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Factors affecting teaching and learning of home economics in the integrated primary curriculum: A study of selected primary schools in Lusaka province of Zambia

[1] Simamuna Likando Mubita, [2] Dr. Kalisto Kalimaposo

[1] Department of Home Economics, School of Education, Chalimbana University, Lusaka, Zambia
[2] Department of Education, Psychology, Sociology, and Special Education, School of Education, University of Zambia

Abstract
As primary curriculum reforms were being implemented in the nation of Zambia, Home Economics subject got negatively affected because the curriculum reforms introduced subject integration. This article is a summary of an ongoing PhD study on Factors Affecting Teaching and Learning of Home Economics in the integrated primary curriculum in Lusaka. A social system theoretical framework was used in this study. The data were generated through semi-structured interview, through questionnaires and document analysis. Based on the thematic analysis of the data, the findings demonstrated that the teaching of integrated Home Economics had not been viable, citing a variety of challenges of which inadequacy of allocated time, compromised content and lack of teaching skills were prominent. The conclusion of the study was that partial solution to the problem was found. The article explains types of integration and how they connect, diverse views on integration, integrated Home Economics in Zambian primary schools and several integration aspects regarding the subject.

Keywords: Integrated Curriculum, Subject Integration, Self-integrated

1. Introduction

Home Economics is one subject in the Zambian primary curriculum that offers Art and Crafts (life-skills). The subject which is also commonly known as family and consumer studies focuses on understanding daily issues and improving aspects of life that impacts individuals, families and communities, such as relationships, shelter, clothing and nutrition. Despite offering these life-skills, the subject is overlooked and underrated. Sadly, the subject had suffered a setback of stereotype from its inception globally and in Zambia. Despite these mentioned setbacks, the subject had pulled through several other challenges that raised concerns amongst the stakeholders. The latest challenge was the integration of the curriculum in the primary sector. What integration meant was that Home Economics was no longer an option as it were for grades five to seven before integration. After being integrated, in the context of Home Economics the classes got overcrowded. Integration element had brought about overcrowding in the sense that Home Economics being a practical subject had always been optional. Practical subjects per practice do not take a full class as the case was meant to be in the integrated curriculum. Overcrowding means learning is insufficient, difficult, and almost impossible for a practical subject. District Profile for Lusaka, (2008) confirms this overcrowding as it shows that in a sample of 50 schools in rural remote districts, conclusions were that:

- In a school with a Pupil Teacher Ratio (PTR) of 60 or less, learning is possible
- In a school with a PTR of more than 60, learning is difficult, and
- In a school with PTR of 120 or more, learning is nearly impossible (MoE, 2008:11) [1]

Integration made the subject appear disorganized and unrecognized from Grade 1 to 7, only to reappear as an individual subject (Home Economics) at junior secondary school in Grade 8 and 9.

The Ministry of Education under the Basic Education Sub Sector Investment Programme (BESSIP) from 1999 to 2002 resulted into producing the Basic School Curriculum reforms. The reforms were necessitated by the need to solve long standing problems in the existing curriculum such as being over loaded, compartmentalized, exam oriented and inflexibility. Regarding the curriculum, a specialist explains that "*curriculum decisions are thus not just about content or the most effective ways of organizing the teaching and learning of subject-matter. Curriculum decisions involve a complex network of social, cultural, philosophical, moral, political, and ideological issues"* Bishop (1985: 2) [2] As Bishop (1985) has rightly stated, the reforms were also an attempt by Ministry of Education to capture the latest technology, economic, political and social developments of the fast changing world. In response to the fast changing world, new syllabi had been developed with five learning areas. The five learning areas in the new curriculum had integrated the eleven traditional subjects (Mathematics, English, Art, Music, Home Economics, Science, Social studies, French, Zambian Languages, Physical Education and Industrial Arts) into the following: Literacy and language, Mathematics, Integrated science, Creative and Technological Studies, Social and development Studies. The sixth learning area is Community Studies which is meant to focus on localized curriculum. In the new curriculum, Home Economics fell under Creative and technological studies (CTS). The Creative and Technological Studies reflects the learning area where the following subjects have been integrated into; Technology Studies, Home Economics and Expressive Art **(**MESVTEE (2013:31) [3].

According to Ministry of Education, Science, Vocational,

Training and Early Education (2013) integrated curriculum indicates that the core learning areas to be offered at this level of lower primary were as follows:

- Literacy and Languages, or sign language
- Integrated science
- Social studies
- Mathematics
- Creative and Technological Studies (MESVTEE (2013:31) [3].

The studies carried out earlier, had generally researched on the teaching of Home Economics, its decline and on general management of the subject departments. The studies had not tackled the curriculum aspect in primary schools. However, this study had tackled the curriculum aspect particularly the effects of integrated curriculum on the teaching and learning of Home Economics in primary schools.

2. Integrated curriculum

Integration has been defined as the organization of domains of teaching into wide units of knowledge where different substances assimilate. As a replacement for fragmented division of knowledge, the active searching for interface and nodes of different subjects and connecting them to each other is emphasized in order to support students to develop solid knowledge structure that exceeds borders of subjects and disciplines (Lederman & Niess, 1997) [4].

Defining integrated curriculum has been a topic of discussion since the beginning of the 20th century. Over a century, theorists offered three basic categories for interdisciplinary work; they defined the categories almost the same way, although the categories often had different names. Integration seemed to be a matter of degree and method. For example, the National Council of Teachers of English (NCTE) offered the following definitions in 1935:

- Connection may be as slight as casual attention to related materials in other subject areas
- A bit more intense when teachers plan it to make the materials of one subject interpret the problems or topics of another.
- Fusion leads to the combination of two subjects, usually under the same instructor or instructors.
- Integration is actually the unification of all subjects and experiences (Drake S and Burns R 2004) [5].

Three different approaches of integration are given. They authors argue that integrated curriculum in simple terms is about making connections. The kind of connections has to be established. Is it across disciplines? Is it to real life? Are the connections knowledge-based or skill-based? There are three approaches to integration namely; multidisciplinary, interdisciplinary, and transdisciplinary. The definitions of these categories emerged from the authors' personal experiences in the field. They noticed that people seemed to approach integrating curriculum from three fundamentally different starting points. These definitions are closely aligned with the definitions proposed by other educators. The three categories offer a starting point for understanding different approaches to integration (Drake S and Burns R 2004) [5].

3. Multidisciplinary approaches

Focus mainly on the disciplines. Teachers who use this approach organize standards from the disciplines around a theme. Multidisciplinary promotes the relationship of different subjects to each other and to a common theme. There are many different ways to create multidisciplinary curriculum, except they differ in the level of intensity of the integration effort. The following two descriptions outline different approaches to the multidisciplinary perspective; intradisciplinary approach and fusion.

3.1 Intradisciplinary Approach

When teachers integrate the subdisciplines within a subject area, they are using an intradisciplinary approach. Integrating reading, writing, and oral communication in language arts is a common example. Teachers often integrate history, geography, economics, and government in an intradisciplinary social studies program. Integrated science integrates the perspectives of subdisciplines such as biology, chemistry, physics, and earth/space science. Through this integration, teachers expect students to understand the connections between the different subdisciplines and their relationship to the real world.

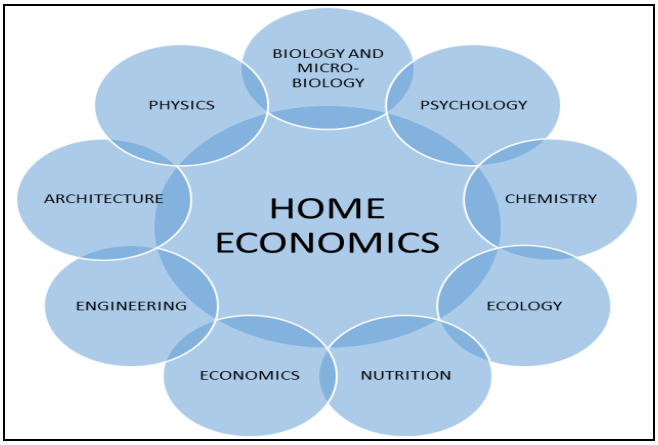
3.2 Fusion

Fusion is equally practiced and can involve basic skills. Teachers fuse skills, knowledge, or even attitudes into the regular school curriculum. Integration in this approach is such that, teachers organize the curriculum around common learnings across disciplines.

4. Interdisciplinary Approach

Interdisciplinary approach focuses on certain combinations, for example, children when making wind and rain machines while learning language skills are experiencing interdisciplinary curriculum. They are learning the interdisciplinary skill of communication (thinking and writing in a structured and coherent way). In Learning through the Arts, for example, students learn math and science concepts and skills while singing, sculpting, painting, and dancing. (Upitis & Smithirin, 2002)[6]. In learning Home Economics for example, pupils learn math concepts as they draft block patterns in needlework, or measure ingredients in cookery lesson, or meal planning**.** Home Economics is equally an interdisciplinary subject as it is depicted in fig 1, positioned in the centre integrating some elements from all other subjects surrounding it.

4.1 Interdisciplinary



Adopted from Wayne, Family and Consumer Studies Conference 2015

Fig 1: Home Economics an interdisciplinary subject

Let us get an example of Finland. Finland has an experience of integrating Science and Mathematics into Home Economics teaching. In the Finnish Home Economics curriculum, practical everyday management is emphasized and is an important part of a lesson's pedagogical content. In addition, the broad basis of Home Economics also provides the teacher with opportunities to orient pupils toward science education (Adey & Shayer, 1994; Kivilehto, 2002)[7]. Working methods of science education, such as project-type studying, experimentation and explaining phenomena by using models, are also suitable for application in Home Economics lessons since learning in this context has been strongly bound to practical action (Darling, 1995; Peterat & DeZwart, 1991)[8]. Food preparation is nearly always included in Home Economics lessons. When preparing food, the pupils have to measure, mix and usually also heat substances. Changing conditions allow pupils to follow reactions and make observations. A deeper understanding of reactions and phenomena require, however, that pupils master the basics of Chemistry, Biology and Physics. Therefore, it is also necessary that the teacher first masters the basics of these sciences and knows how to integrate the elements of these subjects into Home Economics teaching (Rauma A *et al.* 2006) [9].

5. Transdisciplinary Integration

In the transdisciplinary approach to integration, teachers organize curriculum around student questions and concerns. Students develop life skills as they apply interdisciplinary and disciplinary skills in a real-life context. Two routes lead to transdisciplinary integration: project-based learning and negotiating the curriculum.

5.1 Project-Based Learning

Here students tackle a local problem. Some schools call this problem-based learning or place-based learning. According to Chard, planning project-based curriculum involves three steps:

- Teachers and students select a topic of study based on student interests, curriculum standards, and local resources.
- The teacher finds out what the students already know and helps them formulate questions to explore. The teacher also provides resources for students and opportunities to work in the field.
- Students share their work with others in a culminating activity. Thereafter, display the results of their exploration and review and evaluate the project (Chard 1998) [10].

Studies of project-based programs show that students go far beyond the minimum effort, make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002) [11].

5.2 Negotiating the Curriculum

Here student's questions form the basis for curriculum. Mark Springer of Radnor, Pennsylvania, negotiated an integrated curriculum with students. Springer led the nationally known Watershed program for 11 years. His current curricular program is Soundings. In Soundings, 8th grade students develop their own curriculum, teaching methods, and assessments around areas of interest to them (Brown, 2002)[12].

6. How the three approaches connect with each other

The boundaries of the disciplines seemed to dissolve abruptly. Susan interviewed others who were developing integrated curriculum and reported similar experiences of dissolving the boundaries (Drake, 1993) [13]. As soon as they made one set of connections, another set appeared. In Rebecca's context, she found the same dissolving of the boundaries (Burns, 1995) [14]. Describing their experiences to a colleague, the authors discovered there were academic terms for this phenomenon: multidisciplinary, interdisciplinary, and transdisciplinary. The essential difference between the three approaches was the perceived degree of separation that existed between subject areas. Given their experiences at the time, they believed that the three approaches fit on an evolutionary continuum (Forgarty, 1991) [15].

Standards-based approaches further blur the boundaries of these categories. Multidisciplinary integration might remain somewhat distinct because the procedures of the disciplines are dominant. Current thinking, however, suggests that even interdisciplinary projects should include math and literature/media to be rich and vibrant (Erickson, 1998) [16]. Interdisciplinary approaches offer an excellent fit for standards when educators approach them through a backward design process. Although teachers might organize transdisciplinary curriculum around a real-world context, the reality of covering the standards and grading in distinct subject areas quickly brings them back to the disciplines [5].

Considering an evolutionary continuum, the authors suspect that obvious differences will continue to exist in the extent to which educators choose to integrate and for how long. They believe that educators will continue to experience deepening connections as they become more experienced in this area. In an era of standards and accountability, no one approach seems preferable. Indeed, they seem more and more alike as teachers integrate standards-based planning with effective teaching and learning practices. The multidisciplinary, interdisciplinary, and transdisciplinary perspectives offer different maps to begin the design process. Teachers can use any of the approaches at any level of education, in a single classroom or in a team approach. Some differences in intent are apparent. They found, that the educators who actually implement integrated approaches are the same educators who are interested in the most effective ways to teach. They also are the ones who use the most effective planning strategies, and are concerned with authentic assessment practices. Therefore, despite some differences in the degree and the intent of integration, the three approaches share many similarities. The centrality of standards and the need for accountability bring the three approaches closer together in practice [5].

7. Subject integration

Having no specific period set aside to teach art, craft or needlework means that art, craft, needlework etc. are grouped in one and taught as one subject. This is the practice now in force in the integrated curriculum in Zambian primary grades. Farrant (1980) states that integrated studies are more formal and are essentially subject based. The only difference from the traditional is in the way subjects are grouped like history, geography and science into a single all-embracing subject such as environmental studies: or subjects like art, crafts, music, drama etc. and calls them creative art (Farrant 1980:133) [17].

The scenario depicted above is how Home Economics was integrated and taught under Creative and Technology Studies (CTS). Gross-Loh (2013: 1) [18] contends that "the combination of these classes like Home Economics, woodworking, art, or music are more than learning to play a recorder, plan a menu or thread a needle. They foster concrete know-how as well as the confidence to improvise. They teach children to make good choices, take the initiative and make connections" [18]. Studies from Zimbabwe reveals that the curriculum has integration of subjects in that almost every subject shows that there is need for children to be accommodated in their cultures, in Religious, Moral Education, Christianity, traditional religion, Hinduism and Islam, in Social Studies they learn more about other countries like China. When they teach Science they don't only teach Science but sometimes Home Economics come in. This is how all subjects are integrated (Muchenje 2014) [19].

On the contrary, before integration Home Economics was female stereotyped and was offered separately alongside other options as Kay (1981) contends that '*In some primary schools, two classes are combined for art and craft lessons, and while one of the masters takes boys for crafts, one of the mistresses takes the girls for needlework. Most women teachers, though not necessarily experts seamstresses, have enough knowledge to teach the subject effectively at primary level.* (Kay 1981:101) [20]. From time in memorial, Home Economics was taught separately as an optional subject. Girls used to go for Home Economics while the boys would go for Industrial Arts. This has been the trend not until the integrated curriculum got implemented. This development brought so much concern among the stake holder because of the implementation technicalities that were experienced.

8. Integrated Home Economics in Zambian primary Schools

Home Economics is already a self-integrated subject in that it is generally composed of the four components; Food and Nutrition, Fashion and Fabrics, Home Management as well as Health Education. As multidisciplinary and interdisciplinary are explained above, Home Economics is both a multidisciplinary and interdisciplinary subject in itself. What integration in Zambian primary schools meant in this context was that, the four sub-subjects (components of Home Economics) were dismantled further, chopped off some content, moved some content to science, and intermingled the rest of the content with Art and Design, Technology Studies and Home Economics. This distorted the subject all together. Home Economics and all the mentioned subjects, with which it was intermingled, were rearranged into a subject called Creative and Technology Studies (CTS). If Home Economics were to be integrated into Creative and Technology Studies (CTS) as a whole with its four Components, then Creative and Technology Studies (CTS) was going to be unbearably bulky resulting into the CTS being overloaded. The overloaded aspect of the curriculum is the issue being normalized in this scenario. Addressing the same issue Ministry of Education (1996) suggests '*the need for regular curriculum reviews that would discard "dead wood", reduce the tendency to overload, and retain a curriculum that is comprehensive, well-integrated, and sufficiently focused'* MoE (1996:33) [21].

It was for this reason therefore, that some content of Home Economics had to be chopped off to ease the burden of overloading (CTS). Richard Livingstone in Musgrove (1973) argues on integrated curriculum as he comments that; "*any good education must be narrow… Education prospers by economy, by exclusion. Overcrowding, in education as in housing meant ill health, and turned the school into intellectual slums"* Kalimaposa (2010:170) [22].

9. Integration setbacks on Home Economics

Home Economics Association of Zambia (HEAZ) and Home Economics teachers have perceived the integration of Home Economics into Creative Technology Studies (CTS) as a setback expressing various sentiments. Hamainza (2007) in her paper presented at District HEAZ meeting held at Northmead Basic School (now Northmead Secondary School) stated that the subject has its own setbacks but the integration aspect has degenerated the situation in Zambia. She further explained that the component of Fashion and Fabric (Needlework) was slowly phasing out in both primary and high schools citing the following reasons:

- Some teachers though trained in all components of Home Economics, have a biased approach towards teaching of Home Economics components under CTS
- Pupils find it easy to contribute requested ingredients for cookery practicals compared to fabrics and other materials needed for Needlework practicals.
- There is inadequate funding for practical components hence schools find it easy to split the little given resources to other less costly components of CTS on the expense of Home Economics practical components.
- There is negative teacher attitude towards Home Economics needlework component due to teachers lacking needlework skills.
- Schools lack teaching and learning materials for Needlework such as sewing machines. In most schools where the sewing machines are available, they are old and non-functional. This is used as an excuse to divert attention to other subject elements under CTS (Hamainza 2007) [23].

Some skills may actually be gotten from other subjects into which Home Economics was now incorporated because this was causing unnecessary repetitions. The setback here among other things was the incompetence of teaching needlework which resulted in needlework being avoided. Ministry of Education (1977) states that;

> *It has already been stated that reforms cannot succeed unless the teachers in the system understand and support the proposals. It follows therefore, that teachers have to develop the right attitude to the purpose and intention of the reforms. They have to appreciate that they hold a key to a successful change and they should be among the first to recognize and appreciate the improvements which should be brought about in the quality of education (*MoE 1977:81) [24].

The trend for Home Economics teaching in Zambia is towards the provision of quality educational materials and programmes in all schools. A curriculum that integrates cultural values makes provision for the exploration of the environment to develop the intellect, potential skills and creativity by using local materials and skilled teachers.

10. Self-integrated subject

Apparently the whole integration process was integrating the

already self-integrated and composed subject. It is composed in the sense that Home Economics is actually a composition of several fragments of fields of knowledge or a number of sub-subjects. The broad spectrum of components in the study of Home Economics is fairly standard throughout the world, namely Cookery, Needlework, First Aid, Laundry, Home Management, Mother Craft, Home Nursing and Health Education. Home Economists organized this broad spectrum of components in to four study areas (Food and Nutrition, Fashion and Fabrics, Home Management as well as Health Education) as stated already. Home Economic in its original form has no boundaries; all its segregated components were taught as one under the umbrella of Home Economics. It was taught or learned as a holistic view.

Home Economics may actually be the only subject in the old curriculum which had no specific component in itself by which it could be identified. As mentioned earlier on, it comprises of seven minor components; Cookery, Laundry, Home Management, Mother craft, Needlework, First aid and Health Education (within the primary school contest). In this context apparently, the subject is self-integrated and has no boundaries. At primary level all the seven sub-disciplines when put together, formed Home Economics. When it gets to higher grades at secondary, all the seven components are reduced to only three separate subjects and terminologies change to Food and Nutrition, Fashion and Fabric as well as Home Management. Meaning therefore that, Home Economics subject in totality is comprehensive, balanced, integrated, diversified and relevant to the needs of both the people and society.

Home Economics self-integration is expressed in many ways. One author contends that the field of Home Economics is also called Human Science, Home Science, Domestic Economy and Human Ecology. He further states that the field represents disciplines including; consumer science, nutrition, food preparation, parenting, early childhood education, family economy and resource management, human development, interior design, textiles, apparel design, as well as other related subjects Wayne (2015) [25].

From time in memorial, the subject has had different names with its diverse components but carrying its identity as "Home Economics." To this effect some authors noted that *"Housewifery or housekeeping, demands knowledge of a variety of tasks, including cooking, cleaning, mending, marketing, finance and entertaining---* "Selkirk and Fouche (1961:i) [26] Nations have recognized the importance and service the subject is able to offer in its diversity. It is for this reason that the diversity of Home Economics can well be comprehended by Home Economists themselves. This understanding is well reflected in the spider plant metaphor given in fig 2 below.

A metaphor is a way of thinking where individuals interpret one experience through the language of another. Here, readers are invited to view the integration of specializations and the core of Home Economics under the context of a spider plant. The spider plant tries to create an image and explains the degree of how to mitigate the hyper specialized Home Economics in a much clearer way than a direct narrative ever could (Rigney) [27]. The spider plant is reminding the readers of how a fragmented profession (Home Economics) could be made whole again by respecting a biological system-plant pot that holds and supports the plant, related species, and plant regeneration. The careful use of a biological metaphor can add new insights (Kahali, 1998) [28].

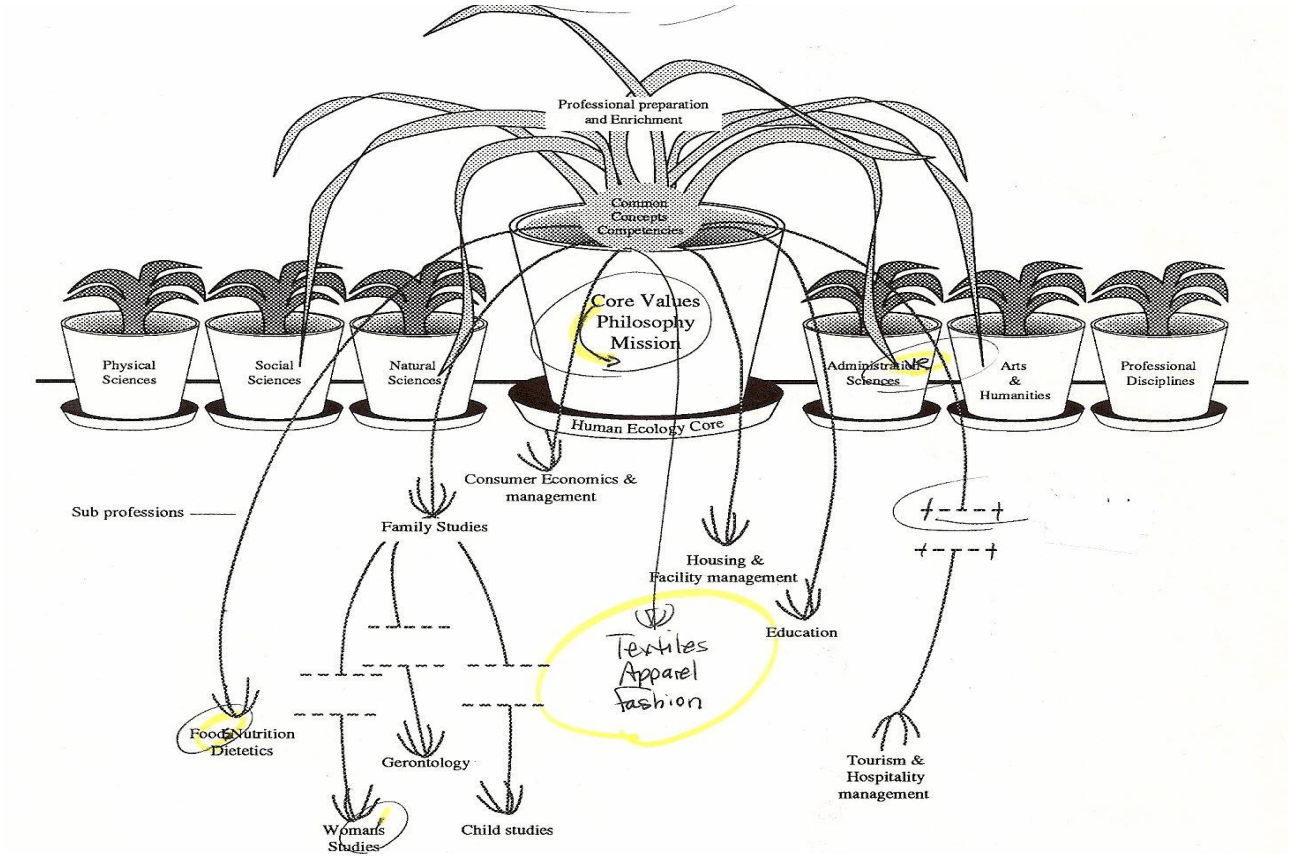


Fig 2: Spider plant metaphor

Adopted from Bubolz and Sontag's 1988 model of integration in home economics and human ecology (Graphic art work by Greg Doucett, 1993)

Bubolz and Sontag's (1988) [29] states that Home Economics is a discipline that integrates its sub-subjects with a shared philosophical core. Without this integration, the knowledge base remains too fragmented and practitioners are unable to adequately deal with the complexity of the issues faced by families. The dimensions of families' daily lives are interrelated. Child rearing issues mingle with housing issues, which are shaped by financial integrity and access to health care plus the presence of nurturing family relations. The knowledge base can become stagnant and unable to accommodate this complexity if steps are not taken to weave together specialization-specific information. Without a common philosophical core, Home Economists cannot stand in Solidarity around the world, regardless of the context within which they are working. A common voice, shaped by shared value principles of practice and competencies, is missing. The public does not hear the profession speaking in unison. Therefore, Bubolz and Sontag's argue that Home Economics needs to reconnect with its sub-specializations.

Self-integration aspect of Home Economics is eminent. There is need of reinforcing integrating Science, Technology, Engineering and Mathematics (STEM) through Home Economics curriculum. Home Economics has attained the reputation of being a gender stereotyped subject meant to confine women to domestic roles. Some schools systems have managed to adopt the new name "family and consumer science" to reflect the fact that the field covers aspects outside of home life and wellness of the field. It is also known by other names; including human science, domestic economy and human ecology. The field represents disciplines including; consumers science, nutrition, food preparation, parenting, early childhood education, family economics and resource management, human development, interior design, textiles, apparel design, as well as other related subjects. The figure below enlightens STEM as it was presented (Wayne (2015) [25].

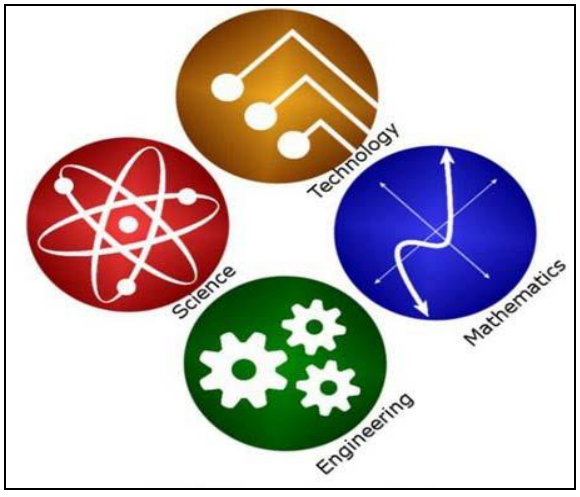


Fig 3: Reinforcing STEM Education through the Home Economics Curriculum

Adopted from Wayne Wesley, Family and Consumer Studies Conference paper of 2015

STEM is Home Economics in clothing and textile through scientific and engineering practices required in the development of clothing that includes the asking of scientific questions and defining engineering problems. In clothing and textile other skills include; Developing and using models, Planning and carrying out investigations, Analyzing and interpreting data, Using mathematical and computational thinking, Constructing explanations, Designing solutions, obtaining, evaluating and communicating information. Home Economics stakeholders are planning to reinforce STEM in the Home Economics curriculum. The requirements to reinforce STEM into Home Economics curriculum are;

- Capacity building for the lectures
- Integrating STEM in delivery, and
- Working with student to develop STEM integrated project (Wayne 2015) [25].

Considering Bubolz and Sontag's sentiments stated earlier and reinforcing STEM education through Home Economics curriculum by Wayne, it is apparent that integrating the subject further, (as the case was in Zambian primary schools) was like dismantling it instead. However, Home Economics can be termed as "jack of all trades but master of none". It was for this reason that Eghan (1993) in HEAZ (1997) identifies from Home Economics Association of Africa (HEAA) Newsletter of (1992), p2 with a mission statement which was proposed in Africa considering Home Economics as a study that facilitates the process of individuals, families and communities becoming more responsible for improving their well-being in relation to the economic, social, cultural, political and Physical environment (HEAZ 1997) [30]. Home Economics is so much defined in itself that Acurs (1987) in HEAZ (1997) states that a definition explains the field in terms of acceptance to the profession, meaningful to the lay person, and capable of being used to evaluate programmes. Home Economists are always challenged to interpret the definition of Home Economics in a meaningful manner (HEAZ 1997) [31].

That is why Bishop (1985) [2] speaks out to say, "Integration should be the marriage of true minds, not an administratively decreed cohabitation between essentially different people speaking the same language, all desperately trying to make the thing work".

11. Diverse views on Integrated Curriculum

Other sectors of the world continue to advocate for subject integration. Almost everyone involved in education perhaps (lectures or tutors) got where they are by studying on a subject based-analysis of knowledge. Integrated learning implies that there is no hard line that divides history from geography or mathematics from science; each of them frequently invades the territory of the other and any pursuit of learning that tries to restrict such interaction soon becomes sterile and dead. Integrated studies are more formal and are essentially subject based. Its only difference from the traditional is in the way it groups subject like crafts, music, dance and call them Creative Arts (Farrant 1980) [17]. Ministry of Education, (2007) states that the curriculum integrates cross cutting issues and themes such as HIV/AIDS, life skills, gender, human rights, reproductive health, good governance, environmental education and water sanitation across the curriculum to ensure holistic development of the learner. Throughout the learning process, the curriculum will lead to the development of entrepreneurship skills MoE, (2007) [32]. Government of

Ireland also contends that, Integration adds to the child's enjoyment of mathematics, gives him/her added interest in the subject and encourages transfer of learning (Government of Ireland 1999) [33]. The need to integrate subjects in order to get high quality learning has been justified from the very beginning of the last c entuary (Czerniak *et al.* 1999) [34] and the justification given have not changed much.

On the contrary, Whitehead in Musgrove (1973) in Kalimaposo (2010) contends that "mankind is naturally a specialist …wherever, you exclude specialism you destroy life." Whitehead believes in not teaching too many subjects. Similarly, the Report on Secondary Education and Norwood Report on Curriculum and Examinations report have similar views (Musgrove 1973). The two reports revealed that each subject had its distinctive individuality and represented a unique intellectual tradition. Therefore, subjects should not be unified or otherwise fused. The Norwood report examined the concepts of an "integrated" and "balanced" curriculum but found them largely meaningless (Kalimaposo 2010:171) [35]. According to Musgrove (1973) teachers can cooperate without losing their subject identities and without being denied a strong departmental base. Musgrove refers to specialization as the power base of the curriculum. Specialization means neither intellectual fragmentation nor organizational anarchy. His argument is that, teachers can cooperate without losing their subject identities and without being denied a strong departmental base. Whenever subjects are to be integrated, the departmental base is threatened. Only one person wins when you integrate subjects and dissolve departments, the person who wins is the one at the top (Kalimaposo (2010) [36].

12. Summary

The study revealed that Home Economics embraces interdisciplinary, multidisciplinary and transdisciplinary forms of integration approaches without which the knowledge base remains too fragmented and practitioners are unable to adequately deal with the complexity of the issues faced by families (Bubolz and Sontag's 1988). This explains the necessity of integrating science and other subjects into Home Economics and not integrating Home Economics into other subjects. When the former is done, it enhances easy teaching and acquisition of skills. However, the opposite was done in the integration curriculum in Zambian primary schools hence the delivery challenges faced by the teachers. On the contrary, other views were indicating that subject integrations are not viable because each subject had its distinctive individuality and represented a unique intellectual tradition. Therefore, they advocate that subjects should not be unified or otherwise fused. The Home Economics subject specialists and subject stakeholders are to some extent agreeing with this idea because the bemoan the integration of the subject.

13. Conclusions and recommendations.

The study concluded that the Integration of Home Economics into CTS had compromised or diluted the Home Economics content in all the major components of the subject (Chilele, 2011)[37]. The fact that Home Economics is broader in content; it could not wholly be integrated into CTS, hence reduced and compromised on content. Other conclusions were that the teaching of integrated Home Economics had not been viable, citing challenges of inadequacy of allocated time for Home Economics components. Since Creative and Technology Studies (CTS) consists of, Art and Design, Home Economics and Technology Studies, which are all practical in nature, teachers preferred to spend the limited time for other practical items on the expense of Home Economics practical items. Lack of skill to teach needlework and cookery was another finding. Lack of skill to teach needlework and cookery was attributed to integrated curriculum which compelled all teachers to teach all subjects regardless of the type of teacher education acquired.

The study revealed that lack of skills was attributed to (ZATEC) half-baked teachers (kalimaposo, 2010) [38]. Finally, a partially corrective intervention was taken and Home Economics is excluded from integration for Grades 5 – 7 in the current career pathway curriculum (MESVTEE (2013) [3].

Based on the findings of the study, authors recommended that the curriculum reforms procedures should not overlook the input of the subject association; in this context the Home Economics Association Zambia (HEAZ). Since subject integration had compelled every teacher to teach all subjects, short Home Economics in-service trainings to sharpen the skills for effective teaching in needlework and cookery were recommended. Considering that a partial solution was implemented, the final recommendation was that the concerned authorities should carry out a prompt evaluation on Home Economics integration that still exists in lower primary grades.

14. Acknowledgments

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