FACTORS THAT INFLUENCE THE TREND OF STUDENT ENROLMENT IN HOME SCIENCE IN NAIROBI SECONDARY SCHOOLS.

BY

MARTHA NYANGI

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN HOME ECONOMICS AT KENYATTA UNIVERSITY.
DECLARATION

This Thesis is my original work and has not been presented for a degree in any other University.

MARTHA NYANGI

This Thesis has been submitted for examination with our approval as University Supervisors.

DR. J. GITOBU
CHAIRMAN: DEPARTMENT OF HOME ECONOMICS KENYATTA UNIVERSITY

PROF. A. SIGOT
HEAD: DEPARTMENT OF HOME SCIENCE AND TECHNOLOGY MASENO UNIVERSITY COLLEGE
DEDICATION

To my Parents

whom I owe a lot in life.
**TABLE OF CONTENTS**

List of Tables ........................................................................... vii.

Acknowledgements .................................................................. x.

Abstract ................................................................................... xii.

CHAPTER ONE: INTRODUCTION 1.

Background Information .......................................................... 2.

Statement of the Problem ......................................................... 10.

Purpose of the Study ............................................................... 12.

Objectives of the Study ........................................................... 12.

Research Questions ................................................................... 13.

Significance of the Study ........................................................... 14.

Limitations of the Study .......................................................... 15.

Definition of the Terms ............................................................ 16.

CHAPTER TWO: LITERATURE REVIEW 19.

Historical Background of Home Science Education in Kenya ................................................................. 19.

The Home Science Curriculum ................................................ 21.

Attitude Towards Home Science Education ............................ 28.
Summary of Reviewed Literature ______________________________________33.

CHAPTER THREE: METHODOLOGY

Description of Research Design ______________________________________34.
Sample Selection ________________________________________________35.
Instruments for Data Collection ______________________________________37.
Data Collection Procedures _________________________________________39.
Measurements of Variables _________________________________________41.
Data Analysis Procedure __________________________________________43.

CHAPTER FOUR: FINDINGS AND DISCUSSION

Introduction ______________________________________________________44.
Information from students __________________________________________45.
Background characteristics of the students _________________________45.
Socio-economic status of the parents _________________________________47.
Presence of family member who is a Home Economist _____________52.
Effect of mother's training _________________________________________54.
Factors contributing to students choice of Home Science subject __________56.
Level of difficulty in Home Science subject _________________________59.
Usefulness of the subject __________________________________________63.
Freedom to choose Home Science subject ___________________________64.
Reasons for choosing Home Science subject _________________________65.
Reasons for not choosing Home Science subject ______ 67.
Attitude of Students Towards Home Science Subject ______ 110.
Information from Home Science Teachers _______ 75.
Demographic and General Characteristics
of the Teachers__________________________________________ 75.
Criteria for Selecting Home Science Students ______ 78.
Presence of Home Science Laboratory in School ______ 79.
Revision of Home Science Syllabus _________________________ 80.
Factors that Influence Student’s choice of
Home Science subject___________________________________ 82.
Attitude of Teachers towards Home Science subject ___ 82.
Supplementary Information from the Headteachers _____ 87.
Trend of Student Enrolment in Ten Secondary schools _ 91.
General Trend of Student Enrolment in Home Science
in the Schools Studied ___________________________________ 97.
Summary ___________________________________________________ 98.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS ______________________________________ 101.
Summary ___________________________________________________ 101.
Conclusions ___________________________________________________ 109.
Recommendations ____________________________________________ 111.
Bibliography __________________________________________________ 121.
APPENDICES

Appendix A  Questionnaire for Students  119.
Appendix B  Questionnaire for Home Science Teachers  129.
Appendix C  Questionnaire for Headteachers  137.
Appendix D  Schools in the Sample  140.
Appendix E  Letter thanking the respondents  141.

LIST OF TABLES

1. Sex of Students  46.
2. Age of students  47.
4. Children in the Family  49.
5. Distribution of number of children in the family by students taking and not taking home science  50.
6. Parents' highest level of Education  51.
7. Distribution of mothers' education level by students taking and not taking Home Science  52.
8. Distribution of family member in home economics and choice of home science subject  53.
9. Distribution of Mothers with Home Economics Training ......................................................... 54

10. Distribution of mothers' training in an area of home economics by students taking and not taking home science .......................................................... 55.

11. Rank Order ratings of factors influencing choice of home science subject among boys and girls____ 57.

12. Distribution of sex by level of difficulty in home science subject .............................................. 60.

13. Distribution of level of difficulty by students taking and not taking home science subject____ 60.

14. Distribution of sex by influence of easiness of the subject......................................................... 61.

15. Difficult Areas of Home Economics as perceived by students ...................................................... 63

16. Usefulness of Home Science Subject .......................................................... 64

17. Students Freedom to Choose Home Science Subject__ 66

18. Rank Order ratings on reasons for choosing home science subject ............................................. 66

19. Rank Order ratings on reasons for not choosing home science subject ...................................... 68.

20. Attitude of students towards Home Science subject ..................................................................... 73.
21. Age of Teachers ___________________________ 75

22. Teachers Marital Status _______________________________ 76.

23. Teachers Education Background ___________________________ 77

24. Teaching Experience ________________________________ 78

25. Presence of Home Science Laboratory ___________ 80

26. Rank Order ratings of areas of Home Science
    that require revision_______________________________ 81

27. Attitude of teachers towards Home Science
    subject__________________________________________ 86.

28. Trend of Students enrolment in Home Science in

29. Trend of Students Enrolment in home science in
    Mixed Secondary schools from 1984 - 1991. ______ 96

30. Trend of Students Enrolment in home science in
    Boys Secondary Schools from 1984 - 1991 _______ 97

31. Trend of student enrolment in Home Science
    in ten secondary schools from 1984-1991 _______ 98.
ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to various institutions and individuals whose support and encouragement enabled me to complete this study. It would be difficult to mention all of them by name but the following deserve special mention.

First I am particularly indebted to my supervisors: Dr. J Gitobu, chairman of Home Economics Department and Prof. L.A. Sigot for their effective guidance and advice throughout all the stages of my research. My gratitude also goes to Dr. O. Mugenda for her helpful suggestions on the design of the study and data analysis.

Second, I am grateful to Kenyatta University for granting me the scholarship and all heads of schools, Home Science teachers and students who participated in this study.

Third, I wish to acknowledge my husband, Nyangi and our children: Kathure, Kagwiria and Kinoti for their love, support and encouragement throughout my study. Many thanks are also due to my mother, brothers, sisters and friends for their moral support.
Lastly, I wish to thank Mr. David M. Nyameino for all the computer assistance and Mr. A.D. Bojana for his editorial contribution.
The study was a survey research which was conducted to determine the factors that influence student enrolment in home science. The objectives of the study were: (1) To determine the parents' socio-economic factors that influence student choice of home science subject. (2) To identify the factors that influence the choice of home science subject among boys and girls. (3) To identify the attitude of students and teachers towards home science and how these subsequently influence student enrolment in the subject. (4) To find out the criteria used in the schools for selecting home science students. (5) To examine the trend of student enrolment in home science in the previous system of education and the 8-4-4 system of education from 1984-1991.

The data used in the study were collected using questionnaires for the secondary school students and home science teachers in the same schools. An interview schedule was used to obtain supplementary information from the headteachers. These were administered by the researcher to
a sample of 380 students, 20 teachers and 7 headteachers. The data were analysed by use of frequencies, percentages and chi-square tests. The results of the significant values of the chi-square analysis showed that more of the students taking and not taking home science subject perceived the subject to be easy. The other results of the chi-square analysis showed no significant relationship between socio-economic factors and student's choice of home science subject.

In reference to the factors that influence student's choice of home science subject, the following were indicated; good examination results, personal liking of the subject, promise of future career opportunities, own interest, parents, career teacher, home science teacher and home science providing a foundation for good family life.

The factors that deterred the students from choosing home science subject were lack of interest, the subject being too involving in theory and acquisition of practical skills, inadequate facilities, lack of interest among home
science teachers and teachers unqualified to teach the subject. The results also revealed that most schools did not have a set criterion for selecting home science students. Most teachers did not consider the subject an important one and did not have the necessary knowledge to teach it adequately.

The results further showed that the attitude of students and teachers towards the subject is positive, and student enrolment in home science subject is not consistent while the trend is on the decline. Therefore some measures need to be taken to improve the level of student enrollment in the home science subject. This could be done by encouraging both male and female students to join the profession at all levels of the educational system.
CHAPTER ONE.

INTRODUCTION

Home Economics is a family oriented area of study which attempts to help the individual realise and solve family problems as well as adapt more easily to the changing conditions in the home, community and society as a whole. It has undergone various stages of development in history. This implies that it has witnessed tremendous changes and growth. The changes that have occurred are seen in programmes at all levels of our education system. The programmes have become more specialized and geared towards serving the needs of the wider community focusing on issues beyond home-making.

In Kenya, the current emphasis in Home Economics is that of promoting self-reliance. This is education for living in a situation where economic survival is crucial. Home Economics should satisfy the current needs of the society and at the same time, identify with other professionals in the rest of the world. Global network promotes understanding of others in the profession and factors that influence its growth.
BACKGROUND INFORMATION

Home Economics was started at different times in Britain and North America and made rapid growth during the twentieth century. This made it possible for Home Economics programmes to be started in African countries which were British Colonies. The early leaders in the Home Economics movement laid a firm foundation on which it has developed and prospered.

Before the arrival of the Europeans in Kenya, traditional education that existed played an important part in the lives of the Africans. The traditional education was informal in nature and consisted of skills, knowledge, principles, attitudes and practices which were handed down from one generation to another. It aimed at assisting children to fit in their own society and taught them love of and respect for their families, clans, tribes, religions and traditions (Raju, 1973). That aspect of life was also important in people's social structures, families and homes.

The art of family living was one of the main areas of this traditional education and it was specifically taught by women. Young women and girls were taught by older women how to care and look after their families. This art of family living, has in modern times been referred to as
domestic science, home science or home economics.

Home Economics programmes in Kenya were started at the beginning of the 20th Century, initially through the Church Missionary institutions. Most girls secondary schools where home science courses were introduced were first built on the mission ground, (Sheffield 1964). Later on, Home Economics programmes were administered by the government through the Department of Education, Community Development, Agriculture and Health. Today, the name "Home Science" is used to mean Home Economics subjects or programmes.

The Jeans School, which started at Kabete in 1925 instructed women in health and sanitation, child care and other aspects in general Home Economics, (Sheffield, 1964). Here women were trained alongside their husbands but only in home science since the subject was only seen as a female domain. This was an attitude that had already been implanted in people's minds. Initially, home science was introduced as domestic science and became part of the school curriculum in the country. It was referred to as Science Applied to the Home and Study of the Food Value. The first general courses to be considered were cookery, needlework, child care, first aid, housewifery and
nutrition (Wandera, 1967).

In the late sixties, every effort was made to promote the teaching of domestic science in elementary schools. However, lack of finances, suitable facilities and equipment, large number of students in a class and qualified personnel were all contributory factors to its slow growth. All previous educational reports (Bessey Report, 1971; Gachathi Report, 1976 and Mackay Report, 1980), recommended the teaching of education oriented to industrial skills under which Home Science falls. The purpose of Home Economics as stated by Quigley (1974,p.9), is: "to improve the conditions of living in the home, the institutional household and the community".

The main aim of Home Economics is to help the individual and family in making intelligent decisions concerning all aspects of family life. The profession is concerned with the improvement of the well being of families and consequently tries to combine the scientific and human approach to help individual cope with change, (Parker,1980). In a similar way, Spafford (1965,p.1), had
this to say about Home Economics:

"It is concerned with all that affects immediate personal and family living, the feeding, clothing and housing of the individual and the family, the management of resources, the development and care of children, the protection of health, the care of the sick, and the every day social relationships of people".

The programme is designed to help girls and boys gain an understanding of human relations and develop skills in homemaking tasks. Home science education helps youths to achieve more satisfying and creative living in their families and prepares them to become more successful in marriage and in establishing their homes, (Tate, 1961). It is important that home science be given recognition at school and in the society as a whole. Although the subject area is concerned with families, it should not be thought of simply in terms of programmes for women only, the teaching should be given to boys at school and to men at home as they too have a lot to learn from the discipline. Home Economics curriculum has undergone various changes due to socio-economic influences to suit the needs and aspirations of learners. This is clearly evidenced by the 8-4-4 system of education which was introduced in Kenya in 1985. This change came as a result of the government's decision to restructure the educational and training systems. The new system is supposed to make education more
practical and equip students with knowledge and skills to enable them care for themselves financially after school, whether at primary level or secondary level (Mackay Report, 1980). The new system of education emphasizes on vocational and technical subjects in order to prepare the learners for self-reliance, thus alleviating the problem of unemployment. Secondary Home Science curriculum is a family centered area of study consisting of units in home management, foods and nutrition, clothing and textiles, consumer education and child care. The knowledge and skills acquired in all areas of Home Science facilitate the improvement of the quality of life for the individual, family and community at large (K.I.E., 1985).

In secondary school, home science is taught to both girls and boys. It is a compulsory subject in forms one and two, but offered as an optional subject in forms three and four. Other options include business education, agriculture, music, art, woodwork, metalwork and masonry. All these options are popular and students seem to select a field that will make one become self-reliant.
Enrolment in home science by boys and girls indicates the importance of human services, issues that affect the families and the practical skills it offers. The general education of boys should not be limited by their exclusion from home science which has direct relevance to their future roles as husbands and fathers (UNESCO, 1972). Although boys are not excluded from taking home science, enrolment in the subject in most secondary schools is largely composed of girls.

But it is a great encouragement to hear many secondary school teachers claim that in what seemed to be girls' work, boys are catching up steadily. Mary, a teacher at Dandora Secondary School commented that, "in most cases boys are even outdoing the girls in cookery and sewing". Generally men are known for their good cooking especially in big international hotels. The schools council Bulletin 4 (1972, p.31) explains the reason for teaching home science to boys.
"Not to turn the boys into housewives but to make them appreciate the work involved in homemaking, so that they will realise that they have a contribution to make. To have basic knowledge of the skills, so that they would be capable of preparing a meal. To have a useful knowledge of nutrition. To learn to share responsibilities in the home. To explore the man's role in family life. To prepare them for bachelor days on their own and to enable them to cope with domestic emergencies now and in the future".

Boys and girls should have access to all the resources of the school including home science in developing their special talents and interests.

Kenya National Examinations Council records show that in 1987, a total of 2,600 students had enrolled in different areas of home science, namely foods and nutrition, clothing and textiles and home management. In 1989, with the implementation of the 8-4-4 system of education, enrolment rose to 12,705 students, where 10,691 were girls and 2,014 were boys.

The increase in home science enrolment resulted due to the effort of the Ministry of Education in seeing that most of the schools have physical facilities for the practical subjects. Thus parents are expected to supplement school finances in order to facilitate the teaching of the practical subjects. The cost-sharing policy entails
contributions made by parents for the purposes of the construction of workshops and home science laboratories. As a result of this, there has been a remarkable increase in the number of secondary schools offering home science up to form four level. Besides construction of workshops, parents are expected to meet costs of school uniforms, textbooks as well as provide for teachers' houses. The 8-4-4 System of Education therefore places a burden on parents who have found it difficult to cope with the demands. As such the implementation has not been smooth due to inadequate teaching facilities especially for the practical subjects.

The introduction of the 8-4-4 System of Education has enabled home science to gain greater importance than ever before. Boys and girls have found special and vocational interests in the subject. In the previous 7-4-2-3 System of Education, home science was mainly offered in girls schools. There were opportunities in both male and co-educational schools. This time, home science was mainly taught in girls schools. The system did not cater for the greater number of pupils enrolled in schools. On the other hand the 8-4-4 education system ensures that there are equal learning opportunities for all students regardless of their gender.
Presently home science is offered in girls, boys and mixed secondary schools throughout the country. This has resulted in an increase in the enrolment of boys in home science. Boys are selecting the subject to strengthen the profession and influence its growth. Unlike before, one must have done home science at secondary school level to be allowed to take it at the University. Students with special interests of continuing in the profession choose home science as an optional subject in secondary schools. The new system has brought change and boys are choosing the subject leading to an increased enrolment in home science.

**Statement of the problem**

Home science has for many years been seen as a female oriented subject. But with the implementation of the 8-4-4 system of education, the trend has changed and boys are choosing to take the subject, which is offered as an optional subject, in secondary schools. This has led to the expansion of home science in schools to offer greater educational opportunities to both male and female students. Before this, home science was mainly taught in girls schools, but now the trend has changed and it is also taught in boys and mixed schools.
The 8-4-4 system did away with the restrictive trend of offering home science to girls only and brought the desirability of encouraging boys to join the profession. The new approach and changing roles of family members, and the negative attitudes previously held towards Home Science are changing. The researcher was therefore interested in determining whether there are still negative attitudes held towards the subject.

Educators have made observations that student enrolment in home science in secondary schools is increasing with boys opting to take home science. Boys' attitude towards home science has changed a great deal and they have braved joining the profession once dominated by women. On the other hand, there has been general complaints from parents and teachers that home science is an expensive subject. As a result, many parents have found it difficult to contribute towards home science expenses, and only students who can afford opt for the subject, while others enrol in other optional subjects.

There is also uncertainty on the part of home science teachers regarding their competence in coping with the
requirements of home science syllabus since the three main areas were combined under the 8-4-4 system of education. This has affected student enrolment in home science in one way or the other. Therefore, the researcher’s intention was to explore the enrolment status of home science in secondary schools among boys and girls so as to determine empirically whether there is any change over a specified period of time. Reasons for the decrease and increase will also be explored.

**Purpose of the study**

This study was to determine the factors that influence student enrolment in home science.

**Objectives of the Study.**

The researcher sought to achieve the following objectives:

1. To determine the socio-economic factors that influence students’ choice of home science subject.
2. To identify the factors that influence the choice of home science subject among boys and girls.
3. To identify the attitude of students and teachers towards home science and how these subsequently influence student enrolment in the subject.
4. To find out the criteria used in schools for selecting home science students.

5. To examine the trend of student enrolment in home science in the previous system of education and the 8-4-4 system of education from 1984-1991.

Research Questions

The study attempted to answer the following research questions:

1. To what extent do selected socio-economic factors, namely:
   a) Marital status
   b) Number of the children in the family
   c) Fathers' highest level of education
   d) Mothers' highest level of education
contribute to student choice of home science subject?

2. What are the important factors in the choice of home science subject among boys and girls?

3. To what extent does the level of difficulty influence student choice of home science subject?

4. What are the reasons for choice of home science subject among boys and girls?

5. Do the perceptions of students and teachers in some
aspects of home science influence student enrolment in the subject? Is there any criteria for selecting students for home science subject? What are the opinions of students, teachers and headteachers concerning home science subject in secondary schools? Is enrolment of girls and boys in home science in Nairobi secondary schools on the increase or decline?

Significance of the study

The study comes six years since the new 8-4-4 system of education was implemented in the country by the Ministry of Education in 1985. Home Science has since expanded to offer greater career opportunities. A major aim of the subject is to find ways of establishing positive self-image which will enable students to progress in personal and social adjustments.

The study is significant because it will help provide information on students' perceptions about the subject and the curriculum. The attitude towards a subject affects its selection by students and the way it is taught in schools. Hence, it is important to identify the attitude of students
and teachers towards the subject. It is hoped that the findings of the proposed study will come out with more channels of encouraging students to enrol in home science on the basis of its importance to personal, family and community. The findings will also facilitate decisions that need to be made in relation to procedures and methods to be used in selecting home science option in secondary schools.

Relevance of the findings in the study

The number of students enrolled in the subject is important to the headmaster or headmistress, the community and interested parties to cater for the physical and manpower needs of the school. This will help in planning for school expansion if the trend is steadily increasing. The study would also be used by curriculum planners when reviewing home science syllabus. Information would also be useful for counselling students for future enrolment in home science and will form the basis for inservicing Home Science teachers.

Limitations of the study

The study did not cover all schools in Kenya. It covered randomly selected schools in Nairobi and therefore they may not be representative of all schools in Kenya. The results cannot be generalised to all secondary schools in...
the country. Since the schools in the sample are urban schools the results may not represent the situation in some rural schools. The study is also limited to students in forms three and four only. The attitude instruments used for the study were not standardized, therefore results should be interpreted with this limitation in mind.

Definition of terms used in the study

**Home Science**

This is a term used in some countries to mean Home Economics. Originally it was called "Domestic Science" but changes have occurred over the time. Although each name suggests a specific bias in discipline, they have all tended to be used synonymously. Home science is the study of the home and family living within the environment. It develops skills, knowledge, principles and attitudes which help the learner to relate better to the social and economic realities of his or her community and country.

**Home Science Curriculum**

It is a programme of activities designed to enable pupils attain as far as possible specific educational objectives. It comprises foods and nutrition, home management, clothing and textiles, child care and consumer
education. It aims at the acquisition of knowledge and skills to facilitate the improvement of the quality of life for the individual, family and community.

The 8-4-4 system of Education

It is used in the study to refer to the new system of education which was introduced in Kenya in 1985. The new system of education prepares learners for further education and training as well as grooming them for the world of work and responsibility to the society. The system is geared towards developing skills for self-reliance, self-employment and salaried employment. The structure has eight years of primary education, four years of secondary education and four years minimum university education, as opposed to the old structure which had seven years of primary education, four years of secondary, two years of higher secondary education and a minimum of three years of university education.

Attitude towards Home Science Subject.

The term is used to refer to the students and teachers' perceptions on the secondary school home science programme.
Trend of Enrolment

This refers to the nature of enrolment in home science over seven years. The trend includes statistics from 1984-1991.
CHAPTER TWO

LITERATURE REVIEW

In this chapter literature related to the study is reviewed under the following categories:

(1) Historical background of home science education in Kenya.

(2) The Home Science Curriculum.

(3) Attitude towards Home Science Education.

Historical Background of Home Science Education in Kenya

Since independence, Kenya has made efforts to improve education so as to make it more meaningful and appropriate to the society. Evidence of this is shown by the appointment of various educational commissions to review the nature and structure of education and prescribe means of implementing changes found necessary. Ominde report (1964) in one of the recommendations, reported the need for specific vocational element in the curriculum to be taught side by side with academic element.

However, Gachathi report, (1976) specifically recommended that curriculum should aim at the acquisition
of work oriented skills through the teaching of vocational
subjects such as Home Science, Agriculture, Business
Education, Art and Craft and Community Development.
Vocational education was aimed at producing individuals who
can be self-reliant as far as employment is concerned. It
also aimed at preparing individuals to work in rural areas.

The former structure of education which had seven
years of primary, four years of secondary, two years of
higher secondary and three years minimum university had
little to offer in the attainment of practical skills.
During this period home science was not an examinable and
compulsory subject to both boys and girls in primary
schools. In secondary schools, home science used to be
taught as three different subjects, namely: Clothing and
Textiles, Home Management and Foods and Nutrition. This led
to early specialization in one area of study. It caused a
lot of problems at secondary institutions since the
students were inefficient in one way or the other. It has
also been argued that teachers who were trained during the
days when home science was fragmented lack competence in
those areas which they did not learn in school.
With the introduction of the 8-4-4 system of education in Kenya, home science has become compulsory and examinable to all pupils both boys and girls in primary schools. In secondary schools, home science is compulsory in Forms One and Two but offered as an optional subject in Forms Three and Four.

Development of home science has not been easy due to the negative attitudes that have been attached to the education of women and girls. In 1981 two male students joined the department of Home Economics, Kenyatta University for a B.Ed course. It was not easy for them since the other male students kept teasing them about their choice of subject area. However gradually the previously negative attitudes held have been positively changing as men continue to join the profession.

The Home Science Curriculum

The 8-4-4 system of education was recommended by the Presidential Working Party on the Second University chaired by Mackay in 1980. The recommendation was accepted by the government in 1982 and implemented in 1985. The implementation was preceded by a period of planning and development of the relevant curriculum for primary and
secondary education. The new system is putting more emphasis on vocational and technical subjects.

The structure has eight years of primary education, four years of secondary education as opposed to the old structure which had seven years of primary education, four years of secondary education, two years of higher education, and a minimum of three years of university education.

Technical education is receiving great attention now, but it does not mean such education was not offered before. Little vocational education was offered at all levels of learning. Institutions such as technical schools, Village Polytechnics, Christian Youth Centers, National Youth Service, institutes of advanced technology, Mombasa and Kenya polytechnics offer technical education. It is hoped that vocationalisation of the education system will produce individuals who are self-reliant thus alleviating the problem of unemployment.

According to Okech and Hawes (1986), home science and other vocational subjects should be taught in close co-ordination with problem solving approach of the sciences, where learners have to observe the phenomena of the environment and gather information to help them
survive. It is their ability to utilize their knowledge and skills that in the final analysis will help them to live in their community.

The secondary home science consists, of five major areas of study: Home Management, Foods and Nutrition, Clothing and Textiles, Child Care and Consumer Education. The home science curriculum has merged all these areas of study into one subject in order to produce an all-round person able to fit into the world of work. Each of the areas is supposed to be accompanied by relevant practical skills and projects. The syllabus has also been expanded and restructured to meet more objectives. As a result of making home science a single body of knowledge, the subject has become wider and deeper in scope. The aim of merging all the areas of home science in secondary schools was not to overburden the pupils or the teachers, but to help the pupils become better family members and later establish successful homes and careers. The home science subject in secondary schools has three periods in forms one and two and five periods in forms three and four. The periods are of forty minutes duration each. Due to this, the question arises as to whether the home science syllabus is covered
adequately by the end of the four years, considering the workload and time allowed.

The knowledge and skills acquired in all areas of Home Science will facilitate the improvement of quality of life for the individual, family and community at large (K.I.E., 1985). The syllabus also prepares the learners for self-reliance, training and further education. It lays a firm foundation for the development of self-discipline, integrity, adaptability, co-operation and patriotism (K.I.E., 1985).

School council curriculum Bulletin (1972, p.11) noted the contribution of Home Economics to education as follows:

"It gives practice in the organisation of work. It is concerned with the development of the individual and how to balance individual rights with those of others. It links what goes on in schools with what goes on outside."

Home science has much to offer in education for home and family life. It aims at educating girls and boys to become better family members. Consequently, choices made by students indicate that they recognise the importance of human services, issues that affect families and their own ability to maintain balanced lives. The new attitudes could
have a positive effect on home economics enrolment. The practical approach to selecting a career oriented education could increase enrolment in home science nationally. There is therefore a need to educate boys in home science as the majority of them will get married in the future. Partnership in marriage involves both partners in a sharing relationship whether in connection with household tasks, bringing up children, caring for elderly relatives, planning expenditures or establishing priorities with regard to budgeting (UNESCO, 1972). The discipline of Home Economics encourages a healthy combination of vocational education and education for human existence. It is also important that home science is taught to both boys and girls. There is no difference in home science performance because they have equal chances of learning the subject, and also because there is no evidence of sex differences in intelligence (Scottish Council for Research in Education, 1933). Mbae, (1984) observed that the home science syllabus was too wide to be covered sufficiently by the end of each year. She recommended the need for revision of the syllabus to ensure concepts that students can learn and make use of
in future. Another study done recently by Ocholla, (1989) shows that 88% of the total male respondents and 89% of the total female respondents agreed that Home Economics is an important subject and is the only subject in the curriculum that touches on all aspects of an individual and family living. The most effective approach to education for family living throughout the education system is that which is being made through Home Economics. The subject has won respect and prestige for itself, by making material contributions to improving home and family and by training thousands of leaders and teachers for work in the schools and in the field. It has made it possible for many people to choose from numerous opportunities, a way to earn a living in food, clothing and housing industries.

Poor classroom facilities and lack of teaching equipment hinder the success of a practical subject (Ominde report, 1964). Home science depends on relevant and adequate teaching and learning equipment and classroom facilities. Mbithe, (1986) in her study showed that students' morale is affected by poor administration and inadequate facilities. Morale of the students can be raised by creating more interest by presenting content that is relevant to the needs, hopes and circumstances of the
students. The teachers must be enthusiastic, creative and able to motivate students. Ominde report, (1964) observes that the quality of practical education depends on devotion, perseverance, patience and the skills of the subject teacher. Kimani, (1980) in a survey on the general status of home science in Kenya secondary schools found out that the subject was often looked down upon and teachers expressed disappointment at the general status of home science in the education system. Observations show that most male students fail to study home science because their parents, peers and the society at large regard it as inferior, degrading and a woman's field. Scotts, (1949) observes that many people within and without the profession view home economics teaching in schools and colleges as a subject primarily for young women and a few brave men. In view of this there is need for greater emphasis on the opportunities available to men and women and the contribution which they make to Home Economics profession.

Sigot, (1987) in a study on evaluation of high school Home Science curriculum in Kenya found out the status of home science in high schools was very low due to poor
image. Teachers and administrators thought the subject was for those incapable of performing well in other subjects and it created wrong impression among people. As a result of this, the subject failed to attract some of the talented students in high schools because most of them were not aware of home science-related job opportunities and careers. The teaching of home science in schools is mainly to strengthen and improve vocational, professional and technical skills. Students learn to make and prepare a variety of items and articles in their different classes. Regular practice makes them become more confident and able to carry out different tasks.

Attitudes Towards Home Science Education

Attitude is defined as a way of feeling, thinking or behaving. It is affected by the psychological and socio-cultural factors and may entirely be personal and derived from the accident of circumstances. It may also be conditioned by the group to which the individual belongs.

Oppenheim, (1973,p.105), defines an attitude as; "a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli". Generally individual attitudes are present but dormant most of the
time. They become expressed in speech or behaviour only when the object of the attitude is perceived. Gagne, (1976, p.34) defines attitudes as those learned dispositions that influence the choice of a person's action toward classes of things, events or persons. Attitudes influence behaviour and are often identified as tendencies which may have either a positive or negative influence on actions.

With all the emphasis of recent years in order to teach effectively and to prepare the student, it is essential to change the attitude towards home science. The attitude towards home science has been that, it is a female domain, a subject for the less gifted children and an easy subject. But with the modern approach and the changing roles of family members, such negative attitudes towards the subject are changing. Schools Council Curriculum Bulletin (1972), states that some aspects of the subject are simple while others relate to complex scientific and psychological principles. It is therefore a subject which can be taught at different levels and suit girls and boys of every range of ability.

A study by Muthui, (1981) on the teaching of Clothing and Textiles in secondary schools revealed that the most disliked area of home science was Clothing and Textiles.
The reason for the low attitude was that there were no commercial patterns available and most teachers found themselves incompetent to teach Clothing and Textiles effectively. If teachers are incompetent, the students will not risk choosing the subject. The 8-4-4 merged all the three areas of home science and two sections of consumer education and child care were added. This places a lot of responsibility on the subject teacher as she needs to be conversant with all the areas of home science in order to teach effectively and motivate the students to select the subject. Not only teaching but children have to be encouraged to choose the subject.

Attitudes of boys towards home science have changed a great deal since the days when a few of them wanted to be chefs, braved being a minority of one or two and joined classes for girls. This is evidenced by the example of three men who joined the Department of Home Economics, Kenyatta University in 1984/85 academic year. It was not easy for them since the other male students kept teasing them about their choice of subject area. Children sometimes develop a dislike in a subject not because they are unable but due to the influence of the parents and/or relatives.
In support of this, Evans (1965, p.5), had this to say:

"Most people are likely to acquire many of their attitudes in the homes in which they are brought up. A large part of education of children consists of training and conditioning them to take their place in adult society, and parents provide examples which are constantly appearing before their children. Parental attitudes... may be taken over by children and made their own and this is one way in which their influence may be exerted."

Attitudes change and develop throughout life, and helping in this process are the teachers as well as the parents. The home science teacher needs to know about her students' background, not only to know how to handle them, but also to know how to take advantage of their attitude towards science in order to adjust her teaching as necessary, especially when their physical environment is completely lacking in amenities.

Maina, (1985) in a study on teachers' attitude towards science observed that the teaching methods used by teachers determine the negative and positive attitudes towards a subject. In schools, the attitudes teachers and pupils have towards a particular subject affect teaching and learning. If the attitude towards a subject is positive, the teacher and pupils are likely to be motivated to deal with the subject. If the attitude is negative, the students are not motivated. The expression of attitude, either in actions or
in words, provides clues to personality needs and makes possible the kind of understanding which is necessary for the formation of stable relationships.

With the implementation of the 8-4-4 system of education in 1985, home science became examinable and compulsory to all pupils, both boys and girls in primary schools. In secondary schools, home science is compulsory in Forms I and II but offered as an optional subject in Forms III and IV. (The subject has become popular among boys and girls and the negative attitudes towards the subject are changing). The field of Home Economics has much to offer in increasing the general employability and job satisfaction of young people. Many types of occupations grow out of Home Economics, some of a semi-skilled type and others of a high professional nature. But it seems that most of the people are unaware of the opportunities opened to them in the field of Home Economics. The 8-4-4 system of education has come up with skills so that careers for both gender are increasingly gaining respect everyday in our national life.
Summary

This chapter dealt with studies done in Kenya and elsewhere. The main emphasis was on the factors that may influence students to enrol in home science and the appropriate curriculum being offered in secondary schools. Failure to understand the importance of home science curriculum and its relevance to educational objectives affect home science enrolment status in secondary schools.

Home Economics curriculum has emphasised the learning of practical life skills and the making of decisions in everyday life. It is essential to market Home Economics today and let the administrators, parents and students know its relevance to everyday life. Positive attitude towards the subject are desirable so that the teachers and the students can handle the subject appropriately.

In secondary schools, the Home Economics education is more closely connected with the home and the community, giving more attention to the acquisition of practical skills. With the introduction of 8-4-4 system of education most people are becoming aware that Home Economics, helps to solve socio-economic, emotional and matrimonial problems which affect the society today.
CHAPTER THREE

METHODOLOGY

The central problem in this study was to find out the factors that influence the trend of students enrolment in home science in Nairobi secondary schools. The methodology employed to facilitate this investigation is discussed under the following sub-sections.

1. Description of Research Design
2. Sample Selection
3. Instruments for Data Collection
4. Data Collection Procedures
5. Measurement of Variables
6. Data Analysis Procedures

1. Description of Research Design

The researcher in this study adopted a descriptive survey design seeking to investigate the trend of student enrolment in home science in Nairobi secondary schools. The survey method was used to address the research problem as it is an appropriate method to gather data from a large sample of respondents within a short period of time. The investigation was done using questionnaires and an interview schedule to meet the objectives and answer the
research questions.

2. Sample Selection

The study was carried out in Nairobi Province and involved ten secondary schools where Home Science was offered. Nairobi Province was selected because of its convenience in terms of accessibility of the schools. At the same time, it had the largest representation of the schools offering the home science subject. There was also a variety of secondary schools composed of students from different socio-economic groups and regions. Initially, the list of schools offering home science was obtained from the Ministry of Education and the Kenya National Examinations Council. From a population of 34 schools that offer home science in Nairobi, a sample of 10 schools was selected. This was done by listing separately all the girls, boys, and mixed secondary schools offering home science up to form four. A systematic random sampling of ten schools was drawn from the list. These consisted of five schools with only female students, two with solely male students, and three mixed schools. This was done by selecting every fourth school from the list of the...
girls and mixed secondary schools. There was no basis for selecting boys schools since only two schools were offering the subject.

The target population included form three and four students, home science teachers and headteachers. A randomly selected sample size consisted of 7 headteachers, 20 home science teachers and 380 students all drawn from the ten secondary schools studied. The students were in two groups composed of 185 students enrolled in home science and 195 students not enrolled in the subject. Initially 40 students: 10 taking home science and 10 not taking the subject in form three and four were to participate in the study. This would have made a total of 400 students participating in the study. At the time of data collection, some schools had less than 20 students enrolled in home science in form three and four. Out of the 200 students not taking home science subject, only 195 students correctly responded to the questionnaires. Five of the questionnaires which were not properly filled were discarded.

The students who participated in the study were randomly selected. The researcher, with the help of home science teacher for form three and four in each of the
schools studied, randomly selected the student respondents. In cases where the number of students taking home science in each of the classes was less than twenty, they all participated in the study. Two teachers, including the teacher in charge of the home science department in each of the ten schools were selected to participate in the study. In cases where the schools had more than two home science teachers, the researcher used random sampling procedure to get one teacher for the study.

3. Instruments for Data Collection

The researcher used two main tools for collecting data. The interview schedule for the head teachers and questionnaires for the teachers and students.

(i) Interview schedule

This was for the head teachers and was used to obtain information of general concern about the school. Informal discussions were held with the head teachers to find out their attitudes towards home science.

(ii) Questionnaires

These were administered to the students and comprised of three parts. Part one consisted of items on students’
background information including the socio-economic status of their parents. In part two the researcher tried to explore the factors that influence students' choice of home science subject. Part three consisted of attitude statements intended to establish the attitude of students towards the subject.

The teachers' questionnaires consisted of two parts. The first part required the teachers to give their background information and general information concerning home science subject in their schools. Part two had the attitude statements intended to establish the attitude of teachers towards the Home Science subject. This section had columns to fill the yearly enrolment of form four students from 1984 to 1991. The questionnaires consisted of some closed ended questions to provide for some structured responses and some open-ended questions to provide in depth information in order to make useful recommendations to the study. The instruments prepared were given to a few experts in the home science area to study and provide feedback. This was intended to check and ensure the content validity of the instruments. Suggestions were appropriately incorporated.
into the questionnaire and the interview schedule prior to
the pilot testing.

Pilot testing was carried out in two schools. These schools were not included in the main study. In these two schools, 80 students and 4 Home Science teachers responded to the questionnaires. Two headteachers responded to an interview schedule. After the pilot testing, all poorly constructed items were modified and relevant suggestions incorporated in the final questionnaire to ensure validity and reliability.

4. Data Collection Procedures

The researcher personally administered the questionnaires in the schools selected. Permission was sought from the headteacher which was often accompanied by an explanation as to why the research was undertaken. At the same time, interview schedules with the headteachers were held at this time.

The headteacher then introduced the researcher to the head of home science department who in turn introduced the researcher to the other teachers. The nature of the research was explained to them and an appropriate time to administer the questionnaires to the students was
discussed. This was necessary since not all the students in forms three and four were participating in the study. Only 10 students enrolled in home science and 10 students not enrolled in the subject in each of the classes were expected to respond to the questionnaires. Therefore it was agreed that the students respond to the questionnaires during lunch break to avoid disruption of any of the classes. In all the schools, the researcher fixed a suitable day with the head of each department to come back and administer the questionnaires during lunch break. The head of home science department also made arrangements with the teachers of the two classes to have the concerned students available at that particular time. On the appointed day, the researcher with the help of the home science teachers administered the questionnaires to the students. There was no time limit and the respondents were encouraged to ask for any explanation where statements were not clear to them.

There were two or more home science teachers in the schools visited but only two responded to the questionnaires. A total of 20 teachers, 380 students responded to the questionnaires. Out of this number, 185 were enrolled in home science and 195 not enrolled in the
subject. Only 7 headteachers responded to the interview schedule. The others were very busy with their official duties and could not avail themselves to the researcher. The researcher used school records to extract figures on the number of students enrolled in home science from 1984 - 1991.

5. Measurement of Variables

Attitude Towards Home Science:

This was measured by asking the respondents their feelings and biases towards home science as a subject. Some of the aspects included were:

- Importance of the subject to the students and teachers.
- Relevance of the content and its applicability to daily life. The responses were categorised into:
  (i) Agree
  (ii) Disagree
  (iii) Undecided.

Socio-Economic Factors

1. Number of Children in the Family

The term was measured by asking the respondents the number of children there are in the family. The responses
were categorised into:

1. 1-3
2. 4-6
3. 7-9
4. Above 9

2. Education of Parents

This was measured by asking the respondents the highest education level of their parents. This was categorised into:

1. No education
2. Primary level
3. Secondary level
4. Secondary level with some training
5. University level

Marital Status of Parents

This was measured by asking the respondents the marital status of their parents. Their responses were categorised into:

1. Married
2. Single
3. Separated
4. Divorced
5. Widowed
**Occupation of Parents**

This was measured by asking the respondents the occupation of their parents. The responses were categorised into:

1. **Managerial**
2. **Business**
3. **Teaching**
4. **Clerical**
5. **Farmer**
6. **Other**

6. **Data Analysis Procedure**

After the data collection, the open-ended questions were categorised and coded. Then the analysis was done by the use of the computer. An SPSS and statistical package was used to analyse the data. Frequencies and percentages were computed to provide the descriptive statistics. A chi-square test was used to establish the relationship between selected socio-economic factors and choice of home science subject. The level of significance was set and accepted at \( P = .05 \) \( p \leq .05 \).
CHAPTER FOUR

FINDINGS AND DISCUSSION

Introduction

The main purpose of the study was to determine the factors that influence student enrolment in home science at the secondary school level. To accomplish this, data were collected from students taking and those not taking home science and the teachers. Questionnaires were used for the purpose. Supplementary information was obtained from headteachers through interviews. The study aimed at achieving the following objectives:

1. To determine the parents' socio-economic factors that influence student choice of home science subject.
2. To identify the factors that influence the choice of home science subject among boys and girls.
3. To identify the attitude of students and teachers towards home science and how these subsequently influence student enrolment in the subject.
4. To find out the criteria used in schools for selecting home science students.
5. To examine the trend of student enrolment in home science in the previous system of education and the 8-4-4 system of education from 1984-1991.
The results are presented and discussed under the following sub-topics:

1. Information obtained from students.
2. Information obtained from home science teachers.
3. Supplementary information from the headteachers.

Information Obtained From the Students

Background Characteristics of the Students

In this section, the researcher had intended to find out information regarding background characteristics of the students. The variables included sex and age. Findings are presented in frequencies and percentages.

Sex

Sex was included in the study because home science has been considered a female domain. To some extent, this has been suggested to contribute to the supposedly low image of the subject. Boys are also enrolling in the subject nowadays and therefore it was necessary to find out the sex distribution of the respondents taking home science. The results in table 1 show that the sample was composed of 141 female students (53.8%) taking home science while 121 (46.2%) were not taking the subject. 74 (62.7%) of the male
students were not taking the subject while 44 (37.3%) were taking the subject. The results show that more girls are enrolled in Home Science as compared to the boys. This would be expected since there are more schools which are either purely girls or mixed as compared to the boys schools offering the subject. Also home science has traditionally been known to be a female dominated subject and as such more girls are expected to enrol in it.

Table 1: Sex of Students

<table>
<thead>
<tr>
<th>Sex</th>
<th>Taking Home Science</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>44</td>
<td>37</td>
<td>74</td>
<td>62.7</td>
<td>118</td>
<td>31.1</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>141</td>
<td>53.8</td>
<td>121</td>
<td>46.2</td>
<td>262</td>
<td>68.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>48.7</td>
<td>195</td>
<td>51.3</td>
<td>380</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Age

The results in table 2 show that most of the respondents (76.8%) were over 17 years old while (23.2%) were aged below 17 years. This majority representation was expected since the primary school entering age is about six years and most of the students would be 17 years old when they get to form three.
Table 2: Age of students

<table>
<thead>
<tr>
<th>AGE</th>
<th>NO.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-16 years</td>
<td>88</td>
<td>23.2</td>
</tr>
<tr>
<td>17-18 years</td>
<td>284</td>
<td>74.7</td>
</tr>
<tr>
<td>over 18 years</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
<td>100</td>
</tr>
</tbody>
</table>

Socio-Economic Status of Parents

The socio-economic status of parents of all the students was studied. Some of the variables included marital status, level of education, occupation, family member practicing as a home economist and mothers training in an area of Home Economics.

Parents Marital status

Results presented in table 3 show that the majority of the respondents (87.6%) indicated that their parents were married while only a small proportion (12.3%) admitted their parents were single. On the other hand, the majority of the respondents (80.3%) indicated they were living with the mother. A fairly small proportion of students (4.5%) were living with relatives. The high representation of students living with their parents was expected since most of those parents were married.
Table 3: Parents Marital Status.

<table>
<thead>
<tr>
<th>Marital status</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>333</td>
<td>87.6</td>
</tr>
<tr>
<td>Single</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Separated</td>
<td>13</td>
<td>3.4</td>
</tr>
<tr>
<td>Divorced</td>
<td>13</td>
<td>3.4</td>
</tr>
<tr>
<td>Widowed</td>
<td>13</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Size of the Family

Consideration of size of family was necessary because a family with fewer members was expected to contribute favourably towards the purchase of the physical facilities in the school. The results in table 4 show that of all the respondents 56.3% had families with number of children in the range of 4-6 while 24.6% had seven or more children. A small proportion (18.9%) had families with three or fewer children.
Table 4: Children in the family

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>NO.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>72</td>
<td>18.9</td>
</tr>
<tr>
<td>4-6</td>
<td>214</td>
<td>56.3</td>
</tr>
<tr>
<td>7-9</td>
<td>77</td>
<td>20.3</td>
</tr>
<tr>
<td>Above 9</td>
<td>17</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
<td>100.0</td>
</tr>
</tbody>
</table>

To determine whether the number of children in the family was a significant factor influencing students choice of Home science subject, a chi-square analysis was used. Results in Table 5 show that there was no relationship between the number of children in the family and the students choice of home science Subject.
Table 5: Distribution of the No. of Children in the family by Students taking and not taking Home Science.

<table>
<thead>
<tr>
<th>No. of children</th>
<th>Taking</th>
<th>Not taking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3</td>
<td>20.5</td>
<td>17.4</td>
<td>18.9</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>34</td>
<td>72</td>
</tr>
<tr>
<td>4 - 6</td>
<td>58.4</td>
<td>54.4</td>
<td>56.3</td>
</tr>
<tr>
<td></td>
<td>108</td>
<td>106</td>
<td>214</td>
</tr>
<tr>
<td>7 - 9</td>
<td>16.2</td>
<td>24.1</td>
<td>20.3</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>47</td>
<td>77</td>
</tr>
<tr>
<td>Above 9</td>
<td>4.9</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>48.7</td>
<td>51.3</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>185</td>
<td>195</td>
<td>380</td>
</tr>
</tbody>
</table>

$x^2 = 3.8$  df = 3  n = 380  p = .28

Parents' highest level of education was studied. All levels of education ranging from lack of formal education to university level were presented. The results in table 6 show that in response to father's educational level, almost half of the students (48.7%) indicated that their fathers had attained secondary level with some additional training. This was followed by university level which comprised 34.2% of the respondents. Considering mother's highest level of education in table 6B, secondary level with some training
the students. Secondary school level had a proportion of 26.6% followed by university level with 11.6%. The least represented was the category without formal education for both parents which had 4.2% of the student responses.

Table 6: Parents' highest level of education

<table>
<thead>
<tr>
<th>Fathers' Education</th>
<th>Mothers' Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>No formal education</td>
<td>3</td>
</tr>
<tr>
<td>Primary level</td>
<td>20</td>
</tr>
<tr>
<td>Secondary level</td>
<td>32</td>
</tr>
<tr>
<td>Secondary with some training</td>
<td>185</td>
</tr>
<tr>
<td>University level</td>
<td>130</td>
</tr>
<tr>
<td>Not stated</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
</tr>
</tbody>
</table>

To determine whether mothers' education was a significant factor influencing students' choice of home science subject, a chi-square analysis was used. Results in table 7 show that there was no significant relationship between mothers' education and students' choice of the subject.
Table 7: Distribution of mothers' education level by students taking and not taking Home Science

<table>
<thead>
<tr>
<th>Education</th>
<th>Taking</th>
<th>Not Taking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary and below</td>
<td>60</td>
<td>75</td>
<td>135</td>
</tr>
<tr>
<td>Secondary level and above</td>
<td>125</td>
<td>120</td>
<td>245</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>195</td>
<td>380</td>
</tr>
</tbody>
</table>

$x^2 (df=1, n=380) = 1.25, P = .26$

Presence of Family Member who is a Home Economist

The respondents were asked to indicate whether they had any family member practicing as a home economist. This was relevant because if there was a family member interested in Home Economics, he or she would have been expected to be a role model and hence influence the respondent in choosing the subject.

The results in table 8 show that slightly more than a third (36.2%) of the total number of students taking home science had a family member in Home Economics profession.
while 63.8% had no family member in the profession. Of the total number of students not taking home science, 39.5% had a member in Home Economics profession while 60.5% had no member in the profession. Therefore it is evident from the results that students taking home science had the least family members in Home Economics profession.

Table 8: Distribution of presence of family member in Home Economics and Choice of the Subject.

<table>
<thead>
<tr>
<th>Family member in Home Economics</th>
<th>Taking</th>
<th>Not Taking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36.2%</td>
<td>39.5%</td>
<td>37.9%</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>77</td>
<td>144</td>
</tr>
<tr>
<td>No</td>
<td>63.8%</td>
<td>60.5%</td>
<td>62.1%</td>
</tr>
<tr>
<td></td>
<td>118</td>
<td>118</td>
<td>236</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>185</strong></td>
<td><strong>195</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

\[ x^2 (df=1, n=380) = .58 \quad P = .30 \]

Results in table 8 also indicate that the chi-square values showed that the relationship between the presence of family member in Home Economics and choice of home science subject was not significant. Therefore the presence of a family member in Home Economics profession was not a
significant factor influencing students choice of home science subject.

Effect of Mothers' Training in an area of Home Economics

Mothers' training in area of Home Economics was also studied. This was relevant because a mother is expected to play a significant role in advising and guiding a child in the choice of the optional subject especially in an area she herself trained in. Table 9 shows that 42.7% of the total number of students taking home science had mothers who were trained in Home Economics. Considering the students not taking home science, 59.5% had mothers with no training in Home Economics while a smaller number (40.5%) had mothers with some training.

Table 9: Distribution of mothers with Home Economics training and those without.

<table>
<thead>
<tr>
<th>Mothers training</th>
<th>Taking</th>
<th>Not Taking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42.7%</td>
<td>57.3%</td>
<td>48.7%</td>
</tr>
<tr>
<td></td>
<td>79</td>
<td>106</td>
<td>185</td>
</tr>
<tr>
<td>No</td>
<td>40.5%</td>
<td>59.5%</td>
<td>51.3%</td>
</tr>
<tr>
<td></td>
<td>79</td>
<td>116</td>
<td>195</td>
</tr>
<tr>
<td>Total</td>
<td>41.6%</td>
<td>58.4%</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>158</td>
<td>222</td>
<td>380</td>
</tr>
</tbody>
</table>
To determine the relationship between mothers' training in Home Economics and student's choice of the subject, a chi-square analysis was used. Results in table 10 show that there was no relationship between mothers' training in Home Economics and student's choice of the subject. Therefore mothers training in any area of Home Economics was not a significant factor influencing student's choice of the subject.

Table 10: Distribution of Mothers' Training in an area of Home Economics by Students Taking or Not Taking Home Science

<table>
<thead>
<tr>
<th>Mothers' Training in Home Economics</th>
<th>Students Taking or Not Taking Home Science</th>
<th>Taking</th>
<th>Not Taking</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>42.7%</td>
<td>40.5%</td>
<td>41.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79</td>
<td>79</td>
<td>158</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>57.3%</td>
<td>59.5%</td>
<td>58.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>106</td>
<td>116</td>
<td>222</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>48.7%</td>
<td>51.3%</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>185</td>
<td>195</td>
<td>380</td>
</tr>
</tbody>
</table>

\[ x^2 (df=1 , n = 380) = .10 \quad P = .74 \]
Factors contributing to Student's choice of Home Science subject

In this part of the study, the researcher intended to find out some of the factors that contribute to the student's choice of home science among boys and girls. Students enrolled in home science were asked to indicate the people or conditions that influenced their choice of the subject. Their responses were ranked to determine the important factors. Table 11 shows that the influence of previous examination results obtained by past students taking the subject in the school was the most important factor influencing their choice of the subject. It was ranked first for both boys and girls. Self-influence emerged prominently among male and female responses and was ranked second. Parents were ranked third although their opinions may have been more important than how the structured responses reflect. The advice of home science teacher, career teacher and friends had an impact on some students in their choice of the subject. There was very little influence from relatives on the student's choice of home science.
Table 11: Rank order ratings of factors influencing choice of Home Science subject among boys and girls

<table>
<thead>
<tr>
<th>Factor</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Previous examination results</td>
<td>16</td>
<td>36.4</td>
</tr>
<tr>
<td>Self-influence</td>
<td>9</td>
<td>20.4</td>
</tr>
<tr>
<td>Parents</td>
<td>6</td>
<td>13.6</td>
</tr>
<tr>
<td>Home Science teacher</td>
<td>6</td>
<td>13.6</td>
</tr>
<tr>
<td>Career teacher</td>
<td>5</td>
<td>11.4</td>
</tr>
<tr>
<td>Friends</td>
<td>1</td>
<td>2.3</td>
</tr>
<tr>
<td>Relatives</td>
<td>1</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On how they were influenced, the students mentioned good examination results obtained by past students, own interest, and other factors. The respondents of the students mentioned the subject because when students heard that their friends and relatives were studying the subject, it encouraged them to choose the subject. This is because passing the examination is vital for the students and the good results motivated them to choose the subject, so they too can pass in the subject. Their own interest in future career opportunities, admiration of home science teachers and people working in the hotel industry and interest in the acquisition of practical skills which would make them self-reliant in future also motivated them to choose the subject.

It was observed that several factors influenced students' choice of Home Science subject.
The students further explained that the parents influenced them by giving them advice and information on the importance of the subject and career opportunities available once they leave school. This was expected because parents normally want their children to choose a subject that will offer varied job opportunities. Parents also encouraged their children to choose the subject because of the good examination results obtained by students of home science in the same school.

Friends and relatives mainly gave advice and informed the respondents of the future benefits the subject offered. The home science and career teachers mostly advised the respondents on the importance and value of the subject in one’s life. They also advised the students on future career opportunities and other benefits attributed to home science subject.

It is evident from the results that previous examination results obtained by past students in the schools played a significant role in encouraging most girls and boys to choose the home science. In reference to these factors that influence students’ choice of home science, it was observed that whereas a particular factor would act
against one's choice of the subject, the same factor would increase the desire for another student to want to choose the subject. The self-influence ranked second for both boys and girls indicated that their desire to choose the subject came from within regardless of any outside forces.

Level of Difficulty in Home Science Subject

The level of difficulty in home science was studied to determine whether it was a significant factor influencing students' choice of the subject. All the students were asked to indicate whether they found the subject easy or difficult. Results in Table 12 show that both male and female respondents had almost similar responses on the perception of level of difficulty of home science subject. A total of 59.3% male respondents and 59.5% of female respondents indicated that they perceived home science an easy subject. On the other hand, 40.5% of the total female respondents and 34.0% of the total male respondents perceived the subject as difficult. Therefore it is evident that there is no difference between male and female respondents regarding level of difficulty of the home science subject.
Table 12: Distribution of sex by level of difficulty in Home Science subject

<table>
<thead>
<tr>
<th>Sex</th>
<th>Easy</th>
<th>Difficult</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Male</td>
<td>70</td>
<td>59.3</td>
<td>48</td>
</tr>
<tr>
<td>Female</td>
<td>156</td>
<td>59.5</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>226</td>
<td>59.5</td>
<td>154</td>
</tr>
</tbody>
</table>

The level of difficulty in home science was cross tabulated by those taking and not taking the subject as shown in table 13. Of all the students taking the subject, 65.9% perceived it easy while 34.1% perceived it difficult. Of the total number of students not taking the subject, 53.3% perceived it to be easy while 46.7% felt it was difficult. The chi-square value was significant (P = .01) in regard to easiness of subject. More of the students taking and not taking home science perceived it to be easy.

Table 13: Distribution of level of Difficulty by Students Taking and Not Taking Home Science Subject

<table>
<thead>
<tr>
<th>Taking</th>
<th>Easy</th>
<th>Difficult</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>122</td>
<td>65.9</td>
<td>63</td>
</tr>
<tr>
<td>No</td>
<td>104</td>
<td>53.3</td>
<td>91</td>
</tr>
<tr>
<td>Total</td>
<td>226</td>
<td>59.5</td>
<td>154</td>
</tr>
</tbody>
</table>

\[ x^2 (df= 1, n = 380) = 5.7 \quad P = .01 \]
The students who perceived the subject to be easy were asked to indicate whether the fact that it is easy influenced them in selecting the subject. Table 14 shows that 62.4% of the total number of female students and 62.2% of the total number of male students who perceived the subject easy were not influenced by easiness in their choice of the subject. On the other hand, 37.8% of the total number of male students and 37.6% of the total number of female students who perceived the subject easy were influenced by easiness in their choice of Home Science subject. From the results, it is clear that there is no difference between male and female respondents regarding level of difficulty of Home Science subject as a factor influencing students' choice of the subject.

Table 14: Distribution of Sex by Influence of Easiness of the Subject

<table>
<thead>
<tr>
<th>Sex</th>
<th>Easiness as Influence Factor</th>
<th>YES</th>
<th>NO</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>24</td>
<td>45</td>
<td>69</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>59</td>
<td>98</td>
<td>157</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>83</td>
<td>143</td>
<td>226</td>
</tr>
</tbody>
</table>

\[ x^2 (df=1, n = 226) = 0.63, P = .8 \]
The students who perceived the subject difficult identified different areas of home science in which they experienced problems. Of the students not taking home science 91.2% found the area of Clothing and Textiles difficult while 85.7% of the students taking the subject found it difficult. Foods and Nutrition was the next area of study found to be difficult by only 6.4% of the students taking and 4.4% of the students not taking the subject. A 7.9% of the students taking the subject and 2.2% not taking the subject found the area of Home Management difficult. As evidenced by the results, most of the students felt Clothing and Textiles was the most difficult compared to other areas of concentration. This may be due to lack of adequate acquisition of sewing techniques and skills which could be attributed to poor background in the area of Clothing and Textiles and Owing to lack of exposure to the sewing machines.
Table 15: **Difficult Areas of Home Economics as Perceived by students**

<table>
<thead>
<tr>
<th>Difficult Areas</th>
<th>Taking</th>
<th>Not Taking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing &amp; Textiles</td>
<td>85.7%</td>
<td>91.2%</td>
<td>176.9%</td>
</tr>
<tr>
<td>Food &amp; Nutrition</td>
<td>6.4%</td>
<td>4.4%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Home Management &amp;</td>
<td>7.9%</td>
<td>2.2%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Child Care</td>
<td>5%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>0%</td>
<td>2.2%</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>100%</td>
<td>154%</td>
</tr>
</tbody>
</table>

**Usefulness of the subject**

Students were asked to indicate whether they were informed of the usefulness of home science before deciding to take or not to take the subject. Of all the students taking the subject, 62.2% were informed of the usefulness of the subject before they enrolled in it while 37.8% were not informed. Half of the students (51.3%) not taking home science were aware of the usefulness of the subject while 48.7% were not. This awareness was a main contributor to their choice of subject.
Table 16: Usefulness of Home Science Subject:

<table>
<thead>
<tr>
<th>Subject usefulness</th>
<th>Taking</th>
<th>Not Taking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62.2%</td>
<td>51.3%</td>
<td>56.6%</td>
</tr>
<tr>
<td></td>
<td>115</td>
<td>100</td>
<td>215</td>
</tr>
<tr>
<td>No</td>
<td>37.8%</td>
<td>48.7%</td>
<td>43.4%</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>95</td>
<td>165</td>
</tr>
<tr>
<td>Total</td>
<td>48.7%</td>
<td>51.3%</td>
<td>100</td>
</tr>
<tr>
<td>Students Taking</td>
<td>185</td>
<td>95</td>
<td>380</td>
</tr>
</tbody>
</table>

Freedom to choose Home Science subject

The students were asked to indicate whether they had the freedom to choose the subject. The result in table 17 show that the majority of the students (83.4%) were free to choose the subject while less than one fifth 16.6% had no freedom to choose the subject. The few cases where students had no freedom to choose revealed that teachers tended to select subjects for the students. Therefore it seemed to be more of the teachers' or the schools choice rather than that of the students.
Table 17: Students' Freedom to Choose Home Science Subject.

<table>
<thead>
<tr>
<th>Freedom to choose</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>317</td>
<td>83.4</td>
</tr>
<tr>
<td>No</td>
<td>63</td>
<td>16.6</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
<td>100</td>
</tr>
</tbody>
</table>

Students taking the home science subject were asked to give reasons for choosing the subject. Students' responses were ranked from the most important to the least important, reasons that influenced their choice of the subject.

The results in Table 18 show that male students reported that future career opportunities was the most important reason that influenced them to choose the subject. The suggestion that home science subject lays a firm foundation for good family life was ranked second for males as their main reason for choosing the subject. Personal liking of the subject was ranked third as a main reason influencing boys in their choice of the subject.

The most important reason indicated by girls for choosing the Home Science subject was personal liking of the subject. The promise of future career opportunities was ranked second as a main reason for influencing girls in
their choice of the subject. The fact that home science lays a firm foundation for good family life was ranked third. Presence of adequate facilities and home science being an easy subject were considered the least important reasons influencing both male and female students in choosing home science. From the results, it is evident that reasons for choosing home science subject were varied for both boys and girls. These findings suggested that promise of future career opportunities tended to be the main reason given by boys for choosing the home science subject. This is expected because the discipline of home science aims at

Table 18: Rank order ratings on reasons for choosing Home Science Subject

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Male No.</th>
<th>Male %</th>
<th>Female No.</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future career opportunities</td>
<td>24</td>
<td>54.5</td>
<td>49</td>
<td>34.7</td>
</tr>
<tr>
<td>Foundation for good family life</td>
<td>9</td>
<td>20.5</td>
<td>22</td>
<td>15.6</td>
</tr>
<tr>
<td>Personal liking of the subject</td>
<td>6</td>
<td>13.6</td>
<td>61</td>
<td>43.3</td>
</tr>
<tr>
<td>Adequate facilities</td>
<td>3</td>
<td>6.8</td>
<td>3</td>
<td>2.1</td>
</tr>
<tr>
<td>Easy subject to pass in</td>
<td>2</td>
<td>4.5</td>
<td>6</td>
<td>4.3</td>
</tr>
</tbody>
</table>

From the results, it is evident that reasons for choosing home science subject were varied for both boys and girls. These findings suggested that promise of future career opportunities tended to be the main reason given by boys for choosing the home science subject. This is expected because the discipline of home science aims at
preparing the learners for self-reliance, training and further education (K.I.E., 1985). It is also evident from the results that personal liking of the subject was the main reason influencing girls in their choice of the subject. This would be expected since home science has traditionally been dominated by females.

Presence of adequate facilities in the schools was not considered a main reason for choosing the subject by both boys and girls. Home science being an easy subject to pass was also not considered a main reason for choosing the subject, although findings in the study reveal that previous examination results was a major factor influencing the students' choice of the subject. The fact that home science subject was perceived to be easy by more than half of the students does not mean that the subject was easy to pass.

**Reasons for not choosing to do Home Science subject**

Students not taking home science were asked to give reasons for not choosing the subject. Results in table 19 show that lack of interest was the main reason among boys for not choosing to do the subject. Inadequate facilities was the second main reason for not choosing the subject among boys. The subject being too involving both in theory and practical aspects was the main reason indicated by
girls for not choosing the subject while lack of interest was ranked second. Not liking home science was traditionally associated with a female subject and interest by men. Inadequate facilities and lack of interest among home science teachers were ranked third by girls as reasons for not choosing the subject. The subject being difficult to learn and teachers not qualified to teach were the least important reasons considered by both boys and girls for not choosing home science.

Table 19: Rank order ratings on reasons for not choosing Home Science subject

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>No interest</td>
<td>36</td>
<td>48.6</td>
<td>32</td>
<td>26.4</td>
</tr>
<tr>
<td>Inadequate facilities</td>
<td>17</td>
<td>22.9</td>
<td>14</td>
<td>11.6</td>
</tr>
<tr>
<td>Subject too involving both in theory and practical</td>
<td>14</td>
<td>18.9</td>
<td>58</td>
<td>47.9</td>
</tr>
<tr>
<td>Teachers not qualified</td>
<td>3</td>
<td>4.1</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Lack of interest among Home Science teachers</td>
<td>3</td>
<td>4.1</td>
<td>14</td>
<td>11.6</td>
</tr>
<tr>
<td>Difficult subject to learn</td>
<td>1</td>
<td>1.4</td>
<td>2</td>
<td>1.7</td>
</tr>
</tbody>
</table>

n=74 100%  n=121 100%

The results revealed that nearly half of the boys (48.6%) did not choose to do home science because they had
no interest in learning the subject. This could be attributed to the fact that home science has traditionally been assumed to be a female subject and inferior by men. But with the new practical approach to the curriculum, boys are realising the need for selecting a career-oriented subject.

Findings in this study have revealed that boys are now choosing home science subject as an optional subject. The results also show that almost a quarter of the boys (22.9%) did not choose the subject due to lack of facilities in their schools. This is because boys and mixed secondary schools started offering Home Science subject with the implementation of the 8-4-4 system of education and as such lacked facilities to meet the demands of the new education system. According to Mbithe (1986), students' morale is affected by inadequate facilities and students would therefore not risk choosing the subject if they are aware that some of the facilities that are lacking are difficult to improvise.

On the other hand, just below half of the girls (47.9%) did not choose the subject because it was too
involving both at theory and practical levels. The findings of this study revealed that about half of the students (53.2%) tended to agree that home science syllabus is too wide to cover adequately.

Attitude of students towards Home Science subject

Attitude of students towards the subject is important since it indicates the general inclination regarding the subject. It was important to study the attitude of students in order to find out their feelings and bias towards the subject. In the analysis, the scale Agree (A) was used for positive response while Disagree (D) referred to the negative response. Undecided (U) referred to the neutral position. In fact, it is apparent that other subjects in the curriculum, only a small proportion (10.4%) agreed while only a small number (8.9%) was undecided. The results presented in table 20 show that 67.4% of the students agreed that career opportunities was an important factor that contributes to the choice of home science subject. However, 23.7% disagreed with the suggestion while only a small number (8.9%) was undecided. About half of the students (53.2%) seem to be aware that the home science syllabus is too wide to cover adequately while nearly one third (32.9%) disagreed with the statement.
The responses to the statement that lack of adequate facilities makes students not enrol in the subject were quite different since 49.2% agreed with the statement and 41.8% disagreed. Further examination of the results in table 20 indicates that the majority of the students (86.8%) agreed with the suggestion that home science is relevant to both male and female students while a small proportion (10.5) disagreed with it. This shows that there is no sex bias against home science as a subject as the majority of the students (91.1%) refuted the claim that it is a female dominated subject and men should not study it. On the importance of the subject, the majority of the students (91.1%) disagreed with the statement that home science is less important than other subjects in the curriculum. Only a small proportion (12.4%) agreed with the statement. It is therefore evident that the majority of the students viewed home science as an important subject in the school curriculum.

The statement that home science promotes better organisation in one’s daily life was responded to positively by over three quarters of the students (82.4%) while a small proportion (10.3) disagreed with the statement. On the usefulness of the subject to the present environment, the majority of the students (88.2%) agreed
that home science is useful while 5.5% disagreed. Only 6.3% was undecided in regard to the statement. The results further showed that most of the students were aware that home science is a practical oriented subject that develops skills and talents relevant to daily life. This was agreed by 88.2% of the students while 5.5% disagreed. However, only a small proportion (6.3%) was undecided.

More than three quarters of the students (80.8%) agreed with the statement that home science encourages self-development. Only small proportion (10%) disagreed with the statement. Less than three quarters of the students (70.8%) agreed home science centers on the family and is a strong foundation for good family life. 16.8% disagreed with the statement while 12.4% was undecided. This majority representation could be because the students are realising the importance of the subject in relation to the improvement of the quality of life for the individual, family and community at large.

Less than half of the students (45%) agreed that home science has a promise of a financially rewarding career while 28.7% disagreed with it. About one quarter (26.3%) of the students were undecided about the statement. This representation could be because the students are not aware
of home science related job opportunities open to them once they leave school. On the other hand, the majority of the students (82.6%) disagreed with the statement that home science should be compulsory in forms three and four. Only a small proportion (8.4%) was positive about the statement.

From the students' responses, it can be said that they have positive opinions concerning the different aspects of home science subject. This is clearly indicated by their responses to the statements that displayed positive attitudes. The fact that most of the students look favourably at the subject has a positive effect on student enrolment in the subject.

Table 20: Attitude of Students Towards Home Science Subject

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career opportunities in Home Science make students to choose the subject.</td>
<td>67.4%</td>
<td>23.7%</td>
<td>8.9%</td>
<td>380</td>
</tr>
<tr>
<td>2. Home Science syllabus is too wide to cover adequately.</td>
<td>53.2%</td>
<td>32.9%</td>
<td>13.9%</td>
<td>380</td>
</tr>
<tr>
<td>3. Lack of adequate facilities make students not to enrol in the subject.</td>
<td>49.2%</td>
<td>41.8%</td>
<td>8.9%</td>
<td>380</td>
</tr>
</tbody>
</table>
4. Home Science is relevant to both male and female students.
5. Home Science is a female subject and men should not study it.
6. Home Science is less important than other subjects in the curriculum.
7. Home Science promotes better organisation in one's daily life.
8. Home Science is useful to our present environment.
9. Home Science is a practical subject that develops skills and talents relevant to daily life.
11. Home Science centers on the family and is a strong foundation for good family life.
12. Home Science has a promise of financially rewarding career.
13. Home Science should be compulsory in forms three and four.

Information obtained from the Teachers

Demographic and General Characteristics of Teachers

In the first part of this section of the study, the
researcher intended to find out some demographic and
general characteristics of the teachers. These included
sex, marital status, age, professional and academic
qualifications and teaching experience.

(1) Age of Teachers

The results in table 21 show that more than half of
the teachers (55%) were in the category of less than 30
years whereas 35% were aged between 31 and 41 years. Only
10% of the teachers were aged more than 40 years. The
results revealed that the majority of the teachers were
fairly young.

Table 21: Age of teachers

<table>
<thead>
<tr>
<th>Age</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 years</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>31 - 40 years</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>41 - 50 years</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

(2) Gender of Teachers

It is also evident that all the teachers were females.
This would be expected since the subject has traditionally
been dominated by females and very few males who have taken
the subject at the university level.

(3) **Teachers' Marital Status**

Results in table 22 show that more than three quarters (80%) of the teachers indicated they were married while 20% were single. This would be expected since the sample represents adult population of twenty years and above. At this age, the teachers are expected to be mature and committed in their work.

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Single</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

(4) **Teachers' Education Background.**

Results in table 23 show that the majority of the teachers (80%) were university graduates while a small proportion (20%) were S1 or Diploma holders. The results revealed that the majority of the teachers were of graduate status with adequate training in Home Economics.
Table 23: Teachers Education Background.

<table>
<thead>
<tr>
<th>Professional and Academic Qualification</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pl/S1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Sl</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Dip/Ed.</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Approved</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>B.ED.</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>B.SC./BA</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Considering their teaching experience, table 24 shows that the majority of the teachers (85%) had taught for more than three years while only a small proportion (15%) had taught for less than three years. From the results it is clear that the teachers are trained and have considerable experience in teaching home science. Therefore they are expected to guide and give advice concerning students' choice of home science subject.
Table 24: Teaching Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 yrs</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3 - 6 years</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>7 - 10 years</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>More than 10 yrs</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Criteria for Selecting Home Science Students

Teachers were asked to indicate whether there was a criterion for selecting home science students in their schools. About three quarters (70%) of the teachers indicated that there was no criterion used in selecting students for home science in form three. Only in a few cases as indicated by almost a third (30%) of the teachers, where there was a criterion for selecting the students. In such cases the teachers explained that only those students who were good and interested in the subject since they were in form one class, were selected by the teachers concerned to do the subject. Further discussions with the teachers revealed that although the students were free to choose the subject, the number of students to be enrolled in the subject was finally decided on by the home science teachers. Their decision was usually based on the
availability of home science facilities, finances and the number of home science teachers in the school. Therefore it is clear that the number of students willing to take home science in form three is finally determined by the teachers concerned. The students' decision to take the subject might be overruled by the teacher especially where the number is too big and there may be need to make it small for easier handling.

Presence of Home Science laboratory in the school

Considering the presence of home science laboratory in the school, table 25 shows that most of the teachers (70%) indicated that they had one in the school, while about 30% had none at all, but used other rooms available in the school. This is an indication that improvisation is an important aspect of home science and lack of home science room should not hinder the teaching of the subject.
Revision of Home Science Syllabus

Teachers were asked to indicate whether home science syllabus in secondary schools needed revision. All the teachers felt that it was necessary to revise the syllabus. The areas of home science that required some attention were ranked from the area that needed the most revision to the one that needed the least attention.

Results in table 26 show that the area of Clothing and Textiles required the most revision according to the perception of the teachers. Discussions held with the teachers revealed that Clothing and Textiles was too involving both in theory and practical levels and they felt that more time was required for teaching it. The major reason given was that teachers were not able to finish the
unit by the end of the fourth year. They felt Clothing and Textiles should be an examinable subject on its own to ensure adequate mastery of the practical skills.

Foods and Nutrition ranked second in the areas that required revision followed by Home Management which was ranked third. However, Consumer Education and Child Care needed the least revision as indicated by some of the teachers. The results indicate that home science syllabus requires some revision especially the clothing and textiles unit which needs to be narrowed down. It is also evident that more time should be allocated to the teaching of home science as some of the units are not covered adequately by the end of the fourth year.

Table 26: Rank order ratings of areas that require revision

<table>
<thead>
<tr>
<th>Area</th>
<th>NO.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing and Textiles</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Foods and Nutrition</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Home Management</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Child Care</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Factors that influence choice of Home Science subject

Teachers were asked to indicate the factors that influence students' choice of home science subject. They reported that students chose the subject because of their interests and skills especially in the areas of Foods and Nutrition and Clothing and Textiles. The teachers reported that some students liked cookery classes mostly since they see the results of their products immediately. Students are also generally happy to show off the articles they make in Clothing and Textiles, although the results are not immediate. Promise of financially rewarding career, Home Economics being easy to combine with family, adequate facilities, and past examination results were reported as some of the other factors that influence students to enrol in home science. Need revision was mentioned as the reason for interest in home economics by almost two thirds (70%) of the respondents.

Attitude of teachers towards Home Science

Attitude of teachers towards home science is also important since it indicates the general inclinations towards the subject. It was necessary to study the attitude of teachers to find out their feelings and biases towards the subject. The results in table 27 show that more than two thirds (70%) of the respondents agreed with the
statement that home science is a useful subject in secondary schools while one fifth (20%) disagreed with it. The suggestion that home science is a difficult subject to teach was refuted by almost all the teachers (90%). Nevertheless, all the teachers agreed with the suggestion that home science curriculum is too wide to cover adequately. Similar feelings were expressed by more than half (53.2%) of the students who agreed that home science syllabus was too wide to cover adequately. The responses on the statement that improvisation was too involving for one's liking were almost similar since 55% of the respondents disagreed with the statement while 40% agreed. Three quarters of the respondents (75%) agreed that the content learnt at every class is appropriate while a quarter of them disagreed. The suggestion that some aspects of the syllabus need revision was accepted by all the teachers. Almost two thirds (65%) of the teachers refuted the suggestion that students find it difficult to understand the content taught in home science. A quarter (25%) of the teachers agreed with the statement while only a negligible number was undecided. However, all the teachers agreed that Home Science contains aspects applicable after students leave secondary school.
Three quarters of the respondents (75%) disagreed with the suggestion that lack of home science equipment makes teaching almost impossible while a quarter of them (25%) felt otherwise. This would be expected since most of the equipment can be obtained locally and teachers are expected to improvise when necessary.

Most of the respondents (90%) agreed with the suggestion that more time should be allocated for teaching home science. However, a negligible number disagreed with the statement. Nearly all the teachers (90%) agreed that the content the students are supposed to cover cannot be covered within the available time. Only a small number agreed with the statement. Almost two thirds (65%) of the respondents refuted the suggestion that parents show a keen interest in their children's progress in school. A small proportion (15%) agreed with the statement while one fifth (20%) was undecided. However, all the teachers agreed that home science is relevant to both male and female students. On the other hand, the majority of the teachers (90%) disagreed with the suggestion that home science was an expensive subject and should be left out of the curriculum. Only a small number was undecided about the statement. This indicates that teachers value the benefits rather than the costs of the subject.
The suggestion that lack of facilities makes students not to enrol in the subject was refuted by less than half (45%) of the teachers. Similarly, the same proportion (45%) agreed with the statement. This would be expected as findings from this study show lack of facilities was not a major contributor to the students' choice of the subject.

From the responses of the teachers, it can be concluded that they too have positive opinions concerning various aspects of the home science subject. Most of them agreed that home science is useful and that the content learned at every class was appropriate. All the teachers expressed the need to have the syllabus revised to make it more appropriate to the needs and levels of the students. On the other hand, most of the teachers agreed that the content was too broad to be covered in the time allocated. Therefore, they expressed the need to have more time allocated for the teaching of the subject.
Table 27: Attitude of teachers towards Home Science subject

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Home Science is the most useful subject in secondary schools.</td>
<td>70%</td>
<td>10%</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>2. Home Science is a difficult subject to teach.</td>
<td>10%</td>
<td>90%</td>
<td>0%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>18</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>3. Home science curriculum is wide to cover adequately.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>4. Improvisation makes teaching too involving for ones liking.</td>
<td>55%</td>
<td>40%</td>
<td>5%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>8</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>5. Content learned at every class is appropriate.</td>
<td>75%</td>
<td>20%</td>
<td>5%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>4</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>6. Some aspects of the syllabus need revision.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>7. Students find it difficult to understand the content taught in Home Science.</td>
<td>25%</td>
<td>65%</td>
<td>10%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>13</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>8. Home Science syllabus contains aspects applicable after students leave secondary school.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>9. Lack of Home Science equipment makes teaching almost impossible.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>5</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>
10. More time should be allocated for teaching Home Science. 

<table>
<thead>
<tr>
<th>Percentage</th>
<th>90%</th>
<th>5%</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

11. The content the students are supposed to cover cannot be covered within available time.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>90%</th>
<th>5%</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Percentage</th>
<th>15%</th>
<th>65%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>13</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

13. Home Science is relevant to both male and female.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>100%</th>
<th>0%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Home Science is an expensive subject and should be left out of the curriculum.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>0%</th>
<th>90%</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>18</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

15. Lack of facilities makes students not to enrol in Home Science.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>45%</th>
<th>45%</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>9</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

**Supplementary information from the Headteachers**

Supplementary information obtained through interview schedule from the headteachers of some of the schools studied was compiled. It was important to include the headteachers in the study because they are generally concerned with the well-being of the schools and at the same time have some control over the teachers and students.
They also determine the optional subjects offered in their schools depending on the resources available. Part of their administrative duties include supervision of the teaching and learning process. They are also aware of the management of each subject taught in the school. A general discussion that touched on the major study area of home science was carried out with the headteachers. The learning of the subject in schools depends on resources relative to the subject.

(1) Popularity of Home Science Subject.

Data collected included the popularity of the subject among other optional subjects offered against it. In three schools, the headteachers felt home science was liked by most of the students. This was because the subject was geared towards attainment of practical skills relevant to one's daily life. In other schools, the headteachers felt the subject was competing with other optional subjects like Business Education, Music, Agriculture, Economics, Fine Art and Commerce, all of which are offered against home science. On the question of whether home science was an expensive subject for the school to cater for, the headteachers felt it was expensive, but they agreed that the students helped reduce the costs by contributing towards the purchase of home science materials. In three schools where home science was started with the 8-4-4 system of education, the headteachers felt that the subject
was expensive particularly in regard to the equipping of the home science room where the school was expected to meet the expenses.

(2) Problems Associated with the Subject.

On the question of whether there were any problems they believed were paramount in the teaching of the subject in school, information related to lack of equipment, facilities, adequate funds and home science laboratory was revealed.

The major problem experienced in most of the schools was lack of adequate funds as it was revealed by five of the headteachers. This was because most of the headteachers were not receiving any grants from the Ministry of Education or any other sources. Three of the headteachers felt that lack of equipment and facilities caused some problems in the teaching of the subject. They expressed the fear that the teachers' morale was affected by lack of adequate facilities as it was sometimes difficult to improvise some of the equipment. They also felt that the students' morale and enthusiasm in the subject were affected by lack of facilities. These findings compare quite well with the Ominde report (1964) which indicates that poor classroom facilities and lack of teaching
equipment hinder the success of a practical subject. The headteachers who faced such problems pointed out that they are compelled to enrol limited number of students in home science to ensure the practical classes are well managed by the teachers. Two of the mixed secondary schools had no home science rooms but one used a classroom and the other a science laboratory for their home science lessons. In these schools, the headteachers expressed the need to construct the home science rooms once the funds become available. In interviews with the headteachers, it was expressed that home science rooms and equipment are needed. (3) Need to Continue Offering the Subject.

All the headteachers felt the need to continue offering the subject in their schools despite the hardships they were facing. They also hoped the number of boys and girls choosing the subject would increase once the problems they were facing became less. The headteachers of the boys and mixed secondary schools started offering home science with the implementation of the 8-4-4 system of education. However, the instructors had to struggle to obtain the number of boys and girls students who had previously been established in the teaching of the home science and they had offered the subject up to form four level for over ten years. Therefore, it is evident that home science is a popular subject in most of the schools despite the fact that it was not being offered in all the girls schools as shown in Table 10.
that it requires financial support from the school and the parents. Also despite the problems some of the schools were facing, the subject has to remain part of the school curriculum. On the question of whether students performed well in the Kenya Certificate of Secondary Examination, most of the headteachers indicated that the students performance was good and compared well with some of the other subjects in the school curriculum. The good results motivated some of the students to choose the subject.

From the interviews held with the headteachers, it can be observed that lack of proper rooms and equipment restricts the depth of learning and teaching of home science subject. The schools that lack the necessary equipment for carrying out home science practicals limit the number of students wishing to enrol in the subject.

Trend of student enrolment in Home Science in ten secondary schools

Each head of the home science department in the schools visited was asked to indicate the number of form four students who had enrolled in home science since 1984. School records were used for statistical references.

(1) Enrolment in Girls Schools.

As shown in table 28, all the girls schools except one
were offering home science in the old system of education. This shows that the four girls schools are old and well established in the teaching of the home science. This is expected because home science was traditionally offered in girls schools only.

In most of the girls schools, the number of students who had enrolled in the subject increased with the implementation of the 8-4-4 system of education. In 1989, the average number of girls (50.4%) in five secondary schools was much higher compared to the average number of girls enrolled in 1987 in the same schools. Therefore it is clear that the number of girls who had enrolled in home science had tremendously increased with the implementation of the 8-4-4 system of education. This is because most of the girls schools were well established in the area of home science and the fact that the subject was offered in the schools for some years before the introduction of the 8-4-4 system of education influenced more students to choose the subject. So the students opted for home science because of their familiarity with the subject more than with the newer optional subjects in the new system.

The fact that most of these schools were generally well established indicates that they had adequate home
science facilities which might have influenced the students to choose the subject. It is also important to note that enrolment of girls in home science after 1989 decreased. Owing to the fact that the optional subjects offered against home science in the schools had become popular among the students. Secondly, the teachers unable to cope with the large numbers opting for home science, reduced the number of students choosing the subject in form three to ensure they had a group of students they could comfortably manage during the practical lessons. This is because some of the equipment used for the practical classes like sewing machines are limited in some schools and improvisation is not possible.

<table>
<thead>
<tr>
<th>Year</th>
<th>School1 Girls</th>
<th>School2 Girls</th>
<th>School3 Girls</th>
<th>School4 Girls</th>
<th>School5 Girls</th>
<th>Total</th>
<th>Avg Per/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td>22</td>
<td>-</td>
<td>93</td>
<td>16</td>
<td>51</td>
<td>184</td>
<td>46</td>
</tr>
<tr>
<td>1985</td>
<td>29</td>
<td>-</td>
<td>28</td>
<td>14</td>
<td>38</td>
<td>109</td>
<td>27.3</td>
</tr>
<tr>
<td>1986</td>
<td>22</td>
<td>-</td>
<td>25</td>
<td>18</td>
<td>37</td>
<td>102</td>
<td>25.5</td>
</tr>
<tr>
<td>1987</td>
<td>20</td>
<td>-</td>
<td>30</td>
<td>16</td>
<td>30</td>
<td>96</td>
<td>24</td>
</tr>
<tr>
<td>1989</td>
<td>14</td>
<td>66</td>
<td>32</td>
<td>28</td>
<td>112</td>
<td>252</td>
<td>50.4</td>
</tr>
<tr>
<td>1990</td>
<td>14</td>
<td>61</td>
<td>28</td>
<td>13</td>
<td>99</td>
<td>215</td>
<td>43</td>
</tr>
<tr>
<td>1991</td>
<td>44</td>
<td>51</td>
<td>10</td>
<td>18</td>
<td>60</td>
<td>183</td>
<td>36.6</td>
</tr>
</tbody>
</table>

Avg. = Average
(2) **Enrolment in Mixed Schools.**

The results in table 29 show that all the mixed secondary schools started offering home science with the implementation of the 8-4-4 system of education. Before then, home science in these schools was offered only in forms one and two. Therefore the Ministry of Education expected mixed and boys secondary schools with facilities to offer home science up to form four. At the same time, Parents and Teachers Associations (PTA) in these schools organised fund-raising meetings to contribute towards the building and equipping of Home Science rooms. As a result, some of the boys and mixed secondary schools managed to start home science classes.

In 1989, only nineteen boys in one of the mixed secondary schools had enrolled in Home Science while in 1990, the number increased to twenty six in the same school. The number of girls enrolled in the subject in that same school increased in 1991 compared to the previous years. The fact that the number of boys and girls increased could be attributed to their interest in the subject. Secondly, boys are encouraged by career opportunities open to them, especially in the hotel industry once they leave school. This is evidenced by findings that future career opportunities was a major reason among boys for choosing home science subject.
In 1991, the number of girls and boys enrolled in the subject decreased because the optional subjects offered against home science became popular and less demanding both in time and content. This is because the findings of this study revealed that home science curriculum was too wide to cover adequately within the allocated time. Thus, students would be encouraged to choose an optional subject that is less demanding. Also looking at the reality of the situation, government grants are not forthcoming leading to strained financial status in the schools. Therefore some of the headteachers being aware that home science is one of the subjects that requires money, ensure that only limited number of students that the school can cater for, enrol in the subject.

In Boys Schools.

The results in table 30 show that boys Secondary schools started offering home science with the implementation of the 8-4-4 system of education. In one of the boys schools, twenty eight boys had enrolled in the subject in 1989 while the number increased slightly the following year. In the other school, only two boys were enrolled in the subject in 1989 and 1990. However, the number increased to eight in 1991. This could be attributed to the interest in the subject and the career opportunities the subject offers.

<table>
<thead>
<tr>
<th>Year</th>
<th>School6 Girls</th>
<th>School6 Boys</th>
<th>School7 Girls</th>
<th>School7 Boys</th>
<th>School8 Girls</th>
<th>School8 Boys</th>
<th>Total Girls</th>
<th>Total Boys</th>
<th>Avg. per/yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td>16</td>
<td></td>
<td>26</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>1991</td>
<td>10</td>
<td></td>
<td>5</td>
<td>31</td>
<td>22</td>
<td>1</td>
<td>63</td>
<td>14</td>
<td>21</td>
</tr>
</tbody>
</table>


(3) Enrolment in Boys Schools.

The results in table 30 show that boys Secondary schools started offering home science with the implementation of the 8-4-4 system of Education. In one of the boys school, twenty eight boys had enrolled in the subject in 1989 while the number increased slightly the following year. In the other school, only two boys were enrolled in the subject in 1989 and 1990. However, the number increased to eight in 1991. This could be attributed to the interest in the subject and the career opportunities the subject offers.
Table 30: **Trend of Students Enrolment in Home Science in Boys secondary schools from 1984 - 1989**

<table>
<thead>
<tr>
<th>Year</th>
<th>School 9</th>
<th>School 10</th>
<th>Total</th>
<th>Average per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td></td>
<td>109</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>2</td>
<td>28</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>1990</td>
<td>2</td>
<td>30</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>1991</td>
<td>8</td>
<td>19</td>
<td>27</td>
<td>13.5</td>
</tr>
</tbody>
</table>

**General Trend of Student Enrollment in Home Science in the Schools Studied.**

Results in table 31 show that enrolment of students in the home science subject increased with the implementation of the 8-4-4 system of education in 1989. However the trend changed the following two years and the number of students enrolled in the subject decreased. This is clearly evidenced in the boys school where the number of boys enrolled in the subject drastically dropped in 1991.
Table 31: Trend of enrolment in Home Science in the Ten

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Girls in all schools</td>
<td>184</td>
<td>109</td>
<td>102</td>
<td>96</td>
<td>273</td>
<td>257</td>
<td>246</td>
</tr>
<tr>
<td>Total Boys in all schools</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>49</td>
<td>58</td>
<td>41</td>
</tr>
<tr>
<td>Avg. for Girls in All schools per year</td>
<td>46</td>
<td>27.3</td>
<td>25.5</td>
<td>24</td>
<td>45.5</td>
<td>36.7</td>
<td>30.6</td>
</tr>
<tr>
<td>Avg. for Boys in all schools per year</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16.3</td>
<td>19.3</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Avg. = Average.

Summary of Findings.

Findings presented in chapter four indicated that no significant relationship existed between parents socio-economic factors and student choice of home science subject. Factors influencing the students' choice of this subject did not differ much. Most of the boys and girls were influenced by the good examination results obtained by the past students of that school.

On the other hand, the reasons for choosing home science subject were different for both boys and girls. Promise of the future career opportunities tended to be the
main reason given by boys for choosing the subject while the girls indicated they had a personal liking of the subject. The findings further showed that most of the students and teachers had similar opinions concerning home science. Most of them look favourably at the subject and their attitude towards it is positive. The results also showed that the trend of student enrolment in the subject over the years is not stable and is generally on the decline.

Schools. The study sought to answer the following research questions:

1. To what extent do selected parents' socio-economic factors contribute to students' choice of home science subject?

2. What are the factors that are important in the choice of home science subject among boys and girls?

3. To what extent does the level of difficulty influence students' choice of home science subject?

4. What are the reasons for choice of home science subject among boys and girls?

5. Do the perceptions of students and teachers in some aspects of home science influence student enrolment in the subject?
SUMMARY

Purpose:

The purpose of the study was to find out the factors that influence student enrolment in home science in Nairobi secondary schools. The study sought to answer the following research questions:

1. To what extent do selected parents' socio-economic factors contribute to students' choice of home science subject?

2. What are the factors that are important in the choice of home science subject among boys and girls?

3. To what extent does the level of difficulty influence students' choice of home science subject?

4. What are the reasons for choice of home science subject among boys and girls?

5. Do the perceptions of students and teachers in some aspects of home science influence student enrolment in the subject?
6. Is there any criteria for selecting students for home science subject?

7. What are the opinions of students, teachers and headteachers concerning home science in secondary schools?

8. Is enrolment of girls and boys in home science in Nairobi secondary schools increasing or decreasing?

Sample.
The sample comprised 185 students enrolled in home science, 195 students not enrolled in home science, 20 home science teachers and 7 headteachers.

Data Collection.
The study adopted a descriptive survey design and data were collected using questionnaires and an interview schedule.

Data Analysis.
The data collected were analysed using descriptive statistics, frequencies and the chi-square test of significance.

Results:

Factors Influencing Choice of Subject:

Data analysed and discussed in chapter four revealed various factors as having some influence on the choice of
home science subject among boys and girls. The findings indicated that among the students taking home science, girls were more than the boys and their average age was 17 years. Selected parents' socio-economic factors namely: mothers' education, mothers' training in any area of Home Economics and presence of a member of the family in Home Economics were found not to influence students' choice of home science subject.

Boys and girls were influenced mostly by good examination results obtained by past students in their schools. Own interest in the subject was also found to be a factor that influenced both girls and boys to choose the subject. Parents, career and Home Science teachers had some influence on students' choice of the subject. The findings revealed that there was no significant difference in factors that influenced male and female students in their choice of the subject.

Concerning the level of difficulty in home science, more than half of the male and female students found the subject easy while less than half of them found it difficult. The findings revealed that easiness of the subject was not a main factor contributing to students choice of the subject among boys and girls. The Clothing
and Textiles unit was found to be the most difficult area of home science among students in secondary schools. Awareness of the usefulness of the subject among students enrolled in home science seemed to influence them in their choice of the subject. Reasons indicated for choosing or not choosing home science subject differed among boys and girls. It is important to note that male students who enrolled in home science were influenced by the promise of future career opportunities in the field of Home Economics. This differed with females who were influenced mostly by their personal liking of the subject. Future career opportunities was found to be the second main reason among girls for choosing home science subject. The findings indicated that lack of interest among boys was the second main reason for not choosing home science while girls indicated the subject being too involving both in theory and practical levels as their second main reason for not choosing the subject. Another reason indicated by boys for not choosing the subject was lack of interest among home science teachers. This differed with girls who indicated their lack of interest in the subject as their third main reason for not choosing the subject.
In general, career opportunities in Home Economics, personal liking of the subject, previous good examination results and awareness of the importance of the subject were found to be the factors influencing students' choice of home science subject.

Students Attitude towards the Subject:

Concerning the attitude of students towards home science, the findings showed that the majority of the students had similar opinions by being positively inclined towards home science. The most important of the findings is that the attitude of the students towards the subject might not be as negative as otherwise feared. This was clearly expressed by the majority (86.8%) of the students who agreed that home science is relevant to both male and female students. On the other hand 90.1% of the students refuted the claim that home science is a female dominated subject and therefore men should not study it. The fact that most of the students seemed favourable towards the subject is indicated by 91.1% of the students who refuted the suggestion that home science is less important than other subjects in the curriculum. A good number of students indicated that they were aware of the subject and its applicability to one's daily life. However, about half of
the students (53.3%) felt home science syllabus is too wide to cover adequately and this may cause the dislike of the subject by students who do not like working hard.

Generally most of the students were positively inclined towards home science subject, and these attitudes could have a positive effect on the enrolment in the subject in the schools. The practical approach to selecting a career-oriented education could increase home science enrolment nationally.

**Teachers Attitude towards the Subject.**

Findings from home science teachers and headteachers showed that teachers play an active role in influencing students' choice of home science and at the same time, they transmit skills, knowledge, principles, practices and attitudes to students.

The findings indicated that all the teachers teaching home science were females and the majority (80%) were married. It was also noted that all the teachers were professionally qualified and all except three had teaching experience of more than two years. The results showed that there was no criterion for selecting students for home
science subject though they (teachers) determined the number of students they wanted to have for the subject.

All the teachers felt the need for revision of the home science syllabus especially in the Clothing and Textiles unit which they felt was too involving and required more time for teaching. As concerns the attitude of teachers towards home science, the findings revealed that the majority of the teachers were positively inclined towards the subject. This was indicated by the majority of the teachers who agreed that home science is a useful subject in secondary schools. The majority of them felt that the home science was not a difficult subject to teach but were aware that the syllabus is too wide to be covered adequately within the time allocated. They expressed the need to revise the syllabus to make it more appropriate for the students. The necessity for more time allocation for home science teaching indicated the concern of the teachers about the subject.

Further findings revealed that lack of adequate facilities and finances were common problems facing the schools that teach the subject. On the other hand, most of the girls secondary schools were well-established in the
teaching of the subject while the mixed and boys secondary schools started teaching the subject with the implementation of the 8-4-4 system of education. Schools with adequate facilities enrolled a larger number of students. It is also important to note that student enrolment in home science subject is not stable.

Trend in Students Enrolment

There was sudden increase in student enrolment in home science in 1989 but soon afterwards in 1990, the number of students enrolled in the subject started decreasing. Reasons for the increase are attributed to students' interest in the subject especially with the implementation of the 8-4-4 system of education, adequate facilities, well-established schools and the expectation of future career opportunities that the subject offers.

The reasons for the decrease in student enrolment are due to lack of adequate facilities in the schools, wide selection of optional subjects offered against home science, schools not well-established in home science and content, especially in the area of Clothing and Textiles, being too wide to cover adequately within the allocated time. Lack of resources and facilities discouraged the
teachers enrolling large number of students in home science. Therefore more resources and facilities need to be provided to all secondary schools to ensure that more students enrol in the subject.
CONCLUSIONS

The task of this study was to determine the factors that influence student enrolment in home science. On the basis of the findings, the following are the conclusions generalized on the factors that influence students' choice of the subject.

Parents' socio-economic factors namely marital status, number of children in the family, fathers' and mothers' highest level of education, presence of family member in Home Economics and mothers' training in the subject have no significant influence on the students' choice of home science. It is also important to note that various factors, namely: previous examination results of the subject, promise of future career opportunities, personal interest in the subject, home science forming a basis for good family life, parents, teachers, awareness of students in the usefulness of the subject and availability of adequate facilities in schools are the various factors that influence students' choice of home science. Relatives and friends have very little influence on the student's choice of home science subject.
Home science being an easy subject, is not a major factor contributing to student's choice of the subject. The findings indicated that the students and teachers look favourably at the subject and their attitude towards the subject is not negative as otherwise feared. Most of the information gathered indicated a general dissatisfaction with the content. Home science being a practically oriented subject is not given the time it deserves in the secondary school curriculum and yet home science syllabus is too wide to cover in a short time. The findings further revealed that student enrolment in the subject increased with the implementation of the 8-4-4 education system, but soon after there was gradual decline in enrolment in the subject. This is because home science in secondary schools is optional and limited to a few schools. At the same time some of the schools lack the necessary facilities for teaching the subject effectively. If this trend continues, only a small portion of the secondary school students will enrol in the subject. Therefore some measures need to be taken to maintain or improve the level of enrolment of students in home science subject.
RECOMMENDATIONS

In the light of the findings, the researcher makes the following recommendations that would help to make more students enrol in home science and make the teaching and learning of the subject more effective and successful.

1. More males should be encouraged to join home science profession especially in Diploma Teacher Training Colleges and at the University level. Once they qualify and start teaching in secondary schools, more boys will be encouraged to choose the subject as well and thus some of the negative attitude towards home science would change.

2. Home science teachers should be more involved in the designing of the curriculum. These teachers are the main tools of implementation in the field and thus are aware of the learner’s problems and their needs. They need to be consulted about the content, the scope and depth of the syllabus, time allocation and appropriateness of the syllabus to secondary school students.

3. Identify strong professionals in the field of Home Economics as they are the role models for future students. Let them interact with prospective students
for they (professionals) have the information and motivation necessary to market Home Economics.

4. Seminars and inservice courses should be organised for home science teachers to keep them aware of new teaching techniques and skills, acquire more knowledge and be informed of any curriculum changes.

5. Plan sessions that allow potential students to discuss Home Economics careers with their teachers.

6. Develop work experiences that provide the opportunity for prospective students to become aware of the careers available in the field of Home Economics.

7. More time should be allocated to the teaching of Home Science especially in the area of Clothing and Textiles.

8. Revise the home science curriculum by narrowing the scope down for proper mastery of the content in all areas of the subject.

9. Reconceptualise the whole discipline of Home Economics so as to make it more relevant for Kenya.

10. Further research need to be carried out with more schools included in the sample of both rural and urban population since the study was limited to ten secondary schools in Nairobi Province. The study should include differences in attitude between male and female students and those taking and not taking to
give deeper insights into the attitudes.
BIBLIOGRAPHY


Street Mineapolis.


Parker, J.F. 1980. *Home Economics: An Introduction to a*


APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

I am from Kenyatta University and interested in finding out the factors that influence the trend of student enrolment in Home Science in Nairobi secondary schools. I would like to request your assistance in completing the attached questionnaire. The information compiled will be of value in my study and treated with strict confidentiality for research purposes only.

Your co-operation and sincere answers will greatly be appreciated. I wish to thank you for your co-operation in advance.

1. Married
2. Single
3. Separated
4. Married

MARTHA NYANGI (MRS)
The following section seeks information about your socio-economic background. Please give the information requested below by use of a tick ( ) in the appropriate spaces provided.

1. What is your sex?
   1. Male
   2. Female

2. How old are you?
   1. 15 years
   2. 16 years
   3. 17 years
   4. 18 years
   5. Over 18 years

3. What is the marital status of your parents?
   1. Married
   2. Single
   3. Separated
   4. Divorced
   5. Widowed
   6. No parents

4. Whom are you currently living with?
   1. Father
   2. Mother
3. Both
4. Relatives
5. Other. Specify

5. How many children are you in the family?
   1. 1 - 3
   2. 4 - 6
   3. 7 - 9
   4. Above 9

6. Is there a member of your family who is in home science?
   1. Yes
   2. No

7. What is the highest level of education of your father?
   1. No. education
   2. Primary level
   3. Secondary level
   4. Secondary level with some training
   5. University level
   6. Other: Specify

8. What is the highest level of education of your mother?
   1. No education
   2. Primary level
   3. Secondary level
   4. Secondary level with some training
   5. University level
6. Other: Specify

9. What is your father's occupation?
   1. Managerial
   2. Teaching
   3. Business
   4. Clerical
   5. Farmer
   6. Other: Specify

10. What is your mother's occupation?
    1. Managerial
    2. Teaching
    3. Business
    4. Clerical
    5. Farmer
    6. Housewife
    7. Other: Specify

11. Did your mother train in any area of home economics, for example: Home Management, Clothing and Textiles, Foods and Nutrition.
    1. Yes
    2. No
PART II

This section tries to explore the factors that influence or not influence choice of home science. Please give the information requested below by use of a tick (✓) or fill in the information as your response to the following questions.

12. Secondary school you are currently attending.
   1. Girls school
   2. Mixed school
   3. Boys school

13. Which class are you in now?
   1. Form 3
   2. Form 4

14. Are you taking home science?
   1. Yes
   2. No

15. If not, which one of the following optional subjects are you taking?
   1. Commerce
   2. Agriculture
   3. Business Education
   4. German
   5. French
   6. Music
7. Other: Specify ____________________

If you are taking home science, answer question 16 and
17. If not, proceed to question 18.

16. Which one of the following influenced you most in
choosing home science?

1. Parents
2. Friends
3. Relatives
4. Home science teacher
5. Career teacher
6. Previous examination results
7. Other: Specify ____________________

17. How did they influence you?
Explain ____________________________________________

18. In your opinion, is home science an easy or difficult
subject to learn?

1. Easy
2. Difficult

If your response is "easy", answer question 19. If
difficult answer question 20.

19. Personal liking for the subject
2. Easy subject to pass
3. Other: ____________________________________________
19. Did the fact that it is easy influence you in deciding to take or not take the subject?
   1. Yes
   2. No

20. If difficult, which of the following areas of home science do you find difficult?
   1. Foods and Nutrition
   2. Clothing and Textiles
   3. Home Management
   4. Child Care
   5. Consumer Education.

21. Were you informed about the usefulness of the subject before deciding to take or not take it?

22. Did you have the freedom to choose or not choose the subject?
   1. Yes
   2. No

23. What are your reasons for choosing home science subject?
   1. There are adequate facilities in the school.
   2. Promise of future career opportunities.
   3. Personal liking of the subject.
   4. Easy subject to pass in.
   5. Gives a foundation for a good family life.
6. Other: Specify ____________________________

24. What are your reasons for not choosing home science subject?

1. No interest in the subject.
2. Inadequate facilities in the school.
3. It is a difficult subject.
4. Teachers not qualified to teach the subject.
5. The subject is too involving both in theory and practical.
6. Other: Specify ____________________________
STUDENTS' ATTITUDE TOWARDS HOME SCIENCE QUESTIONS

DIRECTIONS

Each of the statements on this part of the questionnaire expresses a feeling which you may have towards home science. You are required to indicate on a 3-point scale the extent of agreement between the feeling expressed in each statement and your own personal feeling. The 3-point scale is:
Agree (A), Disagree (D) and Undecided (U).

You are to circle the letter which best indicates how closely you agree or disagree with the feeling expressed in each statement as it concerns you personally.

1. Career opportunities in home science make students to choose the subject. A D U
2. Home Science syllabus is too wide to cover adequately. A D U
3. Lack of adequate Home Science facilities makes students not to enrol in the subject. A D U
4. Home Science is relevant to both male and female students.  
5. Home Science is a female subject and men should not study it.  
6. Home Science is less important than other subjects in the curriculum.  
7. Home Science promotes better organisation in one's daily tasks.  
8. Home Science is useful to our present environment.  
9. Home Science is a practical subject that develops skills and talents relevant to daily life.  
11. Home Science centers on family and is a strong foundation for good family life.  
12. Home Science has a promise of a financially rewarding career.  
13. Home Science should be compulsory in Forms three and four.
QUESTIONNAIRE FOR HOME SCIENCE TEACHERS

I am from Kenyatta University and interested in finding out the factors that influence the trend of student enrolment in Home Science in Nairobi Secondary Schools.

I would like to request your assistance in completing the attached questionnaire. The information compiled will be of value to curriculum developers when reviewing Home Science curriculum. It will also be useful for counselling students for future enrolment in Home Science. Copies of the research will be available on request when the study is complete.

Your co-operation and sincere answers will greatly be appreciated. I wish to thank you for your co-operation in advance.

MARTHA NYANGI (MRS)
Put a tick ( ) against the correct response or fill in the information as your response to the following questions.

1. Sex
   1. Male
   2. Female

2. Marital status
   1. Married
   2. Single
   3. Separated
   4. Divorced
   5. Widowed

3. Approximate age
   1. Less than 30 Years
   2. 31 - 41 Years
   3. 41 - 50 Years
   4. Over 50 Years

4. Are you a trained teacher
   1. Yes
   2. No
5. What is your highest academic or professional qualification?
1. Pl/S1
2. S1
3. Dip.Ed
4. Approved graduate teacher
5. B.ED
6. B.A.
7. B.SC
8. Other: Specify

6. For how long have you been teaching Home Science?
1. Less than 2 years.
2. 3 - 6 years
3. 7 - 10 years
4. More than 10 years

7. What is the criterion for selecting students taking Home Science subject in your school?
8. Do you have Home Science laboratory in your school?
   1. Yes
   2. No

9. Do you think Home Science syllabus needs revision?
   1. Yes
   2. No

9. If yes, which of the following areas need revision?
   1. Clothing and Textiles
   2. Foods and Nutrition
   3. Home Management
   4. Child Care
   5. Consumer Education

10. What do you think are the factors that are likely to influence students to enrol in home science subject?
11. Student enrolment in home science in the school from 1984-1991. (Form IV)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART 11
ATTITUDE QUESTIONS

DIRECTIONS

Each of the statements on this part of the questionnaire expresses a feeling which you may have towards Home Science.

You are required to indicate on a 3-point scale the extent of agreement between the feelings expressed in each statement and your own personal feeling.

The 3-point scale is:
Agree (A), Disagree (D) and Undecided (U).

You are to circle the letter which best indicates how closely you agree or disagree with the feeling expressed in each statement as it concerns you personally.

1. Home Science is the most useful subject in secondary schools. A  D  U
2. Home Science is a difficult subject to teach. A  D  U
3. Home Science curriculum is too wide to cover adequately. A  D  U
4. Improvisation of Home Science equipment makes the teaching too involving for ones liking. A  D  U
5. The content learned at every
class is appropriate.

6. Some aspects of the syllabus need revision.

7. Students find it difficult to understand the content of Home Science.

8. Home Science syllabus contains aspects that are applicable after students leave secondary school.


10. More time should be allocated for teaching Home Science.

11. The content the students are supposed to cover cannot be covered within available time.

12. The parents show a keen interest in what their children learn in home science.

13. Home Science is relevant to both male and female students.

14. Home Science is an expensive subject and should be left out of the curriculum.
15. Lack of adequate Home Science facilities makes students not to enrol in the subject.

A D U
APPENDIX C

QUESTIONNAIRE FOR HEADTEACHERS

I am from Kenyatta University and interested in finding out the factors that influence the trend of student enrolment in Home Science in Nairobi Secondary Schools.

I would like to request your assistance in completing the attached questionnaire. The information compiled will be of value to curriculum developers when reviewing Home Science curriculum. It will also be useful for counselling students for future enrolment in Home Science. Copies of the research will be available on request when the study is complete.

Your co-operation and sincere answers will greatly be appreciated. I wish to thank you for your co-operation in advance.

MARTHA NYANGI (MRS)
1. How long have you been an administrator at this school?

2. Is Home Science a popular subject among other options in your school?
   1. Yes
   2. No
   Explain

3. Is Home Science an expensive subject for the school to cater for?
   1. Yes
   2. No

4. What are the problems experienced by teachers in the teaching of Home Science subject in your school?
   1. 
   2. 
   3. 
   4. 
   5. 

5. Do you intend to continue offering Home Science in your school over the years?
   1. Yes
   2. No

6. How many years has the school been offering Home Science?
   1. 1 - 3 years
   2. 4 - 6 years
   3. 7 - 9 years
   4. Over 10 years

7. How is the performance of the students in Home Science in Kenya Certificate of Secondary Education Examination?
SCHOOLS IN THE SAMPLE

GIRLS SCHOOLS
1. Our Lady of Mercy
2. Arya Girls
3. St. Teresa's Girls

MIXED SECONDARY SCHOOLS
6. Dandora Secondary School
7. Nembu Secondary School

BOYS SECONDARY SCHOOLS
9. Moi Forces Secondary School
Dear

Thank you very much for your co-operation in giving the relevant information during the time I was collecting data on the factors that influence the trend of student enrolment in Home Science subject in Nairobi secondary schools.

The information that you provided will be very valuable in making possible to assess the trend of student enrolment in Home Science subject in schools.

The information is being treated confidentially.

All the best.

Yours sincerely

Martha Nyangi
(Investigator)