Any follow up after the adult learners have completed the course?

All respondents indicated that no formal follow up is done to establish what adult learners qualifying from this course are doing. Apparently some adult learners started their own businesses (self-employed) where they make different garment to sell, others get employment in clothes factories. All this information is obtained informally or casually from other learners who have kept contact with those who have completed the course.

SUMMARY

Questionnaires, observation and interviews are the methods used to obtain qualitative and quantitative data for this study. The response received from respondents was fairly good. Of the eighty (n=80) questionnaires sent out to adult learners sixty-three (n=63) were returned. This gives the researcher 78,8% response. All twelve (n=12) adult educators selected from twelve (n=12) adult centres selected

responded. This gives the researcher 100% response and seven (n=5) officials selected responded well. This also gives the researcher 100% response. The responses to questionnaires administered to adult learners and educators will be analysed in Chapter 4. This chapter gives analysis of the responses in relation to the planning and administration of adult education in Home Economics in the North West Province.

CHAPTER 4

4.1 ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of the research data collected through questionnaires, observation and interviews. The data collected reveals how the North West government plans and administers Home Economics in the adult education centres, with specific reference to training of adult educators, provision of necessary equipment and proper accommodation. Other issues will be highlighted, which have a bearing on the implementation of Home Economics in adult centres.

4.2 REVIEW OF RESPONDENTS

4.2.1 ADULT EDUCATORS

Twelve (n=12) adult educators from 12 adult centres in the four (n=4) districts were selected. A sample of the questionnaire sent to adult educators will be attached as Appendix A. The responses of adult educators were as follow:

TABLE 1: Academic qualification of adult educator

Stds 1-4	5-7	8-9	10+	Other...
0	0	3	9	0

Table 1 summarises the academic qualification of the adult educators.

Nine (n=9) adult educators have senior certificate (Std 10)The rest have gone up to Stds 8 or 9.

TABLE 2: Professional qualification of adult educators

HPTC/ PTC	HTC	Dressmaking	Other... UDE
4	2	7	3

Table 2 gives a summary of the professional qualification of the respondents. Nine (n=9) of them have either Higher Primary teachers' Certificate, Primary Teachers' Certificate or University Diploma in Education, and the rest (n=7) have Dressmaking and Design Certificate. Apparently four (n=4) respondents have both Teachers' Certificate and Home craft Certificate or Dressmaking Certificate. What is gratifying is that some of the adult educators have knowledge of the subject even if they may not have trained as adult educators.

TABLE 3: Training as teachers.

YES	7
NO	5

On the question of whether the educators have trained as teachers, it was clear that seven (n=7) of the respondents have crossed "yes" to show that they have trained as teachers. Five (n=5) have of them have not trained as

teachers. Although they trained as teachers/educators they are not skilled enough to teach adult. An adult educator must be well trained. He/she should be in a position to use various methods or approaches in order to succeed in imparting knowledge to adults and allow them to use their previous knowledge and experience for their own purpose. Adult educators should understand adults and should be aware that teaching adults is different from teaching in formal schools.

TABLE 4 : Training as adult educator.

YES	0
NO	12

Table 4 summarises whether the respondents have trained as adult educators. All the respondents (n=12) have not trained as adult educators. Being a teacher is not enough. For an educator to work with adults one should have appropriate training. As said earlier on in Chapter 2, adults behave differently from school going children.

TABLE 5: Formal employment for adult educators

Teacher	Seamstress	Self employed	Other..adult Ed.
5	1	4	2

Five (n=5) of the respondents are formally employed as teachers / educators during the day and do part time work at adult centres. One (n=1) adult

educators is employed as seamstress, four (n=4) are self employed. They also do part time job at the adult centres. The rest, i.e the last two (n=2) do not have any other employment except working as adult educators.

TABLE 6: Subjects taught at a formal school

Hist/Geo	H.E	Scie.	N/W	Other..Lan.
1	2	0	0	2

The table 6 above gives a summary of subjects taught by adult educators who are formally employed as teachers. The response was as follows: Of the five (n=5) educators one (n=1) I teaching History / Geography; two (n=2) are teaching Home Economics, which thing is relevant to what they are doing at their respective adult centres; and the last two (n=2) are doing languages. It would be an advantage if all educators who are involved in adult education could teach the same subject/s at their respective schools and adult centres. This would give them more confidence, they would gain more and find their work more interesting and fulfilling.

TABLE 7: Reason for not teaching Home Economics

No interest	Not offered	No facilities	Other....
0	2	1	0

This question was only relevant to the five (n=5) educators who are formally employed as teachers. Only three (n=3) of them are not teaching the subject and their reasons are that the subject is not offered or there are no facilities where they are employed. Two (n=2) of them are teaching the subject. As said earlier on it is advantageous to teach the same subject as at adult centre.

TABLE 8 : Whether Home Economics was one of the subjects at school.

YES	10
NO	2

The majority of adult educators did Home Economics as one of their subjects at school, i.e. ten (n=10).This is an indication that they had interest in the subject and might have realised its importance. Only two (n=2) have not done the subject. They too might have now discovered, in one way or another, that Home Economics is very important.

TABLE 9: Reason for choosing Home Economics at school.

Interest	Easy to do	Compelled	Limit	Scared	Other...
9	1	0	0	0	0

Ten (n=10) out the twelve (n=12) adult educators responded to this question.

Of the ten (n=10) adult educators who did Home Economics at school level, nine (n=9) had interest in the subject. They were neither compelled nor influenced, in any way, to choose the subject. Only one (n=1) was somehow informed that the subject was very easy. So she chose Home Economics as one of her subjects. There were none who were scared of other science subjects, compelled by anybody to choose it or who chose it because of limited choice of subjects. It is very important that a learner should be allowed to make his/her own choice of subjects because whatever decision one makes, will have an impact on one's future.

TABLE 10: Level of Home Economics at school.

Stds 5-7	8-9	10	Other..not done
3	0	7	2

The twelve (n=12) respondents answered as follows: Three (n=3) stated that they did Home Economics up to Std. 5-7, none did it at Stds. 8-9, six (n=6) went up to Std. 10 and the last three (n=3) have not done the subject at all. The majority of respondents have apparently shown interest in the subject from an early age. This might be a reason why they pursued the subject up to this level - adult education level.

TABLE 11: Involvement in adult education..

0-6mths	6-12	1-3yrs	4-6yrs	7-10yrs	11+yrs
0	0	2	5	4	1

To the question of how long the adult educators have been involved in adult education, the respondents showed that their involvement has been quite substantial. None of the respondents has less than a year of involvement. Two (n=2) of them have been involved from 1 to 3 years, five (n=5) between 4 and 6; four (n=4) between 7 and 10 ;and one (n=1) has been involved for 11+ years. This is an indication that adult educators do have interest in the subject. What they really need is to be in-serviced and be trained to handle their work with more confidence and competence.

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TABLE 12: Adult educators' attitude towards Home Economics.

	S.A	A	D	S.D.
Very important	9	3	0	0
Provides empowerment	10	2	0	0
Not necessary	0	0	0	12
Can be taught at home	0	0	1	11
Will improve quality of life	10	2	0	0
Waste of money and time	0	0	0	12

Table 12 above describes how the adult educators feel about Home economics. The respondents showed a general positive attitude towards the subject. They were expected to strongly agree, agree, disagree or strongly disagree with the listed options. Ten (n=10) of the respondents indicated that the subject is very important, it provides empowerment and definitely improve people's quality of life. If a subject does improve quality of life, which thing is desired by every developing country, it is very necessary that it should be given the support that it requires. The respondents (n=12) strongly disagree that Home Economics can be taught at home and that it is a waste of time and money. It is true that mothers can teach their daughters how to cook but they may not teach them about nutrition and how to prepare meals without losing nutrients or how to preserve as much nutrients as possible in order to lead a healthy life style. Most nutrients are lost during cooking and in the majority of cases people are malnourished not because they do not have food to eat but because of the wrong methods used in the preparation of their food.

TABLE 13: Attitude towards Home Economics in adult centres.

	S.A	A	D	S.D
Very important	10	2	0	0
Will empower adults	8	4	0	0
Not necessary	0	0	0	12
Waste of time	0	0	0	12
Improve quality of life	12	0	0	0
Other.....	0	0	0	0

All educators (n=12) strongly agree or agree with the idea of having Home Economics in adult centres. They certainly acknowledge and support the importance of the subject to individuals, families and the community. It is obvious that Home Economics can be used as a tool to empower the community and improve their quality of life in many different ways. All twelve (n=12) educators strongly disagree with the suggestion that Home Economics is a waste of time and that it is not necessary. In Chapter 2 the researcher quoted some literature to show the utilitarian, vocational and educational values of Home Economics.

TABLE 14: Reason for teaching Home Economics in adult centres.

	very much	much	little	no at all
Financial gain	9	1	2	0
Personal interest	9	3	0	0
Interest in community	4	5	2	1
Enjoy teaching H.E.	6	3	2	1
Other.....	0	0	0	0

In response to the question why adult educators have decided to teach Home Economics in adult centres they have difference of opinion. The responses are more towards the positive side. Some (n=9) indicated that they do it for financial gain. This is testimony to the fact that Home Economics, if implemented and supported well, can make people self-sufficient because learners can find self- employment by making clothes and selling them. Others (n=9) do it for personal interest. Six (n=6) were doing the course for enjoyment. Four (n=4) said they do it because they have interest in community development.

TABLE 15: Time when lessons are held.

10H00- 12H00	15H00- 17H00	17H00-19H00	Other... 8H00
4	1	8	1

Four adult educators were able to conduct lessons in the morning, i.e. from

10H00 to 12H00, one (n=1) was holding classes in the afternoon from 13H00 to 17H00. The majority of the adult educators (n=8) were having lessons late in the afternoon, from 17H00 to 19H00. That may be due to the fact that some of the educators were employed full time as teachers and others have to wait for adult learners who were also employed

TABLE 16: How often are lessons held ?

Once a week	0
Twice a week	2
Thrice a week	2
Everyday	8
Other.....	0

For the majority (n=8) lessons were conducted everyday, i.e. five working days. This gave them enough time to complete their work as required and even have more practice. Four (n=4) adult educators indicated that they were able to have lessons twice and thrice a week respectively.

TABLE 17: How often would you wish to have lessons?

Once a week	0
Twice a week	0
Thrice a week	0
Everyday	9
Other 4X a week	3

A general feeling is that lessons should be held everyday or at least four times per week. Nine (n=9) of the respondents would like to have lessons everyday, while three (n=3) would like to conduct lessons four times per week. It is obvious that the adult educators would like to spend more time at the centres in order to complete their work and thorough work. They will be in a position to produce confident learners who will face this ever changing technological world.

TABLE 18: Why is it not possible to hold lessons as often as you wish?

No proper facilities	4
Geographical situation of the centre	2
Irregular attendance	0
Problems with community leaders	0
Other..... Fulltime employment	5
Family responsibilities	3

To the question why respondents cannot hold lessons as they wish various reasons were listed. The results were as follow: Four (n=4) respondents indicated that lack of facilities hampers their intention, two (n=2) said the distance of the centres from where they stay was the reason, five (n=5) specified that they were full time employed elsewhere. Probably they needed to do some preparations for their full time classes. And the last group of three

(n=3) blame their family obligations/ responsibilities for not being able to conduct lessons as they wish.

TABLE 19: Factors that may limit successful learning adventures of adult learners.

	V. Much	much	little	not at all
Lack of equipment	7	1	0	4
Finance	12	0	0	0
Family influence	4	0	0	8
Community influence	0	0	0	12
Limited time	9	0	1	2
Distance of centre	8	2	1	1
Other.....	-	-	-	-

The table above gives the opinions of adult educators regarding what might be the factors that grossly limit the successful learning adventures of adult learners. The following factors were marked as the main reasons: lack of equipment, finance, time and distance of centres. Seven (n=7) respondents indicated that learners' learning adventures were affected very much by lack of equipment. It is true if no equipment is provided no work can be done with success. Learners, according to observation had to carry their own sewing machines to class and others who had no machines relied on those who brought theirs. All respondents (n=12) showed that finance was another

problem that hampered the success of adult learners very much.

Nine (n=9) and eight (n=8) adult educators blamed time and distance of the centres from the adult learners' homes as factors that have contributions towards their unsuccessful learning respectively. Apparently community influence and family influence had no effect on their learning endeavours except to only four (n=4) adult educators, who showed that to some learners their family responsibilities impacts their learning negatively.

TABLE 20: Factors affecting execution of your duty as adult educator.

	S. A	A	D	S. D
Learners not paying	8	1	2	1
Time	9	2	1	0
Learners not committed	0	0	0	12
Lack of equipment	7	1	0	4
Accommodation	6	2	0	4
Lack of support	8	2	2	0
Other.....				

The table above shows the difference of opinion in the factors that affect adult educators in the execution of their duty in adult centres. The following factors seemed to have a negative impact on the execution of their duty:- time (n=9), lack of equipment (n=7), accommodation (n=6), lack of support from the government (n=8) and the fact that learners do not pay their fees

(n=8). Very few adult educators have problems regarding the above factors. For instance, four (n=4) adult educators strongly disagree that accommodation and lack of equipment are impacting negatively on their work. These are probably adult educators whose centres are well equipped. In order for people to do their work to the best of their ability they must receive full support from the government by way of visitations, providing equipment and proper accommodation. There is no need to build new centres. Ordinary classrooms can be used but they should have enough furniture. Home Economics centres, which are left obsolete should be made available for adult education in Home Economics.

TABLE 21: How much support do you receive from subject advisory?

Excellent	0
Good	0
Poor	11
Very Poor	1
Other.....	0

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In answering the question of how much support the adult educators receive from subject advisory the adult educators indicated that the support was either poor or very poor. In fact eleven (n=11) adult educators crossed the option “poor” and one (n=1) indicated “very poor.” This corroborates the answer given by the co-ordinator and subject advisory that they do not pay

visit to adult centres as they are supposed to due lack of time, transport and that they are short staffed. The adult educators need the support of advisors where they are given advice, assistance and be kept informed about the changes and new trends. These visits will encourage both learners and educators.

TABLE 22: Who pays the adult educators?

Adult learners	0
Sponsors	0
Government	12
Other.....	0

All (n=12) adult educators are remunerated by the government. The adult educators did not have to wait for monthly contributions from adult learners.

4.2.2 ADULT LEARNERS

Questionnaires were sent to twelve (n=12) adult centres in the following districts: Molopo, Itsoseng, Lehurutshe and Ditsobotla. Eighty (n=80) questionnaires were sent out but only sixty three (n=63) were completed and returned. A sample of questionnaire sent to adult learners will be attached as appendix B. The responses from adult learners are presented below (Tables 23 - 33).

TABLE 23: Gender of adult learners.

Female	58
male	5

Only five (n=5) of the respondents were male adult learners while the rest (n=58) were female adult learners. This is, perhaps an indication that people's attitude towards Home Economics is gradually changing and they believe that it is "girls" only subject will soon be a thing of the past. South Africa needs every citizen to take an active part in the development of a country. Improvement of the quality of life should be an aim for every household. Men are also expected to take part. The role of women have changed. They have also entered the job market. It is, therefore, important that men take an active part in the homemaking process. They believe that "a woman's place is in the kitchen" does not hold any more. A woman's place is where she would like to make it.

TABLE 24: How long have you been attending adult classes?

0- 6mths	12mths	18mths	Other... 2yrs
20	16	15	12

The table above summarises the time the adult learners have been involved

in adult education. The sixty-three (n=63) respondents were at different stages working towards completion of the course. Apparently the duration of the course they were doing was 2 years. Only twelve (n=12) adult learners were doing their final year, fifteen (n=15) have been attending classes for 18 months, sixteen (N=16) were at 12 months and twenty (n=20) were beginners. This shows that adult learners were very keen to complete the course. The adult educators had to cope with learners at different stages. This may in a way retard progress, especially for the learners who are way ahead.

TABLE 25: Time at which lessons are attended:

10H00-13H00	14H00-17H00	17H00-19H00	Other...8H00
30	11	13	9

When answering a question about the time lessons were attended, the responses were as follow: Of the sixty-three adult learners thirty (n=30) were attending lessons at 10H00 to 13H00, Nine (n=9) adult learners attended at 8H00. Seemingly these are the people who were not employed and who hope to find employment after completion or who may start their own business. The rest, i.e. eleven (n=11) and thirteen (n=13) attended lessons at 14H00-17H00 and 17H00-19H00 respectively. These were those who were formally employed and those who had family responsibilities. It is gratifying to see people who are generally busy make time to attend Home Economics

lessons. They have probably realised the benefit of acquiring knowledge from Home Economics education.

TABLE 26: How often are lessons held?

Ev.Day	1/ week	2/week	4/week	Other...
50	0	0	13	0

The above table shows how often lessons were held at different centres. Fifty (n=50) adult learners indicated that lessons were held everyday, i.e five working days. For the last thirteen (n=13) adult learners lessons were held four times a week. It is important to have lessons as often as possible in order to maintain continuity and to enable learners to complete their work in time. They are also able to do a lot of work at the centre, especially those who do not have equipment of their own.

TABLE 27: How often would you like to attend lessons?

When asked how often they would like to attend lessons the responses were as follow:

Ev. Day	1/week	2/week	4/week	Other....
55	0	2	6	0

What is interesting is the majority of adult learners would like to spend their time at the adult centres. Fifty-five (n=55) of them would like to attend every day. This is an indication that adult learners are eager to learn and acquire more knowledge. Only eight would like to spend lesser time - two times or four times a week respectively.

TABLE 28: How often are you able to attend lessons?

Ev. Day	1/ week	2/week	4/week	Other....
41	0	6	16	0

When asked how often they were able to attend lessons the adult learners responded as follows: Forty-one (n=41) adult learners were able to attend every day when others were able to attend two times (n=6) and 4 times a week (n=16).

Adult learners were asked to furnish reasons why they cannot attend lessons as they desired. The table below gives a summary of their responses:

Family responsibilities	15
Employed	6
Would like to finish the work	5
No other work to do	17

Fifteen (n=15) of the adult learners who responded to this question had some

family responsibilities. The family members do also demand attention. Six (n=6) adult learners were employed and as a result they cannot attend classes every day. Five (n=5) and seventeen (n=17) of them respectively have apparently gave a reasons why they were able to attend classes regularly. They pointed out that they attended because they wanted to finish their work and that they did not have anything else to do. Not all adult learners responded to this question. Twenty (n=20) of them did not respond.

TABLE 29: Which of the following reasons have made you decide to attend Home Economics / Dressmaking lessons.

Keenness to make own clothes	48
Financial gain	38
Unemployment	48
Knowledge about nutrition	0
Improve quality of life	21
How to cook	0
Other.....	0

When asked to tell which of the reasons listed made them decide to attend Home Economics lessons adult learners gave more than one reason. The response served to proof that Home economics is one of the invaluable subjects that a developing country such as South Africa cannot do

without. According to the responses in the table above adult learners indicated that following factors prompted them to pursue Home Economics: keenness to make own clothes (n=48), financial gain (n=38), unemployment (n=48) and improvement of quality of life (n=21). Home Economics makes people employable. Adult learners believe with the knowledge acquired in Home Economics they can find employment in factories, hotels, etc. or they can be self-employed. They also believe that one's quality of life can be improved because one would be able to generate more income for the family- money that could be used to buy necessities for the family. Unfortunately none of the respondents crossed "knowledge of nutrition" and "how to cook" because none of the adult centres visited offered Food and Nutrition.

TABLE 30: How best would you describe the knowledge acquired from Home Economics.

Useless	Inadequate	Adequate	Very useful
0	0	63	63

All adult learners (n=63) indicated in their responses that the knowledge acquired from Home Economics is very useful and adequate. Table 29 above adult educators indicated why they decided to do Home Economics. This table confirms that Home Economics is a very important subject.

TABLE 31: How best would you use knowledge acquired from Home Economics?

	S.A	A	D	S.D
Self employment	44	15	4	0
Marketability	35	25	2	1
Empowerment	56	7	0	0
Cannot use	0	0	17	46
Improvement: quality of life	49	14	0	0

Regarding how best the knowledge acquired from Home Economics can be used the response summarised in table 31 above was as follows: the adult learners strongly agree or agree that the knowledge will equip them to be self employed (n=44) (n=14) respectively, will render them marketable (n=35) (N=25), they will be empowered (n=56) (n=7) and will improve their quality of life (n=49) (n=14) respectively. The responses were quite positive. All respondents (n=17) and (n=46) disagreed and strongly disagreed that Home Economics cannot be used. Adult learners were aware of the value of the subject in their life as individuals, in the community and the nation.

TABLE 32: Factors affecting adult learners' learning adventures.

	V.much	much	little	not at all
Low remuneration(educators)	2	7	33	16
Accommodation	32	13	1	5
Lack of equipment	49	3	1	10
Lack of family support	4	3	6	50
Lack of community support	0	2	4	57
Distance from centre	30	21	3	9
Lack of leader support	1	0	0	62
Lack of money	57	2	4	0
Traditional beliefs	0	0	0	63
Attitude of educators	21	4	13	25
Other	0	0	0	0

Table 32 above gives a wide difference of opinion regarding the factors that affected adult learners' learning endeavours. The following factors affected their learning very much or much: Accommodation- thirteen (n=13) were affected much while thirty-two (n=32) were affected very much. Equipment (n=49) and three (n=3) otherwise eleven were either affected little (n=1) or not at all (n=10). Distance from centres: thirty (n= 30) had apparently to walk a long distance to the centres. Lack of money - that was a general problem

which affected the majority of the learners (n=57), only a few(n=4) had little problem as far as money was concerned.

Concerning other factors such as: Lack of support from community leaders, family and traditional beliefs had no or little effect on the adult's learning adventures. This shows that the families, communities and leaders where the adult learners came from had a positive attitude towards education and the implementation of Home Economics in adult centres. Whereas the majority of adult learners felt that their families, community and leaders gave them support they need, there was a very small number who felt that they were not given enough support. For instance four (n=4) adult learners felt their families were not supporting them, one (n=1) indicated no support from community leader. Regarding the question of attitude of educators to learners twenty-one (n=21) learners felt a negative attitude from educators, twenty-five (n=25) had no problem with that, thirteen (n=13) learners indicated that the attitude had little effect. The question of attitude might have emanated from the fact that adult educators were not trained as adult educators. It is important to know that adult do not behave the same way as school children. Adult learners come with a whole lot of experience that must be considered. Van Dyk, et.al(1997:220) quoting Lessing (1982:115) suggests that a special attention needs to be given to introductory activities which help

adult learners to “unfreeze”.He further states that this will “help adults to look at themselves more objectively and free their minds of misconceptions”. Adult educators must encourage adult learners to come with all the experience and help them to refine all what they come with and adjust.The adult educator, according to Van Dyk, et.al (1997:216) must be the facilitator of the learning rather than the primary resource; he or she is also the designer and manager of the learning and teaching situation.He or she must remember that adult learners manage their own life and consider themselves to be independent.The adult educator needs training in order to facilitate learning and establish a climate conducive to adult learning.

CONCLUSION.

From the research conducted and findings above it became very clear that the government does not give enough support to adult centres. Support can come in form of visits by subject advisors and co-ordinators to give guidance, advice and keep adult educators informed about the new developments and changes in the curriculum; provision of equipment and proper accommodation; payment of educators; and the development of the curriculum to address the needs of community.According to the research the government does remunerate adult educators. Therefore, part of the hypothesis related to support is rejected. However, all other forms of support still stand; except in one centre visited where adequate support is given by

the government. The centre is well equipped - there are enough sewing machines for every adult learner, there are cutting tables, ironing equipment, etc. Supervision by adult educators is made easy in the sense that they are able to give individual attention. Adult learners are also able to complete their projects in time because they do not have to wait for any length of time to gain access to the equipment. In centres where adult learners have to carry their own equipment to class there problems. Some learners rely on those who have sewing machines. This simply means, if those learners who have sewing machines should stay away from classes, there will not be any work done for the day. This is very discouraging for the learners who come from a poor financial background.

It was also revealed that educators appointed at adult centres are not trained as adult educators and that most of them acquired Home Economics education during their formal school days. However, the experience gained during their involvement in adult education stood them in good stead. To some extent lack of training as adult educators has a negative impact on the learning endeavours of adult learner. According to the analysis of the data in this chapter some adult learners indicated that they felt a negative attitude of the educators. This attitude may stem from lack training; since educators might not know how to deal or cope intelligently with all the many

challenges which adult learners present. It was realised that the same educators who teach in formal schools are used to teach at adult centres. They come with the same materials, methodologies, etc. used during the day to teach adult learners. Without proper training an adult educator may not know how adult learners behave and that they come with a whole lot of experiences and all these should be considered. According to McKay and Northedge (1995:33) learners will be motivated to learn because their prior learning will be accredited.

After the analysis of the data collected it is evident that adult learners need support in order to succeed in their learning adventures. While the adult learners and educators agree that Home Economics is very important for its utilitarian, educational and vocational value, something must be done to have it implemented and sustained. The next chapter, therefore, concludes the study and makes some recommendations as to how the North West government could plan and administer non-formal education in Home Economics.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter brings this study to a close and seeks to present a short summary of the research results. Most fundamental problems have been identified and recommendations will follow. These recommendations will hopefully draw the attention of policy-makers to issues, that are vital not only to adult education but also to the very life of the people of South Africa, related to the planning and administration of Home Economics programme in adult education, with specific reference to training and appointment of adult educators, provision of equipment and proper accommodation.

5.2 SUMMARY

Chapter One discussed or presented the statement of the problem, the hypotheses, the purpose of the study and strategies employed to collect data and definition of terms used in the study. Chapter Two reviewed relevant literature and discussed the importance in schools and at non-formal adult education. The literature reviewed draws attention to the

needs of the adult learners and what could be done to ensure that the best interest of adult learners are provided for. Challenges and problems that adult learners may be faced with in their learning endeavours have been described with the hope that it would provide a frame of reference, should it be necessary to have the curriculum evaluated or reviewed. The curriculum needs to be adjusted to meet the demands that the technological changes, unemployment and poverty place on people. Training and appointment of adult learners are highlighted. This is another area that should be given adequate attention by North West Province if worthwhile progress is to be made. Other issues of concern that emerged during the literature review are: provision of equipment, accommodation, and finance. It is absolutely important, if projects of this nature are to register any success, that the government should make the equipment, accommodation and finance available.

Chapter Three described strategies used to collect information; namely Questionnaires, interviews and observation. All questions asked had a bearing on how the North West government plans and administers Home Economics in adult centres.

Chapter Four presented and analysed the information collected. What emerged from the analysis was that the government does not give enough support to adult centres offering Home Economics. The support that is expected from the government is in the form of provision of basic equipment, accommodation, appointment of qualified educators, making transport available to enable educators to visit adult centres regularly and to review the curriculum from time to time. It was noted that Home Economics is an invaluable subject that makes people acquire skills that enable them to earn extra income for their families, skills that make them self-reliant, job-creators not just job-seekers.

5.3 RECOMMENDATIONS



Recommendations emanating from the research and the present situation, regarding the implementation of Home Economics in the North West Province, will be made. These will hopefully sensitise the government about the importance of Home Economics, as a study that promotes quality of life of an individual, the family and eventually contributes to the national development. Home Economics will not only improve people's chances of being employed or self-employed

but it has the potential to promote mental skills, to empower people to make informed decisions and it has also capabilities for making the future of poverty-stricken people hopeful and humane and raise their dignity. For a country to continue to impact strongly on development, to prosper for generations to come , the country needs to seize every opportunity to make concerted effort to develop its resources, especially human resources which will take the people powerfully and confidently into the future.

The recommendations based on the hypotheses are as follow:

5.3.1 CURRICULUM SUPPORT FROM THE PROVINCIAL GOVERNMENT TO IMPROVE THE QUALITY OF LIFE OF THE PEOPLE.

5.3.1.1 In order to reduce unemployment and ensure a certain and steady development, the government should reinforce the introduction or implementation of Home Economics in adult centres. Home Economics has proven to be a powerful tool that adult learners and everybody involved can use to fight off or alleviate poverty, ignorance and absolute dependence on the government grants. Once acquired one can make a meaningful and positive contribution to own life. This will not only benefit the individual but will benefit their families, the

community and the nation as a whole. A nation of working, enlightened citizens will be created, people who will contribute to the economy of the country by paying income- and sales taxes, people who will not rely heavily on government grants and allowances. The introduction of Home Economics in schools or making it compulsory will eliminate the need to have to provide it later in their lives.

5.3.1.2 One other issue that became apparent during the discussion was the question of curriculum for adult learners in Home Economics. Some courses very often focus on particular areas of skill deficiencies and do not always cover all the knowledge or information required to develop individuals holistically. They do not always include skills that may be used to alleviate poverty and help with solutions to problems that adults encounter in their day-to-day activities. The curriculum needs a review to make it relevant, functional and up-to-date with the current trends and should be skill-oriented. Such revision should take into consideration the inclusion of components such as Food and Nutrition, Consumerism, Family studies, Home management, Housing, Entrepreneurship, etc. This will help Home Economics to renew and strengthen its purpose as a discipline and a profession with an impact on families. (Maidment G.1997:62) In most

cases malnutrition is not as a result of lack of food but due to lack of knowledge about nutrition, food storage and preservation, food selection, etc.

5.3.1.3 Further more, adequate equipment and proper accommodation should be provided in adult centres. Utilisation of physical facilities at schools, especially Home Economics centres which are obsolete, could extend beyond formal schooling to presentation of non-formal education programmes thereby making greater use of these existing facilities avoiding further expenses of having to build new centres specifically for adult education. Courses such as Home Economics require initial financial assistance in terms of purchasing equipment and materials; and fees.

5.3.1.4 A support system for further reference and guidance should be put in place during the course and on completion of the course. The government should provide adequate transport to enable subject advisory section to provide effective supervision, support, monitoring and assistance to adult educators. In-service training is of utmost importance for serving educators so that they keep up to date with new changes in the curriculum and they are exposed to new information

regarding various fashion trends and wide range of occupations learners can choose from.

5.3.1.5 Finally, Non-Governmental organisations , the government together with all concerned with community development should be drawn in to plan, implement , support and sustain this aspect of education, with particular emphasis on the needs of the community for which the programme is meant. The challenges of the technologically developing country is to empower citizens of the every country so that they have a positive influence on the factors which directly affect their own life and the lives of others. Ability to earn income and having access to education develop and strengthen self-esteem which will enable people to reach self-empowerment. It is difficult to make informed decision or survive in one's environment without adequate information. Home Economics opens up quite a number of opportunities for learners but lack of knowledge limit choices. It is , therefore very important to introduce courses that will empower people and make them face the future with confidence. Unless people are developed any other investment is futile

5.3.2 TRAINING OF EDUCATORS AND IN-SERVICE

TRAINING FOR SUCCESSFUL LEARNING ENDEAVOURS OF ADULT LEARNERS.

5.3.2.1 The way adult educators are trained in tertiary institutions needs to be revisited. Perhaps it may be essential that the curriculum for educator training be reviewed so that a section on adult education should form part of or be incorporated into the curriculum to equip educator with skills to deal with adult learners, not only with learners in formal schools. Van Dyk, et al. (1997:214) also concede that an adult educator should know how adults behave and that adult learners need to be provided with an opportunity by which they can assess their own level of competence, their needs and fill up the gaps that exist in their present knowledge, skills and experience. Moletsane and Braimoh (1995: 46) also recommend that “ the methods for training teachers must be changed so that they are more exposed to the acquisition of relevant skills that could enable them to cope with the requirements of the current development in the new South Africa.”

5.3.2.2. In most developing countries women are still considered as subordinates and inferior to men. These days women occupy top posts and enter men dominated areas and they do just as well , if not better,

as men. In order for women to contribute meaningfully to the structures affecting development, they should be given the opportunity to upgrade themselves through functional education where they will acquire relevant skills. The only way that can make people agents of their own development is through relevant education. Bophuthatswana Commission Report (1978:72) supports this thus: "...the world we live in is so characterised by change affecting our way of life and our manner of making a living, that further education has become a necessity if we are to cope with the changing circumstances of this world. Social changes demand new attitudes, industrial developments demand new technological skills, scientific discoveries make our old knowledge out-of-date and of little value."

As stated earlier in previous chapters Home Economics supports the goals and objectives of community development. Home economists are equipped to handle roles as planners, educators, advisors, trainers and organisers. They have the potential to contribute a great deal towards the development of women in the rural areas. If they are afforded that opportunity and given support they can play a meaningful role with regard to alleviating or relieving poverty in South Africa.

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QUESTIONNAIRE FOR ADULT EDUCATORS

How to complete the questionnaire.

A . Please,cross one response to each question unless otherwise specified. Leave blank any question that does not apply to you.

B. Do not write your name on the questionnaire.

C. All answers provided will be highly confidential.

SECTION A.

PERSONAL INFORMATION.

1. Highest academic qualification:

- 1.1 Std 1 - 4
- 1.2 " 5 - 7
- 1.3 " 7 - 9
- 1.4 " 10
- 1.5 Other. Specify.....

2. State your professional qualification:

- 2.1 HPTC / PTC
- 2.2 Diploma in H.E.
- 2.3 Homecraft teachers' Certificate
- 2.4 Dressmaking certificate/ diploma
- 2.5 Other . Specify

SECTION B.

SCHOOLING AND WORK EXPERIENCE

3. Are you trained as a teacher?

- 3.1 Yes
- 3.2 No

If YES, please specify college and year.....

4. Are you trained as an adult educator?

- 4.1 Yes
- 4.2 No

If YES , please specify institution and year.....



5. Type of work where formally employed:

- 5.1 Teacher
- 5.2 Seamstress
- 5.3 Self - employed
- 5.4 Other. Specify

6. Indicate the subject you are handling as a teacher:

- 6.1 History/ geography
- 6.2 Home Economics
- 6.3 Sciences
- 6.4 Needlework and clothing
- 6.5 Languages
- 6.6 Other. Specify.....

7. If you are not teaching Home Economics, state a reason why:

- 7.1 Not interested
- 7.2 Not offered at school
- 7.3 No facilities
- 7.4 Other. Specify.....

8. Did you do H.E as one of your subjects at school?

- 8.1 Yes
- 8.2 No

9. If YES, cross a statement which agrees with your reason for having chosen H.E as one of your subjects:

- 9.1 Personal interest
- 9.2 Limited choice of subjects
- 9.3 Scared of other science subjects
- 9.4 Informed it was the easiest
- 9.5 Compelled by teachers
- 9.6 Other. Specify.....

10. Up what level did you do H.E at school?

- 10.1 Std 5- 7
- 10.2 " 8 - 9
- 10.3 " 10
- 10.4 Other. Specify.....

11. For how long you been involved in adult education as an educator?

- 11.1 0 - 6 months
- 11.2 6 -12 "
- 11.3 1 - 3 years
- 11.4 4 - 6 "
- 11.5 7 - 10 years
- 11.6 11 years and above

12. How do you rate your attitude towards the teaching of H.E in schools?

- 12.1 Very important
- 12.2 Provides empowerment
- 12.3 Not necessary
- 12.4 It can be taught at home
- 12.5 Will improve quality of life
- 12.6 Waste of money and time
- 12.7 Other . Specify.....

	v. much	much	little	not at all

13. How would you rate your attitude towards the teaching of H.E in adult centres?

- 13.1 Very important
- 13.2 Will empower learners
- 13.3 Not necessary
- 13.4 Waste of time and money
- 13.5 Will improve quality of life
- 13.6 Other. Specify.....

	Strongly agree	Agree	Disagree	Strongly Disagree

14. How would you rate the reason why you decided to teach H.E at adult centre?

- 14.1 Financial gain
- 14.2 Personal interest
- 14.3 Interest in community development
- 14.4 Enjoy teaching the subject
- 14.5 Other . Specify.....

	v. much	much	little	not at all

20. How do the following factors affect execution of your duty as adult educator?

	Strongly Agree	Agree	Disagree	Strongly Disagree
20.1 Learners not paying fees				
20.2 Time				
20.3 Learners not committed				
20.4 Lack of equipment				
20.5 Experience to work with adults				
20.6 Accommodation				
20.7 Absenteism of adult learners				
20.8 Other. Specify.....				

21. How much support do you receive from the co-ordinator/ subject adviser?

21.1 Excellent	
21.2 Good	
21.3 Poor	
21.4 Very poor	
21.5 Other. Specify.....	

22. Who pays adult educators?

22.1 Monthly contribution from learners	
22.2 Government	
22.3 Sponsors	
22.4 Other. Specify.....	

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE !!!!!!!!

QUESTIONNAIRE FOR ADULT LEARNERS

- A. Please, cross one response unless otherwise specified. Leave blank any question which does not apply to.
- B. Do not write your name.
- C. All information will be kept confidential.

1. Gender

FEMALE	<input type="checkbox"/>
MALE	<input type="checkbox"/>

2. For how long have you been attending adult classes?

0 - 6 mths	<input type="checkbox"/>
12 months	<input type="checkbox"/>
18 months	<input type="checkbox"/>
Other. Specify.....	<input type="checkbox"/>

3. During what time are you able to attend adult lessons?

10H00 - 12H00	<input type="checkbox"/>
15H00 - 17H00	<input type="checkbox"/>
17H00 - 19H00	<input type="checkbox"/>
Other, Specify	<input type="checkbox"/>

4. How often are adult lessons held?

Every day	
Once a week	
Twice a week	
4 X a week	
Other. Specify	

5. How often would you like to attend classes?

Every day	
Once a week	
Twice a week	
4X a week	
Other. Specify.....	

6. How often are you able to attend classes?

Every day	
once a week	
Twice a week	
4 X a week	
Other. Specify.....	

Give reason for your response.....

7. Which of the following reasons made you decide to attend Home Economics / Dressmaking lessons.

Keeness to make own clothes	
Financial gain	
Unemployment	
Knowledge about nutrition	
Improvement of quality of life	
How to cook	
Other. Specify	

8. How best do the following describe knowledge acquired from Home Economics lessons?

Useless	
Inadequate	
Adequate	
Very useful	
Other. Specify.....	

NWU
LIBRARY

9. How best would you use knowledge acquired from Home Economics?

	Strongly Disagree	Disagree	Strongly Agree	Agree
Self employment				
Marketability				
Empowerment				
Improving living standards				
Other. Specify.....				

10.State to what extent do the following factors affect your learning adventures?

	v. much	much	little	not at all
Low remuneration - educators				
Accommodation for lessons				
Lack of equipment				
Lack of support from family				
Lack of support - community				
Distance of venue				
Lack of support from leaders				
Lack of money				
Traditional beliefs				
Attitude of educators				
Other. Specify.....				

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!!!!!!!!!!!!!!!!!!!!

DIPOTSO GO BAITHUTI BA BAGODI

Araba jaana:

- A. Tshwaya ka sefapaano (X) karabo e le nngwe fela. Fa potso e sa go ame , o se ka wa e araba .
- B. O se kwale leina la gago.
- C. Dikarabo tsotlhe ke khupamarama.

1 Bong:

1.1 Rre

1.2 Mme

2. Ke nako e kae o tsena sekolo sa bagolo?

2.1 0 - 6 dikgwedi

2.2 6 - 12 "

2.3 1 - 2 dingwaga

2.4 Tse dingwe. Bolela.....

3. O kgona go tsena sekolo ka nako e fe?

3.1 10H00 - 12H00

3.2 15H00 - 17H00

3.3 17H00 -19H00

3.4 E nngwe. Bolela.....

4. Dithuto tsa bagodi di tsena ga kae?

4.1 Letsatsi le letsatsi

4.2 Gangwe mo bekeng

4.3 Gabedi mo bekeng

4.4 Gane mo bekeng

4.5 Nako e nngwe. Bolela.....

5. O ka rata go tsenela dithuto ga kae?

5.1 Letsatsi le letsatsi

5.2 Gangwe mo bekeng

5.3 Gabedi mo bekeng

5.4 Gane mo bekeng

5.5 Nako enngwe. Bolela.....

6. O kgona go tsenela dithuto ga kae?

8.1 Letsatsi le letsatsi

8.2 Gangwe mo bekeng

8.3 Gabedi mo bekeng

8.4 Gane mo bekeng

8.5 Nako nngwe. Bolela.....

Ntsha lebaka.....
.....

7. Bontsha gore mabaka a a latelang a dirile go le kae gore o tsenele dithuto tse:-

7.1 Go rata go ithokela

7.2 Go oketsa letlole la lelapa

7.3 Go tlhoka tiro

7.4 Kitso ka ga phepo e e siameng

7.5 Go tlabelola botshelo jwa lelapa la me

7.6 Go rata go apaya

7.7 Tse dingwe. Bolela.....

8. Bontsha gore kitso e o e amogelang mo dithutong tse e botlhokwa go le kae:

8.1 Ga e na mosola

8.2 Ga e a lekana

8.3 E siame

8.4 E mosola thata

8.5 Sengwe. Tlhalosa.....

9. O ka dirisa thuto e o e amogetseng mo dithutong tsa Home Economics jang?

9.1 Kgwebo ya me

9.2 Go bona tiro

9.3 Go ikoketsa

9.4 Go tlabelola lelapa

9.5 Tse dingwe. Tlhalosa.....

INTERVIEW - DIRECTOR / CO=ORDINATOR

1 Attitude towards H.E in schools and adult centres

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2. The future of H.E in schools.....

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3. Curriculum 2005 -- Amongst the 9 learning areas , where does H .E fall?

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4. How much support does the government give to adult centres ,esp. those offering H.E ?

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5. What is the government doing about H.E centres which are obsolete in schools?

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6. How often do you pay visits to adult centres?

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7. Why are your visits not as often as desired ?

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8. Who pays adult educators?

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9. Appointment of adult educators - criteria used for selection.

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10. Is the selection based on experience, qualification , etc.

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11. In-service of adult educators- How often is it done?

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12. Curriculum development?

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13. Follow-up --- to find out what the learners qualifying from this course are doing?
Self - employed or formally employed ?

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University of North West
Private Bag X2046
MMABATHO
28 MARCH 1999

The Director
ABET
North west Province
Dept. Of Education

Dear Sir

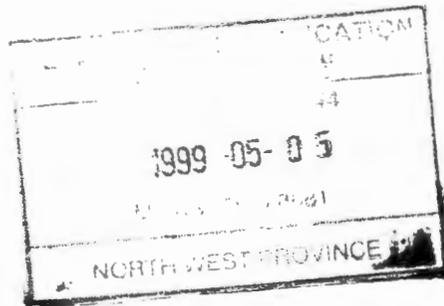
RESEARCH ON ADULT EDUCATION IN HOME ECONOMICS

This research seeks to establish how North West government plans and administers adult education in the province.

I humbly request permission to conduct this research in Molopo, Lehurutshe and Ditsobotla adult centres. The study will focus on factors that may hinder the implementation of Home Economics programmes in adult centres. The study hopes to make recommendations to policy makers to consider encouraging Home Economics in schools and perhaps even making it a compulsory subject that may help in the attainment of the objectives of Reconstruction and Development Programme (RDP).

Thank you.


SM SEFOTLHELO.



Permission granted
[Signature]
05/05/99