

DETERMINING STUDENTS LEVEL OF SATISFACTION IN HOME ECONOMICS EDUCATION

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In order to evaluate that to what extent the students of Rural Home Economics Class were satisfied with their Diploma course, the opinion of available 97 respondents was sought with the help of a questionnaire. The analysis of the data revealed that a large number of students were generally satisfied with the diploma course. However, some suggestions like holding of frequent tests, reducing the number of courses, minimizing expenses, etc. were presented for its further improvement.

INTRODUCTION

Education is not only the spice of life upon which the future of any nation depends, but is equally essential for men and women folk to bring desirable and positive changes in their behaviour and action. In this respect Aggarval (1988) states that education is life and life is education which includes all influences, social, cultural, political, domestic, etc. In spite of so much emphasis laid on the educational aspect for the development of an individual or a nation, it is a pity that the percentage of educated women in Pakistan is a more discouraging than that of males. It is further stated that women belonging to rural areas have much lower literacy rate than those of urban areas.

According to Economic Survey (1990-91), the literacy percentage among rural women is hardly 7, whereas the overall average for women is 15%. It is, therefore, a dire need to make all possible efforts to improve the literacy percentage of the people particularly of rural women. The girls may get education in any field, but home economics education helps them prepare for better future as wives and mothers. It also

equips them with the skills that can act as supplementary sources of income for them. Keeping the said aspect in view, a diploma in Rural Home Economics was initiated for the students possessing at least intermediate level education during the year 1980. The main objective of diploma course was to equip them with the needed household skills, besides imparting them training in teaching techniques in the subject of Rural Home Economics.

According to Ebel (1978), the programme of home economics education should be aimed to provide a liberal education to girls for professional careers in which the interests and well being of the individual and family are paramount. Like any other programme, it is also deemed necessary to conduct survey for finding out weaknesses and strengths, if any, to suggest necessary amendments for its improvement and betterment. Because the programme once developed cannot be guaranteed to be satisfactory and alright for ever. It demands alterations in various aspects of the programme in the light of suggestions and aspirations of the students. Aggarval (1988) in this respect was of the view that evaluation

was the source of providing information for decision making, the process of delineating, obtaining and providing useful information for judging decided alternates.

Though the evaluation could be conducted at any time, but according to Lowman (1987), proper time of evaluation of any course is at the end of a course when students are available and have fresh impressions. The students being the major recipients might act as the major tool to point out the extent to which they were satisfied with the conditions provided to them during the completion of diploma course. In this way, the improvement can be made and programme can be modified with regard to the aspirations of the present students for the future ones.

MATERIALS AND METHODS

The students enrolled in Diploma Course of Rural Home Economics at the University of Agriculture, Faisalabad during the sessions, 1989-90, 1990-91, were taken as the respondents. Though, the questionnaire was distributed among all the 103 students, but 97 responded and 6 failed to return it. The data collecting process was undertaken at the end of students' course work and examination to get reliable and valid information by avoiding the negative impression of the teachers/administration. The data so collected were tabulated and statistically analysed to draw conclusions and suggest recommendations.

RESULTS AND DISCUSSION

Table 1 reveals that none of the students sought admission just for having experience of the University life. However, 41.27, 32.98 and 25.79% of the respondents expressed their aspirations for professional certificate, making the best use of leisure

time and getting home management skills respectively. Kachingwe (1977) in this regard viewed that Home Economics education was meant to train the girls to make and maintain a clean, happy home besides being capable of earning sufficient income.

Table 1. Distribution of respondents according to their aspirations and objectives at the time of admission

Aspirations	No. of respondents	Percentage
Getting professional certificate for employment as teacher	40	41.23
Getting home management skills	25	25.79
Making the best use of leisure	32	32.98
Having an experience of University life	-	-
Total	97	100.00

Table 2 shows that there existed a significant relationship between aspirations of students with regard to their satisfaction from the diploma course. It means, majority of the students were satisfied with the diploma course either fully or partially and only a nominal percentage of students was either not satisfied or undecided.

Table 3 indicates that holding of frequent tests, reducing the number of courses, emphasizing upon practical aspect, providing library facilities, avoiding dictation and reducing expenditures were the main suggestions being presented by the students for the further improvement of this diploma course.

A summary of the conclusions drawn from the opinion of the respondents indicates that a majority of them expressed their satisfaction about the diploma course ingeneral. However, they suggested to hold

Table 2. Relationship between aspirations and objectives of the students with extent of satisfaction from the diploma course

Aspirations/ objectives	Fully			Partially			Not satisfied		
	Satis- fied	Unsatis- fied	Total	Satis- fied	Unsatis- fied	Total	Satis- fied	Unsatis- fied	Total
Getting professional certificate for employment as a teacher	4	36	40	35	5	40	2	38	40
Getting home management skills	10	15	25	14	11	25	2	23	25
Making the best use of leisure	6	26	32	22	10	32	-	32	32
Total	20	77	97	71	26	97	4	93	97

Table 3. Opinion of the respondents regarding their suggestions for further improvement of the diploma course

Suggestions	No. of respondents	Percentage
Holding frequent tests	32	32.98
Reducing the number of courses	43	44.32
Emphasis on practicals	42	43.29
Availability of library facilities	16	16.49
Reducing dictation and ready-made notes	16	16.49
Improving residential conditions in the hostel	8	8.24
Availability of laboratory facilities	12	12.37
Reducing expenditure on practicals	20	20.80

frequent tests, reduce the number of courses, control spoon feeding practices in teaching and minimizing the expenditures on practicals.

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