

((A SURVEY OF THE FACTORS THAT CAUSE STUDENT
SATISFACTION AND DISSATISFACTION WHEN
STUDYING HOME ECONOMICS AT KENYATTA
UNIVERSITY))

A PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER
OF EDUCATION AT KENYATTA UNIVERSITY.

By

MBITHE R. MUTISO

SEPTEMBER 1986

Mutiso, Mbithe . R
*A survey of the
factors that cause*



89/188428

DEDICATION

This work is dedicated to my
parents and husband.

DECLARATION

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

Signed.....

MBITHE MUTISO

(MRS. ANZAYA)

This project has been submitted for examination with my approval as a University Supervisor.

Signed.....

DR. NJERI NGUGI

ACKNOWLEDGEMENTS

In extending my appreciation, I wish to single out my supervisor Dr (Mrs) Njeri Ngugi to whose tireless efforts patience and dedication is owed the successful completion of this project. To her I extend my most sincere gratitude.

A very special thank you goes to the 3rd Year Home Economics Students who graduated from Kenyatta Univeristy in 1986, without whose help and co-operation this study would never have been done.

I cannot adequately express my debt to my dear parents Mr. and Mrs. Joseph Mutiso Kithome and my beloved husband Anzaya Akatsa, without whose incredible understanding, perseverance and moral support, the study would have been most difficult.

I wish to thank Ford Foundation through International Council for Research in Agroforestry for sponsoring my studies.

And last but not least, I would like to thank Jane Wanjiru for typing the work.

I could not possibly mention everyone here and so to all who contributed even in the slightest way,

I say,

THANK YOU.

TABLE OF CONTENTS

| <u>CHAPTER 1:</u> | <u>INTRODUCTION</u> | <u>PAGE</u> |
|-------------------|---|-------------|
| 1.1 | Statement of the problem | 3 |
| 1.2 | Purpose of the study | 3 |
| 1.3 | Hypotheses | 3 |
| 1.4 | Significance of the study | 3 |
| 1.5 | Limitations to the study | 4 |
| 1.6 | Definitions of terms | 5 |
| | | |
| <u>CHAPTER 2:</u> | <u>REVIEW OF RELATED LITERATURE</u> | |
| 2.1 | Studies done in Home Economics | 7 |
| 2.2 | Causes of Satisfaction and Dissatisfaction | 10 |
| 2.3 | Motivation | 17 |
| 2.4 | Learning | 20 |
| 2.5 | Attitudes | 29 |
| 2.6 | Achievement | 30 |
| 2.7 | Performance | 31 |
| 2.8 | Human relations | 34 |
| 2.9 | Morale | 35 |
| | | |
| <u>CHAPTER 3:</u> | <u>METHODOLOGY</u> | |
| 3.1 | Population and sample | 36 |
| 3.2 | Instrument | 36 |
| 3.3 | Data collection | 36 |
| 3.4 | Analysis of Data and Interpretation of Results | 37 |

| | | |
|------------------|--|-------------|
| <u>CHAPTER 4</u> | <u>ANALYSIS AND INTERPRETATION</u> | <u>PAGE</u> |
| | OF DATA | 38 |
| <u>CHAPTER 5</u> | <u>CONCLUSIONS AND RECOMMENDATIONS</u> | |
| | Conclusions | 63 |
| | Recommendations | 66 |
| | Appendix 1 | 69 |
| | Footnotes | 77 |
| | Selected Bibliography | 78 |

1. INTRODUCTION

According to Kasuku (1984) "Home Economics is one of the teaching subjects in Kenya's Girls and Mixed Secondary schools under the general name Domestic or Home Science".¹ Since this subject is taught both in 'O' and 'A' level there is need to train teachers in this field at University level.

The Kenyatta University Home Economics Department has been mostly composed of women both the staff and students until about four years ago when the first male students were admitted.

Home Economics "is a broad field of learning intergrating the subject matter of several disciplines to form a body of knowledge focused on the problems of the home and family living. It draws upon knowledge from such fields of study as art, bacteriology, biology, chemistry, economics, physics, psychology and sociology. It is concerned with all phases of home life and includes the following subject areas: child development and family relationships; clothing, textiles and related arts; family economics and home management; foods and nutrition and housing and household equipment".² At Kenyatta University the Home Economics Department has included a first aid programme in the curriculum.

Home Economics is a very practical subject take for example the students who undergo the course at the University. When they graduate they are in a position to teach students and the community

as opportunity arises but more than that one has opportunities to practice what they learnt in their own homes. For example one of the courses taught is home management and as one studies this they cover budgeting as one of the topics. One is therefore able to use the acquired knowledge to manage their finances thus what is learnt is not all theoretical but it can be applied to everyday living situations thus making it practical.

As seen above the areas covered by home economics as a subject are very broad. Therefore for the material taught to be useful and for learning to take place students have got to be motivated to learn. If they are highly motivated to learn they will be satisfied with for example the curriculum content. If they are not motivated for any reason they will be dissatisfied. Presently you find that some of the students are not very satisfied with the curriculum content because they feel that there are too many courses to be covered and this normally means many of them are not covered in great depth. If for example the courses were fewer they would probably be covered in greater depth. Since home economics is a broad field of study it means that for the different courses taught there is need for adequate facilities. At Kenyatta University, the home economics department is expanding very rapidly and presently the facilities available are not adequate for all the students. This factor may cause dissatisfaction among many of the students.

On the other hand it is assumed that quite a number of students are satisfied with studying home economics due to the fact that the

knowledge they acquire through the different experiences can be applied to their own family situations. However these factors can only be concluded after such a research study.

1.1. Statement Of the Problem

What factors cause satisfaction and dissatisfaction to students as they study Home Economics at Kenyatta University?

1.2 Purpose Of The Study

This study is designed to investigate the factors that cause satisfaction and dissatisfaction to students as they study home economics at Kenyatta University.

1.3. Hypotheses

In relation to the study the research expects to answer the following questions:-

- 1) Is there any significant satisfaction in students studying home economics at Kenyatta University?
- 2) Is there any significant dissatisfaction in students studying home economics at Kenyatta University?

1.4. Significance Of The Study

In the past no study has been done to try and find out whether the students who study home economics at Kenyatta University are satisfied or dissatisfied with the different aspects for example the content of what is covered. The fact

that this study has not been done before makes this study significant.

Many students who have gone through the home economics course at Kenyatta University feel that the curriculum content is too much. This has therefore made it necessary for the researcher to carry out a study to find out if there is any truth in this claim. The researcher hopes to make recommendations after the data analysis of ways in which the curriculum content, student to student interaction can be improved so as to create more satisfaction as one studies home economics at Kenyatta University.

This study is significant because it will help find out what students generally feel about the department as a whole. This is important because one may find that if students are content with the curriculum, student to student interaction and the department as a whole they may be highly satisfied as they study home economics whereas if students are dissatisfied with the curriculum content, student to student interaction and the department as a whole they may behave in a discontent manner as they study home economics at Kenyatta University.

1.5. Limitations To The Study

This research is subject to the following limitations:

1. Due to limited time and funds this study has been carried

out without piloting it first.

2. The instrument has not been tested for validity and reliability.
3. The researcher also feels limited in the sense that the sample is too small. If time had allowed it would have been worthwhile to administer the same instrument to other students of home economics for example those at Egerton College and then compare the results.
4. Not much has been done on student satisfaction and dissatisfaction which makes literature review difficult.

1.6 Definition Of Terms

1. Home Economics: A field of study and research forming part of an academic curriculum of formal subjects and practical skills (as in nutrition, clothing, child care, home furnishing and decoration, household accounts, family and community relationships) necessary for good home management and family life.
2. Satisfaction: Complete fulfillment of a need or want.
3. Dissatisfaction: The quality or state of being dissatisfied, unsatisfied, or discontented.
- Distress resulting from a lack of gratification.
4. Home Economics Student: A person studying or majoring in home economics while doing his/her Bachelor of Education degree at Kenyatta University.

5. Morale: A state of individual psychological well-being and buoyancy based upon such factors as physical or mental health, a sense of purpose and usefulness, and confidence in the future.
6. Human Relations: The social relations between human beings.
7. Living-in Experience: One of the courses taught in home economics is home management. During the third year, students are expected to move into home management houses for a period of three weeks so that they can practice what they have learnt in the theory classes.
8. Motivation: Refers (1) to the existence of an organized phase sequence, (2) to its direction or content and (3) to its persistence in a given direction or stability of content.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Studies Done In Home Economics

Due to the fact that there is not much information on student satisfaction and dissatisfaction, it has been difficult to review literature. The literature mostly used is related to work motivation and job satisfaction. The researcher has tried to deal with factors in different areas which are applicable to students.

American Home Economics Association (AHEA) (1956) says that Home Economics is a world wide subject and has helped in many National Developments. For instance in India, the scheme of National extension service was introduced in October, 1953, with the view of affecting community development. Food problem was a crucial factor at this time and they concentrated on increasing food production. Gradually several areas of village improvements such as health, sanitation, education, construction of roads and other facilities were introduced.

A National Home Economics extension programme was evolved and established in the Ministry of Food and Agriculture. The members here had a multi-purpose work. They were spending their whole time with villagers and participating in all their programmes with their skilled techniques.

Mbae (1984) did a study at Meru and found that the urban students were not participating in any activities at home. Those from low economic class complained that they were not in a position to practice some of the skills they were taught in schools. For example they could not prepare some special meals because they were expensive. They are taught how to clean carpets, lay dining tables and also care for flush toilets but they did not have all these things in their home.

Even some students who study Home Economics at Kenyatta University are discontent with some of the courses taught for example in meal management the Western eating habits, because they feel that in their own homes they cannot afford to eat like that.

The American Home Economists feel concerned about the poor families, hence they have employed a method which will make Home Economics aids reach them. It is one of the newest and most exciting approaches to problems of reaching lower income families with the information they need at a level they can comprehend. Mbae (1984), says they make use of the non-professional aids. This paid non-professional aid gave a family informal nutrition education and at the same time gave them hope, helped change attitude and generally helped improve their way of life.

Kasuku (1984) reports that at the 1974 Seminar-Workshop

in Home Economics which was held in Jos, state Ministry Officers of Education in-charge of home economics and forty tutors examined and adapted the U.P.E. Home Economics syllabus to produce a more realistic syllabus. They expressed the need for a more detailed and expanded teaching scheme to guide tutors, and recommended the mounting of a programme by the Institute of Education to train home economists as a means of providing an immediate solution to the problem of acute shortage of home economics teachers.

Home Economics is not as simple as people think. Broadly conceived, Home Economics is education for the greatest good of the largest number of people through the strong achievement of proper satisfying home and family life. It is education for life. "Home Economists were a great asset to the U.S. during the great depression of the 1930's when goods were scarce and there was need to use resources carefully and efficiently".³

In the report of the bachelor of education review (1970) the committee had the following to say regarding Home Economics.

The content of the B.Ed. Home Economics courses should be more related to the secondary school curriculum. There should be more emphasis on the needs of and conditions in rural areas. The content of the courses in Clothing and Textiles and Home Management is deficient. The supervision in Clothing and Textiles is inadequate. Science in the home should be included in the Home Economics course. Home Economics students should make field trips to realize the real situation in schools.

Students should be taught how to administer a Home Economics Department in a Secondary School.

The report also mentioned about the unequal quality of entrants into the Home Economics courses. Some Students have taken one, Home Economics course at "A" level, some have taken one or two Home Economics courses at "O" level only. Some have taken no Home Economics at either "O" or "A" level, but are admitted on the strength of other science courses taken at secondary school. "The discrepancies among entrants to the course have made it impossible to offer a course which begins at University level".⁴

It may be difficult to do but as professionals, home economists are required to think ahead. Their responsibility is, to enable people to meet their futures with confidence and competence. By becoming Home Economists, one has accepted the responsibility of helping people achieve a home and family life which will further their own development, that of other family members and of the large society as well.

2.2. Cause Of Satisfaction And Dissatisfaction

Richard (1979) says that compared to what is known about motivation, relatively little is known about the determinants and consequences of satisfaction. He goes on to state the "No-well developed theories of satisfaction have appeared and little theoretically based research has been done on

satisfaction".⁵

Since satisfaction is an integral subjective state it is best reported by people experiencing it. It is said that psychologists thought they should concentrate on those aspects of motivation that are observable (for example performance, hours of deprivation, strength of response and so on).

Most of the research on the study of satisfaction has been done by psychologists interested in work organizations. This research dates back to the 1930's. Since that time, the term "job satisfaction" is said to be used to refer to affective attitudes or orientations on the part of individuals towards jobs.

Students do seem to have strong affective reactions to what happens to them while studying. Student satisfaction is one measure of the quality of life in any department and it is worth understanding and increasing.

What happens to students during the day has profound effects both on the individual students life and on the society as a whole, and thus these events cannot be ignored if the quality of life in a society is to be high.

As Richard and Lyman (1979) have said:

Of all the ways in which society serves the individual, few are more meaningful than to provide him with a decent job ... It is not going to be a decent society for any of us until it is for all of us. If our sense of responsibility fails us, our sheer self-interest should come to the rescue.

It is important for any department to be concerned about student satisfaction because it can influence the effectiveness of the department. A department like the Home Economics at Kenyatta University can influence student satisfaction by pinpointing the factors that cause dissatisfaction and trying to eliminate them.

It has been said that a great deal is known about what factors are related to satisfaction, but very little is known about the causal basis for the relationships that may cause dissatisfaction. When any individual's perception of what his outcome level is and his perception of what his outcome level should be are in agreement, the person will be satisfied. When a person perceives his outcome level is falling below what he feels it should be, he will be dissatisfied. For example if a student expects a lecturer to turn up for lectures for a certain number of hours and the lecturer does so for that number of hours the student will be satisfied. If on the hand the lecturer turns up for fewer hours than expected the student will be dissatisfied.

The assumption is that satisfaction with a factor will

be determined by the difference between how much of the factor there is and how much of the factor the person feels there should be. A student's perception of what his reward level should be is influenced by a number of factors. Probably the most important influence is perceived student inputs. These inputs include all the skills, abilities that the student already has before joining the department. The greater the student perceives his inputs to be, the higher will be his perception of what his outcomes should be. Because of this relationship, a student with more inputs must receive more rewards than students with low inputs or they will be dissatisfied. Rewards in this case can be through good performance or more motivation from staff members.

A student perception of what his outcomes should be is influenced by his perception of the study demands. The greater the demands made while studying, the more the student will perceive that he should receive. Study demands include such things as course difficulty, workload. If outcomes do not rise along with these factors, the clear prediction is that students who perceive they have the more difficult task, will be the most dissatisfied.

Richard (1979) states that

a person's perception of what his outcomes should be is influenced by what the person perceives his comparison with others inputs and outcomes to be ... people look at the inputs and outcomes of others in order to determine what their own outcome level should be. If a person's comparison with

others inputs are the same as the person's inputs but the other's outcomes are much higher, the person will feel that he should be receiving more outcomes and will be dissatisfied as a result.

sometimes students will feel that their outcomes exceed what they should be. The feelings produced by this condition are quite different from those produced by under-reward. There is considerable evidence that very few people feel over-rewarded.

According to Richard and Lyman (1979)

Even when people are highly rewarded, the social comparison aspect of satisfaction means that people can avoid feeling over-rewarded by looking around and finding someone to compare with who is doing equally well. Also a person tends to value his own inputs much higher than they are valued by others. Because of this discrepancy, a person's perception of what his outcomes should be is often not shared by those administering his rewards, and is often above what he actually receives.

In summary one can say that all things being equal.

1. A student with high perceived inputs will be more dissatisfied with a given facet than students with low perceived inputs.
2. Students who perceive their studying to be demanding will be more dissatisfied with a given facet than students who perceive their studying as undemanding.
3. Students who perceive similar others as having a more favourable input-outcome balance will be more

dissatisfied with a given facet than students who perceive their own balance as similar to or even better than that of others.

4. Students who receive a low outcome level will be more dissatisfied than those who receive a high outcome level.
5. The more outcomes a student perceives his comparison-other receives, the more dissatisfied he will be with his own outcomes.

Thus, overall satisfaction while studying is determined by the difference between all things a student feels he should receive from his studying and all the things he actually receives.

Satisfaction has been looked at as two relationships:

1. The relationship between satisfaction and the character in this case studying.
2. The relationship between satisfaction and the characteristics of the person.

Research shows that satisfaction is a function of both the person and his environment. This indicates that personal factors influence what students feel they should receive and that studying conditions influence both what students perceive they actually receive and what students perceive they should receive.

Studies that have been done show clearly that personal factors do affect job satisfaction, basically because they

influence perceptions of what outcomes should be. I believe that the same principle can be applied to student satisfaction because the student has certain expectations of what outcomes too should be. If these expectations are not met students are dissatisfied.

In any course of study, it is important to have goals. A consistent finding has been that high, difficult goals lead to a higher level of performance than moderate easy goals (Richard, 1979). The evidence thus far suggests that, provided the individual has the requisite ability, there is a positive, linear relationship between goal level and performance level.

Rather than assigning goals to students a lecturer may let students participate in the goal-setting process. Such a procedure can enhance goal commitment by encouraging the student's integrity and his personal interests.

It must be stressed however that simply using the method of participation does not guarantee either increased student satisfaction or higher inputs. The outcomes will depend on such factors as:

- a) The particular values of the students (whether they want to participate).
- b) The content of the participation session.
- c) The nature of the course.

Therefore one can say that to perform adequately in any course of study, an individual must choose to pursue values; he must gain the knowledge needed to perform the work; he must set goals; he must expend effort. A lecturer can help fulfill the student's desires but he cannot provide him with desires; he can offer him new knowledge but he cannot force him to learn; he can assign goals to a student but he cannot compel him to accept those goals. A lecturer's influence is limited to a certain extent; what he can accomplish depends not simply on his own actions but on the values, knowledge and goals of his students. In general terms one could say man is not a passive responder to external stimulation but an active agent. He is not an effect of the actions of others but a cause of his own right.

Satisfaction is an outcome of action and an incentive to further action; thus it fulfills a crucial motivation function. (Locke, 1970).

2.3 Motivation

A motive is said to be "that which "moves" or induces a person to action in a certain way; a desire, fear, or other emotion, or a consideration of reason which influences or tends to influence a person's volition, also often applied to a contemplated result or object the desire of which tends to influence volition".⁶

The term motivation then refers (1) to the existence of an organized phase sequence, (2) to its direction or content and (3) to its persistence in a given direction or stability of content.

Motivating process relates to the teaching learning situation. Of necessity, motivation includes the arousal of interest; yet the mere arousal of interest is not, in and of itself, good motivation for best learning. Each learning situation is unique and can be helped or hindered by the motivation used. Consequently, motivation is one of the most vital devices for stimulating learning. The purpose of motivation is to bridge the gap between the learner's background experiences and new learning material. All learners come to class with some experience background. It is difficult, however, for some students to draw upon that experience. Through proper motivation, the skillful lecturer can help them apply experience that may have a bearing on the question at issue. This means that what is done to arouse interest must have a functional relationship to the problem under consideration. Thus students become interested in solving the problem and at the same time, are helped to bring into the discussion what they may know relative to it.

For example, a unit of study like first aid deals with heart action. The students, in pairs, measure each other's pulse rate, and the identified results are recorded on the blackboard.

They then run round the lecture blocks four times. When they return they again measure the pulse rates and record them. The demonstrated fact that their hearts beat more quickly after exercise motivates them to want to discover the reason. Interest in studying heart action has been aroused.

Teacher imagination is needed to guide the learners, indirectly and smoothly, toward willingness to attend to the new study material. It has been said that if children and adolescents are motivated to believe a subject fitted to their learning capacity is interesting and worthwhile, they usually can master it. There are other learning requirements, but interest-arousing motivation is a potent factor of learning success. For example mathematics is considered by many people as being difficult but one can master it if they are motivated to.

Through utilization of appropriate, small-group projects which permit reasonable freedom of activity, a teacher can motivate his pupils to achieve results that not only help them master learning material but also satisfy their self bolstering needs.

What an individual wants to do is rooted in his basic need to satisfy his developing potentials the intellectual, emotional, physical, social, economic and spiritual. The power to be motivated toward activity lies within the

individual; the teacher directs learner attention to a wise choice of problems and questions, and makes adequate evaluation of responses.

Incentives also contribute to motivation. An incentive is any force or stimulus that impets an individual to do something which otherwise he may be uninterested in doing. A stimulus serves as an incentive if there is an achievable goal within the reach of the individual in time, space and comprehension. The motivation power of incentives varies within individuals. Incentives do not become potent action arousers unless, or until, either adequate maturation or a sufficient degree of developed skill has been achieved.

2.4 Learning

A learner needs an incentive to motivate him toward successful achievement. Incentives maybe extrinsic (lying outside the learning situation, for example money reward) or intrinsic (lying within the learning situation such as developed pride in achievement, power gained to engage in related activities, or strengthening of self confidence). Lester (1956) says that intrinsic incentives usually produce the best results as motivators of successful learning. The learner, however, needs to recognize the value of himself of being motivated by an intrinsic incentive.

Commendation for successful performance and constructive criticism of inadequate achievement in terms of the learner's ability are incentives that usually motivate learners, of any competitive level, toward improved performance. If no attention is given by the teacher, the learner is likely to lose interest or to become discouraged.

A principle of the mental hygiene approach of teaching and learning is applied when competition is transferred from that of learners to that of a learner's competing with his own records. There often is an unfortunate psychological impact on learners who are expected to measure up to the achievement of their brighter classmates. If competition can be kept on an equitable basis of ability and experience, it may serve as an incentive to further progress. Competition can be an achievement motivating incentive for young persons who generally are said to be successful learners. Therefore in competitive efforts, one individual should be so well matched in ability with his co-learners that he cannot be at the top at all times, but rather can be beaten occasionally.

The harmful effects of competition are experienced by those unfortunate young people who have been placed into unequal competition with others who always are winners. The emotional impact of a situation of this kind can be so great that even the bright who succeed most of the time become emotionally disturbed if others win part of the time. The grouping of

learners on a heterogeneous basis may have as one of its weaknesses the inequality of competition. Of course the theory is that each learner should compete with his own record, but the facts are that humans are always more stimulating than any record, even if it is the individual's own.

Competition and co-operation are not complete opposites. At least there need not be an antithesis between them. It is possible to engage in a competitive activity through the utilization of some of the qualities of co-operation. Craw (1956) says the best kind of competition makes use of the spirit of co-operation. Those who guide individuals in their attainment of best achievement can help learners strike a balance between co-operation and good competition. Children should be provided with incentives to enable them to cultivate the ability to work co-operatively with their classmates. On the other hand, best results are achieved by some who in one situation or another need to be stimulated by an appropriate incentive toward competitive activity.

If too much emphasis is placed upon competition at the expense of co-operation, however, undesirable behaviour habits may result. Unequal competition may stimulate behaviour that is undesirable for an individual as he attempts to avoid failure. Unwittingly, the teacher may encourage him to win by cheating the copying or having others prepare his study assignments. Personal integrity should be stressed at all times, even though it may mean defeat.

It must be borne in mind that in any contest there must be both a winner and a loser.

Learning is a fundamental process of life engaging much of our waking hours and affecting all forms of human behaviour, skills, knowledge, attitudes, personality, motivations, fears, mannerisms, and others. Learning is defined as the process by which behaviour is originated or changed through practice. Learning and maturation are two main processes through which changes in behaviour occur.

Ralph and Howard (1970) say, learning may occur intentionally or unintentionally, through organized or unorganized activity. Education is the formal procedure through which the attempt is made to develop in individuals certain socially sanctioned behavioral patterns. The study of learning includes not only formal training but all factors producing behaviour changes.

Learning without appropriate motivation to respond to is of little practical value. "Learning ..., though hardly confined to the educational settings or even to human organisms, is the avowed primary business of education and of many psychologists as well".⁷ One of the major objectives of education is to build in the student a strong and persistent motivation to learn, one that will carry to his everyday activities outside of the classroom as well as into his future

classrooms. Transfer of this kind of learning motivation may be considered as important as transfer of the actual knowledge acquired in the classroom.

Melvin and Tom (1967) state that education provides knowledge and information about the world. Some through teachers, books and discussions, some through experience in laboratories and in living. Education should make or motivate the individual to want to continue learning things for himself.

The variables which influence learning may be grouped under three headings: (1) individual variables, such as capacity and motivation, (2) task variables, such as meaningfulness and difficulty, and (3) environmental variables, such as practice and knowledge of result. Most significant are the individual learner's readiness for any learning experience as determined by his maturational level and previous experience, his capacity or potential for development, and the acquired motives which give direction to his energies. All the individuals variables must be considered simultaneously by the teacher in planning learning activities for individual children, for the rate of progress is a product of the interaction of the combination of particular capacities and motivation occurring.

When children or adults are instructed in groups, the

task is complicated by the wide range of individual differences encountered. It is not uncommon to meet a range of four to six grades in achievement in class groups from intermediate grades up. Numerous factors and conditions contribute, but individual differences in rate of maturation, in experience, and interest are important. Physical maturation is an important determinant of readiness for learning in young children, but with increasing age, readiness becomes increasingly a matter of having had the appropriate prerequisite experiences. It is said that in both motor skill and verbal learning, progressive improvement in learning occurs with increasing age upto adulthood. Beyond age 40 a gradual decline occurs, varying according to the ability under consideration and the activity of the individual concerned.

In general, sex differences are not a vital factor contributing to differences in ability or learning. Although some differences in capacity can be associated with sex, the more important conditions are differences in interest, motivation, and attitudes and the role they play in achievement. These conditions are more closely associated with cultural and experiential than with genetic, differences.

Tests of intelligence, aptitude, and achievement can be valuable to a degree in estimating possible progress. The value of tests will vary with their validity for any single subject; intelligence tests, for instance are useful predictors of verbal achievement but not of art achievement. Tests must be

supplemented by individual observation and judgement in deriving estimates of capacity.

A number of circumstances can contribute to unreliable test scores and consequently, to faulty judgements and predictions. Among these are use of inappropriate tests, inadequate norms, lack of testee motivation, faulty test administration, physical handicaps, practice effects, impoverished environmental backgrounds and others. Nevertheless in skillful hands, intelligence, achievement, and other tests can be useful aids in planning programmes, estimating potential, and analyzing learning difficulties.

Physical handicaps, including visual and auditory disabilities, occur in sufficient frequency in unselected groups of children that special attention is required for their identification and correction in order that learning not be needlessly impaired.

Essential to the learning process is motivation, which energizes the organism, gives direction to activity, and selects the goals deemed valuable. The teacher is concerned not only with utilizing existing motives for educational ends but also shaping the motives in desirable directions, in as much as the results achieved in striving for given goals operate to modify the motives themselves. The end of learning is not only a skill or knowledge but also the acquisition of motives,

attitudes, and interests which serve individual, educational, and social needs.

The difficulty of material and the meaningfulness of the task are of significant importance in their influence upon learning. Tasks which are too simple fail to challenge people, while tasks too difficult discourage them. Rote memorization of meaningless material is a useless waste of the time of teachers and pupil. One of the justifications of a curriculum that is co-ordinated with the life experiences of students is that it achieves greater meaningfulness by utilizing the daily experiences of students. It is obviously impossible to relate all learning to past experiences which lend meaning to tasks. This is the functions of visual aids, field trips.

Ralph and Howard (1970) say that there is no lack of evidence that today's learning interferes with yesterday's and tomorrow's. The smaller the interference the more substantial the learning. Interference between learning tasks is greatest when the meaningfulness of the material is low, when the degree to which the sequential tasks are learned is low, and when tasks have low degrees of organization and near similarity in content, processes involved, and method of presentation. The evidence suggests that a sequence of tasks during the school day should avoid juxtaposition of subjects that are somewhat similar.

Maslow suggests that driving force that makes people join organizations and stay in them is hierarchy needs. He sees humans as having five needs 1) physiological needs, 2) safety and security 3) belonging and social affiliation 4) esteem and status 5) self actualization.

These needs can simply be classified as (3,4,5,) as psychological needs or higher order needs (1,2) as physiological needs or lower order needs. Some physiological needs are food, water, sleep, air. These needs arise out of basic physiology of life and they are important for survival and preservation of species. They are therefore virtually universal among people but they exist in different intensity. Some can be satisfied through economic behaviour.

Psychological needs are nebulous or indistinct because they represent the needs of the mind and spirit rather than of physical body. Many of these needs are developed as one grows and these needs are often hidden to the individual. Since these needs are so nebulous dissatisfied workers usually attribute their dissatisfaction to something tangible like salary. The higher order needs are primarily satisfied through symbolic behaviour and social content.

Maslow (1970) has said:

Satisfaction of the self esteem needs leads to feelings of self confidence, worth, strength, capability, and

adequacy, of being useful and necessary in the world. But thwarting of these needs produces feelings of inferiority, of weakness, and rise to either basic discouragement or else compensatory or neurotic trends.

One can thus see that if these self esteem needs are not met a student could feel inadequate and helpless as they study and this could contribute to the student being dissatisfied for example with the curriculum content. If a student feels helpless and inadequate maybe among his fellow students he may end up with negative attitudes about his course of study.

2.5 Attitudes

"An individuals attitudes toward his work can certainly be affected by his position within the structure of a group and by the nature of that structure itself".⁸

If the attitude of an individual to a structure is negative the individual will be dissatisfied if it is positive the individual will be satisfied. "An attitude may be defined as a learned inclination or group of ideas which usually affects your actions or behaviour. One can have attitudes towards specific persons (teachers, parents, friends) as well as towards groups of people (black, whites, the "Establishment").⁹ You have attitudes towards objects or things foods, music, job classifications, or leisure activities.

One is not born with attitudes, you learn and develop them throughout your whole life. As with most of other types of learning, the learning of attitudes depends on the fact that you usually react favourably to situations which are pleasant or rewarding positive situations; you learn to avoid or react unfavourably to situations which are unpleasant or disturbing negative situations. The learning which takes place tends to carry over into later life in the form of expectations. You learn to expect the same or similar results from similar situations. Once you learn an attitude, it becomes very much like a habit you rely on it without really giving it a second thought.

As attitudes develop, they undergo a process of generalization. That is, even when we find ourselves in situations that are more or less new, attitudes from past experiences, which are generally similar to the new ones, come into play. For example, if you come from a home with a very loving, reasonable understanding father you might find that you have a learned attitude which expects all males, not merely your own father, to have the same loving characteristics. If in your home the father is very strict, dominating, dictatorial, you might find that you have a learned attitude which expects all males, not merely your own father to have the same dominating characteristics.

2.6. Achievement

Achievement maybe defined as the ability to produce and to do so efficiently. For example an employee who has

accomplished past assignments with accuracy, speed, and enthusiasm certainly would rate high in achievement. This individual can be relied upon to fulfill the assignments he has been given correctly, cheerfully and on time. He will have work abilities which are organized and efficient. He will be dependable in terms of attendance and promptness.

The high achiever if it is a student can handle most situations without becoming upset or flustered. He stands up well under pressure. His supervisor may sum up his achievement evaluation in this way: "He's dependable. I know we can always count on him to do the best possible job. I never have to worry. I know that the job will be done correctly and on time".¹⁰

2.7 Performance

Academic performance of students in a class setting appears to be a function of at least three important variables: motivational level, abilities and traits, and role perceptions. First, an individual must want to perform. Otherwise he or she will, at best, carry out a task only halfheartedly and in some cases a student can refuse to do anything at all. Here we are referring to intentional behaviour, that is behaviour directed toward specific tasks or outcomes. Thus, a basic prerequisite to task performance on most subjects becomes the desire or motivation

of the student to do the assigned task.

But motivation alone will not ensure good academic or task performance. A student must also have the necessary abilities and skills. Similarly, it is important to have personality traits that are at least somewhat compatible with the course requirements.

A third important factor in performance is role clarity. A student must usually have an accurate understanding of what the course requirements are if he or she is to be expected to devote full and efficient energy of them. A misunderstanding can lead to a considerable waste of effort and poor performance even if the person is highly motivated and has the required abilities. Thus, there appear to be at least three factors that significantly influence academic performance. One must be motivated, one must have the necessary abilities and traits, and one must have fairly clear role prescriptions.

As one tries to perform well academically they are bound to come across some performance obstacles. When inadequate performance is not the result of a lack of effort, direction, or ability, there is still another potential cause that needs attention. More common potential obstacles may include lack of time or conflicting demands on the student's time, inadequate work facilities, restrictive policies or "right ways of doing it" that inhibit performance, lack of authority,

insufficient information about other activities that affect the course being studied, and lack of cooperation from others with whom one must study.

Many performance obstacles can be overcome either by removing the obstacle or by changing the student's course so that the obstacle no longer impinges on his/her performance.

Students rarely concern themselves with what industry and business will expect of them until they are confronted with some of the problems involved in finding a job.

One of the primary tasks of industry is to acquire good workers for the success of a business depends in large part upon the quality of its workers. Just like industry has certain expectations regarding the qualifications of the new employees, these expectations can also be applied to home economics students. These expectations would include 1) basic skill; 2) cooperation; 3) loyalty; 4) integrity; 5) motivation; 6) initiative; 7) performance; 8) communication; 9) appropriate appearance; 10) proper attitude.

The above listed expectations affect human relations as one works or studies. Basic skill is, of course, essential but the "attitude" traits that one has can determine whether an individual would be satisfied or dissatisfied with a given situation either as a worker or as a student.

2.8 Human Relations

One has to try to achieve meaningful human relations. Each person will have to work out his own pattern of human relations because each person is unique. However, there are ideas that can help one establish some personal guidelines.

Meaningful human relations start with the individual person. Human relations involve more than just "getting along" with others. Although it is important to get along well with others, meaningful human relations involve genuine care, concern and understanding.

Some guidelines to more meaningful human relationships include: having a healthy self image; accepting and understanding yourself and others; being genuine and sincere, being lovingly honest; cultivating the "We're Both Ok" attitude; accepting responsibility for your decisions; being flexible but rooted; contributing to a meaningful occupation; remembering the other person's self image; and communicating person-to-person.

We need to have meaningful human relationships with people in our work or studying situation, in our social life, and in our home and family circles. When one is able to achieve this, his life will be a warm, secure harbor where he can drop anchor and be "at home".

2.9 Morale

Karagu (1980) states that a research conducted in Australia by Coverdale (1975) suggests that

an average teacher finds joy in his or her job and usually finds it very demanding. This research has also identified teaching as a cornerstone and a chief means for the advance of and maintenance of the affluent technological society; however, the status of the teacher has not been evaluated to equal that of his counterparts in other fields. Conditions and terms of service were identified as highly desirable in heightening teacher's morale. Poor administration and supervision, promotions by seniority, large class size, inadequate amenities and equipment were all among those factors that were ranked high as causing teachers morale to go down.

Student morale is also affected by poor administration and adequate facilities. Low student morale can affect the attitudes they have toward a course, the academic performance. For example if a student's morale is low he/she may lose the sense of purpose, the confidence in the future and thus may not see the need to work hard and perform well academically.

The morale of students can be raised by creating more interest by presenting materials in the course that are relevant to the needs, hopes and circumstances of the students. The teacher must be enthusiastic creative and able to motivate students.

CHAPTER 3

METHODOLOGY

3.1 Population and Samples:

The target population was one hundred and eighty seven students in Home Economics Department at Kenyatta University during the academic year 1985/86.

The sample for this study was taken from the third years and thus the sample was thirty six students: one was male and the remaining were female.

3.2 Instrument:

The researcher used a questionnaire which she wrote out herself from literature related to the topic of study.

The questionnaire consisted of four parts including general background of the student, curriculum content, student to student interaction and any other satisfying factor in the department.

3.3 Data Collection:

The researcher personally administered the questionnaire to the subjects after a class session. The subjects were thus able to fill the questionnaire and also ask questions on any of the areas covered in the questionnaire that may not have been clear. After the subjects had completed the questionnaire the researcher collected them for data analysis.

3.4 Analysis Of Data And Interpretation Of Results:

The data collected was analysed manually according to the different parts of the questionnaire. For some of the factors brought to light by the study, the respondents percentage support of that factor was calculated, as follows:-

$\frac{x}{36} \times 100$ where x is equal to the frequency of the response, and 36 is equal to the total number of respondents. These percent weightages were then tabulated against each of the factors. This resulted in four separate but similar tables namely Table I the level that one began developing an interest in home economics, Table II curriculum content, Table III human relations in the department and Table IV any other satisfying factors in the department.

Factors with at least 60 percent weightage were considered as significant and key factors. Other factors which had been catered for in open ended questions were also noted as supportive factors.

After establishing the key factors, the researcher used these results to test the hypotheses previously stated and also made conclusions and recommendations based on the findings.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

The researcher expected to find out what factors cause satisfaction and dissatisfaction to students as they study Home Economics at Kenyatta University. To be able to analyse the data, these factors were divided into four categories. These are; the level that one began developing an interest in home economics, curriculum content, human relations in the department and any other satisfying factors in the Home Economics Department. These factors will test the hypotheses which were formulated earlier. The data has been processed by frequency distribution in the form of percentages.

Hypotheses

1. Is there any significant satisfaction in students studying Home Economics at Kenyatta University.
2. Is there any significant dissatisfaction in students studying Home Economics at Kenyatta University.

In order to test these hypotheses the researcher considered the factors that cause student satisfaction and dissatisfaction in The Level That One Began Developing An Interest In Home Economics, Table 1, Curriculum Content, Table 2, Human Relations In The Department, Table 3, and Table 4 which summarizes, any other satisfying Factors in The Home Economics Department at Kenyatta University.

Table 1. The Level That One Began Developing Interest
In Home Economics.

| Factors | Total Number of Respondents | Percentage Of Respondents | Percentage Of Satisfied to the nearest digit | Percentage Of Dissatisfied to the nearest digit |
|---|-----------------------------|---------------------------|--|---|
| 1. The stage that one began having an interest in home economics | | | | |
| i. Primary School | 36 | 100 | 33 | 67 |
| ii. Secondary School | 36 | 100 | 37 | 63 |
| iii. High School | 36 | 100 | 23 | 77 |
| iv. University | 36 | 100 | 7 | 93 |
| 2. Studied home economics at advanced level | 36 | 100 | 47 | 53 |
| 3. Enrolled to study home economics at Kenyatta University from the beginning | 36 | 100 | 70 | 30 |
| 4. Changed from another course to home economics | 36 | 100 | 100 | 0 |

According to the data collected in Table 1 it reflects that 33 percent of the respondents who began to have an interest in home economics at primary school are satisfied whilst 67 percent of the respondents whose interest began in primary school are dissatisfied. 37 percent of the respondents who began their interest in secondary school are satisfied whilst 63 percent of the respondents whose interest in home economics began in secondary school are dissatisfied. 23 percent of the respondents whose interest in home economics began in high school are satisfied while 77 percent of the respondents whose interest began in high school are dissatisfied. The data also shows that only 7 percent of the respondents whose interest in home economics started at University level are satisfied whilst 93 percent of these respondents are dissatisfied.

The same table also shows that 47 percent of the respondents who are satisfied as they study home economics at Kenyatta University had actually studied the subject at advanced level. 53 percent of the respondents had studied the subject at advanced level but they are presently dissatisfied.

Of the respondents who had enrolled to study home economics right from the beginning of the academic year at Kenyatta University, 70 percent of these respondents are satisfied while 30 percent of these respondents are dissatisfied. It is interesting to note that from the data, 100 percent of the respondents who changed from another course to home economics are satisfied. Some of the

respondents changed from other courses to home economics because they felt that the home economics course would be more profitable to them in the future and they also felt it was a practical course that they would be able to use in their everyday living outside the classroom situations.

According to Table 2, 38 percent of the respondents were satisfied with the curriculum content, this is because they indicated that they gain knowledge from different broad fields. 55 percent of the respondents were dissatisfied with the curriculum content, they expressed that their dissatisfaction was due to the fact that since so many broad fields are covered in the home economics course there is not enough time to go into depth in the different fields thus when one leaves the University they are "Jack of all trades and master of none". 6 percent of the respondents were undecided.

94 percent of the respondents had some positive attitude to home economics as a subject. They attributed the positive attitude to the fact that the subject helps in daily life, home keeping, molds people's personality, prepares some of them for future life and it is a good basis for preparation of family living. Respondents also aired the view that individuals learn to utilize the resources that they have thus this helps economically because one can get the maximum satisfaction from the scarce resources that are available. 6 percent of the respondents were undecided.

Table 2. Curriculum Content

| Factors | Total Number Of Respondents | Percentage Of Respondents | Percentage Of Satisfied to the nearest digit | Percentage Of Dissatisfied to the nearest digit | Percentage Of Undecided to the nearest digit |
|---|--------------------------------|------------------------------|--|---|--|
| 1. Satisfaction with Home Economics Curriculum | 36 | 100 | 39 | 55 | 6 |
| 2. Attitudes to Home Economics as a subject | 36 | 100 | 94 | 0 | 6 |
| 3. Balance of work load. | | | | | |
| 1st Year | 36 | 100 | 61 | 36 | 3 |
| 2nd Year | 36 | 100 | 22 | 75 | 3 |
| 3rd Year | 36 | 100 | 78 | 19 | 3 |
| 4. Attitude toward subject by others | 36 | 100 | 28 | 72 | 0 |

Of significant satisfaction to students was the balance of workload. 61 percent of the respondents were satisfied with the workload of the first year and 36 percent clearly stated that they were dissatisfied 3 percent was undecided. 22 percent of the respondents were satisfied with the second year workload whilst 75 percent strongly expressed their dissatisfaction 3 percent were undecided. 78 percent were satisfied with the third year workload whilst 19 percent of the respondents were discontent 3 percent were undecided. It is obvious that the most significant level of satisfaction of the workload was in the third year. It is in this year that respondents indicated that one "has room to breath". During the second year students have to go for teaching practice after completing their coursework and taking examinations. This means that the coursework is compressed to a shorter period than the other years. The compression of coursework is what causes the dissatisfaction level of workload distribution to be so high in second year.

28 percent of the respondents were satisfied with the attitude held towards subject by others. 72 percent of the respondents were dissatisfied with the attitude held towards the subject by others who think that home economics as a subject is too easy. The respondents expressed that one could only understand that home economics is not an easy subject if one were to study it. They indicated that the work covered is alot and one has to work hard through the years. Home Economics is thus not a subject of the "weaklings" as some people think.

When respondents were asked how they thought the curriculum could be improved, they had the following suggestions:-

1. Reduce the number of units and cover work in great depth.
2. Have units that individuals can specialize in.
3. Omit sociology because it is taught in education.
4. More time be allocated to pattern drafting, costume design and soft furnishing.
5. Omit "irrelevant" courses for example chemistry, first aid and home nursing.
6. Africanize the courses taught.
7. Raise standards of the subjects by giving more time to the necessary ones and eliminating some.

The respondents had the following positive comments regarding home economics as a subject.

1. It is useful and practical thus one can apply it at home. For example course like clothing and textiles, soft furnishing, household equipment, meal management one can use the acquired knowledge in the home.
2. It is relevant and produces an all rounded person who is prepared to face the future.
3. Deals with problems and issues of life at both lower and higher level, if well covered and appreciated contributes positively in making life very fulfilling for oneself and those around.
4. Helps one know how to improve their way of living both socially and economically.

5. Since it is not only highly academic but also highly practical and realistic about life it should be taught to all.
6. Has many benefits outside the classroom for example creates more job opportunities.

The following are some of the negative comments that were given by the respondents regarding home economics as a subject.

1. It is too general thus after graduating one is not an expert in any specific field since they have only learnt the basics.
2. Some situations are stereotype from the west and they can not work here for example work simplification techniques in home management.
3. The set standards are too high considering there is so much work to be done within a very short time.
4. Some of the courses taught have many formalities inco-operated for example the western eating habits.
5. The following courses did not have practicals that were detailed enough clothing and textiles, foods and nutrition and pattern drafting.
6. The subject is too wide and too taxing. Its too loaded with units.
7. Some courses should be omitted for example first aid and chemistry.
8. If at all chemistry, physics, biology are to be taught they should be made more relevant and be related to the home. They should be taught by a home economist to avoid confusing

students and giving unnecessary information.

9. Workload is too heavy especially during the second year.
10. Can be rather expensive when it comes to buying things for soft furnishing.
11. Takes too much of the respondents time due to the fact that it is too demanding a subject.

On Table 3 student relationships, 78 percent of the respondents indicated that they were satisfied with the way the students relate to each other. The respondents felt that this was partly due to some of the courses taught, for example studying the concept of a family makes them feel an respond like a family. Also the fact that the respondents attended many of their classes together, this ends up being an opportunity to develop good relationships. 8 percent of the respondents however were dissatisfied with the student to student interaction and 14 percent of the respondents were undecided.

According to the data 67 percent of the respondents indicated that they were satisfied with the level of interaction with staff. This being attributed to the fact that the staff help them develop skills and discover hidden talents that are necessary in daily life. However 27 percent of the respondents were discontent with the staff student interaction whilst 6 percent were undecided.

Table 3 also shows that in the department as a whole, a greater percentage of the respondents are dissatisfied than were satisfied. Only 39 percent of the respondents were satisfied with the department while 53 percent of the respondents were dissatisfied and

Table 3. Human Relations In The Department

| Factors | Total Number Of Respondents | Percentage Of Respondents | Percentage Of Satisfied to the nearest digit | Percentage Of Dissatisfied to nearest digit | Percentage Of Undecided to the nearest digit |
|--|--------------------------------|------------------------------|--|---|--|
| 1. The relationship among fellow students in the department | 36 | 100 | 78 | 8 | 14 |
| 2. Interaction with staff. | 36 | 100 | 67 | 27 | 6 |
| 3. Students feelings about the Department as a whole | 36 | 100 | 39 | 53 | 8 |

8 percent were undecided.

The researcher had also requested the respondents to state what factors they thought influenced the good human relations among students in Home Economics Department. The respondents had the following to say.

1. Working in groups and sharing different experiences enhances the human relations.
2. Having similar goals, values, interests and standards.
3. The nature of the subject itself, the fact that it is a common subject of study.
4. The department has fewer people when compared to other departments so there is more time for each other.
5. Sharing of resources for example sharing sewing machines.
6. Background knowledge of home economics, those who know something help those who do not know.
7. The education they receive as home economics students. It is not easy to behave contrary to what one is being taught.
8. High sense of competition to outshine others.
9. Personal characteristics for example.
 - i. respect for one another's abilities.
 - ii. living-in experience.
 - iii. moods.

The researcher also wanted to find out any other factors in the department that may cause student satisfaction while studying home economics at Kenyatta University. Table 4 summarizes some of the

Table 4. Any Other Satisfying Factors In The Department.

| Factors | Total Number Of Respondents | Percentage Of Respondents | Percentage Of Satisfied to the nearest digit | Percentage Of Dissatisfied to the nearest digit | Percentage Of Undecided to the nearest digit |
|---|--------------------------------|------------------------------|--|---|--|
| 1. Contented as a Home Economics Student | 36 | 100 | 80 | 17 | 3 |
| 2. Number of Subjects | 36 | 100 | 44 | 50 | 6 |
| 3. Adequate facilities | 36 | 100 | 22 | 72 | 6 |
| 4. Content with subject classification arts/science faculty | 36 | 100 | 33 | 59 | 8 |
| 5. Staff allocation to teach different subjects | 36 | 100 | 53 | 42 | 5 |
| 6. "Living-in" experience | 36 | 100 | 80 | 14 | 6 |
| 7. Relevance of subject | 36 | 100 | 86 | 8 | 6 |

findings.

80 percent of the respondents felt satisfied being home economics students. Some of the factors that made them content include:-

1. Practicability of the course.
2. Gaining knowledge for classroom teaching as well as for the home.
3. Many job opportunities because of the different courses covered, thus future prospects.
4. Cheer enjoyment of the course.
5. Skills learnt throughout the course thus one can help the community.
6. Some respondents felt better developed and equipped to live a full and interesting life "I got what I bargained for".

17 percent of the respondents however felt dissatisfied being home economics students mainly because of the workload and the fact that there was no ample specialization. 3 percent of the respondents were undecided.

From the data only 44 percent of the respondents were satisfied with the number of subjects offered. 50 percent of the respondents were dissatisfied with the number of subjects offered. The reasons given for the dissatisfaction were that many respondents felt that too many courses were offered and thus not covered in adequate depth. 6 percent of the respondents were undecided.

As relates to the facilities in the department only 22 percent of the respondents were satisfied with the facilities. 72 percent of the respondents were dissatisfied with the facilities, this is because they felt that the facilities were not adequate for the number of students that the department has and they are also not well maintained. 6 percent of the respondents were undecided.

According to the data, 33 percent of the respondents are satisfied with the way home economics is classified either as being in the art or science faculty. 59 percent of the respondents were dissatisfied with this classification basically because presently there is no clear cut distinction at least at Kenyatta University as to whether home economics is under the faculty of art or science. Over the years home economics seems to fracture between the two (art/science). 8 percent of the respondents clearly indicated that they were undecided.

53 percent of the respondents were satisfied with the allocation of different subjects to different staff members. 42 percent of the respondents were not content with the staff allocation to teach different subjects. Some of the respondents gave an example of a course first aid and home nursing which they felt should be allocated to a different staff member than the one presently teaching it. 5 percent were undecided.

Table 4, 80 percent of the respondents showed that they were satisfied with the "living-in" experience. 14 percent of the

respondents were dissatisfied with this experience while 6 percent were undecided.

86 percent of the respondents expressed satisfaction with the subject as far as relevancy of the subject is concerned. This is due to the fact that since it is being categorized as a technical subject, it makes it necessary for one to study it as one can use the acquired practical skills to benefit oneself, community, society and the nation as a whole 8 percent were dissatisfied whilst 6 percent were undecided.

When respondents were requested to list in order of preference some things that have been most satisfying since they started studying Home Economics at Kenyatta University they had the following to state:-

1. The relationship with some lecturers was most satisfying.
2. Some courses for example family life education, child care, foods and nutrition, pattern drafting were most satisfying.
3. Development of creativity through different courses like soft furnishing.
4. People around admire what is done in home economics.
5. Sense of self reliance and realization of self worth.
6. Good grades at the end of the year.
7. Co-operation of the lecturers and also some hard working lecturers.
8. The ability to do certain things alone for example making clothes.

The researcher was also interested in knowing some of the things that have been most dissatisfying since the respondents started studying home economics at Kenyatta University. The respondents had these to say.

1. Students spend too much of their own money for some of the courses.
2. Inefficiency in providing ordered foodstuffs and equipment.
3. Lack of enough facilities in the department and poor maintenance of what is available for example sewing machines.
4. There is no time for one to do extra work as the programme is rushed from first to third year.
5. Other students negative attitudes have killed, the morale of the interested ones.
6. Learning opportunities are not exploited to full capacity so that close to the end of the year students are rushed.
7. Some extra courses have not proved useful for example sociology.
8. One or two un-co-operate laboratory assistants.
9. The enormous number of term papers to be done and handed in.
10. Cases of no-co-operation from fellow classmates.
11. Studying experimental foods.
12. The course does not leave room for one to specialize in a given area.
13. The assumption that everybody has some background knowledge in home economics. This makes some students lag behind in areas they are not conversant with.
14. Lecturers are not enough.

15. Changing of lecturers without notifying the students.
16. Poor administration.
17. Poor communication between the lecturers and the head of the department.
18. The head not attending her lecturers for a whole year.
19. Having one head of department throughout the course.
20. A few incompetent teaching staff.
21. Disorder and disorganization in the food laboratory and in the food classes.
22. The long lectures especially three hours continuous lectures.
23. Too many hours of lectures in a week.
24. The units are too long and when combined become hard to understand.
25. Some course which do not seem important for example first aid are given long hours while other important ones like soft furnishing are given few hours.
26. Because of over-involvement outside the department some people end up being irresponsible in the department.
27. Most of the work needs cramming.
28. Lack of enough time to practice skills learnt especially in clothing.
29. Lack of enough space in the laboratories.
30. Starting course at a level where learners compete with experts. The respondents feel that this competition is unhealthy.

One of the questions asked was "What does the Students feel

about the department as a whole"?

The response given were as follows:-

1. The department teaches relevant subjects.
2. Its a good department but could be better with increased facilities and more staff members.
3. They think its prestigious being affiliated with home economics department.
4. Be expanded and left to women.
5. Workload too much in a given period.
6. Department seems to be having easy courses so many believe that is the reason for passing well, but students feel its not the case but students pass well because they work hard right from the beginning.
7. The department needs more organization, and improve the level of cleanliness especially in the cookery room.
8. Should provide enough working sewing machines.
9. The department helps people learn alot about their present and future living and what to do to make life comfortable.
10. Some respondents felt the courses offered are too easy and the lecturers too lenient with marks. They feel they are sort of spoonfed to pass.
11. The department demands too much from the students.
12. Everything is well but more co-ordination from the head lecturer is required.
13. Its a nice place to study, fills in the gap left of family life study by other subjects in the University. Its the

only department which deals thoroughly with the home.

14. Some courses can be too feminine for example in clothing and textiles people study how to make dresses but not how to make trousers.
15. It could be the best department but often does not succeed due to shortcomings from lecturers, facilities and students themselves.

Respondents were also requested to "Suggest any changes that they could prefer to see implemented in the home economics course". Suggestions as well as the reasons for such suggestions were as follows:-

1. The "living-in" exercise should be started earlier so that work is easier for all.
2. Should have more time and go into greater depth as well as having areas of speciality for the betterment of course as well as individual satisfaction.
3. Should remove sociology, chemistry, first aid, economics from the course so that there can be student satisfaction through offering courses that are more relevant. Respondents felt that the above course were not necessary and if need be they can be inco-operated into other courses.
4. Extend the study period to four years so that the workload is reduced and one has more time to practice whats learnt.
5. Have a field project in rural areas because these are the people who need the course most since they have limited resources. Respondents also felt that they misuse time due

- to ignorance - yet time is a very valuable resource.
6. Expansion of the laboratory facilities and also increasing the number of living in houses because more and more students are being enrolled each year hence overcrowding results.
 7. More intensive training for those who have never studied clothing and textiles, foods and nutrition so that the department can produce more competent and effective teachers.
 8. Inco-operate housing and furnishing into soft furnishing and take into consideration aspects connected to the sort of life the respondents are likely to live in for example bed-sitter, small house. This will make the course more meaningful and applicable to life once a student has deep knowledge of the subject matter.
 9. Give a more defined degree for 1 postgraduate as the present masters degree is rather general and superficial cultivation as pertains to knowledge.
 10. Introduce fashioning and a more detailed designing course. Increase educational tours. This will ensure that the educational learning and teaching processes take place.
 11. Allocate more time including Saturday mornings for practical work. This will cater for the slow students who normally finish their practical late because they do not have access to machines.

The researcher requested the respondents to state any general changes that they would prefer to see implemented in the Home Economics Department and say why. The following were changes that were suggested:-

1. Expand the facilities so as to accomodate as large a group as possible and create an atmosphere conducive to learning.
2. Sponsorship of postgraduate students without going under the cover of education yet the students major in home economics.
3. A more free interaction between lecturers and the head of the department.
4. Change the head of department because "a change is as good as a rest".
5. The department should not borrow unfamiliar teachers from other departments for difficult units because its hard to understand what they are teaching.
6. Organise exhibitions in the department which could help change other peoples attitudes about Home Economics.
7. The department should stop treating students as if they were in high school by taking roll calls.
8. Allocate more time for relevant subjects to enable students to study in depth.
9. Have two parallel classes. One for those who had done the subject before and the other for those who had not. This is because the assumption is too great for both groups such that in the end "one learns nothing and another gets to know too much".
10. Be well defined either as science or arts.
11. Specialization in one area, so that when students leave the University they are specialized in a specific area.

12. There is need for more organization in the foods laboratory so that one does not waste so much time looking for what one needs.
13. More staff-student interaction to find out how the students are fairing on.
14. Male students be allowed to live in the home management houses.
15. Students should be allowed to select which units they wish to study rather than having to study all the courses offered.
16. Increase number of lecturers for efficiency.
17. Have more devoted lecturers in some areas for example in first aid so as to avoid rushing last minute.
18. Time allocated to subjects should be revised because some important subjects have very little time.
19. Provide more chairs as the department is expanded to allow proper studying environment and then students will not have to use facilities from other departments.
20. Repair machines so that students can work without being frustrated.
21. Students should be treated as grown-ups especially by the technicians.
22. The department should look for a more informed technician most preferably a lady with both the qualifications and experience.
23. Offer more scholarships for postgraduate because there is demand for more education as the value of the present degree falls.
24. Finally if funds are available the department should be physically expanded since it is now catering for more people. It should infact be made a college of its own since the curriculum is wide hence be a separate entity and options be give like Home Economics Education.

THE FOLLOWING IS A SUMMARY OF THOSE FACTORS THAT HAD 60
PERCENT AND OVER OF SIGNIFICANCE LEVEL

The level that one began developing an interest in Home Economics is not significantly related to student satisfaction.

70 percent of the respondents who enrolled to study home economics at Kenyatta University from the beginning are satisfied 100 percent of the respondents who changed from another course of study to home economics showed satisfaction with the course. The high level of satisfaction in both cases was due to the fact that they felt home economics is a profitable course which is applicable in a classroom situation, home and community at large.

94 percent of the respondents had some positive attitudes to home economics as a subject due to its practicability.

Greater percentages of satisfaction with the work load were shown to be in the 1st year and 3rd year than in 2nd year. 61 percent were content with 1st year and 78 percent with 3rd year work load. 75 percent showed dissatisfaction with the balance of 2nd year work load.

72 percent of the respondents were dissatisfied with the attitude held by students from other departments who think that home economics as a subject is too easy.

There was significant satisfaction of the respondents as far as

the relationships among fellow students are concerned. 78 percent of the respondents were content with the student to student interaction. They attributed this to the fact that they often have to work in groups. As they work they have to interact and communicate and if the communication and interaction are positive they cause student satisfaction.

67 percent of the respondents were satisfied with the staff to student interaction. They said this was so because these interactions were learning opportunities.

According to the data, 80 percent of the respondents were satisfied as home economics students. They said that this was so because their moral was boosted since they were studying what they desired and they could see the short and long term benefits of the subject for example job opportunities.

There was a significant level of dissatisfaction with the facilities in the department. 72 percent of the respondents were dissatisfied with the adequacy of the facilities. The facilities for example sewing machines were said to be too few for the number of students in the department thus they had to be shared and more often than not several of them were not in proper working order.

The "living-in" experience had a high significant level of satisfaction. 80 percent of the respondents were satisfied with the experience. This was because living in the home management

houses offered an opportunity for one to practice what was theoretically learnt in class.

86 percent of the respondents were satisfied with the relevance of the subject. This was because the subject covered many broad areas of study that pertain to life.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS.

There is no significant relationship between degree of satisfaction and the level that one began developing interest in Home Economics.

There is significant satisfaction among students who enrolled to study home economics at Kenyatta University from the beginning. Students who had originally enrolled in other courses and then changed to home economics were highly satisfied.

From the data one can conclude that the majority of the students were dissatisfied with the Kenyatta University Home Economics curriculum content. This is because the students felt that there was no chance for specialization in any unit. Too many units were offered the result of which they felt that the units were not being covered in great depth because the time allocated to the units was not enough. Discontentment with the curriculum also rises because the students felt that some of the courses offered like physics, chemistry, economics biology were irrelevant. They felt courses like sociology should be left out since it is covered in education during third year. If the number of units were reduced, it would be possible to cover the work in greater depth thus raising the standard of the subject.

Student to student interaction was satisfying. Some of the courses played a role in making these interactions positive for

example as students studied family life, they ended up responding like a family and also they were able to practise those things that help a family interact well like good or open and clear communication.

Positive attitudes were held about home economics because it was practical, relevant to daily living. Some negative attitudes were also held about home economics as a subject because being so broad, it was covered generally thus the students express the fact that they only learn the basics in home economics.

Majority of the students in the home economics department were not satisfied with the attitudes held by students from other departments who think that home economics as a subject is too easy. Home economics is not an easy subject. To be able to cope with what is expected of one, one has to really work hard throughout. Also considering that some students never did some of the courses taught for example chemistry past Form Two means that now at the University they have to "pull up their socks". It can actually be very frustrating trying to grasp some of these unfamiliar courses.

Many of the students who study home economics are very content as home economics students. Career openings have played a part in increasing their satisfaction.

The home economics department has certain facilities like machines. These facilities are however not adequate for the number of students in the department. A very large number of the students are dissatisfied with the adequacy of facilities.

x The "living-in" experience was significantly rated as a worthwhile course as students get to practise what they have learnt. It is also an opportunity for one to evaluate whether in real life (outside University) one can really live upto the standards that they have learnt in class. These standards are really high for the average Kenyan thus through the "living-in" experience one learns how to make do with the limited resources available.

Home Economics was found to be a very relevant subject for example the students when they leave the University they will teach others what they have learnt, use the gained knowledge to better their lives and being part of the community, the society at large will benefit. For example from the first aid course a student is able to at least administer first aid to a burnt child or an accident victim where possible. Thus the course is relevant because it deals with real issues of life.

Student staff interaction was significantly satisfying. As students interaction with staff they learn alot both academic knowledge and also from the experiences of the staff. The teaching staff motivate students to develop skills, and talents relevant to daily life, by so doing, self development take place thus we have a more responsible person. In the long run these responsible persons should hopefully have more stable homes.

There was significant satisfaction with the work load during 1st and 3rd years but significant dissatisfaction with 2nd years.

There is definitely a need to try and balance the work load between first, second and third year. If there is a balance students will have time to reflect on what is taught rather than doing just what is expected and then going to what was previously covered only during examinations time. Presently the set up does not allow for one to ever go through what is taught unless there is a test or it is examinations time. Students said that it was hard to revise their work leisurely because one was always doing assignments (projects).

The data shows that the majority of students were dissatisfied with the department as a whole though not at a significant level. They felt that the administration needed to be better, there was need for more organization especially in the foods laboratory. There was need for more co-operation and co-ordination on the part of every individual in the department so that the resources available for example knowledge, skills can be exploited to the maximum and thus in the long run the effects of pulling these resources together should be evident in the rest of the country.

Recommendations

Recommendations by both the respondents and the researcher to increase the study period of home economics from three years to four years so that the different courses are covered in greater depth. This will give both the staff and the students greater satisfaction. Finally the nation will benefit because it will have

better trained individuals serving it right from family level to community and then the society at large.

The department should be physically enlarged so as to cater for the growing number of people who are interested in the subject. Since there are so many courses offered the department could be made an independent college.

The department can be improved by taking students for more field trips for example an educational tour to Egerton College will go a long way in motivating students to get together more and carry out some projects out of their own initiative which are related to home economics but now the project would be more beneficial to the community and not only to the individuals. Evelyn school of design has a very challenging curriculum too. This exposure will stimulate students to go beyond the classroom teaching.

Kenya is developing, there is great need for professionals. For a country to have professionals they need to be trained by other qualified professionals. Thus the Home Economics Department at Kenyatta University could do with more teaching staff. The staff members presently are carrying heavy teaching loads. The Government should look into ways of training more staff members.

The departments administration could look at the factors that cause student dissatisfaction and think of ways of dealing with

the issues. This will raise student satisfaction and may infact make the home economics department a better place to study as well as teach.

Further research should be carried out on the same topic but with a larger sample and if possible include other institutions that teach home economics and compare the results.

APPENDIX 1

Dear 3rd Year Home Economics Students At Kenyatta University,

You have been selected to participate in a study of vital importance.

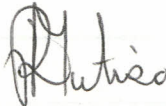
First, as partial fulfillment of my post graduate studies and secondly, for gainful insight into ways and means of making Home Economics Department a better place to study in.

Please respond as genuinely as you can to all the items on the attached questionnaire and return it to me as fast as you can.


Confidentiality is strictly guaranteed and the information you release will in no way be used to assess or jeopardise you in any way.

May I please request your co-operation for this worthy course.

Thanking you for your support in advance.



Mbithe R Mutiso (Mrs. Anzaya)
2nd June, 1986.



02

Yes ()

No ()

If no, give reasons why you changed from another course.

SECTION II - Curriculum Content

5. Do you think that the Home Economics curriculum is satisfactory?

Yes ()

No ()

How do you think it can be improved?

6. Give any positive comments you may have regarding Home Economics as a subject.

7. Give any negative comments that you may have regarding Home Economics as a subject.

8. Other students feel that Home Economics is too easy.

Yes ()

No ()

SECTION III - Student to Student Interaction

9. Which of the following words best describes the relationship among fellow students in the department?

Very good ()

Good ()

Undecided ()

Poor ()

Very poor ()

Please explain:

10. What factors do you think influence the human relations among students in the Home Economics Department?

SECTION IV - Any Other Satisfying Factors In The Department

11. List in order of preference four things that have been most satisfying since you started studying Home Economics at Kenyatta University.

1) _____

- 2) _____

- 3) _____

- 4) _____

12. Are you satisfied as a Home Economics student?

Yes ()

No ()

Please explain:

13. List four things that have been most dissatisfying to you since you started studying Home Economics at Kenyatta University.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

14. The following factors may be satisfactory or dissatisfactory as one study Home Economics in department. (Please tick () appropriately.)

| <u>Factor</u> | <u>Satisfactory</u> | <u>Dissatisfactory</u> |
|--|---------------------|------------------------|
| 1. Number of subjects in the curriculum | () | () |
| 2. Adequacy of facilities in the department | () | () |
| 3. Attitudes towards the subject by other students | () | () |
| 4. Classification of subjects (science or arts) | () | () |
| 5. Staff allocation to teach different subjects | () | () |
| 6. Living in experience | () | () |
| 7. Relevance of the subject | () | () |
| 8. Interaction with staff | () | () |
| 9. Balance of the course load | | |
| 1st year | () | () |
| 2nd year | () | () |
| 3rd year | () | () |
| 10. Any other factors (please specify) | | |
| _____ | () | () |
| _____ | () | () |
| _____ | () | () |
| _____ | () | () |
| _____ | () | () |

15. What do the students feel about the department as a whole?

16. Suggest any changes that you would prefer to see implemented in the Home Economics course.

1)

2)

3)

4)

Why would you recommend such changes?

17. Suggest any general changes that you would prefer to see implemented in the Home Economics department and say why.

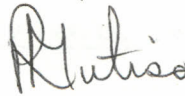
1)

2)

3)

4)

Thank you for your time and co-operation.



Mbithe Mutiso (Mrs. Anzaya)
2nd June, 1986.

FOOTNOTES

1. S.D. Kasuku: Factors Leading To Low Acceptability of Home Economics In Kenya Schools. May 1984 Pg. 1
2. Encyclopaedia Britannica Vol 11 Pg. 620
3. Margaret M. Mbae. The Relevance Of Home Management To Individual And Family Needs. 1984 Pg. 28.
4. A Review Of Graduate Teacher Education In Kenya. 1979 Pg. 45.
5. Richard M. Steers and Lyman W. Porter Motivation And Work Behaviour. 2nd Edition Mc-Graw Hill Book Company. New York. 1979 Pg. 287.
6. R.S. Peters. The Concept Of Motivation Routledge and Kegan Paul London. 1960 Pg. 37.
7. Melvin H. Marx and Tom N. Tombough Motivation: Psychological Principles And Educational Implications Chandler Publishing Company. U.S.A. 1967 Pg. 200.
8. Fredrick Herzberg, Bernard Mausner, Barbara B. Synderman. The Motivation To Work. John Wiley and Sons, Inc. New York 1959 Pg. 9.
9. Ann Ellenson Human Behaviour. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 1973 Pg. 95.
10. Ibid, Pg. 186 - 187.

SELECTED BIBLIOGRAPHY

American Home Economics Association. Journal of Home Economics

Washington D.C. January 1956, vol. 48.

A Review Of Graduate Teacher Education In Kenya. May 1979

Ball, S. Motivation In Education. Academic Press, Inc.

London 1977.

Cofer, C.N. and Appley M.H., Motivation Theory And Research. John

Wiley and Sons, Inc. New York 1964.

Crow, L.D. and Crow A., Human Development and Learning. American

Book Company. New York, 1956.

Ellenson, A. Human Behaviour. Prentice-Hall, Inc., Englewood

Cliffs, New Jersey. 1973.

Encyclopaedia Britanica Vol II

Garry, R. and Kingsley, H.L., The Nature And Conditions Of Learning

Prentice-Hall, Inc., Englewood Cliffs, New Jersey 1970.

Grove, P.B. Webster's Third New International Dictionary.

G & C Merriam Company. Springfield Massachuttes, 1971 Vol II.

Heckhausen, H. The Anatomy Of Achievement Motivation. Academic

Press Inc., New York, 1967.

Herberg, F. Mausner, B. and Synderman, B.B., The Motivation To Work.

John Wiley and Sons, Inc. New York 1959.

Karugu, G.K. An Investigation Of Job Satisfaction - Dissatisfaction

Among Elementary School Teachers And Headteachers In Nairobi,

Kenya. A Comparison Of Their Perceptions On Fourteen Selected

Job Factors From Herzberg's Two-Factor Theory. July 1980.

Kasuku, D.S. Factors Leading To The Low Acceptability Of Home Economics. In Kenya Secondary Schools. May 1984

Korman, A.K., The Psychology Of Motivation. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1974.

Marx, M.H. and Tombough, T.N., Motivation. Psychological Principles And Educational Implications. Chandler Publishing Company, U.S.A. 1967.

Maslow, A.H. Motivation and Personality. 2nd Edition. Harper and Row Publisher. New York. 1970.

Mbae, M.M The Relevance Of Home Management To Individual And Family Needs. 1984.

Peters, R.S. The Concept Of Motivation. Routledge and Kegan Paul. London. 1960.

Steers, R.M. and Porter, L.W., Motivation And Work Behaviour 2nd Edition Mc-Graw Hill Book Company. New York 1979.

Teevan, R.C., and Smith, B.D., Motivation Mc-Graw Hill Book Company. New York, 1967.

Vernon, M.D., Human Motivation. Cambridge University Press, Great Britain, 1969.