

# PROFESSIONAL SOCIALISATION OF FAMILY ECOLOGY AND CONSUMER SCIENCE STUDENTS AT SOUTH AFRICAN UNIVERSITIES

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degree of Doctor Philosophiae at the University of Stellenbosch

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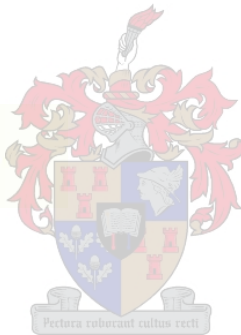
April 2006

## Declaration

I, the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Signature.

*Thomelissen*



Date. 9 March 2006

# ABSTRACT

Professional socialisation can be described as a subconscious process whereby persons internalise behavioural norms and standards and form a sense of identity and commitment to a professional field. The primary goal of professional socialisation is considered to be internalisation of the professional culture and the development of a professional identity. It is learned through interaction with professionals and educators during a student's education. It is a continuous, life-long process of learning formal knowledge, skills and rules, as well as informal and tacit knowledge, norms, values and loyalties within the profession. An understanding of the professional socialisation process is vital to all persons involved in postsecondary education, for it is the professional socialisation process that allows education to achieve its goals.

This dissertation determined whether students of Family Ecology and Consumer Sciences in South Africa are professionally socialised into developing a professional identity within the Family Ecology and Consumer Sciences profession. The objectives of the research included; to examine through a literature review the development of the profession and to propose a new position for the profession in South Africa; to identify the factors that influenced South African students when they decided on Family Ecology and Consumer Science as a field of study and the factors that influenced them while they were obtaining their degree at a South African university; to determine whether Family Ecology and Consumer Science students evidence the developmental stages of the Cohen model of the professional socialisation process; to determine Family Ecology and Consumer Science professionals' perceptions of their professional preparation environments; and to analyse and compare Family Ecology and Consumer Science programmes at South African universities.

A quantitative research methodology in the form of an analytical survey was undertaken with the participation of students and staff at South African universities where Family Ecology and Consumer Science programmes are offered by means of postal questionnaires.

Three questionnaires were used in the research, namely; the Professional Socialisation Influences (PSI) questionnaire; the Professional Socialisation Staging Scale (PS<sup>3</sup>) questionnaire; and the Emphases, Process and Influences on the Professional Preparation Programmes questionnaire. A conceptual framework was used to compare the Family Ecology and Consumer Science professional preparation programmes presented at South African universities..

Descriptive statistics and the factor analysis method were used to examine the objectives to determine which factors influenced students to select Family Ecology and Consumer Sciences and the factors that influenced them while they were studying for a degree at a South African university. Descriptive statistics, ANOVA and Bonferroni Post-Hoc tests were used to examine whether Family Ecology and Consumer Science students evidenced the developmental stages of the Cohen model of the professional socialisation process. Descriptive statistics were used to examine Family Ecology and Consumer Science professionals' perceptions of their professional preparation environments.

The main findings drawn from the study indicated that Family Ecology and Consumer Sciences students, when selecting Family Ecology and Consumer Science as a profession, were influenced by the 'Service Ideal' and 'Entrepreneurial' factors. Aspects that elicited the highest percentage of positive responses from the respondents were; 'desire to help others'; 'a desire to improve the quality of family living'; 'a desire to help people learn to do things'; and 'entrepreneurial possibilities of the course'.

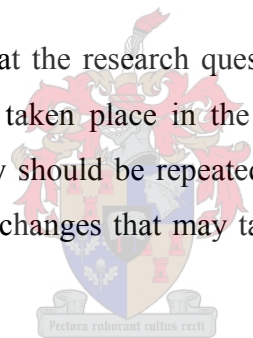
While studying for a degree in Family Ecology and Consumer Science, they were influenced by the factors 'Student Interaction' and 'Departmental Influences'. Aspects such as; 'career opportunities available'; 'application of what I learned to my personal life'; and 'employment opportunities available'; were those that had the biggest influence.

The findings of this study did not support the Cohen model, because students in this sample did not evidence systematic progression through the four proposed developmental stages of professional socialisation.

However, it can be concluded that there is a strong positive indication that South African Family Ecology and Consumer Science students evidenced STAGE III, Dependence-Mutuality and STAGE IV, Interdependence, and that they are highly socialised and have developed a professional identity.

Family Ecology and Consumer Science programmes in South Africa are unique in character and display their own identity. However the perceptions of the Family Ecology and Consumer Science professionals in these professional preparation programmes are varied.

Key recommendations are that the research questionnaires should be revisited keeping in mind the changes that have taken place in the Family Ecology and Consumer Science profession, and that the study should be repeated with different cohorts of secondary and tertiary students to track the changes that may take place in the professional socialisation process over time.



# OPSOMMING

Professionele sosialisering kan beskryf word as 'n onbewuste proses waardeur 'n persoon gedragsnorme en standaarde internaliseer wat sal bydra tot die ontwikkeling van 'n identiteit en verbindtenis tot 'n professionele veld. Die primêre doel van professionele sosialisering is die internalisering van die professionele kultuur en die ontwikkeling van 'n professionele identiteit. Dit word aangeleer deur die interaksie met beroepslui en opvoeders gedurende die student se opvoeding. Dit is 'n deurlopende lewenslange leerproses waar formele kennis, vaardighede en reëls, sowel as informele en vanselfsprekende kennis, norme en waardes binne die professie, vasgelê word. 'n Goeie begrip van die professionele sosialiseringproses is baie belangrik vir alle persone gemoeid met na-sekundêre onderrig, want dit is die professionele sosialiseringproses wat daartoe lei dat opvoedkundige doelstellings bereik word.

Die hoof doel van die navorsingsprojek was om te bepaal of Gesinsekologie en Verbruikerswetenskap studente in Suid Afrika professioneel gesosialiseer is om 'n professionele identiteit binne die professie te ontwikkel. Die subdoelstellings van die navorsing was onder andere; om deur 'n literatuurstudie ondersoek in te stel na die ontwikkeling van die professie en om 'n nuwe posisie vir die professie in Suid Afrika voor te stel; om die faktore wat Suid Afrikaanse studente beïnvloed het toe hulle Gesinsekologie en Verbruikerswetenskap as studieveld gekies het asook die faktore wat hulle beïnvloed het tydens die verwerwing van 'n graad in Gesinsekologie en Verbruikerswetenskap by 'n Suid Afrikaanse universiteit, te identifiseer; om te bepaal of Gesinsekologie en Verbruikerswetenskap studente bewyse lewer van progressie deur die ontwikkelingsstadia van die Cohen model van professionele sosialisering; om te bepaal wat die persepsies van Gesinsekologie en Verbruikerswetenskap personeel met betrekking tot hul professionele onderrigprogramme is en om die Gesinsekologie en Verbruikerswetenskap programme aan Suid Afrikaanse universiteite te vergelyk en te analiseer.

'n Kwantitatiewe navorsingsmetodologie in die vorm van 'n analitiese opname is onderneem en die deelname van studente en personeel aan Suid Afrikaanse universiteite

waar Gesinsekologie en Verbruikerswetenskap aangebied word is verkry deur middel van 'n posvraelys.

Drie vraelyste is in die navorsing gebruik, naamlik; die “ Professional Socialisation Influences (PSI)” vraelys; die “Professional Socialisation Staging Scale (PS<sup>3</sup>)” vraelys; die “ Emphases, Process and Influences on the Professional Preparation Programmes” vraelys. 'n Konseptuele raamwerk is gebruik om die Gesinsekologie en Verbruikerswetenskap programme te vergelyk en te analiseer.

Beskrywende statistiek en faktor ontledings is uitgevoer om te bepaal watter faktore Gesinsekologie en Verbruikerswetenskap studente beïnvloed het toe hulle Gesinsekologie en Verbruikerswetenskap as 'n studieveld gekies het en watter faktore hulle beïnvloed het tydens die verwerwing van 'n graad in Gesinsekologie en Verbruikerswetenskap aan 'n Suid Afrikaanse universiteit.

Beskrywende statistiek, variansie ontledings en Bonferroni Post-Hoc toetse is toegepas om vas te stel of Gesinsekologie en Verbruikerswetenskap studente bewyse lewer van die ontwikkelingstadia van die Cohen model vir professionele sosialisering. Beskrywende statistiek is gebruik om die persepsies van professionele Gesinsekologie en Verbruikerswetenskaplikes ten opsigte van hul professionele onderrig omgewing te bepaal.

Die hoofbevindinge van die navorsing het aangedui dat Gesinsekologie en Verbruikerswetenskap studente wanneer hulle Gesinsekologie en Verbruikerswetenskap as 'n studieveld gekies het, beïnvloed was deur die faktore 'Dienslewering' en 'Entrepreneurskap'. Die aspekte wat die hoogste persentasie positiewe response ontvang het was; 'n 'begeerte om andere te help'; 'begeerte om die kwaliteit van gesinslewe te verbeter'; en die 'begeerte om mense vaardighede te leer'; en die 'entrepreneur moontlikhede' van die veld.

Tydens die verwerwing van 'n graad in Gesinsekologie en Verbruikerswetenskap was studente beïnvloed deur 'Studente Interaksie' en 'Departementele Invloede'. Aspekte soos;

‘beroepsmoontlikhede’; ‘toepassing van dit wat ek geleer het in my persoonlike lewe’; en ‘werksmoontlikhede’ was die wat die grootste invloed gehad het.

Die bevindinge van die studie het nie die Cohen model ondersteun nie, omdat studente in die steekproef nie bewyse gelewer het dat hulle deur Cohen se voorgestelde ontwikkelingsstadia van die professionele sosialiseringproses gevorder het nie. Daar was wel ‘n sterk positiewe aanduiding dat Suid Afrikaanse Gesinsekologie en Verbruikerswetenskapstudente bewyse lewer van Stadium III naamlik ‘ Dependence-Mutuality’ en Stadium IV ‘Interdependence’ wat ‘n aanduiding is dat hulle hoogs gesosialiseer is en ‘n goed ontwikkelde professionele identiteit het.

Die Gesinsekologie en Verbruikerswetenskap programme in Suid Afrika is uniek in karakter en toon hul eie identiteit. Die persepsies van die professionele Gesinsekologie en Verbruikerswetenskap personeel oor hul professionele onderrig programme is uiteenlopend.

Aanbevelings wat gemaak kan word na aanleiding van die navorsing is dat die vraelyste hersien moet word in die lig van die talle veranderinge wat plaasgevind het in die Gesinsekologie en Verbruikerswetenskap professie en dat die studie herhaal kan word met verskillende groepe sekondêre en tersiêre studente om die veranderinge wat in die professionele sosialiseringproses, oor tyd mag plaasvind, te monitor.



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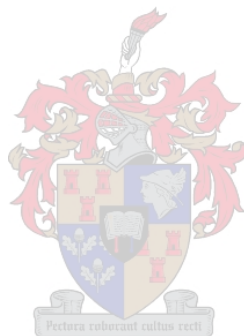
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# CHAPTER ONE

## STATEMENT OF THE PROBLEM

### 1.1 Introduction

The development of a professional identity is a lifelong process. Beginning at the time of preprofessional education and continuing to evolve over time, one's professional identity is shaped by many planned and incidental experiences. Through these experiences one acquires a sense of what it means to be a Family Ecology and Consumer Scientist. To be an active member of a particular profession means to be able to know, to evaluate, to affirm and to act in agreement with that profession's stated goals and processes. Knowing implies understanding the particular dimensions of the profession and its structure and processes. Evaluating means judging the worth or value of various aspects of the profession based on criteria. Affirming means stating one's own acceptance or interpretation of the basic tenets of the profession, and acting means putting into practice those beliefs and skills which carry out the mission or purpose of the profession. A professional, therefore, is a thinking, problem solving individual. In this process professionals are identified by the attitudes, habits and values that they display in society. How do these values, habits or attitudes develop? Were they inherently present and, as such, did individuals choose a profession that matched/accommodated these characteristics? Did the university teaching process foster these characteristics through the subject content, did the teaching methodology play a role or were they developed during induction into the profession at the start of their career? The question is when, where and also how and why professionals have developed appropriate values and attitudes as part of their professional skills. Answers to these questions can give insight into the processes that occur when developing a professional identity.

These values, habits and attitudes can be important for ensuring that individuals operate in a professional manner. They can also be critical for an individual to advance in their profession. The process, by which this inculcation occurs, has been termed professional socialisation. Weidman, Twale and Stein (2001:6) define professional socialisation as a



subconscious process whereby persons internalise behavioural norms and standards and form a sense of identity and commitment to a professional field. The primary goal of professional socialisation is considered to be internalisation of the professional culture and the development of a professional identity. It is learned through interaction with professionals and educators during a student's education (Cohen, 1981:15).

Higher education is a first step where the individual starts the process of professional socialisation. The dilemma is whether individuals choose the profession that suits their personal characteristics and interests' or whether other elements in society influence this process and to what extent.

The education process shapes professional socialisation. The process consists of the formal parts, such as required knowledge necessary to practise as a professional. The university department, in conjunction with the professional body, usually prescribes this. There is also an informal part of professional education that takes place unconsciously through the process of learning and participation.

Little is known about this process of internalisation of professional culture and identity formation of students as it occurs within the Family Ecology and Consumer Science profession in South Africa.

South Africa, officially, Republic of South Africa, southernmost country of continental Africa, bordered on the northwest by Namibia; on the north by Botswana and Zimbabwe; on the northeast by Mozambique and Swaziland; on the east and south by the Indian Ocean; and on the west by the Atlantic Ocean. The independent country of Lesotho forms an enclave in the eastern part of the country. South Africa has an area of 1,219,090 sq km. The administrative capital of South Africa is Pretoria, the legislative capital is Cape Town, and the judicial capital is Bloemfontein (Microsoft Encarta, 2003).

What gave rise to an interest in this research topic? More clarity on the socialisation process is always needed to increase the effectiveness of selecting prospective students and

their training in the profession and the practising of the profession over the long term. A study of this nature may contribute to the recognition of the profession.

However, several developments have impacted significantly on Family Ecology and Consumer Science as a profession. These are the name changes of the field, the development of highly specialised programmes at tertiary level and lack of agreement around the central focus of and best direction for the profession. In the field of higher education Family Ecology and Consumer Science was threatened to diminish its status in South Africa, from a university recognised discipline to that of a technikon discipline.

As a result and as observed by the researcher, members of the profession do not display a loyalty and commitment to the profession as a whole, but rather to their selected fields of specialisation. A serious consequence is that no collective agreement is present regarding the philosophy and theoretical framework that underpin the profession.

The question can be asked whether these developments influenced the way in which Family Ecology and Consumer Science students and professionals identify with and define themselves within the profession. Although this might be the case, and it may offer a plausible argument, intensive research would be required before such a postulation could be made.

From its inception, the discipline battled with misconceptions about its name, mission and purpose. It is necessary at this stage to give a contextual background discussion on the various names used to identify and name the profession that will predominantly be referred to as Family Ecology and Consumer Science in this dissertation.

The Home Economics movement emerged at the turn of the 19<sup>th</sup> century as part of a larger social reform movement. Home Economics was developed by educated men and women who believed that scientific knowledge and information could and should be used to improve the daily lives of people. As noted by Stage in Stage and Vincenti (1997:5), the movement had a difficult time defining itself. Household Arts, Domestic Economy, Domestic Science, and Home Economics were all names used and each term indicated

different goals and different emphases. Eventually the name Home Economics took root. It encompassed a study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand, with man's nature as a social being, and is the study especially of the relation between these factors" (Lake Placid Conference, 1902 in Paolucci, 1980:18). It was classified as a social science, apparently so that more people could have greater access to it (Clarke, 1973:173). Since then this name was used internationally and in South Africa until the mid nineteen ninety's.

In changing its name from Home Economics to Family Ecology and Consumer Science, as decided upon in Scottsdale, Arizona, 1993, the profession in the USA moved boldly towards positioning itself for the 21<sup>st</sup> century.

Following this, members of the profession in South Africa in 1998 accepted a motion to change the name of the professional association and the scientific journal from Home Economics Association of Southern Africa (HEASA) to South African Association for Family Ecology and Consumer Science (SAAFECES). (New name-new Journal, 1998:1). This proposed name was later accepted, and tertiary institutions started to change the name from Home Economics to Family Ecology and Consumer Science or Family and Consumer Science, or just Consumer Science.

In this dissertation three names will be used. Home Economics is used to reflect the international perspective in the period before 1993 and the South African perspective before 1998. The term Family and Consumer Sciences will refer to an international perspective and Family Ecology and Consumer Science to a South African perspective since.

## **1.2 Rationale for the study**

There has been a considerable amount of debate around the future direction and position of the profession, internationally and in South Africa. At the turn of the 19<sup>th</sup> century many members of the profession had a strong sense of unity and identity, despite the substantial diversity of its subject matter and the professional practice of its members (Simerly,

Ralston, Harriman & Taylor, 2000:75). Various trends in society influenced the scope and focus of the profession. At the same time various issues in the profession influenced the eroding of this unity and identity.

The societal trends that influenced the scope and focus of the profession include, changes in family structures where families are becoming smaller and the number of single parent and childless and even child-headed households are increasing. Political agendas have highlighted the concern for the social, political, and economic changes within families. These include increasing divorce rates, child neglect, problems of step-families, increasing numbers of unmarried couples rejecting the traditions of marriage and family, increasing numbers of women with children who have careers outside the home, and a greater demand for care outside the home for children and the elderly (Firebaugh, 1991:44-45). Forces such as a highly specialised society, technological changes, specialisation, government priorities and research agendas have altered the profession in higher education into more departmentalised specialisations (Bailey, Firebaugh, Haley & Nickols, 1993:4).

Other trends include an increasing international interdependence with multicultural, multinational and multi-economic implications; shifting social values; shifting of power from national government to provinces and local government; and demands for increased accountability in areas including higher education. These significant changes occurring in larger society coincided with looming questions about the continuing need for the existence of the profession in some institutions of higher education. Education and training opportunities were expanded to respond to the demands of a rapidly changing society that was increasingly placing emphasis on specialisations.

Trends in the larger society toward downsizing, organisational budget reductions and increased accountability began to reflect in higher education policies. Changes in the educational policies in South Africa since the first democratic elections of 1994 have contributed two-fold to the developments within the profession. The first raised was the position of the profession as a school subject and as a programme in higher education. The Department of Education (2002a: 10) stated that Home Economics is best suited to a technikon and not at a university. In the South African context this process was initiated

when the Department of Education instructed higher education institutions to conduct regional reviews of Family Ecology and Consumer Science programmes in 2003. This trend was reflected in some programme mergers and programme closures.

Singularly and together these shifts and development impacted on the profession and emphasised the need for the profession to adjust if it was to be viable and capable of fulfilling its mission in a fast paced and increasingly complex society. Several developments impacted on the profession. First the workplace began to demand more highly specialised programmes of study for this fast developing and complex society. In response to this demand, the numbers of core theoretical courses were reduced. The traditional content areas of textiles and clothing, housing, interior design, home management and consumer studies, foods and nutrition, and family development defined the profession for the first 60 years of the 20<sup>th</sup> century. In higher education this content developed into courses that formed the core curriculum. However, the traditional content areas have recently had diminishing influences on the profession, as it developed into specialised and differentiated courses and qualifications as part of the emerging Family Ecology and Consumer Science profession. Over the years, the content areas within the profession have grown into identifiable entities characterised by distinct bodies of research-based knowledge. Decisions made by members of the profession within each content area are made in the best interest of that specific area.

However, there may be little consideration of how these decisions affect the totality of the profession. This would cause students to identify more closely with their specialised courses and less with the holistic perspective that is central to the profession. There had been perennial disagreement about the central focus for the profession and what content areas are fundamental for the preparation of Family Ecology and Consumer Science professionals. Parallel to these changes was the general feeling that the name Home Economics was archaic, and no longer adequately depicted the diverse programmes offered at tertiary institutions. This lack of agreement led to confusion regarding the philosophic underpinnings, mission and identity for the profession. The lack of an overbearing, unifying conceptual framework to hold all the specialisations together failed to instil graduates with a sense of identity, or to project a well-defined professional public image.

For a profession to grow, develop and fulfil its mission, it needs sound training programmes that would educate professionals to identify with and be committed to the profession, so that it will adhere to and take forward its ideals and objectives. For this to become visible and viable, graduates need to be professionally socialised to embrace this professional identity and the profession as a whole.

### **1.3 Significance of the study**

This study will empirically analyse the processes of Family Ecology and Consumer Science education on professional identity development. Within the South African Family Ecology and Consumer Science profession this kind of empirical research has yet to be explored. Once the nature of the professional socialisation process in Family Ecology and Consumer Science is understood, it could reveal strategies for increasing the effectiveness and consistency of the process in Family Ecology and Consumer Science. Thus the educational system regarding Family Ecology and Consumer Science might transmit the professional culture more effectively and holistically. With adequately socialised practitioners, the profession could be advanced.

Sells in Vaines (1983:187) states that professional socialisation refers to the “process by which neophytes are initiated into the norms and values governing professional and academic disciplines by the professional gatekeepers.” Professional knowledge and skills are the essence of the ‘goods’ offered in the labour market of any occupation, and any profession devotes substantial effort, time, expense and equipment in transmitting its knowledge and skills, the possession of which defines the profession in the eyes of society and practitioners alike. Consequently, professions apply certain procedures in order to merge novice practitioners into the profession to become successful professional practitioners. This process is referred to as professional socialisation, and in part contributes to the continuing cycle of new professionals practising their skills as committed, unified Family Ecology and Consumer Scientists in the labour market.

There are persons for whom the discipline Family Ecology and Consumer Science has become an inextricable part of their lives. They value their work as professional Family and

Consumer Scientists. They have a commitment to the profession and they contribute to the fulfilment of its mission and goals. In short, they are persons who have attained the professional identity of a Family Ecology and Consumer Scientist. Who is educated as a Family Ecology and Consumer Scientist? Little attention has been devoted to considering what it means to be educated in Family Ecology and Consumer Science and the educational ideals to which the field aspires.

Thomas & Smith (1994:22) examined this concept and concluded that a person educated in Family Ecology and Consumer Science

- has a global perspective vis-à-vis conditions and problems of the family;
- is able to define problems of the family, including those resulting from biases and inequities such as sexism, racism, classism and other structural violence;
- has connected knowledge and the ability to recognise relationships vis-à-vis everyday life in families;
- endorses the use of all three systems of action as essential in addressing the perennial practical problems of the family;
- has developed an “ethic of caring” which includes concern, commitment, nurturance, and a sense of community;
- listens to and knows that there are a variety of voices and perspectives within families.
- 

The question can then be raised as to the nature of socialising influences, as well as the status and direction of the Family Ecology and Consumer Science programmes within the Family Ecology and Consumer Science profession that have contributed to the development of persons like those described by Thomas and Smith. Are some aspects of the professional socialisation process more important than others for students of Family Ecology and Consumer Science? Vaines (1983:187) states that a number of questions remain to be explored which focus on who chooses to enter a field such as Family Ecology and Consumer Science. She also poses the question of what the most salient factors are which determine who enters a field such as Family Ecology and Consumer Science. These are but two of many questions about the professional socialisation of Family Ecology and Consumer Scientist to which systematic inquiry needs to be directed.



From a programme perspective, staff within a given programme are aware of the diverse factors that affect their area, and they may fail to retain objectivity. Currently, academic reviews are being designed to guide funding formulas and focus on the efficiency and quality of programmes. A meaningful review and assessment processes require a sound understanding of the goals of professional study programmes and the various internal and external influences upon such programmes. These processes are often obscured from the view of those charged with gathering and comparing cross-programme information. Therefore it has become very important both to develop appropriate programme review criteria and to understand the reactions of staff members to these processes.

The present study addresses the process underlying professional socialisation of the Family Ecology and Consumer Science professionals in South Africa within given academic programmes. Since professional socialisation is the process whereby a professional culture is transmitted, an understanding of the process by which professionalism is achieved is crucial to any profession. With the survival of the profession at stake, the development of professional role behaviours is of critical concern in the Family Ecology and Consumer Science profession. The study of the process whereby internalisation of the professional culture occurs, will remove some of the mystery surrounding role acquisition and identity formation, and enable more effective and consistent socialisation for Family Ecology and Consumer Science students that would lead them, within their specialisation, to identify with the holistic discipline. Ohman, Solomon and Finch (2002:16) state that professional socialisation theory emphasises the students' interaction with the field in focus, their preferences and choices, as well as their role models. Professional socialisation starts at the beginning of the educational programme and is a continuous, life-long process of learning formal knowledge, skills and rules, as well as information and tacit knowledge, norms, values and loyalties within the profession. This process gradually leads to a professional identity.

The purpose of this study is to determine whether Family Ecology and Consumer Science students at South African universities are professionally socialised into developing a professional identity as a Family Ecology and Consumer Scientist.



## **1.4 Objectives of the study**

This section presents the main objective, sub-objectives, research questions and hypotheses for the research.

### **1.4.1 Main objective**

To determine whether Family Ecology and Consumer Science students in South Africa are professionally socialised into developing a professional identity within the Family Ecology and Consumer Science profession.

### **1.4.2 Sub-objectives**

- a) To examine through a literature review the development of the profession and to propose a new position for the profession in South Africa.
- b) To identify the factors that influenced South African students when they decided on Family Ecology and Consumer Science as a field of study.
- c) To identify the factors that influenced Family Ecology and Consumer Science students while they were obtaining their degree at a South African university.
- d) To ascertain whether Family Ecology and Consumer Science students evidence the developmental stages of the Cohen model of the professional socialisation process.
- e) To determine Family Ecology and Consumer Science professionals' perceptions of their professional preparation environments.
- f) To analyse and compare Family Ecology and Consumer Science programmes at South African universities.

### **1.4.3 Research questions**

The research questions that stem from these objectives are:

- a) Which factors influenced the development of the Family Ecology and Consumer Science profession and how does these factors influence the direction of the profession?
- b) Which factors influence South African students to choose Family Ecology and Consumer Science as a field of study?

- c) Which factors influenced these students while they were studying for a degree in Family Ecology and Consumer Science?
- d) Is professional socialisation developmental in nature, and does the Cohen model describe the developmental stages of professional socialisation significantly different for groups of Family Ecology and Consumer Science students at different levels of registration?
- e) How do Family Ecology and Consumer Science staff members perceive their programmes at South African universities?
- f) What variations occur in the professional preparation environment of each Family Ecology and Consumer Science programme as a function of the relative strength and interaction of internal, intra-organisational and external influences?

#### **1.4.4 Hypotheses**

The following were formulated as it relates to sub-objective d and research question d.

##### **Hypothesis 1**

Professional socialisation is seen as developmental in nature and can progress through four stages. The hypothesised relationship between level of registration and the development stages is as follows; students beginning the Family Ecology and Consumer Science programme will evidence the Unilateral-Dependence stage of professional socialisation; students progressing through the Family Ecology and Consumer Science programme will first evidence the Negative-Independence stage followed by the Dependence-Mutuality stage of professional socialisation; students completing the educational programme will evidence the Interdependence stage of professional socialisation.

$H_0 =$  Family Ecology and Consumer Science students at different levels of registration will not represent the different stages of development during the professional socialisation process

$H_1 =$  Family Ecology and Consumer Science students at different levels of registration will represent the different stages of development during the professional socialisation process.

The success of professional socialisation depends not only on the level of registration of the education programme, but also on the characteristics and identities of individual students. Certain variables within the student will then influence the professional socialisation process.

## **Hypothesis 2**

The concept of age as an indicator of maturity is inherent in the development process of professional socialisation; it is logical to assume that the variable of age as a measure of maturity influences professional socialisation. As older students are generally more emotionally if not cognitively mature, their reactions to the demands of the educational programme should be more adaptive than the reactions of younger students. The greater maturity and adaptability of older students should facilitate their transition through the stages of the professional socialisation process.

$H_0 =$  The categorical variable, age, will have no significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

$H_1 =$  The categorical variable, age, will have a significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

## **Hypothesis 3**

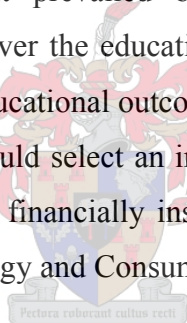
In South Africa where society before 1994 was grouped according to race, i.e Black, White, Coloured and Indian which was designed to separate the races economically, politically, geographically, and socially thus students' common interests, perceptions and behaviours could be reinforced through membership of a race group. The higher education system is still racially aligned, could cause a deviation from the pattern of progression through the developmental stages of professional socialisation

$H_0$  = The categorical variable, race, will have no significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

$H_1$  = The categorical variable, race, will have a significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

#### **Hypothesis 4**

Students' common interests, perceptions and behaviours could be reinforced through the attendance of a particular tertiary institution, which in turn could influence the professional socialisation process. South African universities can be classified into Historically Advantaged Universities (HAU) and Historically Disadvantaged Universities (HDU) due to the political dispensation that prevailed before 1994. White had in the previous dispensation a greater choice over the educational institutions they may attend. This may lead to increased variance in educational outcomes within racial groups. As more motivated or financially secure student could select an institution of their choice that could limit the choice of a less motivated and financially insecure student. Currently there is no data to support this in the Family Ecology and Consumer Science profession.



$H_0$  = The categorical variable, HAU/HDU, will have no significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students

$H_1$  = The categorical variable, HAU/HDU, will have a significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students

#### **Hypothesis 5**

Students with work experiences in Family Ecology and Consumer Science related fields have informal socialisation experiences that can be expected to influence their professional identity development. Work experiences in Family Ecology and Consumer Science related fields expose students to various factors; and with such work experiences it would be

expected that students will adapt more readily to the demands of the educational programme, thus, enhancing their professional socialisation.

$H_0$  = The categorical variable, previous or concurrent work experience, will have no significant effect on the development stages of professional socialisation of Family Ecology and Consumer Sciences students

$H_1$  = The categorical variable, previous or concurrent work experience, will have a significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students

### **Hypothesis 6**

Students who have immediate family members, who are Family Ecology and Consumer Scientists, could have informal socialisation experiences that can be expected to influence their professional identity development. Such an interaction would influence the students perception of the professional role. This source of family socialisation would influence the students' professional socialisation.

$H_0$  = The categorical variables, with or without an immediate family member who was a Family Ecology and Consumer Scientist, will have no significant effect on the development stages of professional socialisation of Family Ecology and Consumer Sciences students

$H_1$  = The categorical variables, with or without an immediate family member who was a Family Ecology and Consumer Scientist, will have a significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students

It is proposed that the variables of age, race, HAU/HDU, previous and concurrent work experiences in Family Ecology and Consumer Science related fields, and the presence of an immediate family member who is a Family Ecology and Consumer Scientist will influence the development of a professional identity. Thus each of these variables was statistically investigated in the present study.

## 1.5 Conceptual, theoretical and implementation framework

Research of the professional socialisation process within the field of Family Ecology and Consumer Science has not yet been attempted or explored in South Africa. Salient for the understanding of the dynamics of the professional socialisation process is that it has key parts and is developmental in nature. Theoretically the study will be approached as follows.

The key parts of the professional socialisation process consist of anticipatory, formal, informal, and personal socialisation. These reflect different levels of understanding and commitment to the professional roles for which students are being prepared. Each part involves a process of engagement through the core elements of professional socialisation that lead to increasingly more advanced knowledge acquisition and involvement in the culture of the academic programme. This study will focus on the anticipatory and formal professional socialisation processes.

Illustrated by Fig 1.1, the anticipatory socialisation process covers the preparatory and recruitment phases as students enter the Family Ecology and Consumer Science programmes. The reasons why students select Family Ecology and Consumer Science as a profession reflect the anticipatory socialisation process. A key source of information about the anticipated role and the profession are socialisation agents such as school, family, friends and previous work experience in the field of Family Ecology and Consumer Science.

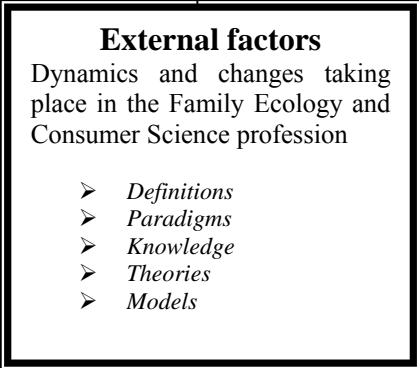
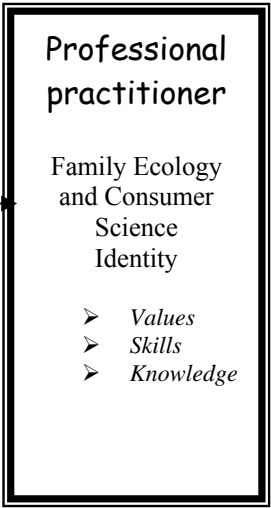
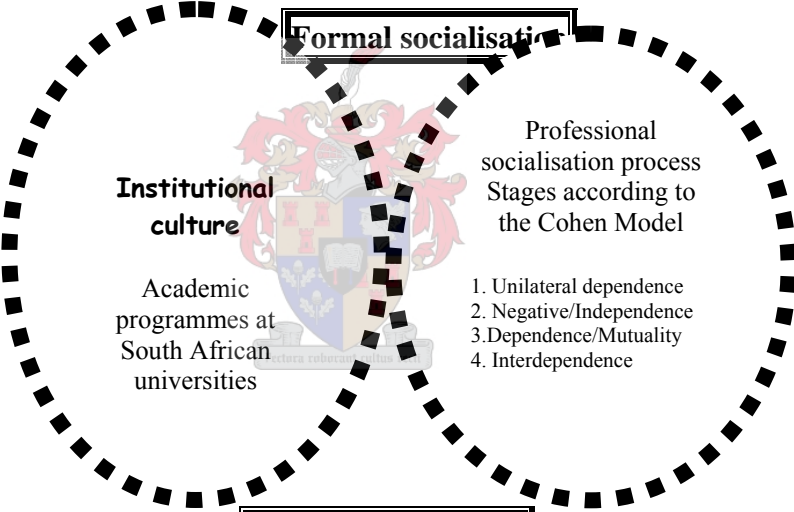
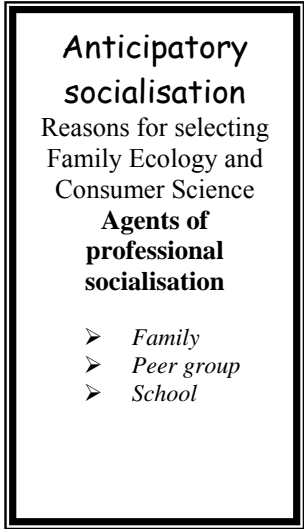
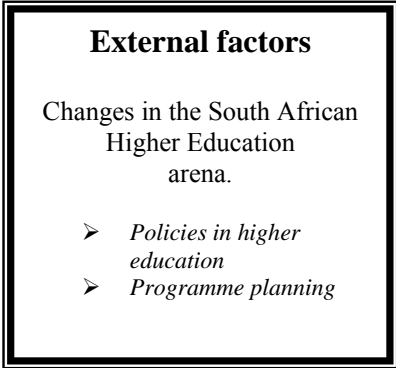
The formal professional socialisation process is the part where new students are inducted into the professional programme. The core professional socialisation experience consists of the normative context, such as teaching of the undergraduate and postgraduate programmes. The professional socialisation processes of interaction, integration and learning in this study will take place according to Cohen's (1981) professional socialisation model.

Two external factors influence the formal professional socialisation processes within the South African context. The first external factor is the changes within South African higher

education, and the second external factor is the dynamics and the changes in the Family Ecology and Consumer Science profession itself.

The processes, anticipatory and formal socialisation as influenced by external factors, such as the South African higher education and the Family Ecology and Consumer Science profession, if successfully concluded, would lead to the development of professional identity.







**FIGURE 1.1: CONCEPTUAL FRAMEWORK FOR THE STUDY.**

### ***1.5.1. What is socialisation?***

The term socialisation refers to an exceedingly large range of processes related to the development of individuals within social systems. Brasher (1992:40) states that socialisation consists of processes by which individuals become social beings and are prepared to contribute to the social milieu.

The systematic study of socialisation arose in the late 1930's and early 1940's with its simultaneous emergence as a field of study in the three disciplines of anthropology, psychology and sociology (Helve, 1993:1). Although each of these fields held different views of the process of socialisation, each has attempted to explain how the individual develops within his/her social and cultural milieu. Anthropology has focused on the broader culture, viewing socialisation as an enculturation process in which the learner passively acquires and internalises cultural norms transmitted by society. Psychology has focused on the processes of learning and development, viewing people as passive learners and the process of socialisation as the acquisition of control over intrinsic negative impulses through social reinforcement. Sociology has focused on the characteristics of the agencies of socialisation and on the social learning processes involved in acquiring the social skills required for effective participation in society. In summary then, socialisation includes the processes that allow individuals to adopt norms, values and rules that will be accepted in the groups of which they are or will become members. In an educational environment this kind of socialisation enables the individual to become part of a profession.

### ***1.5.2 What is professional socialisation?***

Professional socialisation starts at the beginning of the educational programme and is a continuous, life-long process of learning formal knowledge, skills and rules, as well as informal and tacit knowledge, norms, values and loyalties within the profession. The process gradually leads to a professional identity.

Five themes dominate the literature on socialisation into professions. The first grows out of the traditional sociological definition of professions and their unique characteristics. Jackson (1970:35) represents sociological theory about professions as a unique class of occupations. Five characteristics have been recognised as hallmarks of a profession, norms of service, a specialised body of knowledge, autonomy in setting educational requirements and standards for service, practitioner autonomy in exercising professional judgement, and the existence of a code of ethics.

The second theme addressed in the literature is the professional life for which students are preparing, such as the work environment, the reference group, and the role of the profession in society (Gallegos, 1972:44). Professions are presented as social constructs, with their own languages, belief system, and symbolic life.

The third theme is education, which refers to the transmission of a specialised body of knowledge. Education addresses both the traditional professional domain and spheres of creative and scientific thought which could enlarge the professional knowledge base (Jackson, 1970:38).

The fourth theme is drawn from the students' formation of professional identity. Adams & Kowalski (1980) in studying art students found that factors such as opportunities to display one's work, having a show, or holding a job utilising artistic abilities correlated with students' self-identification as professionals.

The socialisation process itself, as it occurs within the specific educational setting, comprises the fifth theme.

### ***1.5.3 Professional socialisation process***

Richardson (1999:463) describes the process where students learn the values, attitudes and beliefs of their chosen profession and develop a commitment to a professional career. This occurs through a network of situational social exchange, through which students imperceptibly assimilate a web of taken-for-granted values based on a social consensus of professional behaviour. It is more than merely a process by which students acquire

competence in practice skills. It is an important component of preparation for professional practice through which the values and attitudes and beliefs of the profession are internalised intellectually.

A number of models have been developed to describe the process of professional socialisation. The model that will be applied in this study is one developed by Cohen (1981:16), describing professional socialisation in terms of the cognitive development of the student. Drawing on theories of child development and cognitive development, Cohen proposes that a similar progression occurs in the learning of professional skills, in respect of becoming socialised into a professional role.

The model of Cohen consists of four stages.

STAGE I: Unilateral-Dependence. During this stage the student places complete reliance on external controls and searches for the right answer. Concepts are accepted from external sources without questioning, because the student lacks the necessary experience and knowledge to criticise or question. The concepts are absolute, and the student is very sensitive to the limits set by the department.

STAGE II: Negative-Independence. In this stage students attempt to free themselves of external controls by a cognitive rebellion. Students begin questioning the data and concepts presented to them. Most students experience this second stage as part of a group. Feelings of discontent with professional education lead students to form groups for emotional support and to arrive at collective solutions to the problem that they encounter. The stage is very important and is regarded by Cohen (1981:26) as crucial in the professional socialisation process, because the student's role changes from passive to active, and the student offers resistance to the role demands based upon prior experience and roles. Resistance is crucial for the development of two salient aspects of professionalism, namely, the ability to think critically and adherence to the profession.

STAGE III: Dependence-Mutuality. Students begin to think more abstractly, are able to evaluate the ideas of others instead of to merely accepting them, and begin to demonstrate empathy and commitment to others. Opposition to facts and theories is replaced by more

realistic evaluations of the environment and students, during this stage, are developing the capacity of evaluative thinking. They have the knowledge base upon which to anchor critical thought and can relate new material to their previous knowledge base.

STAGE IV: Interdependence is the stage in which the conflict between the need for independence and the commitment to mutuality is resolved. Mutuality and autonomy are integrated so that neither is dominant. Students gain the ability to learn from others and also to exercise independent judgement in reaching solutions. By the end of this stage students can weigh alternative theories or concepts, resolve contradictions, and synthesise a functional set of abstract standards that are flexible, since they are subjected to constant empirical tests and will change as new information is received. The amount of flexibility gained in this stage affects the student's likelihood of continued success in the field.

A study conducted by McCain (1985) examined Cohen's developmental model of professional socialisation. In McCain's research, the result was that beginning nursing students were more dependent than graduate students. Older students were less dependent and more interdependent than younger students. Nursing students with concurrent work experiences in nursing tended to be highly interdependent. All students in the sample evidenced the interdependence stage. McCain concluded from her findings that the nursing students did not progress through these four developmental stages as proposed in the model.

#### ***1.5.4 Family Ecology and Consumer Science as a profession***

South African higher education has undergone major transformation, also Family Ecology and Consumer Science has been under pressure for change in terms of programme focus and diversity. Changes in higher education institutions, often necessitated through increasing pressures from external constituents, challenge long-standing academic goals. Orr (1997:44) observed that the language of the university has been moving towards "efficiency, productivity, technology, accountability, assessment and total quality management, and away from scholarship or learning community". In this process of transformation it is incumbent on departments and professionals to plan academic

programmes that will socialise students through a continuous process into a professional role that is under constant review and modification.

In this research an overview will be given of the history and developments within the Family Ecology and Consumer Science profession. This study will explore and investigate how professional education can contribute to the development of the student, both as a Family Ecology and Consumer Scientist working in a transdisciplinary and specialised environment, and as a person who can also contribute to the development of the profession as a whole. The goal of professional education in Family Ecology and Consumer Science is to ensure the survival of the profession by transmitting to future practitioners not only the knowledge and skills of Family Ecology and Consumer Science, but also the values, norms and attitudes characteristic of the profession.

As in the model of Cohen (1981) that is based on cognitive development, professional socialisation programmes encompasses cognitive and affective components that are consistent with a profile of professional programmes that accommodates external influences, internal organisation, aspects of the curriculum, and expected outcomes. The conceptual framework will be used to identify the similarities, uniqueness, ethos and future direction of Family Ecology and Consumer Science programmes in South Africa.

**TABLE 1.1 THE IMPLEMENTAION FRAMEWORK FOR THE STUDY**

<b>Sub-objective</b>	<b>Data instrument</b>	<b>Variables</b>	<b>Outcome</b>
To identify the factors that influenced South African students when they decided on Family Ecology and Consumer Science as a field of study.	<b>Professional Socialisation Influences (PSI) questionnaire Part B</b>	<b>Family Peer group School</b>	<b>Anticipatory socialisation</b>
To identify the factors that influenced Family Ecology and Consumer Science students while they were obtaining their degree at a South African university.	<b>Professional Socialisation Influences (PSI) questionnaire Part C</b>	<b>Student Staff  Department</b>	<b>Formal socialisation to a professional identity</b>
To ascertain whether Family Ecology and Consumer Science students evidence the developmental stages of the Cohen model of the professional socialisation process	<b>Professional Socialisation Staging Scale PS<sup>3</sup></b>	<b>Level of Registration Race HAU/HDU Work experience Family Member as a Family Ecology and Consumer Scientist</b>	
To determine Family Ecology and Consumer Science professionals' perceptions of their professional preparation environments.	<b>Emphases, Processes and Influences on the Professional Preparation Programme questionnaire</b>	<b>External  Internal</b>	<b>Family Ecology and Consumer Sciences professionals perception of the programmes</b>
To analyse and compare Family Ecology and Consumer Science programmes at South African universities	<b>Conceptual framework for the study of preservice professional programmes at universities in South Africa</b>	<b>Intra organisational factors</b>	<b>To determine the external factors, intra-organisational and internal factors that affects Family Ecology and Consumer Science programmes</b>

## 1.6 Outline of the research report

**Chapter 1** provides a statement of the problem. It includes the rationale, significance of the study, main objective, sub-objectives and research questions. In this chapter the hypotheses are stated, and a conceptual framework for the study is provided.

Chapter 2 includes a review of pertinent literature relating to aspects being investigated such as socialisation, professional socialisation and the evolvement of Home Economics to Family Ecology and Consumer Science in the South African higher education arena. The review will also deal with literature related to the nature and process of the professional socialisation of Family Ecology and Consumer Science students in higher education programmes. In the literature review a new direction for the profession will be proposed.

Chapter 3 will delineate the research methodology used to obtain and analyse the data for this research. The procedure, description of the instruments, sample populations and data analysis procedures are discussed in detail in order to show their validity and reliability.

**Chapter 4** will convey, discuss and interpret the results and findings of the study.

**Chapter 5** presents the conclusions of the study. It will also provide recommendations, and the implications of the data will be discussed. Shortcomings of this study, as well as recommendations for further research, will also be reported.

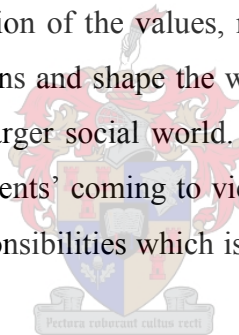
# CHAPTER TWO

## LITERATURE REVIEW

### **2.1 Introduction**

The objective of this study was to determine whether Family Ecology and Consumer Science students registered at South African universities are professionally socialised to develop a professional identity within the Family Ecology and Consumer Science profession.

During their education and training period, Family Ecology and Consumer Science students learn competencies, skills, values and professional standards needed to fulfil a professional role Family Ecology and Consumer Science. Weedman (1998:2) defines professional socialisation as the transmission of the values, norms, and habitual ways of seeing which belong to particular professions and shape the ways in which they conduct their work and establish themselves in the larger social world. It includes the formation of an individual professional identity, the students' coming to view themselves as members of a profession with the knowledge and responsibilities which is an indication of membership. It is thus an inherently social process.



The purpose of this chapter is to present a literature review of selected concepts of socialisation, the nature and scope of professional socialisation, developments in the Family Ecology and Consumer Science profession as it is influenced by external forces such as the changes within the South African higher education arena, and internal forces such as the inability of the profession to project a unified image.

### **2.2 The concept of “socialisation”**

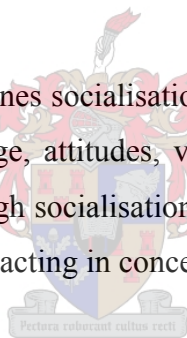
Many authors have attempted to define and clarify the term “socialisation”. Lovell (1980:88) defines it as a continuous lifelong process beginning at childhood and further initiated by the family. The child first imitates the behaviour seen in the family and then



internalises these values, norms, and ideals underlying the behaviour mirrored by the family. Consequently these are adopted as the child's own.

Socialisation is further considered by Lopez (1982:31) as an important process of imposing controls and initiation into a particular cultural lifestyle. Through this process the individual grows and develops into a full human being who realises his/her potential. The individual learns to adopt attitudes, norms, values and ways of thinking held by the members of the group to which s/he belongs. This implies that socialisation is a process that transforms an individual into someone who possesses a sense of identity through interaction. S/he internalises the knowledge, beliefs, values, norms and behaviour with other personal and social attributes deemed appropriate to the society. In the final analysis socialisation is viewed as a lifelong and dynamic process of learning whereby a person becomes an able member of a social group.

Vander Zanden (1988:140) defines socialisation as “a lifetime process of social interaction by which we acquire knowledge, attitudes, values and behaviours essential for effective participation in society”. Through socialisation, a biological organism is transformed into a genuine social being capable of acting in concert with others.



Nash, Stich and Harper (1990:519) conclude that socialisation is a process by which culturally appropriate values; beliefs and responses are instilled in individuals. They regard it as a transformation process, a preparation for life in society, within a culture that is transmitted from one generation to the next.

The concept socialisation as defined and viewed by different authors, can be summarised as a process where members of a society make selective modifications to their behaviour through the interaction with members of a society. Socialisation has also been recognised as a subconscious process whereby students internalise behavioural norms and standards and form a sense of identity and commitment to a professional role and field. Socialisation is the basis for professional socialisation. It would be appropriate at this stage to examine some definitions of professional socialisation.

## **2.3 Definitions of professional socialisation**

Moore (1970:71) argues that professional socialisation, “Involves acquiring the requisite knowledge and skills and also the sense of professional identity and internalisation of professional norms typical of the fully qualified practitioner”. Simpson (1979: 46) defines professional socialisation as: “...Consisting of four main aspects, each important in its measurement. It is social, psychological, temporal and multidimensional. In the course of this process the novice’s focus shifts from lay to professional reference groups and the latter become its principle anchoring point for values and behaviour with respect to the professional role”. Shuval (1980:6) views professional socialisation as “... A process of learning to abandon old role and self conceptions and to acquire new ones... and is accomplished by a process by means of which people selectively acquire the values, attitudes, interest, skills and knowledge – in short, the culture – current in the group in which they seek membership ... professional socialisation refers to both the intended and the unintended consequences of an academic programme”. Cohen (1981:14) defines professional socialisation as a complex socialisation process by which a person acquires the knowledge, skills, and sense of professional identity that are characteristic of a member of that profession. It involves the internalisation of the values and norms of the professional group into the person’s own behaviour and self-conception. Abbott (1988:31) define professional socialisation as: “That process through which individuals are influenced or moulded to assimilate and reflect the value dimensions of a given profession”.

The first important theme in the definitions cited above is the aspect of values and norms, the concretisation of values. The novice enters the programme with a set of values, which may change during the socialisation process to reflect the values the profession holds in high esteem. The second prominent theme is behaviour. When values change, behaviour will change accordingly. A third theme on a socio-psychological level includes change in the individual’s concept of self to such an extent that an identity develops within and for the profession.

In the process a person gives up the societal and media stereotypes prevalent in our culture about the profession and adopts those held by members of that profession. The process must encourage and allow novices to interact successfully with the professional within the particular profession, so that the novices through learning, can model their behaviour on these professionals. The end product of professional socialisation must be a person who has both the technical competencies and the internalised values and attitudes demanded by the profession (Cohen, 1981:14).

Students are faced with the problem of taking on the culture of the profession, a process which requires that they take on the “specialised role, skills, norms, professional values and ethical postures which are transmitted by and are peculiar and fundamental to the practice of the profession” (Oleson & Whittaker, 1968:192). In the process, however, they may form a collective student culture which often centres on a practical focus of just ‘getting through’ the programme, or surviving university, instead of around the ideals of the profession (Becker & Geer 1958:52).

The social roles, which are a part of formal and informal groups associated with a profession, make up a unique professional culture. Each professional culture has its own values, norms and symbols. Social values form a profession’s philosophy or belief structure. Values which form a common thread through the profession of Family Ecology and Consumer Science are constituted in the belief that human beings are basically good, that they can take charge of their own lives, that service or help to others should not be used to control others and given the opportunity and resources, people can change the conditions in their lives (Kieran, Vaines & Badir, 1982:54).

Kieran *et al.* (1982:54) describes the norms of professional groups, like those of society, as guides to behaviour in various situations based upon average achievement of the larger group. They continue that most professions have a symbolic element in their culture. This includes items, which have particular meaning, insignias, emblems, historical events, folklore, distinguished leaders and even stereotypes of the professional.

## **2.4 Goals of professional socialisation**

Cohen (1981:15) lists four goals of professional socialisation, namely that students must learn the technology of the profession, learn to internalise the professional culture, find a personally and professionally acceptable version of the professional role and integrate this professional role into all the other life roles.

### **2.4.1 Goal one: Learn the technology of the profession**

The first goal, learning the technology of the professional field, is the most obvious area of professional socialisation. Students must learn the facts and the theories taught in the programme. This is the cognitive aspect of professional socialisation (Cohen, 1981:15).

### **2.4.2 Goal two: Internalising the professional culture**

This culture includes the values, norms, motivational attributes and ethical standards commonly held common by others members of the profession. Students not only know the technology and put it into practice, but they must utilise it to solve new and challenging problems, as well as helping practitioners deal with issues specific to their profession. The professional culture exerts control over individual practitioners by reminding them about their commonly shared ideals. This culture, learned through interaction by working with professionals and educators during a student's education, is the basis of professional socialisation (Cohen, 1981:15).

### **2.4.3 Goal three: Professional acceptable version of the role**

Every student must learn to behave in the manner considered by all as professionally appropriate. However, in any role there is more than one acceptable way of behaving. All students must find ways of behaving that are acceptable both to their lecturers and to themselves. Students who cannot do this, will not be able to continue working in the profession after graduation (Cohen, 1981:16).

#### **2.4.4 Goal four: Integrate professional role into all other life roles**

Goal number four of professional socialisation is when students are able to integrate the professional role, consisting of the knowledge, values and attitudes with all other life roles (Cohen, 1981:17).

Research on the process of professional socialisation has been pursued in many other academic fields. However, the literature is very sparse when we look for professional socialisation in the field of Family Ecology and Consumer Science. Several studies in different disciplines offer supportive evidence that professional socialisation is a process involving changes in students' values and attitudes as they progress through their educational experiences

### **2.5 Research in the field of professional socialisation**

The following is a brief overview of the professional socialisation studies in various professions.

#### **2.5.1 Medicine**

Two classic studies of socialisation in medical students established what have since been termed the induction and reaction approaches to professional socialisation (Lurie, 1981:33). A classic study reported by Merton, Reader and Kendall (1957:41) of medical students in which the authors claim that medical students “learn a professional role by combining both its component knowledge and skills, attitudes, and values and to be motivated and able to perform this role in a professionally and socially acceptable fashion”. Because socialisation contains cognitive as well as affective dimensions, understanding socialisation in professional areas necessitates addressing both curricular (knowledge and skills) and normative aspects of graduate and professional students' experiences in higher education. This requires an understanding of the processes through which individual students are socialised into their chosen professional fields. This dispositional aspect is reflected especially in the development of commitments to and identification with a particular



profession. This study established the induction approach to professional socialisation, which assumed that socialisation, was primarily determined by structural aspects of the educational programme.

A seminal article *Boys in White* written by Becker, Geer, Hughes, Everett and Strauss (1961) advance the reaction approach to professional socialisation, which focused on the development of professional attitudes as a function of the students' reaction to situational factors during their educational experiences. Hayden (1995:275) studied students preparing for the field of community health education and found that factors such as the view of the professional organisation as a reference group, belief in service to the public, a sense of calling to the field, or norms of autonomy, over time, did not influence the professional socialisation and identity formation of community health educators.

### **2.5.2 Nursing**

Oleson and Whittaker (1968:7) documented the educational dimension, that students, to a certain extent, shape educational roles, especially by formulating informal norms and perspectives sometimes hidden from the department. Students also shape their own education by making choices to satisfy the department, to handle institutional pressures, and to work out situations of their own doing. Shuval (1980:16) points out that the student sub-culture is viewed as an adaptive mechanism, which is instrumental for students getting through and making sense of the socialisation process. According to Shuval (1980:16) professional socialisation is a process that takes place over time and consists of three stages; the pre-socialisation, formal socialisation and post-socialisation stage.

Fitzpatrick, While and Roberts (1996:516) similarly found that students valued those educational experiences most highly which related directly to practice as they envisioned it. Secret, Norwood and Keatley (2003:78) examined professional socialisation and what this meant to an individual in determining what a persons felt when they actually entered the field of nursing. They surveyed students around the themes of belonging, knowing and affirmation and they concluded that reflective courses or seminars on professionalism should begin at the commencement of the nursing programme, rather than an add-on or just

at the end. They believe that developing a sense of professionalism is as important as the knowledge and the skills.

### **2.5.3 Social Work**

In professional socialisation research done in the field of Social Work, Cryns (1977:49) found that graduate social work students had a significantly more depreciative notion of human nature than their undergraduate counterparts. They were more disbelieving of the human capacity for trustworthiness, altruism and independence and they entertained a notion of human behaviour that allowed for significantly reduced margins of individual variation in that behaviour. Enoch (1989:237), also studying social work students, found no change in their orientation toward helping others or improving the situation of their country as an outcome of professional socialisation. Ideally, the socialising influence of education should enhance rather than blunt such professionally desirable attitudes. The findings in these two studies do not support this idealistic contention.

### **2.5.4 Physiotherapy**

Richardson, (1999:461) examined professional socialisation in relation to changes in health care and the concomitant demands on the profession of physiotherapy. It questioned how the educational process prepares physiotherapists to fulfil the purpose of physiotherapy in the face of multi-dimensional collaboration. The findings of the study concluded that a well-developed view of the professional identity would guide the continuing development of the profession through considerable changes in health care; the autonomy of professional practice may be under threat in a competitive client-focused health care service; taking responsibility for the development of the profession is integral to being a physiotherapist; and educational processes must prepare students to play a part in the development of physiotherapy as a profession throughout their careers.

The purpose of a study undertaken by Ohman, Solomon and Finch (2002:17) was to identify reasons for the career choice, professional preferences and the longitudinal development of attitudes towards health care work in a group of Canadian physiotherapy students. They stated that the shaping of a professional identity is closely connected to the process of professional socialisation. Professional socialisation theory emphasises the students' interaction with the field in focus, their preferences and choices as well as their

role models. Professional socialisation starts at the beginning of the educational programme and is a continuous, lifelong process of learning formal knowledge, skills and rules, as well as informal and tacit knowledge, norms, values and loyalties within the profession. The process gradually leads to a professional identity. The findings of this study indicated that students change their preferences slightly during the educational programme. Their preferences for employment following graduation were general hospitals and private practices. Working in community health, home-care or with elderly people was not preferred.

### **2.5.5 Business and Law**

Schleef (1998:620) compared the impact of professional socialisation on graduate law students and graduate business students. She categorised their attitudes and beliefs at the beginning, and through their studies, to identify any changes. She found that the graduates had changed their view of the world by the second year of their programme. She did, however, also note that they did not come out of business and law school completely moulded into something they had not been when they first came in.

Egan (1989:204) argues that professional socialisation is not necessarily positive. In reviewing socialisation of graduate students, he indicates that the self-concept can be destroyed if the socialisation process is not consistent with the students' previous experience. Egan advocates a number of strategies to support first year graduate students so that they maintain confidence, perform well and do not drop out. These strategies are to provide more direct guidance and encouragement, acknowledging students' anxieties and insecurities, and promoting cooperation and support among students and the department (Egan, 1989:205).

Siegel, Blank and Rigsby (1991:59) investigated the relationship between the educational institutions involved in accounting and the subsequent professional development of auditors. The research focused on turnover and time to promotion, following graduation. Results indicated that graduates from professional schools of accounting were



promoted faster to senior and manager level when compared with accredited or non-accredited accounting programmes. The study also reported a lower turnover of graduates from professional accounting schools. The results showed greater difference over the longer term, indicating that the effects of professional socialisation are likely to show up later rather than earlier.

### **2.5.6 Pharmacy**

A number of studies review the responses to changes in pharmacy teaching that were being driven by a need to change the profession. Carter, Brunson, Hatfield and Valuck (2000:172) recommended that changes be made to pharmacy programmes. These changes included socialisation and professionalisation of students including communication abilities and professional ethics. It also recommended that graduates should have a contextual awareness of the role of pharmacy in the health care system and that graduates be instilled with a professional identity and pride in the profession. They also indicated that socialisation should be integrated throughout the curriculum.

MacKinnon, McAllister and Anderson (2001:251) reported on the development, implementation and associated outcomes of a 30-week introductory practice course. They found that the introductory practice experiences were valuable in the early professionalisation of pharmacy students. Brown, Ferill, Hinton and Shek (2001:242) reports that a self-directed professional development programme was developed in response to educational problems with pharmacy students. This programme was successful in guiding students to develop professional values, which they advocated should be integrated into the curriculum. These pharmacy studies clearly showed that students benefited from efforts to socialise them by providing an understanding of professional practice.

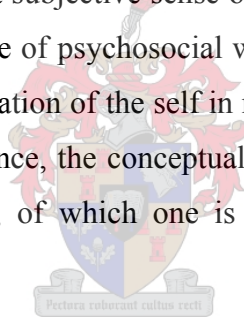
According to the literature, professional socialisation describes how transformation occurs in the professional socialisation process. Students have not only learnt the values, attitudes and beliefs of their chosen profession, but also developed a commitment to a professional career. These studies show it is more than merely a process through which students acquire

competence and practical skills. It is an important component of preparation for professional practice through which the values and attitudes and beliefs of the profession are internalised.

What then, is the nature and scope of professional socialisation, and how does it take place in changing a novice entering a profession; and how is the development of an identity affected by professional socialisation.

## **2.6 Nature and scope of professional socialisation**

As mentioned in this dissertation, professional socialisation cuts across the borders of two distinct disciplines, sociology and social psychology. Erikson (1968:19), who coined the term “identity” in a psychoanalytic framework, and is chiefly responsible for elucidating its meaning, has described it as a subjective sense of an invigorating sameness and continuity. He also described it as a sense of psychosocial well-being, a progressive differentiation by which one arrives at an integration of the self in relation to the world around. Though often used in reference to adolescence, the conceptualisation of identity has extended into other life stages and related tasks, of which one is adulthood and professional development (Erikson, 1968:165).



One of the most important choices made by an individual is that of a profession. Not only does one’s profession serve as a reference point for self-concept, but also most of our lives are organised by the world of work and our position in the world (Troll, 1975:113).

Dohn (1996:158) stresses that career choices should be regarded not only as one specific action taken at one time, but also as a process over time. The choice of a career is closely connected to the development of a professional identity and to the process of professional socialisation (Ohman *et al*, 2002:16). Although the study of the choice of a profession is well established, little attention has been paid to such questions in Family Ecology and Consumer Science. Studies, which have been reported, come primarily from the United States of America and Canada (Aadland, Dunkelberger, Molnar & Purcell, 1983; Peterson

& Roscoe, 1983; Stout, Huber, Babcock, Lyson, LeNoir & Adams, 1981; and Vaines & Arcus, 1987).

Sub-objective b of this dissertation is to determine which factors influenced prospective students to choose Family Ecology and Consumer Science as a profession.

### ***2.6.1 Career choice as a component of the process of professional socialisation***

Career expectations within the context of this study can be defined as the factors which influence Family Ecology and Consumer Science students in selecting the profession. Students have expectations that careers within their chosen professions will satisfy their goals (Greenhaus & Callanan 1994:134). The following factors determine career expectations:

#### ***2.6.1.1 Educational influence***

Universities are presently delivering many more graduates than was the case 10 years ago (Shapiro 1997:14). It is clear that tertiary education is an attractive future option for many young people. Some examples of education-related factors which could influence career expectations in a positive or negative manner, are the attitudes regarding the value of education in a changing career world and the ability of tertiary institutions to prepare graduates to accept responsibility for their own career success (Mitchell 1997:6).

#### ***2.6.1.2 Careers in a changing South Africa***

South Africa has been confronted with many changes and, as a result of this, the career world is changing very fast. Examples of these changes are people having six to ten jobs in two to three careers during their lifetime. The concept of “a job for life” is no longer relevant. Temporary and part-time employment is more in demand than permanent employment; and there is more unemployment as a result of mechanisation, automation and computerisation that have made certain jobs redundant. More women are entering the career world and wanting more than just being a housewife and mother. Worldwide

communication networks, the use of satellite offices and more employees working overseas are a reality (Schenk, 2003: 86)

#### *2.6.1.3 Influence of entrepreneurship education on career choice*

The role of entrepreneurship in the South African economy is still growing. More people are leaving large, bureaucratic corporations for smaller companies where entrepreneurship is emphasised. The shortages of job and promotion opportunities are forcing individuals to create jobs for themselves. The growth of entrepreneurship has important implications for entrepreneurship education. It is important for courses in management and entrepreneurship to satisfy the needs of potential entrepreneurs by providing them with relevant entrepreneurial and management skills. Entrepreneurship, as an alternative to the few job opportunities available in the formal sector, may lead to more positive career expectations (Schenk, 2003: 90)

#### *2.6.1.4 Students' attitudes towards their future careers*

A student's general attitude about the future has an influence on his/her career expectations. Students who are feeling happy are more likely to experience positive career expectations than those who are focusing only on the negative side of things. A person's general attitude towards the future can be influenced by opportunities within society (Naicker, 1992:95) and the extent to which basic needs are met, the availability of opportunities for personal growth and achievement, quality of personal and intimate life, success in studies and the extent to which life is dominated by stress and time limitations (Moller, 1996:17, 21-23).

#### *2.6.1.5 Financial considerations as an influence on the choice of a career*

Compensation is probably one of the most important motivators in the modern society, because of its large influence on the satisfaction of needs, expectations and standard of living (Jacobs 1997:8). The most important reason for pursuing a career is the ability to earn money. This emphasises that career expectations are significantly influenced by financial factors. Graduates who enter the career world evaluate the attraction of a new position mainly in terms of the salary involved. Higher salaries can be paid only in exchange for increased productivity and economical growth. The dilemma, however, is that higher salaries are not always accompanied by growth in productivity or satisfaction in a chosen profession.

It can be concluded that one of the most important choices made by an individual is that of a career. How does the selection of a career fit into the nature and process of professional socialisation? The decision to select a specific profession as a career and life-long profession forms the first stage in the process of professional socialisation.

## **2.6.2 The professional socialisation process**

Thornton and Nardi (1975:875) characterised the role acquisition as a developmental process based on serial passage through a sequence of levels, each reflecting more intense role commitment. Indeed, identification with and commitment to a professional role are not accomplished in full during the professional preparation period, although it continues to evolve once novices begin with their professional preparation. Hence, as applied to the present view of professional socialisation process it appears that there are different states of identity and commitment which overlap, rather than being mutually exclusive. A developmental approach to role acquisition contains both social and psychological dimensions and can be divided into four parts of professional socialisation, namely anticipatory, formal, informal and personal processes. The focus of this dissertation will be on the anticipatory and formal professional socialisation processes.

### **2.6.2.1 Anticipatory professional socialisation**

This process covers the preparatory and recruitment phases as the student enters professional programmes with stereotypical images and preconceived expectations. Akers (1985:69) describes it as a preparatory process for a change in role or status, which means that before the actual transition could take place, new norms and expectations associated with new roles or status must be assumed and new roles or status attempted. Cohen (1981:35) uses Merton's explanation and states the initial introduction of the individual to the profession through the acquisition of knowledge, values, attitudes and expectations which are generally of a stereotyped character, but on the grounds of a decision to train for the profession had been made. Professional socialisation research at this stage usually focuses on the sources and nature of professional influence.

Shuval (1980:16) argues that the anticipatory socialisation period has an open boundary, and in a sense the arena is set for professional socialisation during this period. Those selected for admission to a training programme are a function of the structure of the pool of applicants, which in turn is determined by factors such as the nature of the secondary school cohort, its values and aspirations, the values of its significant socialiser and the image of the profession in society.

Anticipatory socialisation also refers to the processes of socialisation in which a person “rehearses” for future roles, positions, and social relationships (Appelbaum & Chambliss, 1997:76). Social and psychological adjustments to a role begin during this first period. Individuals develop images of what they feel will be expected of them and start to prepare them psychologically for what they expect the roles to be. This anticipation is usually influenced by what individuals want and need, therefore there tends to be a relative degree of connectiveness between individuals and their conceptions of future roles.

Although the anticipatory professional socialisation is generally considered functional for subsequent adjustment to acquired roles, research indicates that adjustments are in fact dependent on the degree of accuracy of what is transmitted and perceived. Oleson & Whittaker (1968:24) reflected on the relationship between the anticipatory professional socialisation period and subsequent adjustments. They indicate that anticipatory professional socialisation helps only to the extent it is accurate, and that if learning is not accurate, it may actually delay adjustment in performing the acquired role, which in turn, will necessitate unlearning this acquired role, before any further learning takes place.

Socialising agents, such as family, peer groups and schools during the process of education and training, are the key role players in the anticipatory professional socialisation process. Their influence, whether negative or positive has a lasting impact on prospective students

#### (a) Family influence

Henslin (1999:76) states that the family setting is the most closely associated with socialisation, because as an institution its major function is the socialisation and care of members of the family and is responsible for, among other things, determining one's

attitudes towards religion and establishing career goals. Laverty (2001:3) in her study found that family-of-origin and the family system affected career choice.

(b) Peer group influence

Light and Keller (1982: 128) and Popenoe, Cunningham and Boulton (1998:92) alleged that the peer group is second only to parents in socialising the child, therefore the nature of peer group influence is crucial in the examination of professional socialisation. Within peer groups, judgments of competence are supplied which can affect self-esteem and professional socialisation. By the time of adolescence, peers exert influence equal to that of parents, a factor having much relevance to professional socialisation.

(c) School influence

Popenoe et al. (1998:93) states that the school, like the family, has an explicit socialisation function. Three agents, the nature of school itself, peers and teachers, appear to be dominant socialising agents. Schools are most clearly adapted in helping the young deal with ideas and people. Teachers at the primary and secondary levels are predominantly female and have middle-class origin. As adult models, they are likely to serve students of same sex and class origin best, and thus confirm the expectations and attitudes found in middle-class homes, which include valuing of education beyond the high school level. Professionally, female teachers tend to present images of limited personal career commitment and sporadic participation in the labour force. At the same time, they do provide the female student with an example of women who have been successful in preparing themselves for participation in a profession, which requires a university degree and has some professional status.

Anderson (1976:15) found in a research study of Home Economics that the secondary teacher is often the sole source of contact that the student has with the Home Economics profession. An informal survey of over 400 college Home Economics students, conducted by Anderson, revealed that more than 90 percent had known only one Home Economist previous to college entry, in the person of the primary or secondary Home Economics school teacher. It can therefore be inferred that there are various agents that will influence students' professional and career choice.



The anticipatory professional socialisation period represents the spring-board for formal socialisation, and, in order to estimate the impact of formal socialisation on students, it is necessary to be informed about their attitudes, aspirations, orientations and goals at that particular point in time.

#### 2.6.2.2 *Formal professional socialisation*

During the formal professional socialisation process when identity formation to a specific professional role is developed, the individual is in a position to experience the role as an incumbent of the profession, and shifts from viewing it from an outsider's perspective to viewing it from inside.

In contrast to the anticipatory process, when expectations arising from society at large predominate, expectations now characteristically arise from members of the role set and from the incumbents themselves. During the formal process of role acquisition, role expectations held by the novice remain idealised.

Students are inducted into the programme and they determine their own degree of fitness (Clark & Corcora, 1986:21). Formal professional socialisation differs from the anticipatory professional socialisation, however, in that the novice receives formal instruction in the knowledge upon which future professional authority will be based. Authority may be defined as power to influence thought and action. An authority therefore is one who is considered to be an expert in an area. As a beginner, the novice also observes the activities of role incumbents and older students and is able to learn about normative role expectations and how they are carried out. At this stage, there is general consensus among the primary agents of socialisation on the process of socialisation. They are people who enforce social control by means of reward or punishment to those entrusted to them so that they become professionally competent. Social control could be formal or informal, created by the professional community, to ensure conformity to the norms and values, which would to preserve professional culture (Weidman, Twale, Stein, 2001:16).

The core elements that will lead to role acquisition, identification and commitment to the professional role are knowledge acquisition, investment and involvement.



(a) Elements of professional socialisation

- Knowledge acquisition

Simpson (1979:29) states that the academic programme is the pivotal structure of the entire recruitment process that moves the novice from lay culture to the status of practitioner. Passing from one year to the next indicates that students want to stay in the programme and have acquired the qualifying knowledge and skills required at a particular stage of training.

Knowledge acquisition can also be seen as the academic dimension of professional socialisation and is relevant to the process in two ways. First, novices must acquire sufficient cognitive knowledge and skills for effective professional role performance (Weidman *et al.*, 2001:16). Second, novices must acquire affective knowledge such as awareness of normative expectations associated with the professional role being sought, a realistic assessment of personal ability to perform the demands of professional roles successfully, and awareness of the confidence others have in the novice's capacity to practice professional roles successfully (Weidman *et al.*, 2001:16).

During professional socialisation, knowledge shifts from being general to being specialised and complex. The novice begins to understand the problems and ideological characteristics of the chosen profession and understands why alternative professions are rejected. The novice becomes aware of his/her capacity to participate in a professional culture because s/he knows the language and heritage. They begin to act and feel like an incumbent, which leads to identification with the role (Weidman *et al.*, 2001:17).

Within the cognitive domain the university programme prepares students to see the professional role as the performance of tasks that apply specialised knowledge. It also upholds a conception of the professional role that gives the practitioner authority to make and execute decisions in different situations. One of the most important outcomes of professional socialisation is an evolving professional identity.

A complex issue confronting practical fields of study is the need to clarify the relationship between the structures of knowledge within the field and the kinds of application of this

knowledge, which arise from using such knowledge. Those in the helping professions, understand that the nature of practice is a crucial element in determining appropriate applications in a climate of varied and changing social needs. Cohen (1981:15) identifies this as the acquisition of the technology of the profession. Bezuidenhout (1982: 92) refers to it as the development of theoretical insight and technical skills. The writers imply that during education and training, the student must learn the facts, theories and skills of the profession and develop an emancipatory and transdisciplinary perspective through which professionals can influence change.

- **Investment**

Weidman et al. (2001:17) lists a second core element associated with the development of role identity and commitment to a profession as an investment. To invest in a role is to commit something of personal value such as time, alternative career choices, self-esteem, social status or reputation to some aspect of a professional role or preparation for it. Developing a sustained interest in the profession relates the self to the profession and this relatedness is motivational. Cohen (1981:40) states that motivation is goal-directed behaviour, and in the case of the study reported by Cohen (198:41) the goal is to become an accredited professional.

Professional commitment is the pursuit by an individual for a consistent line of activity in diverse situations. Professional commitment rests on objective investments in the professional role. Such investments are made, intentionally or unintentionally, through linkage of other values and activities to the professional role so that their realisation is facilitated through its continued pursuit and would be impossible or difficult if one abandoned it (Simpson, 1979: 38).

- **Involvement**

The third core element associated with the development of role identity and commitment is involvement. Involvement is participation in some aspects of the professional role or in preparation for it. Involvement with teachers and older students gives the novice insights into professional ideology, motives, and attitudes. (Weidman et al., 2001:18). It is involvement with the role and thinking about the personal meaning of participation that

bring about professional self-image. The self is related to the occupation in three ways: status identification, commitment and attraction (Simpson, 1979: 35, 36). McCain (1985:181) describes professional socialisation as the interaction where the individual integrates into their self-concept a professional role by acquiring and internalising the knowledge, skills, values, norms and attitudes of the profession.

Status identification is also referred to as professional self-image, public identity and professional self-concept (Oleson & Whittaker, 1968:35). Oleson and Whittaker (1968: 10) argue that students simultaneously acquire new views of self along with role behaviours. The acquiring of professional status evolves through transactional processes a "looking-glass" process of enacting the professional role in conformance with others' expectations, which is repeated continuously. This repeated interactive process, according to Simpson (1979:36), builds a professional self-view reflecting a feeling that one is competent to enact the professional role in a way that meets others' expectations.

Professional attraction refers to high evaluation of a profession, participation in it, and being identified as a member of it. Attraction is wholly positive and may arise from values or sentiments. Values are conceptions of what is desirable for persons, groups, or collectives. The attribution of valued qualities to a profession may help to justify or validate one's attraction to the profession, but it is not enough to sustain the attraction or promote its growth. If a value is to sustain continuance in a profession, it must effectively tie the person to the profession as an object of sentiment (Simpson, 1979:40).

Although an effort has been made to discuss each core element individually, the elements are clearly interrelated. For example, it is the acquisition of specialised knowledge and skills (knowledge acquisition) coupled with participation in formal preparation for a professional role (investment) that promotes identification with and commitment to a professional role. Similarly, it is the student's interaction with role incumbents (involvement) that provides opportunities to become aware of appropriate professional attitudes (knowledge) and to be sponsored for membership in a profession (an investment).

Professional socialisation is a developmental process, and certain core elements (knowledge acquisition, investment and involvement) are linked to the development of role identity and commitment. Further, knowledge acquisition, investment and involvement which lead to role identity and commitment, can be divided into sub-stages of role acquisition in professional socialisation.

(b) Models and frameworks of formal professional socialisation

Attempting to understand professional socialisation as a process has given rise to several phase or stage models and frameworks. These models are systems that can be used and might even be copied in order to achieve similar results. Frameworks are a set of rules, ideas or beliefs, which can be used in order to decide what to do. These models and frameworks describe the experiences that students undergo as they learn a particular role. Various authors have proposed models and frameworks of how the formal stage of professional socialisation could take place within an undergraduate university programme.

- Linear model

Weidman *et al.* (2001:25) discusses the linear model that describes a process whereby departments admit students, socialise them in some prescribed fashion, and graduate them after a specific programme of study has been completed. While linear programmes do develop professionals, the processes underlying them lack a mechanism of feedback. There should always be a concerted effort by existing departmental staff and professionals in a field to continually address the issue of whether graduates are adequately prepared to perform the roles for which they have been socialised so that the professional programme providing the preparation can make appropriate adjustments. Desirable, but not always present, are regular opportunities for the voices of graduate students to be heard so that their perspectives may inform programme development.

- Non-linear model

The non-linear model can be described as a circular, seamless model encouraging feedback among all participants to enhance the process. Here both the department and the students should engage in a reflective process to determine whether students are ready to assume

professional roles. The department should examine the academic programme to ascertain whether it provides the student with the information necessary to perform professional roles. Students should evaluate their personal fitness for the new professional roles and determine what they may still need to perform them more effectively. This information should also feedback into the programme experiences so that assessment can be done and necessary improvements made (Weidman *et al.*, (2001:27).

- **Dynamic and interactive model**

The Twale and Kochan (1999: 62) model merges student input and experiential knowledge with departmental contribution of theoretical, empirical and analytical information in a programme that resolves so it can progress further. According to Twale and Kochan (1999:64) the development of a community of learners emphasises personal, professional and academic connectedness and serves as a networking strategy before and after graduation. They take the nonlinear model further to collaborative and more expansive circles. This expanded model becomes interactive beyond the university confines and encourages the flow of information between students and the department.

- **The Weidman undergraduate socialisation framework**

Weidman's (1989:292) framework emphasises the importance of considering both the interaction among academic and social normative context and the professional socialisation processes themselves, focusing on three basic dimensions: intrapersonal, interpersonal and integration. Interpersonal processes represent the frequency and intensity of the social interaction of the student with others in the academic setting. Intrapersonal processes represent a student's subjective assessment of the university experience as well as formal and informal learning. Integration represents the student's perceived subjective assessment of their degree of social integration into the life of the institution (Weidman *et al.*, 2001:31)

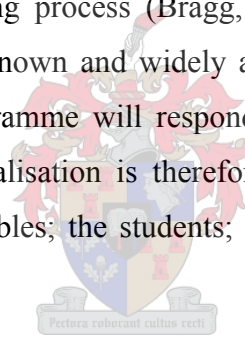
- **The Stark, Lowther, Hagerty, and Orczyk framework**

Professional socialisation in professional programmes encompasses cognitive and affective components that are consistent with the Stark, Lowther, Hagerty and Orczyk profile (1986:232) of professional programmes which include external influences, internal influences, aspects of the curriculum and expected outcomes. This framework will be

discussed in more depth in Chapter Three, as it is the framework that will be used to achieve sub-objective e and f. These relate to how Family Ecology and Consumer Science staff members perceive their programmes at South African universities, and what variations occur in the professional preparation environment of each Family Ecology and Consumer Science programme as a function of the relative strength and interaction of internal, intra-organisational and external influences.

- The Bragg framework

A similar notion of professional socialisation is presented by Bragg (1976:1) who describes it as a process that allows education to achieve its goals of transmitting knowledge and skills, the values and attitudes and habits and modes of thought of the society to which they belong. She contends that because the components of the professional socialisation process can be identified, the conditions for maximising both cognitive and affective developments can be built into the learning process (Bragg, 1976:3). She assumes that the expected outcomes of education are known and widely accepted and that members of the student body in a professional programme will respond similarly to the education process. The process of professional socialisation is therefore assumed to be a linear, unidirectional relationship among the variables; the students; the professional socialisation mechanisms and the anticipated outcomes.



- The Stein and Weidman graduate socialisation framework

The approach of Stein and Weidman is similar to Bragg's work, because it uses a fundamentally structural-functional perspective for explaining how higher education socialises students to meet the required normative dimensions of social and occupational roles. It describes the complexity of the professional socialisation process by demonstrating the relationships among students' background characteristics, university experience, socialisation outcomes, and mediating elements such as personal and professional communities, both before and during the university experience (Weidman *et al.*, 2001:33).

The framework was not concerned with cognitive outcomes per se, but with knowledge acquisition as an important element of professional socialisation. Professional education is clearly meant to prepare individuals for a set of social and intellectual roles, the

performance of which reflects an advanced level of specialised knowledge and skills. Learning was, however, included as a significant process of professional socialisation (Weidman *et al.*, 2001:34).

- **The Weidman, Twale and Stein graduate socialisation framework**

The Weidman *et al.* (2001:34) framework represents the passage of individuals, through the stages of professional socialisation. It reflects the prospective students' characteristics, including personal (ethnicity, gender, social and economic status) and educational background, as well as predispositions (values and expectations related to the motivation to pursue a career in the educational leadership profession). It also represents the outcomes of successful professional socialisation (knowledge, skills, values such as commitment to and identification with the profession. At the core of this framework is the institutional environment of the university community or other higher education institution in which professional preparation occurs. It includes both academic and peer culture, as well as three mechanisms of professional socialisation, interaction with others, integration into or a sense of compatibility with the expectations of faculty and peers, and the learning of knowledge and skills necessary for effective professional practice. The framework also recognises that because universities are not encapsulated environments, students experience communities with simultaneous or concomitant influences. These include professional, higher education institutional, and personal communities in which students participate during the programme. The process of professional socialisation is not regarded as linear but as seamless, fluid, interactive, evolving and permeable (Weidman *et al.*, 2001:37).

- **The Cohen professional socialisation model**

The Cohen model is based on Harvey, Hunt and Schroder's (1961) theory of concept development, the stages of which are thought to apply not only to childhood development, but also to the learning of any new role or important skill. Adapting the work of Harvey *et al.*, Cohen (1981:54-66) proposes a four-stage model incorporating Erikson's theory of human development and Kelman's theory of social influence. According to Cohen (1981:19) Kelman's theory of social influence helps explain how students incorporate the values and norms of the professional culture into their self-concept. She incorporated Erikson's stages of human development into the model to explain how professional role

identity is reintegrated into the person's overall identity (Cohen, 1981:20). Although the timing and rate of progress through the stages of the professional socialisation process vary, one of Cohen's fundamental propositions is that the student must experience each stage in sequence to feel comfortable in the professional role (Cohen, 1981:16). The four stages of Cohen's developmental model are Unilateral-Dependence, Negative-Independence, Dependence-Mutuality and Interdependence. Cohen asserts that satisfactory professional socialisation depends on the positive resolution of all four stages.





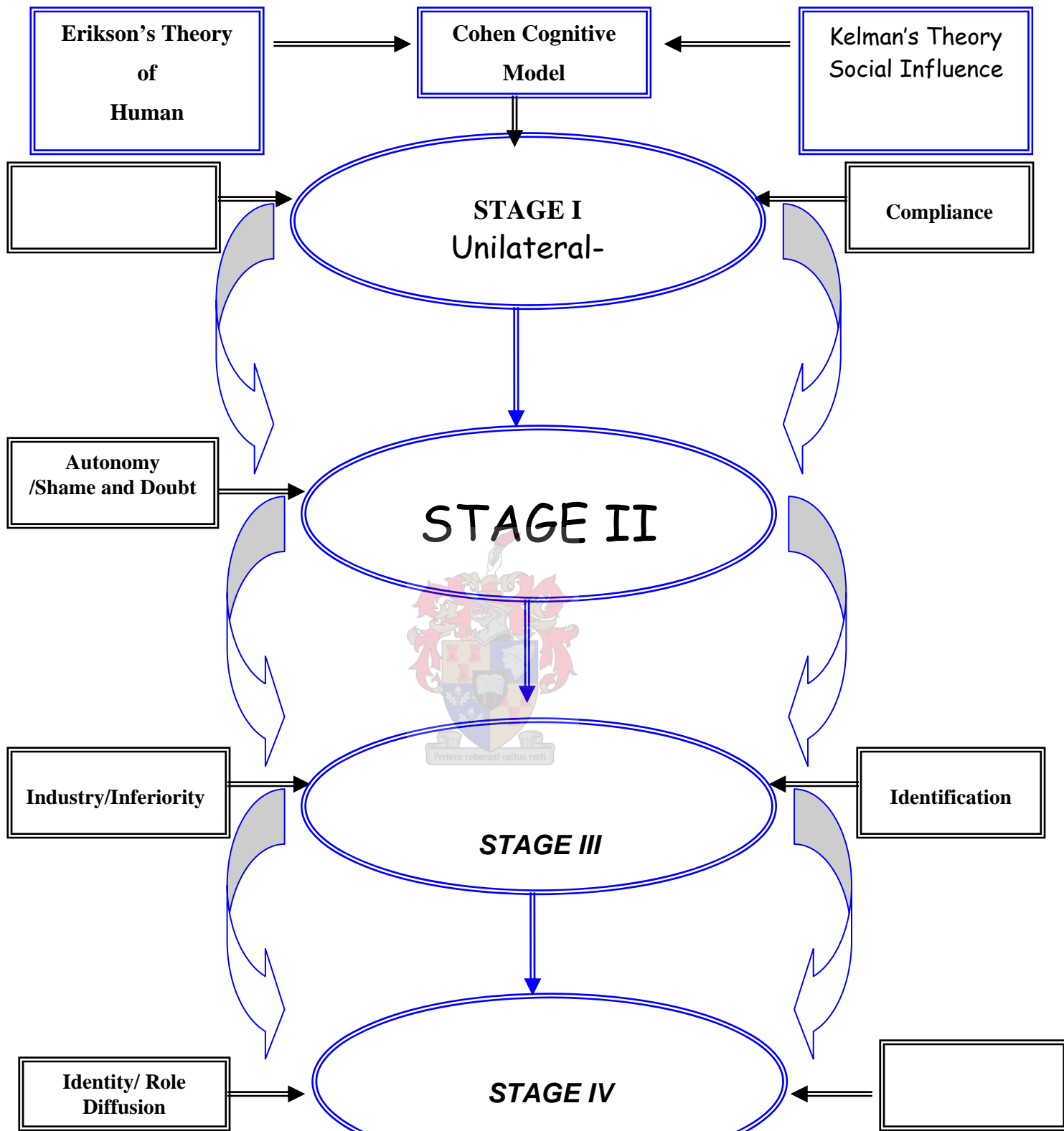


FIGURE 2.2: SCHEMATIC REPRESENTATION OF THE COHEN MODEL INCORPORATING ERIKSON'S THEORY ON HUMAN DEVELOPMENT AND KELMAN'S THEORY OF SOCIAL INFLUENCE

A discussion of the developmental stages with the corresponding stages of the incorporated theories of Erikson on human development and Kelman's theory of social influence will now follow.

### **STAGE 1: Unilateral-Dependence**

In STAGE I the individual relies exclusively and completely on external controls, and searches for the one right answer. Concepts must be accepted without question from external sources, because the person lacks the necessary experience and knowledge to criticise or question. The concepts are absolute and the individual is very sensitive to the limits set by the authorities (Cohen, 1981:16).

STAGE I is compatible with the process of **compliance** in Kelman's theory of social influence. Kelman (1958:53) proposed three different processes of influence, which can be distinguished as compliance, identification and internalisation. The steps are not mutually exclusive, nor do they occur in pure and distinct forms in real life situations, but they are identifiably different steps. Social influence plays an important role in the professionalisation process. Kelman's theory of social influence explains how students incorporate the values and norms of the professional culture into their self-concepts (Cohen, 1981:19). According to Kelman, compliance occurs when an individual accepts influence from another person or group in exchange for a favourable reaction from that person or group. Individuals do not adopt the induced behaviour because they believe in it, but because it is instrumental in getting something they want, such as social approval or a promotion. During the compliance stage, socialising agents are not only the source of behavioural cues, but they also control the systems of rewards and punishments. If students can accept their professors as successful professional role models and accurate purveyors of the profession's norms and values, the students are relieved of the anxiety inherent in a situation that demands compliance with the professors' norms and values. If students accept the norms and values presented by the socialising agents as legitimate and appropriate, they will begin to learn from the socialising agents what a professional is and does (Cohen, 1981:20).

Cohen (1981:15) proposes that during STAGE I, the student is confronted with emotional issues that are comparable to Erikson's developmental stage of trust versus mistrust. During the stage of unilateral dependence, students must accept the department as role models. Plotnik (2002:386) states that the integration of trust versus mistrust, the entering student must trust the professional world and its practitioners. The student should feel that the professional world is kind and can be relied upon for basic information and support. Students who develop this trust will be open to new experiences and will be able to try new skills and learn from error. The lecturer, in turn, must set up appropriate limits on error to prevent any serious consequences.

Cohen (1981:22) explains that students will trust the information and cues provided by the department and will eventually learn to function in the professional situation only if they can identify with their lecturer. Students can easily be disillusioned if their lecturers appear to reject or not to meet their expectations. Students choose their field on the basis of stereotypes that seldom provide accurate pictures of the professional role or the academic process. Disillusionment may result if there are major discrepancies between the expectations of the students and those of the lecturers. The cognitive stage of the Unilateral-Dependence stage is less difficult when students want to comply with the socialising institution and can accept the department as appropriate role models (Cohen, 1981:19). Unilateral-Dependence is usually the easiest stage for the novice professional. In most professions the first year is spent learning the technology of the field, and practice is postponed until basic theory is learnt.

During this stage students primarily listen to lectures on basic technical material and they must passively accept material presented by lecturers. Whether the students trust their instructors, believe their presentations and comply with lecturers' demands, partly depend on the personalities of the instructors. However, despite personality problems that may develop between students and the instructors, students are still dependent on instructors because, without experience, students have no real basis for

or criticism (Cohen, 1981:16).

Students usually find the progression from STAGE I Unilateral-Dependence to STAGE II Negative-Independence easy. As students progress through the academic programme and begin to practise some of the professional techniques and skills, they must begin to find their own way to fulfil the professional role. They also come into contact with a variety of practitioners and see how theory is translated into practice. They begin the search for those components of the professional role and culture that are compatible with their self-concepts.

### **STAGE 11: Negative-Independence**

This stage is characterised by a cognitive rebellion, where the individual begins to question the concepts presented by authorities in an attempt to be free of external controls. The student develops the capacity for critical thinking and thus begins to sever the reliance on external authority for concepts and facts. During this stage students develop the ability to question. Most students experience this stage as part of group work. Feelings of discontent with professional education lead students to form groups for emotional support and to arrive at collective solutions to the problems they encounter (Cohen, 1981:17).

Kelman's theory does not include a process that corresponds to STAGE II Negative-Independence. According to Cohen (1981:16) Erikson's developmental tasks of autonomy versus shame and doubt, and initiative versus guilt, offer a framework for analysing the emotional issues that arise during STAGE II. Erikson (1968) discussed in Plotnik (2002:388) equated the task of autonomy with the exercise of willpower and proposed that the exercise of self-will could be seen as an act of defiance. Erikson described this stage as the gradual development of a sense of moral responsibility, where the student can gain insight into the institution functions and roles, which will permit their responsible participation in society (Plotnik, 2002:388).

Cohen (1981:17) describes the developmental tasks encountered during STAGE II as follows: students must push against and test the trusted environment to assess its limits. They must find out which role demands are inflexible and will allow negotiation. Students do this by breaking rules and experiencing the consequences. This necessary step creates a

role identity compatible with the demands of the profession and with personal strengths and weaknesses. They learn which rules must be obeyed and which professional norms are absolute and, conversely, which rules may be bent and which norms are related to the contingencies of any situation.

Successful completion of the negative-independence stage is considered absolutely essential in terms of both the development of autonomous practitioners and the learning of mechanisms for resolving role conflicts. Even if students do not go through the negative-independence stage, they will still learn the information provided by their academic programme. However, it will be a mechanical interpretation of the facts. They are programmed learners, and their previous identity has not been integrated into the professional role. Lecturers may regard this as good, but as students begin their career, these highly dependent attitudes create problems. This type of professional is not fully integrated and identified with the professional role. If a crisis arises on the job, or if the professional role conflicts with other roles, these individuals will probably drop out of the field. If the individual has never resisted or experimented, but remains dependent, it is unlikely that he or she will arrive at true professionalism (Cohen ,1981:17).

In addition to experimentation, students begin trying the new professional role to see if they can do it as well, or even better than, their lecturers. At this stage students become highly critical of their mentors. This criticism does not take the form of resistance, but is expressed when students look at their mentors' performance and say, "I can do that better" (Cohen ,1981:17).

### **STAGE 111: Dependence-Mutuality**

In this stage cognitive rebellion is replaced by more realistic evaluations of the environment and the individual begins to integrate others' ideas. In STAGE II, the students search for ways to make the role acceptable to them. In STAGE III they realise that the role must also be acceptable to other professionals and to society. They must learn role limits. This marks the beginning of empathy and commitment to others. Students begin to think more abstractly about the material and may incorporate others' ideas into their own thoughts and judgements. Their approach becomes empirical rather than absolute. The student tests acts

and ideas objectively rather than accepting them solely on the words of higher authority (Cohen, 1981:18). During STAGE III, Dependence-Mutuality, the student's behaviour is analogous to Kelman's second step of identification (Cohen, 1981:20). Kelman (1958:53) describes the second process of social influence, namely identification, as when the individual accepts influence because there is an establishment or maintenance of a satisfying self-defining relationship with another person or group. It is during this stage that students try to come to an understanding of how they can integrate their previous roles with the professional role promulgated by the department and mentors of the department.

Although the student imitates with little selectivity, this does not mean complete parroting. A student's past experiences may influence the initial choice of which attitudes and actions to imitate. At this time the individual's self-concept is not at stake. New values and behaviours are simply added to the individual's previous roles rather than integrated with the individual's self-concept. With this step the student carefully chooses elements of the professional cultural role and tentatively accepts a role identity that is both personally and professionally acceptable (Cohen, 1981:19).

Cohen (1981:19) considers the issues confronted during the Dependence-Mutuality stage of professional socialisation to be similar to those encountered during Erikson's developmental task of industry versus inferiority. Here the concept of Dependence-Mutuality, Kelman's concept of identification, and Erikson's concept of industry all refer to the same process: An individual turns to peers, tries on the new role, examines facts and self-presentations, and decides what to reject and what to keep. This is not rote learning or emulation; the students try to reconcile their experiences and knowledge from prior stages with what they know from other roles and other times. Cognitively, they reconcile their instructors' expectations and the professional value systems with their own values and expectations. In short, they work out a compromise between

the professional image relayed by their lecturers and their own individuality (Cohen, 1981:23).

Students who have gained the capacity for critical thinking during STAGE II are able to do this. They have the knowledge to question what has been taught and can experiment with the values as they try to discover the true meaning of any situation. During this stage the students seek out departmental staff members who share their notions of appropriate role behaviour. In other words, the student attempts to find a role model compatible with both personal needs and professional demands.

They are actively learning both the technical skills and professional behaviour, and must experiment with various ways of enacting the professional role. Students build self-esteem with the positive feedback received from mentors, their peer group and lecturers. This feedback increases the possibility that role learning will be self-directed rather than a result of imitation and rebellion. During this stage the student tries to integrate all the previous identities into a new role identity; however, the final integration of the personality in all the old roles is not achieved until STAGE IV, Interdependence.

#### **STAGE IV: Interdependence**

The need for interdependence (autonomy) and the commitment to mutuality are integrated. The individual gains the capacity to exercise independent judgement. Students gain the ability to learn from others and also exercise independent judgement in reaching solutions. By the end of this stage the student can weigh alternative theories or concepts, resolve contradictions, and synthesise a functional set of abstract standards. The professional socialisation process culminates with the integration of a professional role identity into the individual's self-concept (Cohen, 1981:18).

Kelman's third and final process, **internalisation**, is defined as when an individual accepts influence because the content of the induced behaviour occurs when individuals accept the influence because they believe in it (Kelman, 1958:53). Professionally appropriate behaviour becomes part of the self-concept and is intrinsically rewarding to the student. The student must reconcile all the various norms and values and internalise one complete

set of norms and values, acceptable to both the person and the profession. Kelman's concept of internalisation parallels the fourth stage, interdependence. The internalisation of the professional role causes stabilisation of the self-concept without eliminating the possibility for future changes. Modification in values will take place if there is a new speciality, or if the work setting changes, and if the person encounters new subspecialties of the profession in which new values are prominent (Cohen, 1981:22).

STAGE IV is equated with Erikson's identity versus role diffusion. Cohen (1981:23) states that reaching the cognitive stage of interdependence enables the individual to reach Erikson's stage of identity. The professional socialisation process culminates with the integration of a professional role identity into the individual's self-concept. The individuals take responsibility for their own values and actions and behave appropriately with superiors, subordinates and the public. They project an image recognisable as part of the professional role. Most importantly, the professional role becomes a part of the individual's personal identity and all other roles and values. The individual feels confident and comfortable in the professional role, which is no longer in conflict with other life roles or other aspects of the self-concept.

At this stage cognitive and developmental theories merge. Students integrate their previous identities, the professional role demands, and their own personality traits into their self-concept to create a professional role identity. The internalisation of the professional culture and the acceptance of professional peers constitute a significant reference group aid in this task (Cohen, 1981:24).

The satisfactory conclusion of this stage depends on the positive resolution of all other stages. Trust is essential for the role to be learned; without it, the student will be unable to accept the mentors, the professional data, or the professional world. The autonomy and initiative stages enable a student, through experimentation, to learn flexibility in the professional role. Flexibility is necessary in a field with an expanding, and indeed exploding, technology. Students must reach the industry stage to derive feelings of self-esteem from their work performance. Reaching the cognitive stage of interdependence enables the individual to reach Erikson's stage of identity: An individual feels a sense of



completeness with the realisation that the new personal identity includes all (Cohen, 1981:25).

In summary, a theoretical framework of professional socialisation as the role-taking process of the student has been presented. Following the viewpoints of different authors, an inference can be made that professional socialisation is a dynamic, interactive and lifelong process that starts as soon as the student decides on a career. Once s/he enters into the chosen profession, existing ideas and expectations are integrated with the new expectations in order to develop a professional identity. S/he internalises the norms, values and behaviours as well as the professional and ethical standards of the profession.

The Family Ecology and Consumer Science profession has been defined, redefined and re-conceptualised, which has caused confusion in the meaning of the profession internationally and for South Africa. The profession has since its inception debated issues such as its definition, orientation and philosophy. Knowledge of the history and developments in the profession helps to comprehend the societal and cultural context within which the profession has come to be understood by its members and society at large. However, professional education takes place within a formal educational structure and the changes and development of the profession of Family Ecology and Consumer Science are closely linked to transformation of the higher education arena in a post-apartheid South Africa.

## ***2.7 Developments in the South African higher education domain***

The end of legal apartheid in South Africa in the early 1990s signalled dramatic changes in all aspects of South African life, including all aspects of the education system. During apartheid the higher education system in South Africa was fragmented, divided on racial and ethnic lines and generally insulated from public scrutiny and international influences. In the post-apartheid democratic dispensation higher education in South Africa faces three broad inequities of the past, as well as the issue how it will respond to the demands of an economically competitive global society. This is neatly captured in the introduction to the

Education White Paper 3 A Programme for the Transformation of Higher Education: “South Africa’s transition from apartheid and minority rule to democracy requires that all existing practices, institutions and values are viewed anew and rethought in terms of their fitness for a new era. In South Africa today, the challenge is to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities. It must lay the foundation for the development of a learning society which can stimulate, direct and mobilise the creative and intellectual energies of all people towards meeting the challenge of reconstruction and development” (Department of Education, 1997:7).

The Department of Education (1997:8) identified various and diverse social purposes for South African higher education, namely: attention to the pressing local, regional and national needs of the South African society and to the problems and challenges of the broader African context; the mobilisation of human talent and potential through lifelong learning to contribute to the social, economic, cultural and intellectual life of a rapidly changing society to help lay the foundation of a critical civil society, with a culture of public debate and tolerance which accommodates differences and competing interests; the training and provision of person-power to strengthen this country’s enterprises, services and infrastructure. This requires the development of professionals and knowledgeable workers with globally equivalent skills, but who are socially responsible and conscious of their role in contributing to the national development effort and social transformation.

Higher Education and Training (HET) the world over has been forced to respond to the demands placed on the sector by two late modern imperatives, globalisation and the massification of education. The former implies key changes in technology, work organisation and skill formation requiring high levels of generic skill at all levels of work; which in turn have resulted in the dilution of the previously rigid boundaries that have constituted the education and training sectors since the rise of modern industrialism (Orr, 1997: 42).

Globalisation is a term used to signal the re-structuring of capitalism on a global scale. The global economy is an economy with the capacity to work as a unit in real time on a

planetary scale. It developed as a result of a convergence of a series of factors of which the most important is the unprecedented development of information and communication technologies. Information and communication technologies have put knowledge at the centre of the new economy (Kraak 1998:6). This trend is sometimes referred to as the “new vocationalism”. This integration of education and training includes a concern to remove what is considered to be functionally obsolete distinctions between theory and practice, knowledge and skill and mental and manual labour. Linked to these changes in the workplace and preparation for the workplace, is the emergence of “Mode 2 knowledge” where knowledge is produced beyond the traditional confines of the university and the academic disciplines by inter-disciplinary teams also referred to as transdisciplinary knowledge. Late modern problem-solving is increasingly characterised by inter-disciplinary collaboration in contexts of application resulting in the hybridisation of knowledge production. “These changes have led to a blurring of the distinction between sciences and technology and to a dilution of the previously rigid boundaries between the functions of universities, colleges and technikons” (Kraak 1998:10). These contextual imperatives have forced policy-makers in South Africa to try to steer the Higher Education and Training system away from an elitist, divided system resulting in social differentiation, to one which will be open and unified with diluted boundaries and which will serve the national reconstruction and skills development agenda. The Department of Education (2002b:na) states that the demands made by globalisation on higher education institutions asked of it to go beyond the development of cognitive skills and competencies in future knowledge workers. Higher education is also asked to prepare people for a work environment characterised by the replacement of hierarchical relations by team work, self employment and contract work, which in turn demand greater flexibility, adaptability and risk-taking on the part of workers. The effect of globalisation on higher education is the changing relation between society and institutions of higher learning. Higher education institutions are expected to be far more responsive to societal needs at a concrete instrumental level. To this end a suite of policy documents has been produced since 1994.

### **2.7.1 Higher education policies in South Africa**

This section focuses on the unfolding higher education policy discourse over an eight-year period from 1994. This discourse shifted rapidly from a strong equality-driven focus to an alignment with the government's macro development and growth path. The higher education sector has taken on a specific shape and character in the context to align with the policy discourse. The post-apartheid policy and legislative context for higher education were broadly outlined in key policy documents namely the National Commission of Higher Education Report: A Framework for Transformation (NCHE, 1996a), and consolidated in the Department of Education's White Paper on Higher Education (1997), followed by the Higher Education Act No 101 of 1997, which established the Council on Higher Education (Fataar, 2003:34).

The 1996b report of the National Commission on Higher Education (NCHE) provided the framework for the reconstruction of the higher education system and laid the foundation for the Department of Education's (1997) White Paper on Higher Education and the subsequent Higher Education Act (1997). This framework borrows heavily from international policies on financing, quality assurance, and national qualifications models, mainly from the United Kingdom, Australia, and New Zealand. The new policy framework establishes the foundation for the unified, equitable, well-planned, programme-based system. It aims to overcome the prevailing mismatch between higher education output and the demands of economic and social development, to ensure quality, reduce wasteful duplication through planning; and redress the severe race, gender, geographic, and institutional inequalities that were the legacy of apartheid (National Commission on Higher Education, 1996a: 159).

The NCHE report highlighted the need for greater relevance and coherence across the Higher Education and Training sector and suggested that this could be achieved via the state's steering of the system through three-year rolling plans linked to funding mechanisms, via a national qualifications framework, via expanded access and open learning systems and via an outcomes-based definition of the curriculum. The latter implies a shift away from disciplinary degrees to inter- or trans-disciplinary programmes, which are

planned to meet students' needs for employment and national needs for reconstruction and development (National Commission on Higher Education. 1996a: 40).

The White Paper sought to turn many of the recommendations made in the NCHE report into policy, for example, it insisted that higher education institutions should become accountable to the state for the public funds, which they receive... “ the principle of public accountability implies that institutions are answerable for their actions and decisions, not only to their own governing bodies and institutional community, but also to the broader society” (Department of Education 1997:1.25:13).

The Department of Education (1995:13) in the White paper located education and training within the national Reconstruction and Development Programme, and outlined the new priorities, values and principles for the education and training system. It discussed the implications of the new constitution for the education system, especially in respect of fundamental rights. The White Paper therefore echoed the NCHE's support for a national qualifications framework on which all higher education qualifications should be registered. Overall the White Paper set out a comprehensive and ambitious vision for the transformation of the South African public higher education system.

Parallel to this process was the legislative process of the Higher Education Act No 101 of 1997, to regulate higher education, to provide for the establishment, composition and functions of a Council on Higher Education; to provide for the establishment, governance and funding of public higher education institutions; to provide for the appointment and functioning of an independent assessor; to provide for quality assurance and quality promotion in higher education; to provide for transitional arrangement and the repeal of certain laws (Department of Education, 1997:3).

The South African Qualifications Authority (SAQA) Act (1995) was established to oversee the development and implementation of the National Qualification Framework (NQF). It was also charged with the responsibility for monitoring and promoting the quality of education and training provision by accrediting providers to offer certain programmes and by registering assessors. SAQA established a statutory body tasked with overseeing the

development and implementation of the National Qualification Framework (NQF) on which all South African education and training qualifications are to be specified in an outcomes-based format, approved and registered. The NQF was intended to transform the education and training in South Africa by creating a single integrated national education and training framework by making it easier for learners to enter the system and to move and progress within it. This was to be done by improving the quality of education and training and by enabling learners to develop their full potential, thereby supporting the social and economic development of the country as a whole (Department of Education, 2002b: 8).

In the NQF context, three categories of bodies are of importance in terms of higher education qualifications. The role of the South African Qualifications Authority (SAQA) is to outline on the basis of the National Standards Bodies regulations, a framework of levels against which standards and qualifications can be pegged. This involves developing a set of level descriptors to serve as a guide for writers and evaluators of qualifications. Standards Generating Bodies (SGB) are to generate standards and qualifications. National Standards Bodies (NSB) have the function of evaluating standards and qualifications and recommending the “successful” ones for registration. National Standards Bodies also determine the appropriateness of the level against which the qualification is submitted. Another function of National Standards Bodies is to identify those areas in which standards and qualifications are needed and to recommend the establishment of an SGB to generate those standards and qualifications. It is the prerogative of the National Standards Bodies to determine how many Standards Generating Bodies it will register in its organising field in relation to the purpose of Standards Generating Bodies recognition or establishment. SAQA recommends that National Standards Bodies should be proactive in establishing Standards Generating Bodies, rather than reactive in waiting to recognise Standards Generating Bodies. Upon registration SAQA describes each qualification by type, level, number of credits and title specifying its primary purpose.

### ***2.7.2 Programme planning in higher education***

Various policy proposals advocate a programme-based approach for higher education. The National Commission on Higher Education (NCHE), for example, proposed that the funding formula for higher education should be based on programmes and not on institutions. In its discussion document the Commission argued that in the context of higher education, a programme refers to “the contents and offering of a distinct and well-defined configuration of knowledge, the successful study of which leads to standard qualifications” (NCHE 1996a: 159). The NCHE Final Report (1996b: 10) proposed “a programme-based definition of higher education”, and defined higher education programme as “the sequential learning activities leading to the award of particular qualifications...these are almost invariably trans-, inter- or multidisciplinary, and can be trans-institutional as well” (NCHE 1996b: 84).

The following definition of a programme is proposed by the Academic Planning Office (APO) of the University of Cape Town: “a planned and coherent (not necessarily uniform) set of teaching and learning activities, pursued to depth in one of more specialisation fields, at one or more (qualification) levels”(University of Cape Town, 1996:4). Lockett (1998:4) agrees that a programme is broader than a qualification and adds the outcomes-based dimension to her definition: “A programme is...defined as a coherent combination of units of learning (modules) expressed in an outcomes-based format which lead to one or more qualifications, which serve an academic and/or vocational purpose.”

Although the Department of Education (1997:9) does not give any explicit definition of programme, it does propose such an approach and maintains that a programme-based higher education system will: promote diversification of access, curriculum and qualification structure with programmes developed and articulated within the National Qualification Framework (NQF); encourage an open and flexible learning system based on credit accumulation and multiple entry and exit points for learners; improve the responsiveness of the higher education system to social and economic needs; address present and future social and economic needs, including labour market trends and opportunities and the new relationship between work and education; respond to new curriculum and methodological changes (and challenges) that flow from the information revolution, the implications for knowledge production and the types of skills and



capabilities required to apply or develop new technologies; require the implementation of institution-based planning processes; enhance a responsive regulatory and funding system; and ensure that the expansion of the system is managed in a responsible way, responding to the demands for access, redress, diversification, and human resource requirements of society and economy, affordability and sustainability.

The Family Ecology and Consumer Science programmes have felt the impact of the current climate in higher education. This impact is reported in the National Plan for Higher Education (NPHE) (Department of Education 2002a: 4) which states that diversity in the organisational form and institutional landscape of the higher education system is critical to achieve the goals for the transformation of the higher education system in particular, for meeting national and regional needs in social, cultural and economic development. The National Plan for Higher Education sought to address the implementation vacuum that was left after the publication of the White Paper (1997) by outlining an implementation framework for achieving the latter's vision and goals. It also brought to a close the consultative process that began with the establishment of the NCHE in 1995 (Department of Education, 2002b: 15). The National Plan proposed to ensure institutional diversity through mission and programme differentiation based on the type and range of qualifications offered. Part of the National Plan was institutional restructuring through the merging of higher education institutions, which will require adjustments to be made to the approved programme and qualification mix profiles of individual institutions.

This would lead to a rigorous streamlining and rationalisation of programmes to ensure institutional diversity as part of the broader institutional restructuring process. It was stated in the plan that Home Economics, as it is still defined as part of subject matter classification at the Department of Education, was not in line with the mission of a university type qualification, and appears to be more appropriate to a technikon. (Department of Education, 2002a: 10)

In the latter half of the 1990, in spite of the lack of detailed Higher Education policy frameworks, many Home Economics departments in South Africa changed their name to Family and Consumer Science in line with international developments. In response to these



developments as stated in the Higher Education policy documents, Home Economics departments at tertiary institutions took the initiative to reform their curricula in line with the goals suggested by the NCHE report, White Paper and SAQA requirements for interim registration.

However, as none of the above policy documents deals with micro programme planning and curriculum development, these changes were implemented without careful thought to the effect on the profession as a whole. The outcome was highly specialised programmes that would evidence the world of work. These changes to programmes were made without establishing an overarching theoretical framework that would link courses in the programme and connect programmes at different institutions across the country with each other. The effect was that students and staff within these specialised programmes showed loyalty to their specialisation, such as Foods, Clothing and Housing and not to the holistic profession of Family Ecology and Consumer Science. At the University of Stellenbosch the largest, most established and leading department in South Africa, the outcome of this action was the unbundling of the programme, with the result that the programme Consumer Sciences: Foods, Clothing and Housing will cease to exist at the university in 2006.

In July 2002 The Ministry of Education released the Approved Academic Programmes for Universities and Technikons: 2003-2006 document (Department of Education, 2002a: 1). This document was the result of an objective of the National Plan for Higher Education which argued that diversity in the organisational form and institutional landscape of the higher education system is critical to achieve the goals for the transformation of the higher education system, in particular, to meet national and regional needs in social, cultural and economic development. It indicated that the programme mix at each institution will be determined by the Minister for a five-year period on the basis of its current and its responsiveness to regional and national priorities (Department of Education, 2002a: 1).

Approval of programmes will be linked to the institution's mission statement and the Department of Education's (2002a: 7) approval for offering such a programme will also be withdrawn, if programmes are not appropriate to the mission of the institution. The Department of Education in the Approved Academic Programmes for Universities and

Technikons: 2003-2006 (Department of Education, 2002a: 1) identified Home Economics as not fitting in with the mission of a university and is more appropriately located at a technikon. The document requested regional reviews for all Home Economics programmes at South African universities.

The result of this review as stipulated in Approved Academic Programmes for Universities and Technikons: 2003-2006 (Department of Education, 2002a: 1) is indicative of the dilemma that the profession finds itself in. That is there is no consensus around name, paradigm, theoretical framework, knowledge base and model. This was reported in a document to the Council on Higher Education Consortium (CHEC) in 2003. The argument made was that the Classification of Educational Subject Matter (CESM) categories that are currently used to classify different areas of learning are in need of review (Department of Education, 1992). The field of Home Economics were taken as a case in point, but it needs to be emphasised that this is only one case and that there are many other aspects of this classification system that are just as problematic.

Many higher education institutions offer programmes that are officially classified as Home Economics, yet a closer examination of these offerings reveal that this is a highly misleading classification and that it distorts the understanding of what is actually being offered (Wood, 2004:163). In (Department of Education, 1992:251) Home Economics is defined as the subject matter concerned with the relationship between the physical, social, emotional, and intellectual environment in and of the home and family, and the development of individuals, including the study of the natural and social sciences and humanities in the develop of attitudes, knowledge, and ability pertaining to clothing and textiles, consumer education, food and nutrition, home management, housing, human development and family studies, and institutional management.

The regional review mentioned above came to the following recommendation: Make representations to the National Ministry on the nature of the Classification of Educational Subject Matter (CESM) 10 Home Economics. This is a confusing category with little internal cohesion. None of the institutions in South Africa refers to their offerings as 'home economics'. These representations would need to be buttressed also by a position from the

Committee of Technikon Principals as to which CESM categories the various technikon offerings (in the food, clothing, textile, hospitality areas) belong, since there does not appear to be unanimity amongst the various technikons on this matter. Alternatively, it may be desirable to change the name of this CESM category to Consumer Science (Cape Higher Education Consortium, 2003:1). This scenario is reflective of the position of the profession nationally and internationally.

## **2.8 Family Ecology and Consumer Science as a profession**

### **2.8.1 Definition of the term profession**

One can trace the word ‘profession’ to the Latin word “profiteri”- a public pronouncement of certain principles and intentions (Searle, 1987:1). Initially the word was used in the sense of professing one’s faith, but later it came to indicate a claim to knowledge in a specialised area. Generally accepted meanings, and the occupations those meanings define, have changed over time. Professional definitions have generally been framed and promulgated by the members of the groups. Claims to special knowledge, distinctive ethics, or strong commitments to public service, for example, reflect rhetoric and ideology more than reality (Curry & Wergin & Associates, 1993:xiii). The Oxford Dictionary (1989:573) offers a more comprehensive definition of the concept professions: “ A vocation in which professional knowledge of some department of learning or sciences is used in its application to the affairs of others or in the practice of an art founded upon it.” In the modern sense, a profession describes, collectively, the nature of an occupation of which the practice requires certain advanced preparation in some liberal art or applied sciences. It is characterised by some form of exclusiveness, commitment and observance of ethical and professional standards of conduct (Searle, 1982:4). Curry and Wergin (1993:xiii), state that professions still encompass occupational groups that

- Share specialised skills requiring systematic and scholarly training
- Restricted access through rigorous entrance and exit requirements, and
- Claim high social prestige in the view of their importance to society.

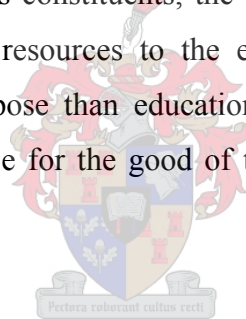
## **2.8.2 Characteristics and uniqueness of a profession**

Green (1984:192) states that many writers have delineated the uniqueness of a profession, but none so clearly as the scholar Abraham Flexner in a paper presented in 1915. Flexner encapsulated the requirements of a profession as “intellectual attributes with consequent personal responsibility”. He further delineated the attributes as reported by Green (1984:192)

- The activities of a profession are essentially intellectual in character, there must be a free, resourceful and unhampered intelligence applied to problems and to the search to understand and master those problems.
- The responsibility of a practitioner is at once large and personal. Responsibilities follow from the intellectual nature of the profession.
- There is a learned character that the professional must be able to take fact from one realm or another of the learned world.
- The learned character is applied to practical problems; the ultimate goal is absolutely practical and definite, not only presenting theory and abstraction for the sake of knowledge.
- A profession possesses a technique capable of communication through an orderly and highly specialised education and discipline. The body of knowledge cannot be learned nor mastered through common sense alone, there must be study and exploration and problem solving in order that the research can be understood and applied to the particular constituents whom the professional is serving at the time.
- The profession is a “brotherhood”. Professional activities are so definite, so absorbing in interest, so rich in duties and responsibilities that they completely engage their votaries. The admission to the field is judged on the nature of the responsibilities, not birth, wealth, race, age or some other accident. The brotherhood sets the qualifications, polices its own ranks, and sets the standards for performance. The “brotherhood” tends to self-organisation, and in every instance of a profession, there is an organisation, which speaks for the profession.

- The “brotherhood” of professionals is increasingly altruistic, that is, the community of professionals has a higher purpose than self-aggrandisement or protection of self-interest.
- A profession is orientated toward providing a service or a set of services beneficial to society in that it has a social end.
- The service involves intellectual activity, including practical judgement, which requires that the professional master theoretical knowledge related to the work situation.
- Organisation within the occupation is such that members seek to assure that work within the profession is morally defensible both in nature and in the quality of performance.

In summary, a profession has a mission orientation and gathers knowledge from wherever it must to serve the needs of its constituents, the client and the learner. A profession has a research base and commits resources to the expansion of that base of knowledge. A profession has a higher purpose than education of its own; it accepts its obligation to contribute its unique expertise for the good of the whole, and the general welfare of the population.



### ***2.8.3 Professional nature of Family Ecology and Consumer Science***

The question needs to be asked; Is Family Ecology and Consumer Science a profession? If so, what are the implications of the above criteria in defining the field? Brown and Paolucci (1978:9) stated that in expressing these implications, terms used to define a profession must be consistent with the criteria of that profession. This is done to avoid confusion in interpreting the statements which are presently descriptive of the state of affairs in the profession.

Brown and Paolucci (1979:9) state that the profession must have a defined social end, that is, a mission or social purpose sufficiently limited in scope to provide competent and morally responsible services in a particular area of societal needs or problems. Subdivisions

or specialisations for division of labour and varied emphases in areas of knowledge must contribute to the defined mission or purpose; they are determined by differences in the kinds of practical problems and, therefore, the kind of service provided and not by mere subject matter topics. The field is not a so-called “value-free” theoretic discipline, but a meeting place of disciplines in the interest of accomplishing certain valued social ends and goals. Since the field is concerned with theory and practice, those practical problems with which the field is concerned determine what knowledge is relevant to the work of the profession. The knowledge appropriate to the field is drawn from a number of disciplines, uniquely selected, organised, and transformed for practical use (Brown & Paolucci (1979:10).

Our heritage shapes our horizons. A historical overview of the profession will be described to give clues as to the initial direction of the profession.

#### ***2.8.4 Looking back. The Family Ecology and Consumer Science profession in review***

History influences our present and future life. It is not so much that history repeats itself as that history anticipates itself. The past gives meaning to present actions and can be helpful in formulating future plans. Brown (1984:48) states that, unlike a mere chronicle of events, a history of the profession makes intelligible past actions of the profession so that there is an understanding of where we are today and how we got there. The purpose is not to live in the past, but to comprehend and profit from our mistakes for, if we are intelligent, we do not have to continue those mistakes. Our history as past events is sometimes referred to as a series of messes. But it is only through historical analysis that it can be determined how the present situation may be rectified and how we may be able to move forward.

The term Family Ecology and Consumer Science used here for locating this study as a specific profession is a relatively new term to describe the profession traditionally known as Home Economics. To understand this change it would be necessary to give a full discussion of the evolvement of Home Economics to Family Ecology and Consumer

Science. In the initial discussion the term Home Economics will be used. After it has been explained how the transition was made, the term Family Ecology and Consumer Science will be used throughout the rest of this dissertation.

#### *2.8.4.1 Four ideas that gave rise to the profession in North America*

A multiplicity of historical and social forces shaped Home Economics as a profession. East (1980:8) considered the situation in the world when the concept originated and identified four ideas that developed into the profession of Home Economics. These will be used as a framework for the discussion of the origin of the profession:

- Management of the household: Economics;
- Application of Science for Improving Environment (Human Ecology);
- Inductive Reasoning: Cooking and Sewing;
- Education of Women for Womanhood: Homemaking;

A brief summary of the contribution of the four basic ideas to the Home Economics ideology as it originated in North America follows.

##### **(a) Management of the household: Economics**

East (1980:8) started with the examination of models all of which have been influential; the earliest one being that of Aristotle. The idea, which is centuries old, constitutes Aristotle's philosophy concerning household management as expounded in Book 1 of his Politics, which was titled "The theory of the household". In this work, Aristotle described the composition of families and households, relationships with members and servants, and household tools and property (East, 1980:8-9). He viewed politics and economics as practical reasoning or thought concerning households. Economics was referred to as the private sphere and as the best system by which people could live together in families or households. Politics referred to the public sphere, and, the objective was to create the best system for people to living in large groups like cities or states (East, 1980:88). For Aristotle the very basis of economic thinking related to the questions of how men live together and how they manage their resources. The idea was held that knowledge should be pursued for the purpose of helping humans improve their lives, and that the search for knowledge should cover the most ordinary events such as everyday living.



(b) Application of sciences for improving the environment (Human Ecology)

This model sees Home Economics as an inclusive study with emphasis on its ecological nature. The model defines Home Economics as a study with a subject matter composed of four forms of knowledge: laws, conditions, principles and ideals; and three kinds of content that must be understood: one's immediate physical environment, one's nature as a social being, and especially the relation between these. This was a powerful model at the beginning of the 20<sup>th</sup> century and since then there has been a great increase in knowledge and maturing of the underlying academic disciplines. The model laid the foundation on which emerged the profession that would be named Home Economics (East 1980:28).

(c) Inductive reasoning: Cooking and Sewing

The application of science is essentially a deductive process, beginning from a known principle and searching for its application, starting from the general rule and finding specific examples. Induction, the opposite process, is basic to an influential third model for Home Economics.

This idea related to the education of women and girls for their role in the home and for womanhood. This developed into the notion where manual training originated in St Louis in 1880 at the Washington University, where a four-year curriculum in domestic economy was introduced (East 1980:29). The idea that manual training in cooking and sewing would develop inductive reasoning (problem-solving) was also inspired by educationists of the time, such as William James, John Dewey and Ralph Waldo Emerson. These men believed that hands-on experience would develop skills and would engender intellectual, moral traits and general basic insights to solve problems (East, 1980:14). The views of these men influenced the thinking at the Lake Placid Conferences on Home Economics and had far-reaching effects on the development of this profession.

(d) Education of women for womanhood: Homemaking

This idea can be associated with a religious tradition at the end of the 19<sup>th</sup> century (East 1980:19). At that time education of women was viewed in the Western World as education



for women's specific role in the home and the education of girls in preparation for womanhood.

Although ideas are often associated with certain people or groups, the development of an idea into some form of action is usually the result of many people's concerns. This was true of the Home Economics idea. Farsighted, altruistic, educated men and women in the late nineteenth century saw the value of applying knowledge, developed from new research activity, to the practical problems of everyday living. The idea had large numbers of supporters and was beginning to take on some aspects of a movement.

#### *2.8.4.2 The movement Home Economics*

The industrial revolution greatly changed society in the late 19<sup>th</sup> century and early 20<sup>th</sup> century. Families were moving to cities so that family members could work in factories. While the way people earned a living changed, there was also a significant change in domestic life. Families spent less time together, whilst men, women, and children joined the labour force.

Brown (1984:48) describes the early potential of Home Economics arising from the recognition in the late nineteenth century of the negative effects of existing social realities on the individual and the family. The plight of the individual in an increasingly industrialised and urbanised society, dominated by powerful economic forces that contributed to disintegration of both family and community, was recognised. Many early home economists agreed that education was needed to create a home life that would both enhance the development of the individual and contribute to a more democratic society. To provide such education was the original mission of Home Economics, which was reflected in the courses initiated at many colleges and universities.

A major societal concern was that the institution of home and family was deteriorating. This institution was seen as no longer providing the care, nurturance, and upbringing necessary for the well-being of society. Many believed that if the family failed, society would also fail. Since home and family no longer provided the kinds of skills and ethical

influences like it had done in the past, such instruction inevitably became the responsibility of the schools. The schools, however, did not seem to be able to remedy the situation.

Badir (1988:5) commented on the significance of the development of Home Economics at a time when equality between men and women and the emancipation of women were issues for discussion and debate. The idea that young women should be educated specifically for their future role in womanhood was a safe approach to the question of the education of women. It did not disturb, but rather strengthened, the status quo opposing the movement for the emancipation of women. It seems that traditionalism among both men and women was reinforced by focusing on a more traditional emancipation related to the education of women (Badir, 1988:5).

At the end of the 19<sup>th</sup> century the emphasis of the yet unnamed profession that became Home Economics was directed at the welfare of families on farms. Its practice was based on applying science to the details of the household. Paolucci (1980:17) states that Martha van Rensselaer launched a research programme in 1900 with the objective of determining from farm wives “Which problems in housekeeping shall we first take up”. More than two thousand persons responded. On the basis of the responses an attempt was made to provide help. This translated into a publication entitled “Saving Steps” that was warm in human interest, rich in understanding the social and physical context of living in a farming family, and practical in its suggestions for change. Mrs Richards is given the most credit for advancing household management and the education of women beyond a mere movement into the organisation as a profession.

Recognition of the changes brought by industrialisation, the advancement of scientific knowledge and the advocacy of women’s rights and improved social conditions, brought together a number of people with diverse interests to discuss an organisation for effective actions. Their common goal was to improve the quality of daily living.

#### *2.8.4.3 Organisation of the profession*

To start a profession is considered by many as the beginning of its history. In this case it led to the first meeting in 1899 at Lake Placid, New York, for interested people to discuss the

need and purpose for a new field of study in education that could help the home and family. This meeting, spearheaded by Ellen Richards, came to be known as the Lake Placid Conferences. Those who attended these meetings became convinced that understanding the basic needs of families could be acquired, and were excited by the possibilities of applying science towards improving everyday living. They felt that if people were to realise their potential, they needed physical and social settings that would help them to build, rebuild and nourish their physical, mental and emotional health. These settings would foster the development of values and systems of action that would give meaning to their lives. Out of the land-grant movement, the deliberations of the Lake Placid conferences, and the repercussions of the industrial revolution, a new field of knowledge emerged. For ten consecutive years people from various educational fields attended these conferences to discuss the establishment of a new field, which they named “Home Economics” (Vaines 1984: 137).

The way to understand the present and the future role of Home Economics is by examining specifically the proceedings of the original Lake Placid Conferences on Home Economics. A holistic and careful examination of how conference participants perceived the role of Home Economics, a then newly emerging field of study that would bridge the gap between home, family life and education. This may provide a better perspective of what the field was intended to accomplish, what it has accomplished today and what it might accomplish in the future.

At the first conference in 1899, an array of fields were represented, including sanitary science, hygiene, and domestic science. The purpose of the discipline was clarified as educational and its defined focus was to “deal with the economics and sociological study of the home and the problems of right living” (Vaines, 1984:138).

Home Economics was chosen as the preferable title for the discipline with the intent of considering it as a distinct part of the larger field of economics. In this way the discipline could find a logical place in a college or university curriculum, a position the conference members agreed would never be afforded to mere “household arts”. However, different terms were introduced for education in this field at different levels. The term Domestic

Economy was designated for teaching of younger pupils, Domestic Science in high schools where scientific methods might be applied and Home Economics for college and university courses. Thus at its inception there was a diverse approach to the naming of the discipline where it served a particular interest and/or group. Weigley (n.a: 85) summarises the definitions for the discipline Home Economics for each interest group as follows:

**Domestic Economy** could be taught to very young children. Its goal was to aid children in developing power over their social environment. Basic life skills such as proper dressing, table setting, and handwork were to be emphasised at this level.

The term **Domestic Sciences** was used to represent the teaching of related academic subjects to make secondary school life more real to students.

**Household Arts** was perceived differently from Domestic Science. This subject focused on hand skills and was to be in the same category as manual arts. It was not to be part of a college or university curriculum, but belonged in those technical schools that considered handwork in household arts part of training in efficiency.

**Euthenics** was a term used by Ellen Richards and accepted by conference participants to represent those parts of Home Economics taught in higher education. Euthenics was to consist of the practical application of well-known scientific and social laws to develop better living conditions.

Conference participants used these terms to conceptualise the purpose of Home Economics as a professional field of study. As an umbrella term for all these levels of study, Home Economics was believed to have great possibilities for improving society. Conference participants were concerned that Home Economics should be accorded the status given to other professional fields (Vaines, 1984:135).

At the second Lake Placid Conference in 1900, new voices emerged in counteracting traditional thinking on Home Economics and raising issues that affect the family in a rapidly changing society (Vaines, 1984:136).

Vaines (1984:137) states that a special third conference was held in 1901 and a major discussion was that of a Home Economics school syllabus. At that conference Chown in Vaines (1984:138) cited Chown that no one course in Home Economics could fit all

institutions of higher education. However, Home Economics at the level of higher education should incorporate three ideals of education. The first ideal was culture for culture's sake; the cultivation of logical thinking; the development of a passion for original research; and the clarification of scientific principles. The second ideal was the application of science as a preparation for a livelihood, while the third was utilitarianism. This was the basis on which Home Economics was introduced into universities.

The fourth conference in 1902 was a multi- purpose conference. The definition most widely used and quoted in the Home Economics literature was formulated at this conference. The definition is

“In its most comprehensive sense (as) the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand, with his nature as a social being, and is the study especially of the relation between these factors” (Lake Placid Conference, 1902 in Paolucci, 1980:18).

East (1980: 11) comments on the above definition as follows. “The entire statement is a resolution on courses of study for Home Economics in colleges and universities. It establishes the home and the family as the focus for study. It describes Home Economics as a philosophical study of relation in contrast to the empirical studies like economics, sociology, and chemistry, which concern themselves with events and phenomena. It recognises the application of scientific ideas but specifies that the committee on courses of study in colleges and universities who met at the fourth conference at Lake Placid, sees Home Economics as primarily a study of connections and relations between certain phases of man's nature”.

The definition were diagrammatically represented by East (1980:12) as follows:

HOME ECONOMICS IS:

A	<u>STUDY</u>	OF	<u>LAWS</u> ,	CONDITIONS,	PRINCIPLES	AND
	Analysis		Social contracts		Empirical data	Predictive or explanatory rules

IDEALS  
Goals, hopes and norms

CONCERNED WITH MAN'S IMMEDIATE PHYSICAL ENVIRONMENT

Water, air, food, clothes, shelter, etc.

AND HIS NATURE AS A SOCIAL BEING  
Predictability and potential      Person who lives with others, in families,  
in communities, in cities, in nations

AND ESPECIALLY OF THE RELATION BETWEEN THE TWO.  
Patterns of association, influences, cause-effect links.

This basic idea, the relation between the immediate physical environment and the nature of persons as social beings, was identified as the core of Home Economics. This clarification of the interaction between humans and the environment clustered around two central tasks. Paolucci (1980:20) lists these tasks as (1) clarifying problem areas and a mission in terms specific enough for professionals and the people they serve, yet sufficiently broad to remain dynamic and adaptive, (2) developing scientifically valid models of human ecosystems that will serve as a guide for alternative futures. In a critical analysis of the profession as it was at that time, Marjorie Brown and Beatrice Paolucci stated “The study of the focus on the well-being of individuals and families and their near environments should enable families to build and maintain systems of action that would lead to maturing in self-formation, and enlightened, cooperative participation in forming and critiquing social goals and the means for accomplishing them” (Brown & Paolucci 1979:29).

In a further analysis East (1980:22) identifies four parts in this definition, namely,

1. Laws, conditions, principles and ideals;
2. Man’s immediate physical environment
3. His nature as a social being; and
4. Especially the relation between these two

Part one indicates the level of abstraction at which the subject matter is studied. An attempt is made to find order and regularity, to examine empirical evidence and to identify ultimate goals. Part two, three and four indicate the scope of subject matter dealt with. ‘Immediate’ implies that there is a certain predictability and inevitability in the interaction process between men when this is studied. Emphasis is placed on the relation between man as a social being and his environment. Byrd (1970:413) feels that the very broad Lake Placid definition is difficult to implement while East (1980:23) states that certain aspects of this definition have been neglected, especially the study of the ideals and values concerned. This might be attributed to the comprehensiveness of the definition.

The fifth conference in 1903 was largely devoted to:

- Giving stimulus and inspiration to teachers;
- Training for teachers to teach normal classes;
- A discussion of handwork throughout the grades and high school; and the
- Relation of parents to teachers along the lines of higher education.

The key discussion at the sixth conference in 1904 was again the name of the discipline. The following was adopted; handwork in elementary school, Domestic Science in secondary school, Home Economics in normal and professional schools, Euthenics in colleges and university (Vaines 1984: 139).

Vaines (1984: 139) reports that conferences seven through ten (1905-1908) were largely devoted to further development and teacher training. The last suggestions at the tenth conference in 1908 at Lake Placid, were

- That a large national organisation be formed with a monthly or quarterly publication to keep members informed.
- That the field be expanded to cover all that pertains to the general welfare and environment of the home.
- That Home Economists co-operate in helping to develop mechanical devices to lighten housework; and
- Home Economists participate in eliminating the needless waste between producer and consumer.

Paolucci (1980:18) notes that at this time Home Economics was often segregated from the mainstream courses at universities. It served as an enclave for the “domestication of science,” a lower form of education for females for their ascribed roles in the world of household and children. Brown (1984:48) also notes that those who initially came to the early Lake Placid conferences were also concerned about the sociological problem of the family. This was prompted by the recognition of the effects of an industrial society on the family. It was stated that the subject matter of home economics was to be interdisciplinary, drawing upon philosophy including ethics, history, literature and the social and natural sciences.



Brown (1984:49) describes the conflict among the founders of Home Economics in terms of different views of how the profession should unfold. It is clear that there was not harmony among Lake Placid Conference participants regarding the view of human beings, family and society, the meaning of rationality, the ends to be served through educative activity in Home Economics, the view of knowledge for Home Economics or the organisation of the profession. At these conferences it was felt that there was a danger that the discipline would be submerged in the technicalities and mechanics of life. Jax (1985:24) reports that it was thought that Home Economics should emphasise philosophy and habits of life, and the development of the organism and personality, in order to make the fullest use of one's physical, social and ethical surroundings. It was believed that Home Economics should not teach how to do housework; in fact it was a field where knowledge and power gained in other subjects could be applied to practical ends. Home Economics was intended to enable people to make sound judgements about home and family. In doing so, the field could improve the conditions of society by improving knowledge of right living (Jax, 1985:24).

It is important to understand what occurred, because the dominant views and contradictions that made Home Economists victims of their own logic at the time, are still with us today. The dominant view at the ten conferences was that Home Economics would embrace technical education in the management of things and the value of relevant procedures, with a strong component of social engineering, in which families and the public were to be manipulated by technical-scientific experts. This meant that Home Economics would comprise the utilisation of all the resources of modern science to improve the home life (Brown, 1984:51).

Views dominating the Lake Placid Conferences were technicistic and they emphasised the *management of things* to promote the businesslike and efficient functioning of the home (Baldwin, 1991:44). According to Brown (1985:237-243) who studied the heritage of Home Economics, there were definite differences among participants regarding their perceptions of what the Home Economics movement should be. Furthermore, there was no clarity of philosophy, purpose and values (Brown, 1985:241-243; Baldwin, 1991:43,44).



#### 2.8.4.4 *Looking back: The profession in South Africa.*

The historical development of the field of Home Economics in the United States has affected the development of the profession in many countries. Smit (1975:35) reports that at the turn of the previous century the development of the field of Home Economics in South Africa was both political and socio-economic. Political, in that the origin of the field was established only to address the socio-economic situation of poor white families. This necessitated the establishment of the field Home Economics. It was also deemed necessary to educate white schoolgirls in Home Economics content, which would enable them to greatly contribute to the increase in the quality of life of the family. The need for extension workers and Home Economics teachers was instrumental in the establishment of Home Economics courses at colleges and universities.

In South Africa Home Economics developed due to the needs of society. The aim was to improve the situation of the family in society, with special emphasis on women. Families were finding it difficult to cope with the changes brought by the industrial revolution. Migration to the cities, unemployment due to a lack of skills, poverty and the disintegration of the family unit were of great concern to the authorities (Smit, 1975:35).

Smit (1975:35) states that the socio-economic growth in South Africa can be divided into three phases. In the first phase, which lasted until 1886, when South Africa was an agricultural country. During the second phase, 1886-1925, mining played a very important role. In the third phase, after 1925, the country developed into an agricultural-mining-technological nation. Families experienced great difficulty adjusting to the rapid changes caused by industrialisation. The technological developments led to unequal economic development. Confronted with droughts and a depression, rural families migrated to the cities, where they became part of the unschooled labour force. Poverty seemed to remove the barriers of race, and the poor black and white underclass were living in the same areas, experiencing the same problems, which was perceived as threatening to the superiority of the white race.

This led to one of the major problems in the history of South Africa: the “poor white” problem. It is ironic that the issue of poverty was not identified as a general problem in society but rather as one experienced by the white race only. Government agencies in South

Africa realised that a plan of action had to be initiated to improve the socio-economic status of the white population. Research on a plan of action to solve the problem led the Carnegie Commission in 1932 to investigate the poor white problem (Cooper, Nicholas, Seedat & Statman, 1990: 35).

Home Economics as a field of study in South Africa was further developed and supported as a result of the findings and recommendations of this investigation. The aim was to assist families experiencing problems in coping with and adapting to the changes in society due to technological developments. The funding by the Carnegie Commission involved the United States on a political level.

It is unfortunate, but a fact, that the choice and conceptualisation of the poor white problem had a political dimension to it (Cooper *et al.*, 1990:34). Specifically, the funding of the Carnegie report was used to justify racial oppression, as it made it possible for the government to spend the allocated resources based on racial classification, and not on need. The programs incorporated by the government resulted in the unequal educational and social development of black and white, and these results are still being experienced today. The paradigm that was adopted in South Africa was the same that prevailed in the USA at the time, in that science would be used to solve household problems. Home Economics would be used to educate girls in the role of mother and wife.

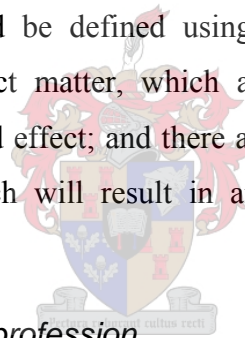
Therefore, it could be concluded that Home Economics was initially based on emotional dynamics generated by a universal vision of family well-being which gave momentum to the profession. In the late nineteenth century the negative effects of existing social realities on the individual in an increasingly industrialised and urbanised society, dominated by powerful economic forces that contributed to the disintegration of both family and community, were recognised. It was seen by many early home economists that education was needed to create a home life that would both enhance the development of the individual and contribute to a more democratic society. The inspired leaders of the Lake Placid Conferences made progress, but the profession could not achieve the success it had envisaged, owing to the absence of a common goal or aim. Although a mission was

formulated, there was no general theory development, conceptualisation of the discipline and guided action.

What then is our nemesis that since the inception of the profession, professionals in the field cannot answer the question of what Home Economics is. It is the view of the researcher, together with that of others as reflected in the literature, that the following factors can be proposed as being instrumental in our profession's inability to find a firm footing within society and to become a recognised profession in higher education.

### **2.8.5            *Factors influencing the development and sustainability of the profession***

East (1980:176) states that there had been many attempts to define and describe the profession, but that it could be defined using two characteristics, namely, there is a specifiable, structured subject matter, which attempts to find order and regularity, to explain and predict cause and effect; and there are characteristic methods of inquiry, ways of searching for truth, which will result in analysis, classification, conceptualisations, abstraction, and theorising.



#### **2.8.5.1            *Defining the profession***

##### **(a)    The old era of Home Economics**

To answer the question “What is Home Economics”, definitions are often offered. Within the last decade the name changed from Home Economics to Family and Consumer Science, Family Ecology and Consumer Science and Human Ecology. Home Economics have been defined in a number of ways. Five definitions were used over a period of time to define and name the profession.

Stage in Stage and Vincenti (1997:5) stated that Home Economics had a particular difficult time defining itself. As already mentioned and with regard to the first Lake Placid meeting in 1899, a primary order of business was the selection of a name. Household Arts, Domestic Economy, Domestic Science, Home Economics, each term indicated different

goals and different emphases, and each had its champions. After considerable debate, the name Home Economics was chosen and it was classified as a social science.

The first definition of Home Economics was formulated at the Lake Placid conference in 1902 and reads:

“ Home Economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man’s nature as a social being, and is the study specially of the relation between these two factors” (Paolucci, 1980:18). See page 73 for analysis of definition.

Simerly et al. (2000:75) stated that a historical analysis suggests that the selection of the name Home Economics, as well as the early focus of the profession on the home, greatly influenced the direction the profession would take during the first half of the previous century. From the time Home Economics was founded in 1909 until the end of 1950, it was perceived by many members of the profession as having a strong sense of unity and identity, despite the substantial diversity of its subject matter and the professional practice of its members. In reality the founders struggled to define the field, and this struggle is still continuing.

Brown (1985:34) characterised the period 1951-1982 as a search for identity of the profession. In 1959 the Committee on philosophy and objectives of Home Economics of the American Home Economics Association redefined Home Economics as follows:

“Home Economics is the field of knowledge and service primarily concerned with strengthening family life, through, educating the individual for family living, improving the services and goods used by families, conducting research to discover the changing needs of individuals and families and the means of satisfying these needs and furthering community, national and world conditions favourable to family living” (AHEA: 1974:4).

Creekmore (1968:95) defined Home Economics as “... the study of man as a total being, his near environment, and the interaction between them.” She believed that a definition should contain only the most abstract and basic ideas underlying the field, and that it should

be a conceptualisation of the elements that constitute the system and indicates the relationship between them. Because values, goals and purposes are closely linked with a culture and therefore subject to change and shift in emphasis, a body of knowledge cannot be built thereupon.

Redefining a field of study is the manifestation of extensive soul searching within a discipline. This occurred in the late seventies when Brown and Paolucci were tasked to redefine the field then still called Home Economics. The definition and mission agreed upon was that “Home Economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them” (Brown & Paolucci, 1979:23).

To fulfil this definition and mission the profession had to engage in the provision of services to families directly or indirectly. These services involve the solution of problems of families about what to do in the areas defined in the definition. This led to a reorientation of the discipline, from the traditional emphasis on technical/vocational skills and the use of science in solving family problems, towards a critical science approach where professionals will think, reflect and take action through the study of perennial practical family problems. The Brown and Paolucci definition was in concert with the evolution of the profession in focusing on the larger environment as well as the family unit. It gave credence to the specialised directions of higher education programmes preparing students for work in the near environment. Redefining of the profession acknowledged that as society evolves, so must the profession.

(b) The new era of Family Ecology and Consumer Science.

The trend towards downsizing and higher education budgets reductions began to affect higher education and training arena for Home Economics practitioners and researchers. These trends were reflected in some Home Economics departments through programme closures and mergers. Home Economics was particularly vulnerable and again it was time to take action in redefining the profession. In 1993 Home Economics in the USA took a

bold step to move the profession into the 21<sup>st</sup> century with a new name, namely Family and Consumer Sciences. It was defined as “ *an integrative approach concerned with enhancing the quality of life* by focusing on the *interrelationships* among *individuals, families and communities* and the multifaceted *environments* in which they function (Stage & Vincenti, 1997:306). By discussing the definition and terms in bold print as they pertain to the scope of the profession, its members can gain insight into their professional identities. Although Family and Consumer Sciences is not unique in studying individuals, families and communities, it is unique in its focus of pulling together into one eclectic and integrated whole all the information known about individuals and families within the context of their communities and their surrounding environments.

Integrative thinking involves an examination of the content and processes of supporting disciplines and the subject matter areas of the Family and Consumer Sciences. It can be suggested that specialisation without integration serves to weaken professional practice. Bubolz and Sontag (1988:5) state that for integration to be effective, it must take place on theoretical, organisational, professional and programmatic levels.

(c) A South African perspective on Family Ecology and Consumer Science.

Family Ecology and Consumer Science is a field of study and the scope of the subject matter in South Africa is defined by Boshoff (1997:1) as follows,” Family Ecology and Consumer Science is a multidisciplinary applied science concerned with the physical, psychological, social and material well-being of the individual, family and other groups through the use of knowledge to utilise resources and apply technology to satisfy needs and expectations with respect to certain aspects of foods, housing and clothing”.

This definition entails interrelationships among the basic and applied sciences and technology. Technology represents the tools, techniques and processes that are used to provide products and services that solve problems of survival or that improve human well-being. Knowledge and principles from the basic sciences are used or applied for this purpose. The tools/technology/skills make the application possible and present the vehicle for application of the theories that aim to solve the problems of everyday living.

The basic sciences, in which the applied science of Family Ecology and Consumer Science is grounded, are the natural sciences (such as chemistry, physics and physiology), the human sciences (such as psychology, sociology, social psychology and anthropology), and the economic sciences (such as economics, management, consumer behaviour and marketing). The focus of Family Ecology and Consumer Science in South Africa is seen as an applied science that focuses on human well-being from the individual to the family life cycle, via the assessment, understanding and application of knowledge and skills pertaining to selected aspects of foods, clothing and housing, as the individual, family, household and group interact in and with its micro, meso and macro environments. Well-being refers to the physical, material, social, psychological, aesthetic and cultural well-being of individuals, families, households and groups (Boshoff, 1997:1).

Indeed, a definition is only one aspect of the logical basis of a field of study that should be considered. The process of changing the name of the profession from Home Economics to Family and Consumer Sciences internationally and Family Ecology and Consumer Science in South Africa, was difficult, but was important for the continuing development and evolution of the profession. Brown (1984:54) states that a profession does not change its mission and definition whimsically, but seeks to interpret it more adequately.

#### *2.8.5.2 Paradigms that impact on the profession*

The profession is rooted in, but not limited to the past. Theorists and practitioners in the profession are continuously challenged to examine how well the existing view of the world is able to generate theory, practice and policies, by means of which individuals and families are to be empowered in times of profound change.

It is necessary to examine and present commentary on paradigms, theories, models and modes of enquiry, which have shaped the profession for the past century, and which will impact on practice well into the 21<sup>st</sup> century. It can be argued that the profession was and is in constant transition, undergoing changes on the various levels mentioned.

Vaines (1993: 29) describes a paradigm as basic tenets, beliefs, patterns, frameworks, maps and ideologies shared by members of a culture. In a professional culture, a paradigm often



goes unexamined and is invisible to those who practise the profession, because it is taken for granted. A paradigm includes unquestioned, even unconscious assumptions, which tend to shape the general approach and the subsequent choices of theories, models and modes of inquiry, possibly even the choice of problems to be investigated as well as the research techniques and strategies in carrying out such investigation (Deshpande, 1983:103). Paradigms reach different degrees of development and acceptance within a profession.

The underlying paradigms of the profession have been examined in various ways, however the profession has never formally sought a rational agreement on the paradigm. As a result, there is still some confusion remaining among professionals and the public as to the meaning and scope of the field.

(a) The analytical empirical science/technical paradigm

The profession can be viewed from the **scientific paradigm**, one that shared the dominant view at the Lake Placid conferences with the inception of the profession. Science was seen as the only valid knowledge, and facts are the only objects of knowing (Brown & Paolucci, 1979:34). Brown (1985: 279) stated that philosophy has no method different from that of science, for all procedures of investigation can be reduced to those of the scientific method. Science was seen at this time as serving the purpose of predicting phenomena for human application. At this time most of the professionals was trained from the scientific paradigm. They were, and often still are, taught to see relationships between individuals and family members as predictable, measurable and controllable. This paradigm is also known as the mechanistic, empirical, or positivistic paradigm. It is a very technical mode of practice, because it assumes that we are the experts who mould families as they respond to external stimuli. The paradigm approach is to tell people what to do so they could cope and get by. During the first 75 years of the profession, most of the curriculum was based on this technical approach (McGregor & Humble 1997). It assumes that informed, rational people would act on information to promote their self-interest. If they can be convinced, in a rational manner, of the merits of change, they will adopt it.



Vainess (1993:21) also described the scientific paradigm as the analytical empirical/technical paradigm. The technical paradigm is referred to in different ways. Technical rationality (Schon, 1983:24), egocentric (Vainess, 1990:7) and technical-instrumental (Brown and Paolucci, 1979:19) are labels, which identify this distinctive way of being-in-the-world. Vainess (1993:29) defines this as a Heideggerian phrase, which refers to the way human beings exist, act, or are involved in the world. People who hold this worldview perceive themselves and others as products of society. Society sets the rules and successes are gained through conformity and through competition with others who are also striving to succeed. Failure is perceived as inability to live up to the rules.

Vainess (1993:22) is of the opinion that for the profession that has evolved from the age of science, it is not surprising that the technical paradigm is emphasised in the practice of the profession. Professionals envision themselves as experts who dispense information to a receiver. From this view of professional practice, both the professional and those receiving the services become objects to be manipulated toward the achievement of preconceived goals. The kinds of social issues facing individuals and families presently exceed the capability of empirically derived formulations. Continuing to embrace this way of thinking about ourselves in a world that is competitive and exclusive to nature, will not be acceptable and is also contradictory to the mission of the profession. Brown and Paolucci (1979:43) evaluate this view as follows; if the profession is concerned with helping in the solution of human problems, analytical-empirical science is inadequate. While it provides knowledge of means to ends, this dimension or part of practical reasoning is only one of several. It does not help in the conscious formulation of concrete goals defensible as valued ends. It provides no theoretical knowledge useful in understanding the context of a practical problem. Nor does it help in the judgment of alternative means available.

#### (b) The interpretative science paradigm

If the analytical-empirical view has been found to be inadequate, how does the interpretative role of science meet the ends of the field? Brown and Paolucci (1979:45) suggest that were the profession an interpretative science, it would seek to analyse its concepts and to draw from the analysis of concepts made by others. In essence the profession would solve practical problems by gaining an in-depth understanding of the

human condition and the solution of practical problems would emphasise the perspective of the person who confronts the problem. The view would only give a descriptive perspective of the realities of human activity. However, a framework for evaluating those activities or developing helping strategies to change unrewarding behaviour is not provided. This means that the professional will be able to provide guidance in understanding the nature of the practical problem, that is the theory, but does not provide the means, that is the practice, for developing strategies to solve the problems. This still leaves a gap between scientific inquiry and action to improve the nature of everyday life.

(c) The critical science paradigm

This perspective recognises the importance of humankind's ability to analyse practical concerns and utilise science as a tool rather than a master. Brown and Paolucci (1979: 46) are of the opinion that critical science has a practical concern of improving human existence by enabling humankind to determine, consciously and actively, its own way of life. This would have the consequence that professionals would have a broad interpretation of knowledge, which acknowledges the role of science in practical life, with the capacity to interpret science. This means that the professional within this perspective would be able to critique existing conceptualisations of the problem within the realm of the profession.

(d) The organismic paradigm

A paradigm from which the profession can be viewed is that of the organismic paradigm. Many professions practise from the scientific paradigm, while others were taught and embrace the organismic paradigm, which perceives relationships between individuals and family members as developmental towards a final goal (Baldwin, 1991:45; Istre & Self, 1990:6). The organismic paradigm can be seen as replacing, since the mid-1970s, the scientific paradigm and claiming that families are perceived as active agents or organisms in control of themselves and active participants in the construction of their micro-macro environments (Key & Firebaugh, 1989:15). The organismic paradigm assumes that people are living organisms who do not respond to stimuli from their environment, as is assumed by the scientific paradigm; instead, they gain intelligence as they shape relationships between themselves and their environments and the resources exchanged in this transactional exchange process. The scientific paradigm views family members as passive

objects who respond to stimuli and hence can be moulded by others using appropriate data and skills. While the data is what is important from a scientific perspective, those embracing the organismic paradigm are more concerned with the description of or inferences about data. This approach to practice and research entails concern for the evolution of the development of people towards ultimate goals, as they remain active participants in constructing their own environment rather than having it constructed for them. The developmental perspective is an inherent part of the organismic paradigm (Istre & Self, 1990:7). It assumes that families, as active, living organisms, progress through predictable stages of life, learning new tasks at each stage towards goal directed behaviour. This paradigm accounts for changes in the family system and for changes in patterns of interaction over time. Three basic constructs of this paradigm include sequential life cycle stages, task development at each stage, and relationship changes as family members interact with each other at each stage. It assumes that growth responsibilities and tasks arise at each stage and that successful achievement of the task as presented leads to success at later stages as well as happiness, and vice versa. Each stage is a distinct period with certain events triggering transitions to the next stage, or a different stage. For a family unit to continue to grow and be a stable system, it must satisfy, at each stage, biological requirements, cultural imperatives and personal aspirations and values of individual departmental members. From an organismic perspective, we assume that families can set their own path, and we help them achieve this by working with them. However, while it is agreed that families demonstrate initiative and are goal directed, this developmental (predictable life cycle) and organismic (organism in an environment) view of the world does not allow for an explicit appreciation of a reciprocal (two-way) relationship between families and their environments as they procure and manage resources. There is no accounting for sustainability or for restoring resources (Engberg, 1993:11, Istre & Self, 1990: 6), nor is there necessarily critique of the conditions generating problems, the process leading to solutions or the final solution (McGregor, 1997:28).

(e) The contextual paradigm

There is now a call for a shift towards a paradigm, one which builds on parts of the scientific and organismic paradigms and also suggests logical extensions for professional practice. This new direction has become evident in the literature during the last 10-20 years

and goes by a variety of labels according to the particular visionary. The contextual paradigm assumes that family growth and development occur within the context of changing environments and to a changing individual due to life events. Badir (1991) Baldwin (1991), Engberg (1993), Istre and Self (1990) are vocal proponents of this new approach to practice, claiming that it augments the scientific and organismic paradigms through which the world is currently viewed. This paradigm assumes that there can be perceived relationships between individuals, families and their environments as never-ending and happening in context rather than being predictable and developmental. Istre and Self (1990:7) contend, "conceptualism reflects the importance of the socio-historical milieu and life events" and that "the contextual paradigm is ideally suited for the profession. It recognises the multidimensionality of human functioning and the importance of studying all of its aspects. Simple mechanistic paradigms will no longer suffice for the complex problems facing families today (Istre & Self, 1990:8).

This perspective assumes that people can change their norms and develop new patterns, and that clarification and reconstruction of values is pivotal to change. If we are to change conditions which affect the daily life of families, we must alter normative structures and institutional roles and relationships, and make changes in personal habits and values. Effecting change entails a collaborative relationship between change agent and client regarding the establishment of problem solving infrastructures and processes. This paradigm assumes that persons must participate in their own re-education towards self-awareness, self-understanding and self-control. Change involves the client as well as his/her kinship and friendship networks that may also have to be re-educated. The focus is on creativity and critical reflection as requisites to coping with, adapting to and affecting change (McGregor, 1997: 25).

(f) The no choice paradigm

The profession could also take another option open to humans: to do nothing, as taking no action is a form of choosing. The profession has a mission statement, which is grounded in cooperative values related to family as an environment and the family in the near environment. The field has been reluctant to probe the deep meaning of this mission statement. To develop a theory and communicate the field's paradigm requires concerted

scholarly activity and few professionals engage in this process of theory development. It requires translation and incorporation of the significant historical and contemporary literature to find the meaning of professional service as well as extensive dialogue among members of the professional community. The profession has struggled with many issues related to its nature, but commitment to making theoretical choices as a profession did not take place. Professionals in the field practise according to paradigms supported by their specialisations to interpret the profession. These choices can and had serious consequences for the profession, notably through the contradictions between the actions of its practitioners and the declarations of its mission statement (McGregor, 1997: 28).

### 2.8.5.3 *Knowledge organisation of the profession*

There is a growing trend to create linkages between disciplines as academic professionals in higher education attempt to solve complex problems and situations. The profession has always advocated multidisciplinary and, rhetorically, interdisciplinary approaches as ways to solve problems that have occurred over time. There is a knowledge organisation approach emerging that merits the consideration of the profession, the new trend of transdisciplinary research and practice. At the core of this trend is the growing need for new kinds of knowledge, aside from that generated within one discipline or in temporary alliances among disciplines? The profession moving into the 21<sup>st</sup> century needs to move beyond the fragmented specialisations, because family and community problems are far too complex for one specialised point of view.

#### (a) Monodisciplinary

This approach to knowledge means that only one discipline is brought to bear to solve a shared problem. It may be that just one branch within this one discipline is drawn upon. People working in one discipline (for example law, economics, sociology) study the same research objects, share the same paradigm, use common methodologies, and speak the “same” language and lingo (Regeer, 2002:1). Although single disciplinary work has its place, it is limiting when trying to solve complex societal problems, because only one view is brought to bear on the dynamics inherent in complexity.

#### (b) Multidisciplinary

Multidisciplinary knowledge takes the profession beyond just one discipline involved in the societal problem-solving process into the sphere of several disciplines. From this stance, a root discipline (for example economics) may turn to several other disciplines to help it solve a problem. Although many perspectives are shared, the intent is to serve the root discipline that initiated the collaboration. Once the work is done, all the participants of the various disciplines go back to their respective places (Nicolescu, 1997:3). If disciplines simply mingle to solve problems, while each discipline maintains its distinctiveness, multidisciplinary is at play. Even though the boundaries come down so information can flow between the disciplines, when an answer has been found that serves the needs of the root discipline, the walls come back up.

### (c) Interdisciplinary

A multidisciplinary approach juxtaposes specialists by sitting them down beside each other at the table; the interdisciplinary approach coordinates their expertise (Lattanzi, 1998:5). Inter means between, so interdisciplinary means interaction between two or more disciplines. Nicolescu (1997:1) clarifies that, while multidisciplinary refers to work that remains grounded in the framework of one discipline, interdisciplinary concerns the transfer of methods from one discipline to another either for new applications, new analyses, or the generation of entire new disciplines.

The profession was first established as an interdisciplinary field, although the term “interdisciplinary” was not used at that time. The profession developed around the turn of the previous century out of a concern with how the tremendous cultural and economic changes in our society were affecting family life in the home. This concern brought together chemists, psychologists, sociologists, and educators from different types of institutions. It involved integrating several disciplines to create a unified outcome or perspective that is sustained and substantial enough to create an entire new profession.

Brown (1984:49) has pointed out, the Lake Placid participants did not all agree on the interdisciplinary approach, but the profession has continued to exist as an interdisciplinary field. The profession draws knowledge from the sciences, arts, and humanities to focus on concerns of individuals and families, not only in the home but also in the larger

environment. In 1909 and even in 2005 it has not been easy to develop as a primarily female, interdisciplinary professional field in a science-dominated, masculine-oriented society (Vincenti, 1990:184). The struggle for legitimacy, as well as changes in academia itself, seems to have influenced the trend for practitioners in their specialisations to look outward toward their related disciplines rather than to focus on their original reason for being created.

When solving problems with the interdisciplinary approach, the role players involved offer parallel analyses for parts of a problem. In this process we would move from sharing different analyses or creating new applications to creating a space for shared dialogue, leading to a joint analysis using new approaches that could not have existed without the crisscrossing of ideas to weave together a new web of knowledge (McGregor, 2004:2). Society will be at a disadvantage if only the interdisciplinary approach is used, because as practitioners we are not able to deal with the profound complexity of current problems such as poverty, unsustainability, exploitation and oppression, corporate led globalisation, capitalism and free market ideology. The profession needs another approach that challenges us to push the boundaries of thinking and knowledge even further.

#### (d) Transdisciplinary

A new synergy emerges from the transfer of knowledge between disciplines, namely transdisciplinary knowledge production. One definition for transdisciplinarity is that it is a specific form of interdisciplinarity in which boundaries between and beyond disciplines are transcended and knowledge and perspectives from different scientific disciplines as well as non-scientific sources are integrated (Nicolescu, 1997:1).

However, as transdisciplinarity originates from the increasing demand for relevance and applicability of academic research to the challenges of the complex society, some prefer to center the definition around societal challenges rather than on academic research.

A different definition for transdisciplinarity is that it is a new form of learning and problem solving, involving co-operation among different parts of society including academia, in order to meet complex challenges of society. Solutions are devised in collaboration with



multiple stakeholders. Through mutual learning, the knowledge of all participants is enhanced (McGregor, 2004:2).

The intention is not to understand the world as transdisciplinary, but to solve a complex problem in that world. From a transdisciplinary approach, there is a sharing of approaches and assumptions, in dialogue, in order to weave together a new approach to complex social issues (Lattanzi, 1998:3).

#### 2.8.5.4 *Theories of the profession*

Theories are attempts to explain reality, based on the assumptions of a paradigm and knowledge. One of the key problems within the profession is the lack of an overarching theory and theoretical framework that guides the profession. The goal of theory in the opinion of the researcher is to frame questions that are relevant from a unique perspective in the ecology of ideas. Theorising about the profession is necessary in order to explain to people inside as well as outside the field what makes the profession different from other disciplines and professions. McCullers (1988:20) states that theories are usually developed to explain the phenomena that comprise the content interest of the discipline, rather than the discipline itself. The goal of developing a common theoretical base for the profession and of enhancing communication and linkage between the subject matter areas through a common conceptual framework appear to be related to the goal of greater integration and unification of the field. Theory building in the profession will be an attempt to integrate the diverse subject matter areas and research findings at the synthesis level. Ecological systems theory and empowerment theory are common theories used by members in the profession.

##### (a) **Ecological systems theory**

Systems theory is an approach, which can be used to picture and better understand the parts of a whole and the relationship between these defined sets of interdependent parts, which make up the whole. These defined sets of interdependent parts work together towards a common purpose so that the parts can be labeled, their boundaries defined, and their functions specified.



Systems theory provides the profession with several different ways to facilitate the task of theory building. There is a natural affinity between systems theory and the profession. From its inception it was committed to integrating knowledge from diverse disciplines and bringing the knowledge to bear upon the improvement of individual and family life.

Bronfenbrenner's (1979:4) theory defines systems theory as a complex "layers" of environment, each having an effect on an individual's development. This theory is concerned with individual development within the context of the system of relationships that form their environment. The contexts are the cultural beliefs, values, and attitudes surrounding modern individual and family (the macro-system), the institutions of society (the exo-system), the community versions of these institutions (the meso-system) and the actual systems in which the individual interacts, such as the family, school, or peer group (the micro-system). This theory carefully delineates the contexts for the development, and the extensive discussion of the implications of interrelationships among these contexts.

Ray (1988:9) is of the opinion that this theory is inadequate because of its focus on the individual. The family is lumped together with all other micro-systems as a context for human development, and the special status of the family is lost.

(b) **Empowerment theory.**

Empowerment is a construct shared by many disciplines: community development, psychology, education, economics, and studies of social movements and organisations, among others. How empowerment is understood varies among these disciplines. In recent empowerment literature, the meaning of the term empowerment is often assumed rather than explained or defined. Rappoport (1984:2) has noted that it is easy to define empowerment by its absence, but difficult to define in action as it takes on different forms in different people and contexts. Even defining the concept is subject to debate. Zimmerman (1984:168) has stated that asserting a single definition of empowerment may make attempts to achieve it formulaic or prescription-like, contradicting the very concept of empowerment.

As a general definition, however, empowerment can be defined as a multidimensional social process that helps people gain control over their own lives. It is a process that fosters power, the capacity to implement, in people, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.

Three components of the definition are basic to any understanding of empowerment. Empowerment is multidimensional, social, and a process. It is multi-dimensional in that it occurs within sociological, psychological, economic and other dimensions. Empowerment occurs at various levels, in the individual, group and community. Empowerment, by definition, is a social process, since it occurs in relation to others. Empowerment is a process that is similar to a path or journey, one that develops as we work through it. Other aspects of empowerment may vary according to the specific context and people involved, but these remain constant. In addition, one important implication of this definition of empowerment is that the individual and community are fundamentally connected (Page & Czuba, 1999:1).

At the core of the concept of empowerment is the idea of power. The possibility of empowerment depends on two things. First, empowerment requires that power can change. If power cannot change that which is inherent in positions or people, then empowerment is not possible, nor is empowerment conceivable in any meaningful way. In other words, if power can change, then empowerment is possible. Second, the concept of empowerment depends upon the idea that power can expand (Page & Czuba, 1999:1).

What is meant by power? Power is often related to our ability to make others do what we want, regardless of their own wishes or interests (Fox, 1989: 612). Traditional social science emphasises power as influence and control, often, treating power as a commodity or structure divorced from human action (Lips, 1991). Conceived in this way, power can be viewed as unchanging or unchangeable. Power does not exist in isolation, nor is it inherent in individuals. By implication, since power is created in relationships, power and power relationships can change. Empowerment as a process of change, then, becomes a meaningful concept.

From the profession's point of view, scholars in the profession have explored this theory in a limited degree. This theory describes the world as a network of interrelated living systems. People therefore envision themselves as self-forming persons within an active community (Brown & Paolucci, 1979:23). Such a theory leads people to work together for the common good of all, because participation means that persons become part of something larger than themselves. Vaines, (1993:23) states that when empowerment power is shared, leadership is inclusive in nature by bringing people together to struggle with important community concerns. Change, from this perspective, is a process of transforming ourselves in the community (Vaines, 1993:23).

The long-term consequence of living an empowerment theory is that both professionals and those they serve become grounded in hope. Problems of daily life are viewed as aspects of whole systems, and they are addressed as ongoing processes.

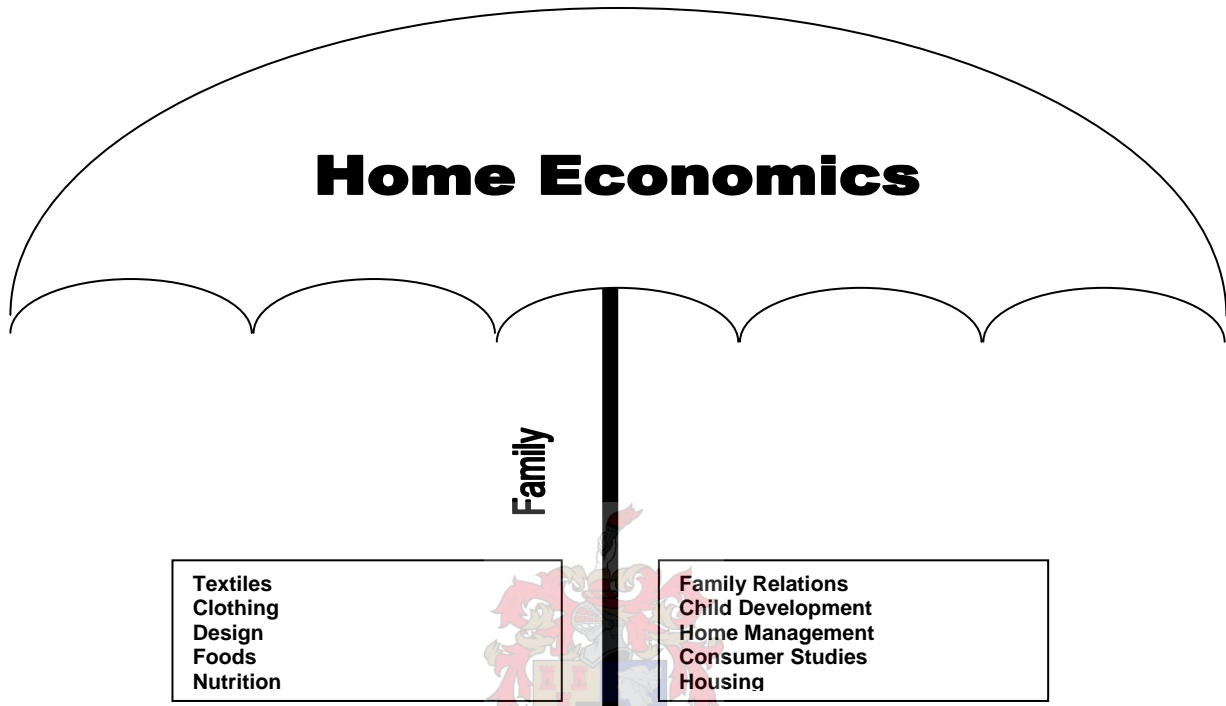
In summary, the profession needs consensus on a theory, which is coherent, consistent and communicable for application to its critical concerns.

#### *2.8.5.5 Models to conceptualise the profession*

Models are actual diagrams of the theoretical concepts and the relationships between them as suggested by the theory. A conceptual framework is a guide, which defines the boundaries, content, processes, and objectives of a field of study. Various conceptual models have been developed in order to help members of the profession to understand the profession (Darling, 1995:357). When examined historically, these models indicate a progression in the complexity of specialisations, and facilitate the assimilation of the current diversity and interrelationships among the various content areas within Home Economics, as it was conceptualised to Family and Consumer Sciences internationally, and to Family Ecology and Consumer Science in South Africa

#### (a) Classic models: Umbrella and wheel model

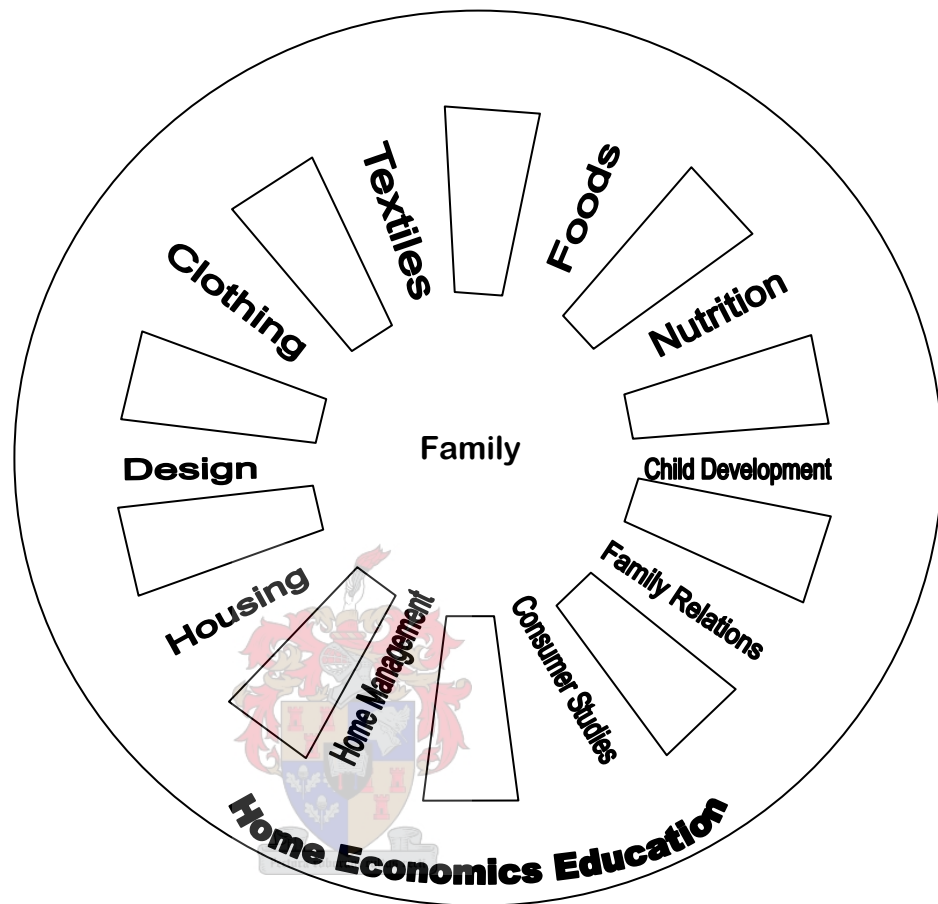
One of the early models was known as the '*umbrella model*'. This model Figure 2.3 portrayed Home Economics, as a broad-based profession that encompassed various sub-specialities while the core of the model was the family.



**FIGURE 2.3: UMBRELLA MODEL OF HOME ECONOMICS**  
**SOURCE: (DARLING, 1995:370)**

The '*wheel model*' illustrated in Figure 2.4 has a similar level of complexity and was also used to portray Home Economics. The centre of the wheel represented strengthening family life, the main mission of the profession, whereas the spokes symbolised various areas of study within Home Economics as portrayed by Home Economics education.

Both models have the family at the centre and the supporting subject areas supporting plays an integral part in communication about and within the profession. This played an important unifying role among the students from other areas doing Home Economics. Although these conceptualisations were not particularly sophisticated, they did portray the interdependent and allied nature of the varied areas of the profession.



**FIGURE 2.4: WHEEL MODEL OF HOME ECONOMICS**  
**SOURCE: (DARLING, 1995:371)**

(b) Interdisciplinary model

The increased need for in-depth knowledge has resulted in further specialisation within the areas of Home Economics that has led to the fragmentation of the profession. Consequently, Home Economists from several areas of the profession aligned themselves more closely with related disciplines, such as interior design with art; fashion merchandising with business; food and nutrition with chemistry and biology; and family and child development with sociology and psychology. Although these associations added

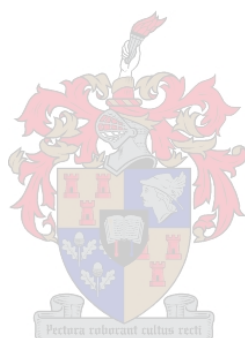
some dimensions of strength, they also contributed to diversity and a weakening of the internal bonds within the profession. Thus, fewer individuals understood the integrative nature of the profession and its purpose of strengthening family life.

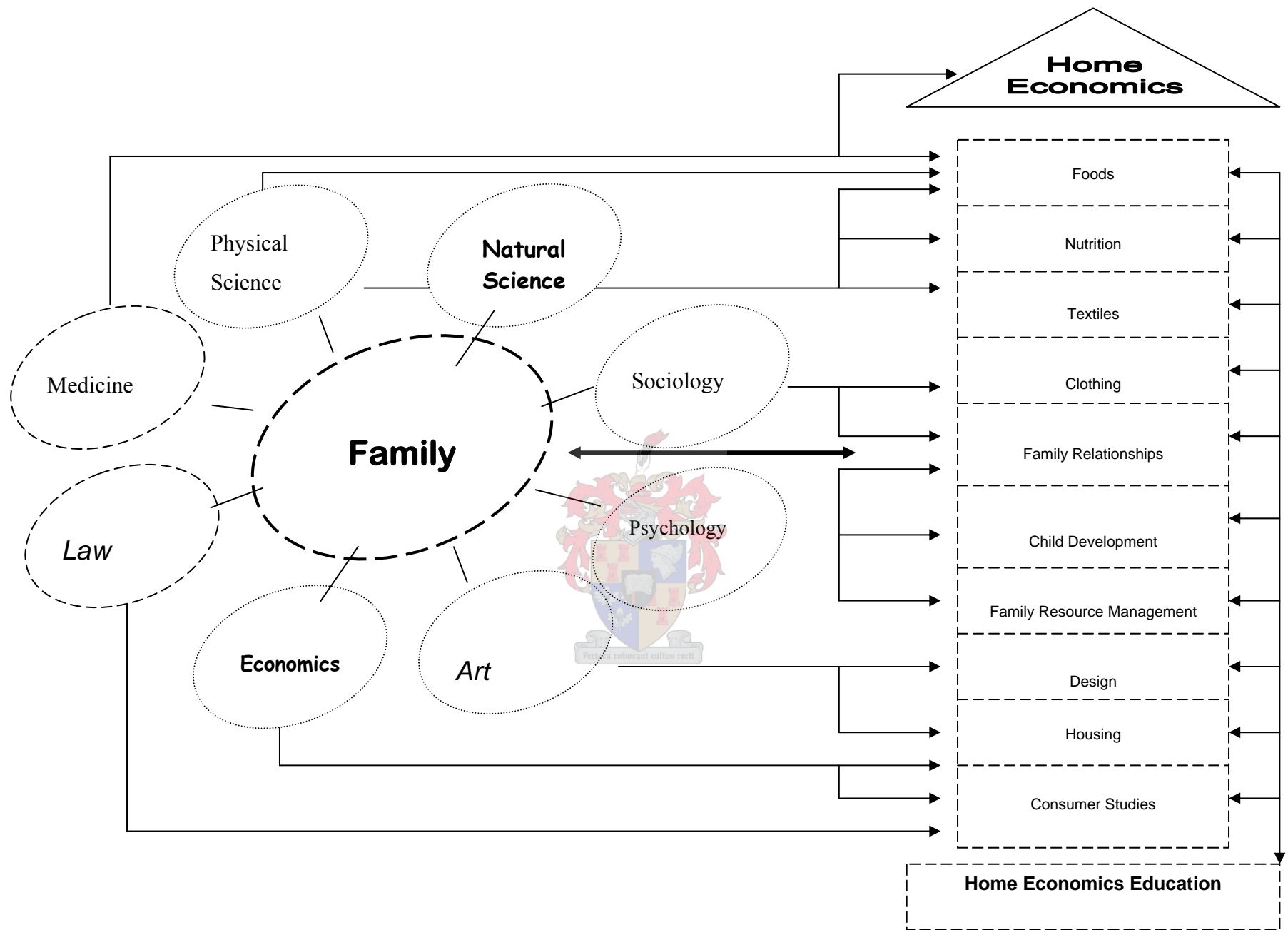
The incorporation of an interdisciplinary approach suggested the need to understand the differences between disciplines and professions. A discipline has a body of knowledge and seeks to discover new knowledge from within its somewhat rigid borders; whereas a profession not only has a body of knowledge, but also seeks to serve people. With its open boundaries, a profession assimilates and utilises information from both internal and external sources in order to pursue explanations of socially relevant questions that may or may not be capable of solution. Hence, as a profession, Home Economics integrates knowledge from its various internal components, as well as from other disciplines, for the purpose of examining issues of concern to individuals, families and communities (Darling, 1995: 371).

Within this model depicted in Figure 2.5, the profession of Home Economics comprises several areas that have separate identities and few interrelationships. As previously indicated, Home Economics education is viewed as a foundation to the profession. The broken lines surrounding the areas of Home Economics indicate that information can be transferred among them. Some of the professions (for example medicine and law) and disciplines also have broken lines for their boundaries. However, as previously indicated, the character of the broken lines has been portrayed differently for disciplines and professions based on the openness of their boundaries. Whereas the boundaries within Home Economics are open to receive input from families and other disciplines, the boundaries of other disciplines are more closed. Home Economics received input from other disciplines, but reciprocity was minimal, resulting in a higher proportion of one-way information transfers to Home Economics (Darling, 1995: 372).

Linkages also existed between some of the disciplines, but Home Economics was the only profession that had the family as a major focus, as indicated by the bold line between Home Economics and the family. Home Economics sought to serve families by examining the personal and social issues they were encountering. On the other hand the interdisciplinary perspective often shares only those ideas, concepts and resources that will not threaten the

integrity of each area. Consequently, true integration of the multidimensional areas of Home Economics has been thwarted by this approach (Darling, 1995: 372).





**FIGURE 2.5: INTERDISCIPLINARY MODEL OF HOME ECONOMICS**



### (c) Integrative Models: Ecological and developmental

In contrast to the classic, interdisciplinary models, an integrative conceptualisation of the profession has a long history, has been evolving for several years and is receiving increasing interest (Bubolz & Sontag, 1988: 4). The first integrative approach, as suggested by the new focus of the profession in the United States of America, is based upon an ecological framework as illustrated by Fig 2.6 for studying issues pertaining to the relationships among individuals, families and communities and the environments in which they function. The essence of this new model is to empower individuals, strengthen families and enable communities (Staff, 1994:1). An ecological perspective is contextual and focuses on reciprocal relationships among and between people and their environments, the development of human potential and the formation of social goals (Bailey, Firebaugh, Haley & Nickols, 1993:6).

This framework has received considerable attention from a number of disciplines and professions beyond Home Economics, such as various Social Sciences and the Arts. Whereas this approach may have somewhat different meanings to different people, it emphasises the intricate relationships of humans within their relevant contextual environments, while paying attention to wholeness and integration as the unifying concepts (Bailey *et al.*, 1993:6).

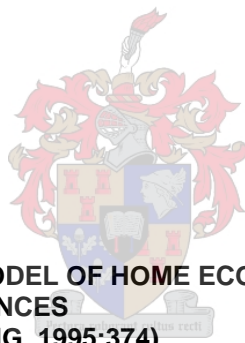
Since emphasis is placed on the individual, family and community who are the focus within the physical environment, the ecological-systems approach is a model that can describe the profession. This model embraces all relevant influences in the micro, meso and macro environments that affect human beings, while empowerment operates on several levels, especially the economic, psychological and social levels.

Some professionals within some specialisations consider the family as their core, whereas others perceive their main interest as the individual or community or any combination of the three. Hence an 'integrative model of Family Ecology and Consumer Science' was formulated to view the profession from a holistic perspective with individuals, families and communities comprising the central focus (Stage & Vincenti 1997:8)(see Fig. 2.6).

Rather than regarding the areas of Family Ecology and Consumer Science as a collective of elements with little interaction, an integrative perspective comprises three interrelated environments encompassing individuals, families and communities: (i) biological (the environment as comprised by nature), (ii) social-psychological (the environment as comprised by individual thoughts and emotions, as well as interacting persons) and (iii) physical (the environment as altered or created by human beings). As indicated previously in the Interdisciplinary Model, certain disciplines have been typically associated with specific areas of specialisation within Home Economics/Family Ecology and Consumer Science (Stage & Vincenti, 1997: 9).

An interface between the biological and social-psychological environments might involve an examination of nutritional needs of developing children, or an interface between the social-psychological and physical environments might include consumer issues related to clothing, textiles or housing. Similarly, an interface between the biological and physical environments might focus on the role of aesthetics in the presentation of food. Therefore, a specialisation in any one of the component areas of Family Ecology and Consumer Science has varying degrees of independence with one or more of the other components.

While there is still a diversity of professional labels, the evolution of this integrative conceptualisation has facilitated the communication to others of what Family Ecology and Consumer Science is, rather than what it is not. As seen from the integrative model increasing emphasis on specialisation within the field leads to diminishing appreciation for an understanding of its integrative nature.



**FIGURE 2.6: INTEGRATIVE MODEL OF HOME ECONOMICS/FAMILY ECOLOGY AND CONSUMER SCIENCES**  
**SOURCE: (DARLING, 1995:374)**

The second integrative approach as depicted in Figure 2.7 was proposed by MacCleave-Frazier and Murray (1984:71) as a series of screens that was represented as developmental, for it illustrated historic relationships as well as current content and process areas of the profession. Attention to historic relationships is critical if coherency is to be maintained in professional endeavour over time. As stated by Brown (1983:57) to chart a course from where we are, we have to comprehend where we are, unless we wish to increase the possibility of going in circles.

Despite the linear arrangement of these screens, in operations the process would be non-linear and dynamic. An optimal quality of life cannot be achieved for all time, but must be continuously redefined by individuals and families.

The first screen represents global issues, which impact on all people in the world, although the exact impact differs by location and personal situation. There are at least seven issues that are seen as global, namely agriculture/food, environment, population, economy, energy, technology and governance (Murray in Williams, West and Murray, 1990:14). However, an important part of the reconceptualisation process will be determining the importance and impact of the global issues noted above on the status and well being of families.

The second screen represents perspectives from supporting disciplines, because the profession has always utilised knowledge from supporting disciplines, and applied this knowledge to areas of concern. The disciplines included are representative of a body of knowledge and options for research methodologies, which might be of value in the field. It will be important to define what knowledge to include and consider when applied to family situations. The intention is not simply to borrow from any or all disciplines, but to establish how the appropriateness of the content should be evaluated and transformed to address the unique concerns and perspectives of the profession (MacCleave-Frazier and Murray 1984:69).

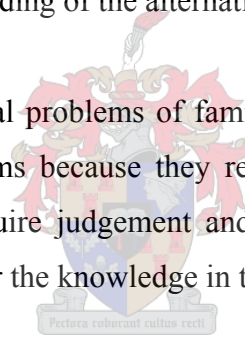
Screen three of the conceptual framework represents knowledge from the profession's subject matter areas. More important than considering each area in isolation is the need to integrate knowledge from several areas and to focus it on the condition of individuals and families. Vincenti (1986:3) identifies the purpose of integrative thinking as follows: it is to understand a concept by studying relationships, connections and meanings from relevant disciplines. In our profession its ultimate purpose would be to take action, or to help by taking action that is both rationally and morally justifiable in solving a problem or improving a condition related to family, home, or personal living.

Screen four of the model represents the integrating perspectives of the profession. These unifying perspectives represent an attempt to overcome lack of continuity and the hit-and-miss relationship in subject matter content among the various levels within an academic programme. MacCleave-Frazier and Murray (1984:71) comment that despite this attempt to

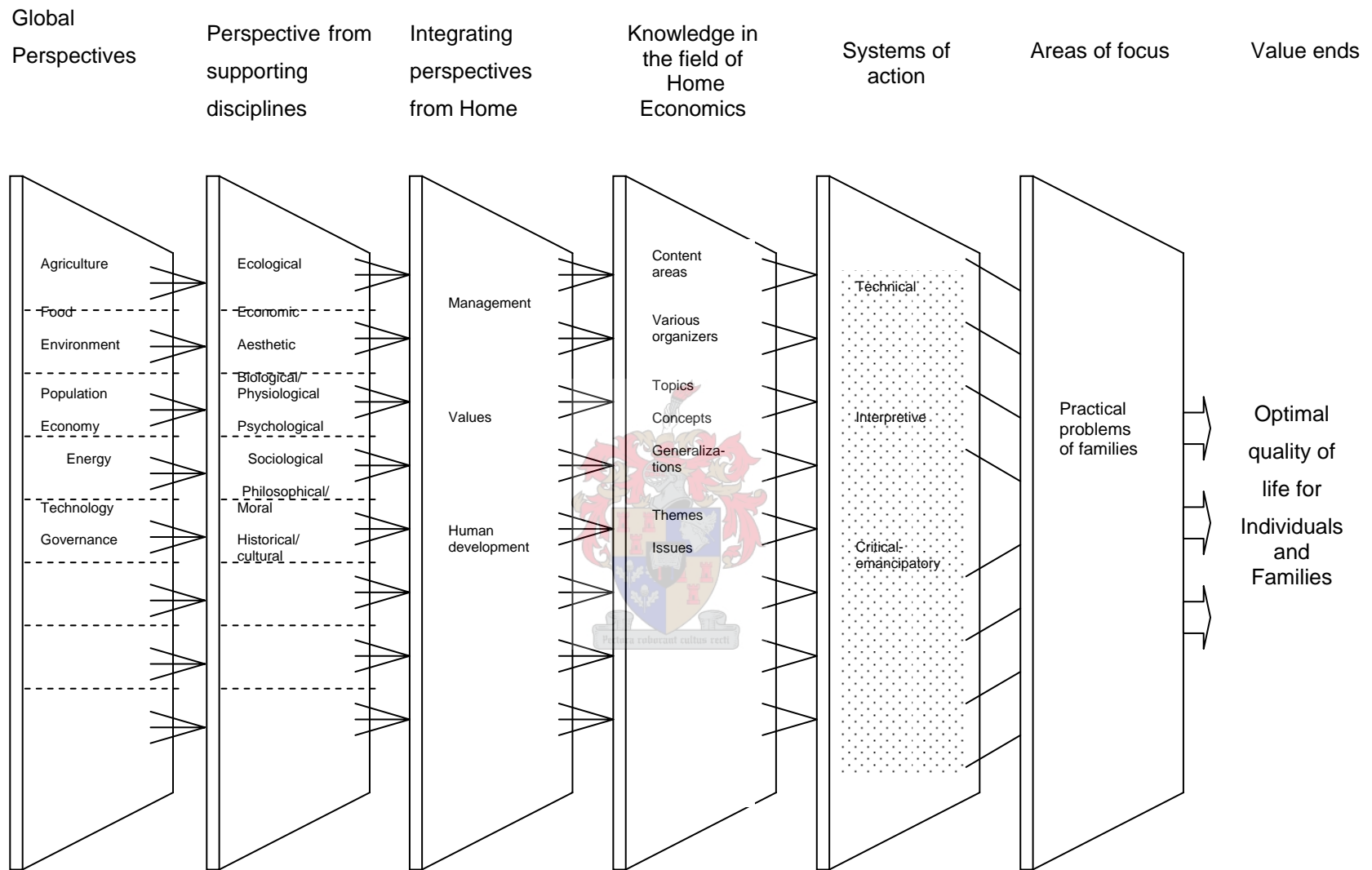
ensure relevancy and professional congruency among content and process areas, problems still occurred. Approaches to these integrating perspectives have become increasingly technical in orientation. This overemphasis on the accumulation of technical information has, at times, caused the profession to lose sight of its mission. As a result, the subject matter areas of the profession have often failed to reflect a primary concern for families or the realisation of their position in society.

Screen five represents the three systems of action identified by Brown and Paolucci (1979) as appropriate for addressing human problems. There are a number of ways to think about and know about issues facing human beings in their daily lives. Brown and Paolucci, using the work of Habermas, identified these as the technical or purposive-rational, the interpretative or communicative and the critical emancipatory systems of action. The three systems of action are interdependent. One cannot think critically about anything without basic knowledge or understanding of the alternative meanings surrounding it.

Screen six identifies perennial problems of families as the focus of the profession. These are seen as practical problems because they require more than cursory attention, are of significant concern, and require judgement and action. These practical problems would ensure a focus or direction for the knowledge in the field.



The framework described does not invent new dimensions of the profession. Instead, it synthesises various aspects and indicates relationships among approaches to the profession.



**FIGURE 2.7 INTEGRATIVE MODEL OF MACCLEAVE-FRAZIER AND MURRAY (1984:71)**

## **2.8.6 The profession in higher education**

Members qualify into the profession through completion of a recognised university qualification. The way in which the profession has been organised in higher education has had an impact on all its aspects. It can be noted that there are three different major concepts of the profession prevalent in higher education, namely the profession as a single field, a collection of specialisations and a unified field.

### **2.8.6.1 The profession as a single field**

At the inception of the profession in higher education in 1909, the profession was perceived as a single field and departments planned their curriculum as a series of courses, which was compulsory for all students. As conceived by the early founders of the profession, this conception reflected the belief that members of the profession should have the same knowledge and life-skill orientation appropriate for the profession. The student was prepared for a traditional role as teacher and extension worker. It was assumed that most students were women and that ultimately they would retire to homemaking. This view of Home Economics was usually found in units of higher education where a broad general programme was offered (Kieran et al., 1982:12).

### **2.8.6.2 The profession as a collection of specialisations**

This was perhaps the most common organisation of Home Economics. Horn (1981:19) stated that this phenomenon of programme specialisation was the cause of what seemed to a natural progression of what society demanded. In response to this, many departments in higher education organised themselves in such a way so that an undergraduate student could major in one area of specialisation. It seemed to make sense to have strong departments within a unit where the student majored in a particular area. The specialisations offered at a particular department had a minimal relationship to each other. This resulted that students began to identify more closely with their specialisations and less with the holistic perspective that had been central to the profession. Vincenti (1990:185) stated that in these instances students were usually not taught how to integrate subject matter to get a sense of the holistic whole.

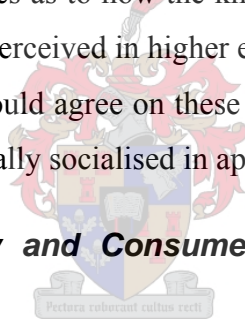
### 2.8.6.3 *The profession as a unified field*

In another way the profession was found to be organised in a unified field. In general, this philosophy was operationalised by offering a limited number of undergraduate specialisations, which would lead to a vocational or professional specialisation in the profession. The unifying core, which tied all of the specialties together, was subject matter and/or processes, which all majors shared (Kieran et al., 1982:12).

There are both advantages and disadvantages to these different ways of organising the profession. One concern is that these ways of organising have become so embedded that both department and students are unaware of other methods.

It can be concluded that the profession had difficulty in defining itself over time, and in selecting a paradigm in which to view the profession in relation to its interaction with society. There were differences as to how the knowledge was to be organised, what model to adhere to, and how it was perceived in higher education. For the profession to survive the 21<sup>st</sup> century, the members should agree on these overarching concepts and professionals in the field should be professionally socialised in applying them.

### 2.8.7 ***A Family Ecology and Consumer Science Profession for the 21<sup>st</sup> Century***



For the Family Ecology and Consumer Science profession to survive and thrive in the new millennium, it would need to develop and agree upon paradigm, a single definition, and an overarching theory that would inform a conceptual model for the profession. Professionals in the field should not be wasting time on debating this issue, but rather analyse these concepts so that theory development within a unified profession can be evidenced in praxis. It is a matter of urgency that the profession moves away from the scientific paradigm and knowledge base, which dominated the profession during the last 100 years. A paradigm practising the relevance of scientific knowledge in relation to the context of today's modern and complex family life without questioning cannot be seen as viable.

Numerous discussion and position papers have been developed and prepared to discuss the definition, theories, models and knowledge context of the profession. However, the mission

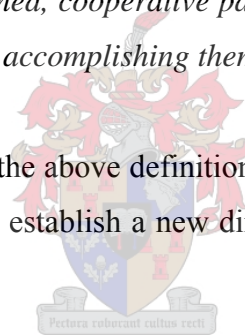


statement formulated by Brown and Paolucci for the profession in 1979 is still accepted as a guiding parameter for the practice of the profession in the 21<sup>st</sup> century.

To fulfil the mission of the profession the question to be answered is: What then should be the paradigm, knowledge organisation, theories, model and view of a profession that professes to be the voice of the family?

The definition of Family and Consumer Sciences, namely “*an integrative approach concerned with enhancing the quality of life by focusing on the interrelationships among individuals, families and communities and the multifaceted environments in which they function*” (Stage & Vincenti, 1997:306) will support the mission statement of the profession “*to enable families, both as individual units and generally as a social institution, to build and maintain systems of actions which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them*” (Brown & Paolucci, 1979:23).

The researcher proposes that the above definition and mission should underpin and be used as a theoretical framework to establish a new direction for Family Ecology and Consumer Science in South Africa.



The concept *to enable* has a process component. The profession should help members to develop enabling skills to realise this part of the mission statement. These enabling skills and qualities include genuine care and concern for others, respect for one’s body and health, intelligence, and an ability to learn and translate theory into practice. The Family Ecology and Consumer Science professional should have possess social intelligence and common sense, the knowledge that helping is hard work, and respect for people with whom they are engaging. There should be a recognition of the need for action; not for self-gain, but to enhance the enabling process. The professionals in training need to assure that all acquire these enabling skills, as they are essential for helping individuals and families seeking to function in their own strength.

The focus of profession should also serve the needs of **families, both as individual units and generally as a social institution**. The phrase social institution means to establish, stabilise and secure organisation in the social, everyday life of people. Family Ecology and Consumer Science should regain its family perspective and focus. The objective of the profession should by its very nature have a commitment to study and practise the family perspective of everyday life. Each family unit is unique and at the same time, families are an institution of every society. Membership in a family is both involuntary and voluntary, with many people becoming members of more than one family network over their lifetime. Families may organise themselves in different ways and play unique roles within a particular culture, but families are and will always remain an essential fabric of society. In studying the family it becomes clear that there is a web of interrelationships in the family, which are intersubjective. A family is interwoven with local, national and world events. Families are complex, living and open systems; they are also dynamic and in process reciprocal with others systems, having boundaries that signify to family members their scope and limits.

Family Ecology and Consumer Science, with the family as its core business, should offer services to individuals and families to benefit society in socially responsibly ways. The profession must seek to guide morality and responsible citizenship. The profession should advocate and play a political role to enlighten and empower families through activities of advocacy.

The mission statement of the profession is to **build and maintain systems of actions**. Action is a mental process, which is based on the examination of principles appropriate to a particular situation and its response to external and internal stimuli, through reasoning rather than habit or reaction (Vaines, 1980:111). The ideal interpretation for the profession should be to seek a blending of the three systems of action, namely analytical empirical, interpretative and critical science perspectives with respect to theory and practice. Kieran *et al.* (1982:59) suggest that in blending these systems of action it would strengthen research, clarify concepts and identify human concerns arising from practical work in areas that needed critical analysis and discussion in the profession. The relationship between these factors and practices are important for systematic theory development, and additional

research in all the content areas is necessary to expand the profession. This will consolidate the theory/practice link and the theory/research link. However, the profession should embrace the emancipatory action/critical science perspective as the primary system of the three systems of action previously discussed. At the centre of this action is empowerment and critical emancipatory action. The theory that would support these systems of action is the theory of empowerment.

Empowerment is a construct shared by many disciplines and arenas: community development, psychology, education, economics, and studies of social movements and organisations, among others. Empowerment is a process that challenges the assumptions about the way things are and can be. It challenges the basic assumptions about power, helping, achieving, and succeeding. At the core of empowerment is the idea of power. The possibility of empowerment depends on two things. Empowerment requires that power can change. If power cannot change, it is inherent in positions or people, which means that empowerment is not possible, nor is empowerment conceivable in any meaningful way. In other words, if power can change, then empowerment is possible. Empowerment depends upon the idea that power can expand (Page & Czuba, 1999:4).

Page and Czuba (1999:3) define empowerment as a multidimensional, social process. It is multidimensional because it occurs within sociological, psychological, economic and other dimensions. Empowerment also occurs at various levels, that of the individual, group and community. Vaines (1993:23) stated that Family and Consumer Science scholars have explored the concept of empowerment to a limited degree. Vaines (1993:23) continues that in empowerment, power is shared and leadership is inclusive. The language of empowerment reflects these beliefs.

Using an emancipatory approach to practice, leads to the ability to affect or shape household and institutional change to benefit society at large. Critical emancipatory action encourages self-reflection and self-direction to determine what Family Ecology and Consumer Scientists are and should be doing so that families and communities may enhance their quality of life. Emancipatory practice frees the individual and family to examine other and new ideas. This entails an evaluation process, which allows people to

judge the adequacy of their environments against their own needs and goals, and vice versa. From this type of practice, professionals are no longer seen as the experts, giving advice; instead the Family Ecology and Consumer Scientist facilitates dialogue and reflection leading to morally justifiable, ethical, sustainable household management decisions.

Professionals must consciously make a paradigm shift that would require the development of skills to analyse each situation for determining which combinations of actions are appropriate. It is crucial to empower families to help themselves to ethically deliver services to them, using emancipatory actions. Through the ability to think critically or deliver services from several perspectives, we can create a supportive environment where families can solve practical problems using ever-changing combinations of analytical-empirical, interpretative and critical/emancipatory actions.

The family is an example of an ecosystem: a group of organisms interacting with each other and with their environment. By means of the ecological systems approach, human society is treated like a biological organism/system and can be studied as such. This is a valid approach to be applied in the profession for emphasising the interaction between families and the conditions that surround them.

The different parts of a system that is a biological organism correspond to the different institutions that make up a society. Just as the parts that make up a biological organism (such as the eye and the hand) are interrelated and interdependent in their interaction with one another, so the institutions in a society (such as the economy and the government) are closely related to one another.

A change in a single component of the family ecological system impacts on the other parts (Goldsmith, 1996:34). Human beings, their environment and the interactions between them are the three central organising concepts that compose the human ecological system (Deacon & Firebaugh, 1988:28). Emphasis is placed on the interaction of human beings with their near environment. The human environment is interpreted as physical and biological, as well as cultural and social. The holistic study of human beings, their environments and the interactions between them is grounded in a problem based integrated

study. Interdependent "integrative" models by definition, would attempt to emphasise and conceptualise the interdependent nature of Family Ecology and Consumer Science related specialties, and to provide a larger context for future growth and refinement, a variety of skills and conceptual orientations within the profession.

The preceding discussion builds up a position for Family Ecology in South Africa however; the profession also has a Consumer Science part to it. The name Family Ecology and Consumer Science is reflective of the differences in the focus within the South African context. Due to the previous dispensation where society was polarised by race, the White South African population mirrors a first world picture of consumerism while the Black population is still grappling with development concerns.

The definition used for Family Ecology and Consumer Science stipulates 'to suit lifestyles', which clearly implies a market-orientation. This will not create tension within the profession, but provides clear niche areas for a Family Ecology and Consumer Science department in higher education.

In Consumer Sciences the family is still the focus of enquiry especially as to how it is affected by globalisation. Family Ecology and Consumer Scientists should bring a global perspective into the curricula, policy and practice. Modern consumption is now a global phenomenon. Consumption is almost universally seen as something positive and informs the primary goal of most national economic policy.

Consumerism 'underlines the interconnectedness of national economies, and so affects the rich and the poor, shapes international trade, politics and peace' (Gabriel & Lang, 1995:5). As a result of global links, it is inevitable in a capitalist society that interdependencies will evolve between societies. To address this situation, Family Ecology and Consumer Scientists need to assume a more visible role in civil society, defined as citizen activity outside state and business control and independent of them; activity that is directed towards building just and democratic societies bringing together the Hestian/Hermean paradigm.

This is where Family Ecology and Consumer Scientists come into play. We need to act on our growing appreciation of the linkages between consumer socialisation, acculturation and globalisation. A global perspective consists 'of the information, attitudes, awareness, and skills, which taken together, can help individuals understand the world, how they affect others, and how others affect them' (Babich as cited in Smith, 1993: 19). There are close similarities in the definitions of socialisation and a global perspective, in that both are concerned with information, attitudes, awareness and skills needed to fulfil the consuming role. Consumption decisions taken from a global perspective would entail (a) challenging materialism and commercialism, (b) examining one's role as a citizen engaging in a life-long consumer socialisation process, and (c) gaining a deeper understanding of how current decisions have a profound impact on those in other countries, those not yet born and on the environment.

A global perspective helps educators understand the family or household as an ecological system, an environment where decisions are taken that can lead to a better quality of life for all. This point of view is possible because families are seen as dynamic ecological systems that can adapt and change themselves rather than remain static, grounded in how they were initially socialised to be consumers. They can be socialised to care for each other and the earth, to appreciate that living in harmony with environments, demands ethical judgements about how to live differently, and to see the merits of embracing stewardship rather than exploitation. With help, consumers can critically question consumption, production, distribution and institutional practices that shape the world and take action to better this world (McGregor, 1999:39).

Consumption from a global perspective means people become concerned with the impact of consumption and production on the environment. It means they gain an appreciation of the notions of voluntary simplicity and conservation, and a deeper respect for indigenous knowledge and how it is passed on to future generations. People will start to think about the consequences of their consumption decisions. This reflection involves developing a growing awareness of global dynamics, the state of the planet, and the existence and nuances of other cultures and the reciprocal interrelationships between these cultures. Living a sustainable lifestyle is not possible without adopting a global perspective because it inherently assumes an appreciation for the impact of technology and development on the

integrity of local indigenous communities, infrastructures and natural environments (McGregor, 1999:39).

Consumer globalisation assumes that people can learn new ways to approach modern consumption if they adopt a lifelong learning process whereby existing knowledge in memory is modified by the introduction of new knowledge. Appreciating the necessity and process of consuming from a global perspective is indeed new knowledge for many people and includes the changing meaning of what it means to consume.

Family Ecology and Consumer Scientists should consider the idea that actions and experiences as consumers and economic agents cannot be detached from actions and experiences as social, political and moral agents. The future of global consumption must remain the object of questioning on economic, cultural, environmental and moral grounds' (Gabriel & Lang, 1995:4). The authors contend that, while the end of Western consumerism is not yet in sight, its future can no longer be taken for granted. This inevitable shift in the momentum and direction of modern consumption presents the opportunity to impact its new direction and focus. Contemporary consumerism is the product of long-term historical changes and, by implication, can be further changed. As professionals and citizens acting in civil society, professionals need to contribute to the remaking of modern consumption in the global market. This contribution includes socialising consumers to the necessity of dismantling the existing consumer economy, gradually opening opportunities to replace it with a low-consumption economy that can be sustained and that can endure. Maintaining the status quo is not politically possible, morally defensible or ecologically sufficient. Rampant commercialism and consumerism downgrade family and community values. Professionals have to be concerned with both sustainable *and* ethical consumption. Every global citizen has to change his or her values and principles. Implication, business and government's trade will challenge production and foreign policies challenged, as well leading to an even more profound change in consumption patterns around the world (McGregor, 1999:43).

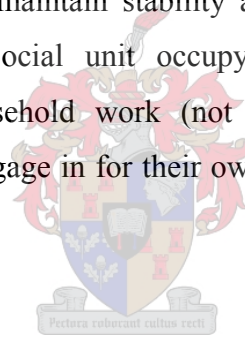
A paradigm that the profession should adopt to view the new modern family's context, is the Hestian/Hermean paradigm which will achieve the final part of the mission namely



*enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them.* The profession should make a bold move to professionally socialise Family Ecology and Consumer Science students, to enable them to integrate the Hestian/and Hermean systems of human action.

Thompson (1992:49), who developed this paradigm, described the *Hestian domain* as the domestic, private, caring domain where all the interrelated activities demanded by nurturance are integrated at a personal level. The *Hermean domain* can be viewed as a civic and controlling domain where all the interrelated activities demanded by governance are integrated at an impersonal level.

As Family Ecology and Consumer Scientists are concerned with the quality of life of individuals, families and communities, The *Hestian* domain is the domain of domestic economy, its goal being to maintain stability and provide nurturance and survival to a human group. The basic social unit occupying the Hestian domain is the family (Thompson, 1992:36). Household work (not housework) involves numerous Hestian activities in which people engage in for their own well-being or for the well-being of their families and communities.



The Hestian/Hermean paradigm will allow Family Ecology and Consumer Science professionals to shift perspective in their mental world without a comparable shift in the gender world. This shift in perspective will bring both the “female world” and the “male world” into sharper focus. Neither domain is limited to a single sex, nor are both sexes caught in the tensions that exist between them. As females and males live both in the private Hestian domain and the public Hermean domain, they must learn to use their intelligence to function effectively in both domains (Thompson, 1992, 34-35).

The Hermean domain is the domain of governance and political economy. The goal of the Hermean system is to maintain public life and public order, which is, to manage broad-based social change. Hermean systems of action serve to maintain patriarchal control and power in the public world. The Hermean system is maintained through subsystems exercising bureaucratic control over the resources essential to maintain Hestian needs. The



Hermean system simultaneously throughputs its own inputs, which it outputs to the Hestian system as inputs, and vice versa. Feedback loops link the two systems. Matters affecting the quality of life of individuals and families involve feedback loops from the Hestian to the Hermean and back to the Hestian domain. When outputs from the Hermean system (laws, policies, or regulations) are inputs to the Hestian system, there will be effects on women, men, children, and families alike (Thompson, 1992: 103, 107).

McGregor (1996:23) suggests that the Hermean/Hestian paradigm can be achieved on three different levels and explained using a three-tiered political participation hierarchy. A Family Ecology and Consumer Scientist could be a spectator who is a passive yet receptive onlooker to policy activity impacting on families. They can also fulfil an advocacy role for family well-being interacting between families, the profession and political arena. They can assume a direct activist role in the political arena on behalf of individuals and families. The researcher proposes that Family Ecology and Consumer Scientists should assume the role of political activists for family issues.

To address this potential reality, Family Ecology and Consumer Scientists may shape and influence policy by integrating the Hestian and Hermean perspective in family policies. Integrating the family and household issues is at the centre of the policy. This means that when professionals are asked to respond to a request from, or when familial issues are taken to policy makers, they should be advocating for empowerment and emancipation in the policy rather than for control and power. Using an emancipatory approach to practice leads to the ability to affect or shape familial and institutional change to benefit society at large.

As a profession in higher education, Family Ecology and Consumer Science must adopt a global perspective within a Hestian/Hermean paradigm, underpinned by the ecological systems approach and empowerment theory and using the emancipatory critical science system of action.

This study, through the literature analysis, raised issues concerning the nature of the professional socialisation processes, developments in the South African higher education landscape and ways and methods to ensure the continued existence of the Family Ecology

and Consumer Science profession. At the end of the study certain recommendations and conclusions will be made, and issues for further study highlighted.

The following chapter will discuss the research methodology used in this study.



# CHAPTER THREE

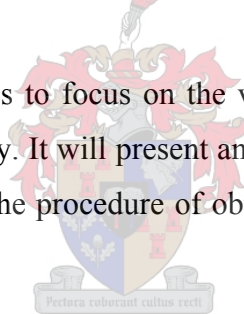
## RESEARCH METHODOLOGY

### **3.1 Introduction**

The word methodology is commonly used to refer to a body of methods used in a particular branch of activity. More specifically it refers to the logic that underlies the application of scientific methods in the study of some or other phenomenon in life (Mouton & Marais, 1989:16). Methods thus form an integral part of any methodology.

Quantitative research methodology was applied in this study. A definition of quantitative research methodology is to develop an understanding of the world independent of personal bias, values and idiosyncratic notions (Borg & Gall, 1989).

The purpose of this chapter is to focus on the various stages of the quantitative research methodology used in the study. It will present and discuss the research design, the research instruments, the population, the procedure of obtaining the data and the different statistics used to analyse the data.



### **3.2 Research design**

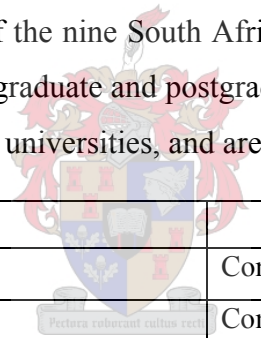
The Analytical Survey research method was applied to this study. Leedy (1996:132) defines the Analytical Survey as a research method where data is essentially quantitative in nature and data is analysed by means of statistics, so that the researcher may infer certain meanings which lie hidden within the data or, if not, to discern the presence of certain potentials and dynamic forces which may indicate to areas that warrant further investigation. In the Analytical Survey, the concern is primarily with problems of estimation and the testing of statistically based hypotheses. The research design will be aligned with the research questions stated in chapter one.

### **3.3 Professional Socialisation Influences (PSI)**

This section discusses the research methodology used to achieve sub-objectives b+c, namely to identify factors that influenced prospective students in selecting Family Ecology and Consumer Science as a field of study at South African universities, and to determine which influences contributed to the identity formation process of these students while they were taking a degree in Family Ecology and Consumer Science.

#### **3.3.1 The population for determining Professional Socialisation Influences**

Gravetter and Wallnau (1988:3) define a population as an entire group of individuals that a researcher wishes to study. The sub-objectives (b+c) concern the population of all the undergraduate (first, second, third and fourth year students) and postgraduate students registered in 2001 at seven of the nine South African universities offering Family Ecology and Consumer Science undergraduate and postgraduate studies. Table 3.1 lists the names of programmes at South African universities, and are reflecting the diversity in the profession.



<b>University</b>	<b>Name of programme</b>
Free State	Consumer Science and Home Economics
Natal	Community Resources
Potchefstroom	Consumer Science
Pretoria	Consumer Science
Stellenbosch	Consumer Science: Foods, Clothing and Housing
Venda	Family Ecology and Consumer Science
Vista	Human Ecology and Consumer Science
Western Cape	Human Ecology
Zululand	Consumer Science

**TABLE 3.1: NAMES OF FAMILY ECOLOGY AND CONSUMER SCIENCE PROGRAMMES AT SOUTH AFRICAN UNIVERSITIES**

Only seven of the nine universities were included in the study, because the Department of Family Ecology and Consumer Science at the University of Venda was newly established

in 2001. The developmental process of professional socialisation could therefore not be determined at this university, while no students in this field were registered at the University of Natal during 2001.

**TABLE 3.2: UNDERGRADUATE AND POSTGRADUATE STUDENTS REGISTERED IN 2001 (7 Universities) (N=1019)**

University	First	Second	Third	Fourth	Honours	Masters	Doctoral	Total
Free State	8	4	3	3	5	4	0	27
Pretoria	73	39	35	30	2	21	5	205
Potchefstroom	12	14	11	16	7	10	1	70
Stellenbosch	100	70	60	60	1	10	11	312
Vista	120	80	30	0	0	5	0	235
Western Cape	35	12	17	15	2	0	0	81
Zululand	30	15	20	20	3	0	0	88
<b>Total</b>	<b>378</b>	<b>234</b>	<b>176</b>	<b>144</b>	<b>20</b>	<b>50</b>	<b>17</b>	<b>1019</b>

### **3.3.2 Development of the Professional Socialisation Influences (PSI) questionnaire**

The measuring instrument used to collect the quantitative and demographic data for sub-objectives b+c was a structured, standardised and previously validated questionnaire, known as the Professional Socialisation Influences questionnaire. It was developed and validated by Anderson (1976) to identify those influences relevant to Family Ecology and Consumer Science at different periods in the professional socialisation process. The research instrument established the sources that influence students to choose Family Ecology and Consumer Science as a field of study and the factors that influence students while taking a degree in Family Ecology and Consumer Science. The Professional Socialisation Influences (PSI) questionnaire is found in Appendix 1. The questionnaire in its current form was deemed applicable for the South African context as the aspects addressed in the questionnaire could be seen as reasons why South African students would select the profession. To have developed a new instrument for the study would have been a study in itself and as this type of research has not yet been attempted in South Africa, it was more important to do the baseline research than to develop a new research instrument.

The development of the PSI questionnaire by Anderson (1976) was based on the responses of three groups of respondents selected from: Home Economics education graduate students at the Pennsylvania State University, members of the California Home Economics Association and members of the American Home Economics Association. Each group of subjects responded to a different form of the PSI measure as it progressed through a series of refinements. The successive questionnaire changes were based primarily on the factor analysis of responses.

Statements of the PSI questionnaire were arranged into five sections: Influences on Decision to major in Family Ecology and Consumer Science; Influences during Bachelor's education; Influences during Master's Education; Influences during Doctoral Education; and the Influences during first full-time employment as a professional. The five separate tests were used to obtain a developmental view of the students' professional socialisation process. Each test includes a series of statements identifying possible people, events, situations and circumstances which might influence the individual's decision to choose Family Ecology and Consumer Science as a programme of study. Five response options were provided for each statement: much positive influence; some positive influence; no influence or did not apply; some negative influence; and much negative influence. According to Anderson (1976), the sources of influence reflected in the various test items were: oneself, people, the subject field, and the educational institution.

Factor analysis was applied throughout the study for simultaneous questionnaire refinement. The final PSI questionnaire offered the dual advantage of a developmental perspective, since it incorporated influences specific to each of the anticipatory and formal professional socialisation processes, while also including statements that were Family Ecology and Consumer Science specific. The application of this questionnaire will inform the professional socialisation process within a South African educational setting.

### **3.3.3 Analysis of the data from the Professional Socialisation Influences questionnaire**

The SPSS statistical package was used to analyse the raw data of the present study. The analysis of the data for the Professional Socialisation Influences (PSI) questionnaire answering sub-objectives b+c was done using the following statistics:

1. For descriptive purposes, frequencies were calculated for all independent variables, university registered and student year of registration and demographic variables age, marital status, gender, race and home language.
2. Frequencies provide a basic description of the reasons for choosing a Family Ecology and Consumer Science degree as a field of study. It is presented according to the following: Much influence in a positive way, Some influence in a positive way, Much influence in a negative way, Some influence in a negative way and No influence.
3. Bivariate Correlation procedures were applied to compute pair-wise association for a set of variables and display the results in a matrix.
4. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was used to determine how suited the data was for factor analysis. Small values of KMO would indicate that factor analysis might not be appropriate for the data. Kaiser (1974) as reported in (Statistical Package for the Social Sciences, 2003:7-1). suggested that values of .9 are good and values below .5 are unacceptable.
5. Communalities initial and extraction was done. The extraction was examined for low values (that is near to zero) to determine if any of the statements needed to be removed from the data analysis.
6. The principal components factor analysis with varimax rotation was carried out on section b and c of the responses to the Professional Socialisation Influences questionnaire. While factor analysis has often been used to determine relationships among variables, it is increasingly being used to correlate items within a single questionnaire (Statistical Package for the Social Sciences, 2003:7-1). This use of factor analysis identifies those items which appear to belong together, and reduces a relatively large number of questionnaire statements to a smaller set of underlying dimensions or factors.

7. To assess whether the factor scores differed according to the variables of university where respondents were registered and the students' year of registration, mean ranks were calculated on the factor scores using a Kruskal-Wallis test. Mean ranks were then used to compute Chi-Square statistics to determine significant differences between factor scores and selected variables. If significance was prevalent Bonferroni Post-Hoc Test analyses were conducted to determine where the difference lies.

### **3.4 Professional Socialisation Staging Scale (PS<sup>3</sup>)**

The second research instrument, the Professional Socialisation Staging Scale (PS<sup>3</sup>) see Appendix 2 addressed the research questions whether Family Ecology and Consumer Science students evidence the developmental stages of the Cohen model of the professional socialisation process, and whether the stages of professional socialisation are significantly different for groups of Family Ecology and Consumer Science students at different levels of registration. These research questions were guided by the following hypotheses:

#### **Hypothesis 1**

H<sub>0</sub> = Family Ecology and Consumer Science students at different levels of registration will not represent the different stages of development in the professional socialisation process.

H<sub>1</sub> = Family Ecology and Consumer Science students at different levels of registration will represent the different stages of development in the professional socialisation process.

#### **Hypothesis 2**

H<sub>0</sub> = The categorical variable, age, will have no significant effect on the stages of development in the process of professional socialisation of Family Ecology and Consumer Science students.



H<sub>1</sub> = The categorical variable, age, will have a significant effect on the stages of development in the process of professional socialisation of Family Ecology and Consumer Science students.

### **Hypothesis 3**

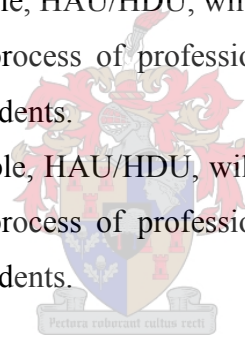
H<sub>0</sub> = The categorical variable, race, will have no significant effect on the stages of development in the process of professional socialisation of Family Ecology and Consumer Science students.

H<sub>1</sub> = The categorical variable, race, will have a significant effect on the stages of development in the process of professional socialisation of Family Ecology and Consumer Science students.

### **Hypothesis 4**

H<sub>0</sub> = The categorical variable, HAU/HDU, will have no significant effect on the stages of development in the process of professional socialisation of Family Ecology and Consumer Science students.

H<sub>1</sub> = The categorical variable, HAU/HDU, will have a significant effect on the stages of development in the process of professional socialisation of Family Ecology and Consumer Science students.



### **Hypothesis 5**

H<sub>0</sub> = The categorical variable, previous or concurrent work experience, will have no significant effect on the stages of development in the process of professional socialisation of Family Ecology and Consumer Science students.

H<sub>1</sub> = The categorical variable, previous or concurrent work experience, will have a significant effect on the stages development in the process of professional socialisation of Family Ecology and Consumer Science students.

### **Hypothesis 6**

H<sub>0</sub> = The categorical variable, with or without an immediate family member who was a Family Ecology and Consumer Scientist, will have no significant effect on the

stages of development in the process of professional socialisation of Family Ecology and Consumer Science students.

H<sub>1</sub> = The categorical variable, with or without an immediate family member who was a Family Ecology and Consumer Scientists, will have a significant effect on the stages of development in the process of professional socialisation of Family Ecology and Consumer Science students.

The Professional Socialisation Staging Scale (PS<sup>3</sup>) was developed by McCain (1983) to determine if students evidence Cohen's (1981) Professional Socialisation Model. This model proposed a four stage developmental process where students' progress through these stages and the satisfactory socialisation depend on the positive resolution of all four stages. The stages can be described as follows:

In STAGE I, Unilateral-Dependence, the individual is reliant upon external controls and adheres to the limits set by authorities. "Concepts must be accepted without question from external sources because the person lacks the necessary experience and knowledge to criticize or question" (Cohen, 1981:61).

In STAGE II, Negative-Independence here cognitive rebellion, is characterised by the individual questioning of the concepts presented by authorities in an attempt to be free of external controls. The student develops the capacity for critical thinking and therefore begins to sever the reliance on external authority for concepts and facts.

In STAGE III, Dependence-Mutuality, here cognitive rebellion is replaced by more realistic evaluations of the environment and the individual begins to integrate others' ideas. The student develops the capacity for evaluative thinking and tests facts and ideas objectively.

In STAGE IV, Interdependence, the need for independence and the commitment to mutuality are integrated, and the individual gains the capacity to exercise independent judgement.

### **3.4.1 The population for the Professional Socialisation Staging Scale (PS<sup>3</sup>) questionnaire**

The population for Professional Socialisation Staging Scale PS<sup>3</sup> was the same as for the Professional Socialisation Influences questionnaire (See Table 3.1).

### **3.4.2 Development of the Professional Socialisation Staging Scale (PS<sup>3</sup>) questionnaire**

The instrument used was the Professional Socialisation Staging Scale (PS<sup>3</sup>) questionnaire validated by McCain (1983). The PS<sup>3</sup> was developed according to Cohen's (1981) Professional Socialisation Developmental Model. McCain (1983:52) reported on the development of the scale as follows. The questionnaire consists of 25 situations, each followed by four responses corresponding to the stages of Cohen's model. Students are presented with a forced-choice format, where respondents are to rank each of the randomly ordered responses from 1 being "most descriptive" through to number 4 being "least descriptive" of them. Summing individuals' rankings for each of the four stage responses across the 25 situations derived four subscale scores labelled STAGE I, STAGE II, STAGE III and STAGE IV. The possible range for each subscale score was 25 to 100, with the lowest subscale score indicating the predominant developmental stage.

McCain (1983:55) stated that the initial assessments of the instrument were considered to provide sufficient evidence of the scales' validity and reliability to warrant proceeding with the research on a large sample. The internal consistency of the first PS<sup>3</sup> was evaluated using Cronbach's coefficient alpha. One situation was deleted from the reliability computations when it was found that there was no variance in one of the responses to that situation. Based on 116 items, the following subscale reliability coefficient were found for the first revision

Stage I	=	.619
Stage II	=	.792
Stage III	=	.409
Stage IV	=	.450

With the second revision, a total of five situations were deleted from the scale based on the correlations and the content validity assessments. The coefficient alpha values for the remaining 100 items or 25 items per subscale were as follows

Stage I	=	.650
Stage II	=	.511
Stage III	=	.531
Stage IV	=	.673

### **3.4.3 Analysis of the data from the Professional Socialisation Staging Scale (PS<sup>3</sup>) questionnaire**

The SPSS statistical package was used to analyse the raw data. The following statistics were applied for analysis of the data for the (PS<sup>3</sup>) questionnaire;

- 1 For descriptive purposes, frequencies were calculated for all independent variables age, race, HAU/HDU, previous or concurrent work experience and with or without immediate family members being Family Ecology and Consumer Scientist and demographic variables age, marital status, race, gender and home language.
- 2 The statistical hypotheses were tested at the 0.05 level of significance, using the following procedures. In testing the null hypotheses, related to differences in the developmental stages with differences on the independent variables of year of registration and age a series of one-way ANOVA procedures and Bonferroni Post-Hoc Tests were performed.
- 3 When variables were grouped according to institutional type, race, previous and concurrent work experience Family Ecology and Consumer Science and with and without an immediate family member who was a Family Ecology and Consumer Scientist, dependent t-tests were used to determine whether there were statistically significant differences among the four subscale scores within each grouping.

### **3.5 Comparisons of pre-service Family Ecology and Consumer Science education programmes**

To realise the objective of comparing and analysing Family Ecology and Consumer Science programmes at eight tertiary institutions in South Africa, the conceptual framework developed by Stark, Lowther, Hagerty and Orczyk (1986) to study pre-service professional programmes was applied. See Figure 3.1 and 3.2 for the conceptual framework. When

reporting on the questionnaires that were completed by the undergraduate and postgraduate students, only seven universities participated. The University of Venda had only first and second year students and the professional socialisation process could not be determined. However, staff at the University of Venda responded to the questionnaire for determining their perceptions of their programme at Venda. Staff members of eight universities took part in this part of the research.

After the peaceful transition in South Africa to a democratic government and society in 1994, sweeping educational changes were implemented across the education spectrum, from pre-primary to higher education. The establishment of the South African Qualifications Authority (SAQA) to oversee the development and the implementation of the National Qualifications Framework (NQF), the promulgation of the Higher Education Act and the White Paper on Higher Education had a profound effect on higher education programmes.

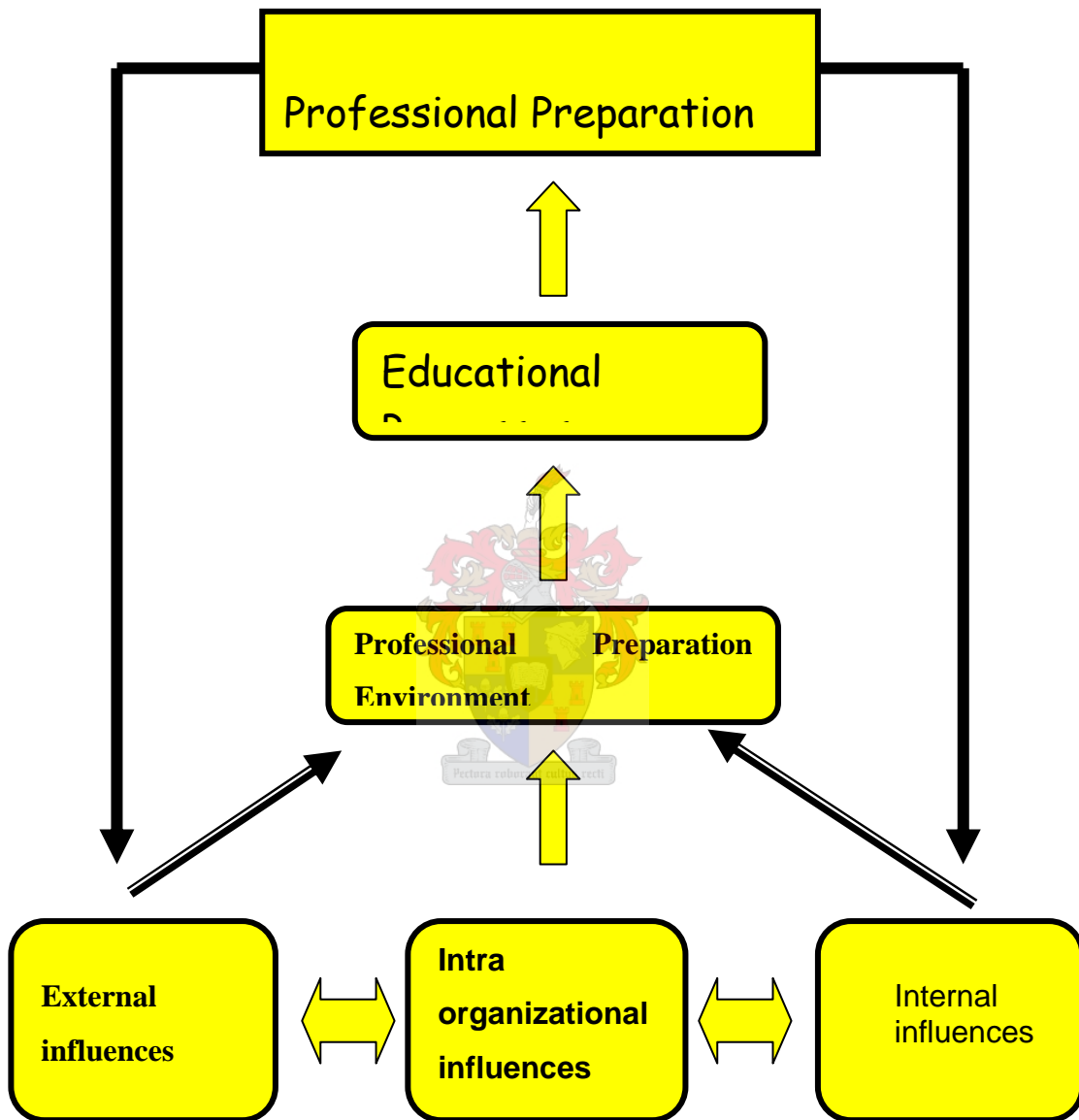
In South Africa professional preparation programmes vary in dimensions such as educational goals, expected outcomes, teaching methods, student time commitment, relation with practitioners, and even educational level; therefore it was not easy to develop a working understanding of each of them. This study and the use of the Conceptual Framework for the study of pre-service professional programmes in universities would facilitate an understanding and a systematic documentation of the similarities and differences among the Family Ecology and Consumer Science programmes in South African universities.

Improved understanding was essential for an effective understanding of Family Ecology and Consumer Science programmes at a time when Family Ecology and Consumer Science university programmes were under review within their universities, and in the different regions in South Africa some were under threat of closure. Professional preparation was often criticised for not providing students with sufficient educational breadth. Yet, the specific goals, emphases, and contribution of professional programme education have gone undocumented. With Family Ecology and Consumer Science as the programme focus in this research it can be stated that researchers and institutional decision makers were

insufficiently aware of the common and unique objectives among the different Family Ecology and Consumer Science programmes and the varied educational processes selected to accomplish these objectives.

The developers of the conceptual framework stated that the framework was developed to apply to four-year degree programmes at universities that provide initial socialisation and entry to broadly defined professional fields. This framework depicted major dimensions studying professional preparation. Briefly, it asserted that internal, intra-organisational, and external forces influenced professional preparation programmes. These forces interacted to create a professional preparation environment, which, in turn, influenced the design of educational processes intended to achieve professional preparation outcomes. Although all professional preparation programmes were believed to seek generic outcomes, specific outcomes received different emphases and the processes intended to achieve them varied substantially among the Family Ecology and Consumer Science programmes.



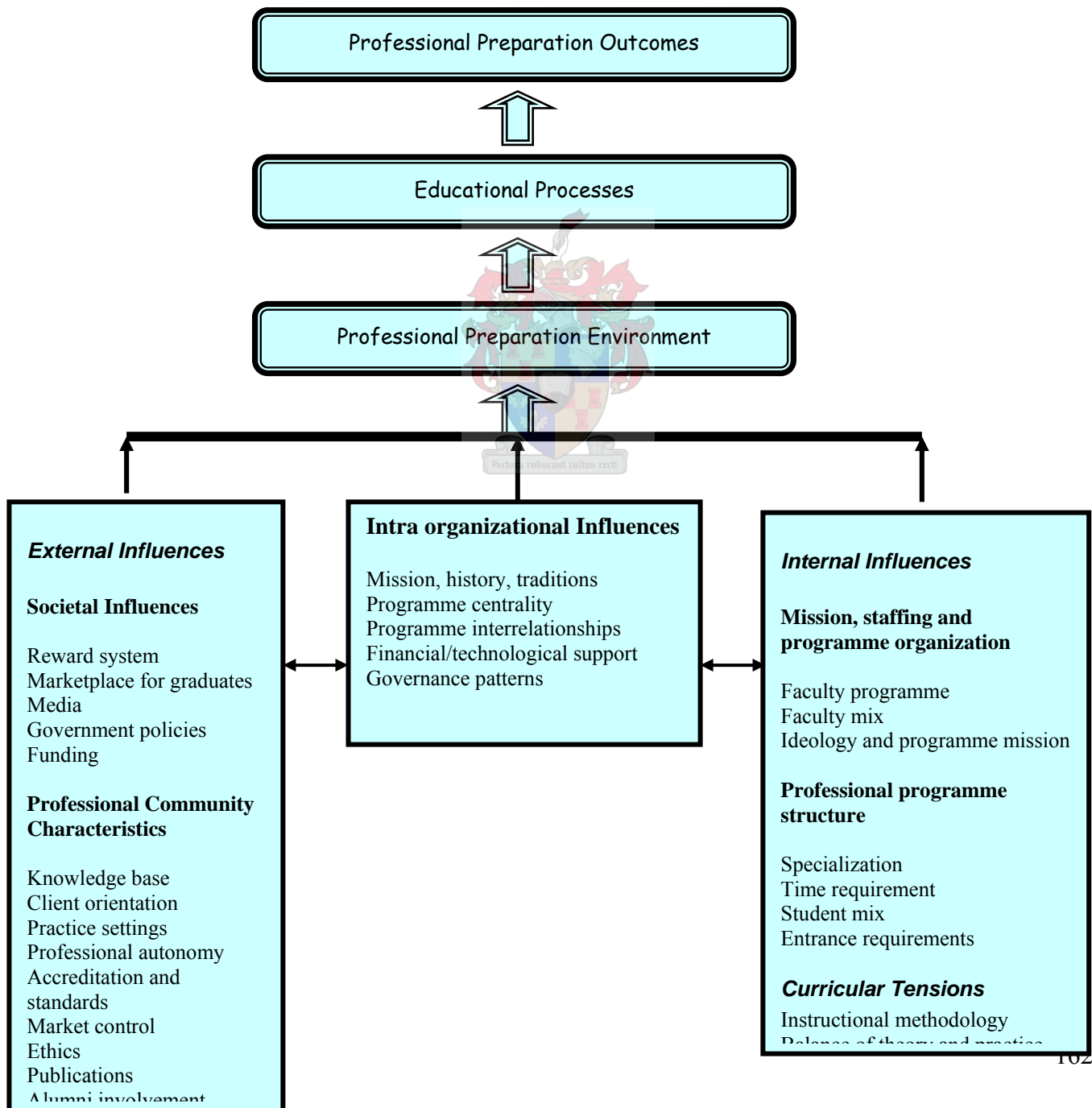


**FIGURE 3.1: CONCEPTUAL FRAMEWORK FOR THE STUDY OF PRESERVICE PROFESSIONAL PROGRAMMES AT UNIVERSITIES IN SOUTH AFRICA**

**SOURCE: ( STARK, LOWTHER, HAGERTY & ORCZYK, 1986:257)**

A key element of the framework was the concept of professional preparation environment, created by the convergence of three sets of influence affecting the programme. This

environment served as a mediating variable between these influences and the educational processes. External influences might affect various professional programmes differently, to the extent of propelling them in opposite directions. Obvious examples include the influence of labour market cycles, changes in external accreditation procedures and varying government funding policies. Intra-organisational forces were influences such as the relation of the professional programme to the university. As university resources tightened, influences within the university, but external to a particular programme, deserved special attention, as they became increasingly potent forces affecting professional curricula. Each influence affects professional programmes to some extent.





### 3.2: SPECIFIC INFLUENCES ON PROFESSIONAL PREPARATION PROGRAMMES

SOURCE: (STARK, LOWTHER, HAGERTY, ORCZYK, 1986:259)

#### **3.6 Family Ecology and Consumer Science professional preparation environment.**

Two sub-objectives were formulated to determine the profession's professional preparation environment. Firstly Family Ecology and Consumer Science professionals were surveyed for their perceptions of their professional preparation environment; and secondly an analysis and comparison of Family Ecology and Consumer Science academic programmes at South African universities was conducted.

##### **3.6.1 The population for determining perception of professional preparation environment**

All the academic and non-academic, full time and part time staff members of the eight universities completed the Emphases, Processes and Influences parts of the Professional Preparation Programme questionnaire. See Appendix 3

**TABLE 3.2: LECTURERS AND NON-ACADEMIC STAFF AT THE UNIVERSITIES**

**(8 universities) (N=67)**

<b>University</b>	<b>Lecturers</b>	<b>Non-academic staff</b>
Free State	<b>4</b>	<b>0</b>
Potchefstroom	<b>7</b>	<b>0</b>
Pretoria	<b>18</b>	<b>0</b>
Stellenbosch	<b>10</b>	<b>4</b>
Venda	<b>3</b>	<b>0</b>
Vista	<b>7</b>	<b>0</b>
Western Cape	<b>4</b>	<b>2</b>
Zululand	<b>8</b>	<b>0</b>
<b>Total</b>	<b>61</b>	<b>6</b>

### **3.6.2 Research instrument for determining perceptions of professional preparation environment**

The research instrument used to achieve the sub-objective of determining Family Ecology and Consumer Science professionals' perception of their professional preparation environments, was the Emphases, Process and Influences on the Professional Preparation Programme questionnaire developed and validated by Stark, Lowther and Hagerty, 1987:532). (See Appendix 3) The questionnaire was grouped into Section A: Biographical information; and Section B: Professional Preparation Emphases. Section B surveyed the professionals' perception of the outcomes that were ideally and typically emphasised in the programme. Section C determined which internal factors influenced the programme and Section D determined the external influences on the programmes. The last, Section E, ascertained the extent in which professionals participated in curricular debates.

Section B, the professional preparation emphases used a 5-point scale with 0 being no emphasis and 4 being heavy emphasis in relation to the outcomes of the programme. For determining internal and external influences on the programme, a 7-point scale with statements true of Family Ecology and Consumer Science, and a response of the strength and direction of the influence were asked.

Regarding curricular debates issues, 7-point scales indicated if such debate existed in the programme, and the extent to which the programme is addressing these issues.

### **3.6.3 Analysis of data to determine the perception of staff of their professional programmes**

The SPSS statistical package was used to analyse the raw data. The following statistical methods were used to analyse the data for the above questionnaire.

1. A basic description (frequencies and percentages) of the biographic profile and perceptions of the staff at each of the eight universities (Section A)
2. A basic description (frequencies and percentages) of the external intra-organisational and internal influences on professional preparation environment
3. A basic description means and standard deviations of the ideal and typical educational outcomes emphasised by staff at each university in the professional preparation of Family Ecology and Consumer Science students.

4. A basic description (frequencies and percentages) of the influences upon and curricular tensions within professional preparation programmes.

### **3.7 Administration of the research instruments**

To conduct this research at the South African universities where Family Ecology and Consumer Science was offered, letters (See Appendix 4) accompanied by copies of the questionnaires were sent to Heads of Department requesting consent to involve the students and lecturers and non-academic staff as participants in this research.

The two questionnaires for students, and one questionnaire for the lecturers and non-academic staff (written in English only and in an A4 format) were administered to respondents over the period October to December 2001. This was a difficult period to administer the questionnaire as it was formal examination period. However, this was the time the questionnaire had to be administered, as the professional socialisation process for this study could only be determined at the end of the academic year. The questionnaires were posted to a member of the Family Ecology and Consumer Science departments at the universities. The letter addressed to the respondents attached to the questionnaires stated the purpose of the questionnaire. Confidentiality and anonymity were guaranteed, since no names were to be reflected on the questionnaire. Although consent was obtained to administer the questionnaire, participation in the study was voluntary. The above aspects applied as above but the questionnaires were posted to the post-graduate students and the Family Ecology and Consumer Science professionals

No follow-up for the undergraduate students could be done due to the examination and after the examination they are on vacation. One postal follow-up was done for the postgraduate students and the Family Ecology and Consumer Science professionals when questionnaires were not received back at the requested date.

In chapter four the result will be presented and discussed.

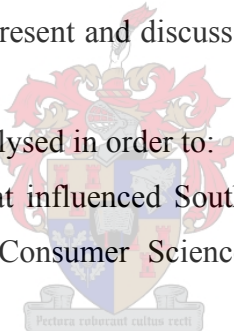
# CHAPTER FOUR

## RESULTS AND DISCUSSION

### **4.1 Introduction**

The aim of this chapter is to present and discuss the results obtained from this quantitative empirical survey.

The data of the study were analysed in order to:

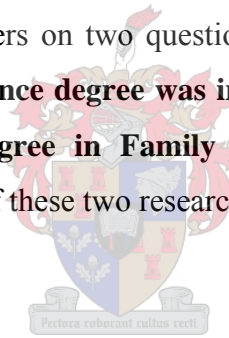
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- a) Identify the factors that influenced South African students when they decided on Family Ecology and Consumer Science as a field of study at South African universities.
  - b) Identify the factors that influenced Family Ecology and Consumer Science students while they were obtaining their degrees at a South African university
  - c) Ascertain whether Family Ecology and Consumer Science students evidence the developmental stages of the Cohen model of the professional socialisation process.
  - d) Determine the perceptions of Family Ecology and Consumer Science professionals of their professional preparation environments
  - e) Compare and analyse Family Ecology and Consumer Science programmes at South African universities.

The measuring instruments used to source the demographic and quantitative data for this study were three structured, standardised and previously validated questionnaires and a conceptual framework for the study of pre-service education programmes. The results of this study will be presented per sub-objective as noted above.

The research instrument used to answer the research questions, “**which sources influence students to choose Family Ecology and Consumer Science as a field of study**” and “**which factors influence students while they were obtaining their degrees in Family Ecology and Consumer Science**” was the Professional Socialisation Influences (PSI) questionnaire. (Appendix1) This questionnaire was developed and validated by Anderson (1976) to identify those influences particularly relevant to Family Ecology and Consumer Science at different periods in the professional socialisation sequence.

## **4.2 Results of the Professional Socialisation Influences (PSI) questionnaire**

The Professional Socialisation Influences questionnaire for undergraduate and postgraduate students sought to find answers on two questions: firstly, “**my decision to do a Family Ecology and Consumer Science degree was influenced by**”, and secondly: “**during the time I am obtaining a degree in Family Ecology and Consumer Science I am influenced by**”. The results of these two research questions are hereby reported below.



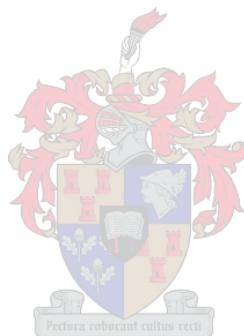
### **4.2.1 Biographical analysis of the respondents to the Professional Socialisation Influences (PSI) questionnaire**

The researcher, with the assistance of a statistician, did a frequency analysis of the 409 valid questionnaires that were completed by the undergraduate and postgraduate (40.1% of the 1019) students who were registered at the seven South African universities offering Family Ecology and Consumer Science in 2001.

**TABLE 4.1: UNDERGRADUATE AND POSTGRADUATE RESPONDENTS TO THE PROFESSIONAL SOCIALISATION INSTRUMENT (PSI) (7 Universities) (N=409)**

University	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	Total	Honours	Masters	Doctoral	Total	Total Respondents	% of Respondents
Free State	4	4	3	3	14	2	1	0	3	17	4.1%
Pretoria	35	24	19	8	86	0	9	0	9	95	23.2%
Potchefstroom	12	12	9	13	46	2	4	1	7	53	13.2%
Stellenbosch	11	46	16	22	95	1	6	1	8	103	25.0%
Vista	9	4	5	3	21	0	0	0	0	21	5.1%
Western Cape	17	10	11	15	53	1	0	0	1	54	13.2%
Zululand	15	14	8	22	59	1	6	0	7	66	16.1%
<b>Total</b>	<b>103</b>	<b>114</b>	<b>71</b>	<b>86</b>	<b>374</b>	<b>7</b>	<b>26</b>	<b>2</b>	<b>35</b>	<b>409</b>	<b>100%</b>

The frequencies and percentages for the demographic variables of age, marital status, gender, race and home language are presented in Table 4.2 (Section A of the PSI.)



**TABLE 4.2: DEMOGRAPHICS OF THE UNDERGRADUATE AND POSTGRADUATE RESPONDENTS TO THE PROFESSIONAL SOCIALISATION INSTRUMENT (PSI) (7 UNIVERSITIES). (N= 409)**

	Free State			Pretoria			Potchefstroom			Stellenbosch			Vista			Western Cape			Zululand			Total
	U/G	P/G	TOT	U/G	P/G	TOT	U/G	P/G	TOT	U/G	P/G	TOT	U/G	P/G*	TOT	U/G	P/G	TOT	U/G	P/G	TOT	
<b>Age Group</b>																						
17- 19	3	0	3	31	0	31	11	0	11	15	0	15	0	0	0	8	0	8	7	0	7	75
20-29	11	0	11	51	4	55	31	6	37	80	6	86	0	0	0	40	0	40	49	2	51	280
30-39	0	0	0	4	3	7	4	0	4	0	0	0	8	0	8	5	0	5	2	2	4	28
40-49	0	3	3	0	2	2	0	1	1	0	1	1	11	0	11	0	1	1	1	1	2	3
50-59	0	0	0	0	0	0	0	0	0	0	1	1	2	0	2	0	0	0	0	1	1	4
<b>Total</b>	<b>14</b>	<b>3</b>	<b>17</b>	<b>86</b>	<b>9</b>	<b>95</b>	<b>46</b>	<b>7</b>	<b>53</b>	<b>95</b>	<b>8</b>	<b>103</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>53</b>	<b>1</b>	<b>54</b>	<b>59</b>	<b>7</b>	<b>66</b>	<b>409</b>
<b>Marital Status</b>																						
Single	14	0	14	81	4	85	44	5	49	92	5	97	5	0	5	50	1	51	56	4	60	361
Married	0	2	2	2	5	7	1	1	2	1	2	3	10	0	10	3	0	3	2	3	5	32
Divorced	0	1	1	0	0	0	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	4
Widowed	0	0	0	0	0	0	0	0	0	0	1	1	3	0	3	0	0	0	1	0	1	5
Cohabitation	0	0	0	3	0	3	1	1	2	2	0	2	0	0	0	0	0	0	0	0	0	7
<b>Total</b>	<b>14</b>	<b>3</b>	<b>17</b>	<b>86</b>	<b>9</b>	<b>95</b>	<b>46</b>	<b>7</b>	<b>53</b>	<b>95</b>	<b>8</b>	<b>103</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>53</b>	<b>1</b>	<b>54</b>	<b>59</b>	<b>7</b>	<b>66</b>	<b>409</b>
<b>Gender</b>																						
Female	13	3	16	83	9	92	46	7	53	93	8	101	20	0	20	48	1	49	57	7	64	395
Male	1	0	1	3	0	3	0	0	0	2	0	2	1	0	1	5	0	5	2	0	2	14
<b>Total</b>	<b>14</b>	<b>3</b>	<b>17</b>	<b>86</b>	<b>9</b>	<b>95</b>	<b>46</b>	<b>7</b>	<b>53</b>	<b>95</b>	<b>8</b>	<b>103</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>53</b>	<b>1</b>	<b>54</b>	<b>59</b>	<b>7</b>	<b>66</b>	<b>409</b>
<b>Race</b>																						
Black	0	3	3	3	6	9	1	3	4	1	1	2	20	0	20	36	1	37	59	7	66	141
Coloured	0	0	0	0	0	0	0	0	0	4	0	4	0	0	0	15	0	15	0	0	0	19
Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	14	0	14	83	3	86	45	4	49	90	7	97	1	0	1	2	0	2	0	0	0	249
<b>Total</b>	<b>14</b>	<b>3</b>	<b>17</b>	<b>86</b>	<b>9</b>	<b>95</b>	<b>46</b>	<b>7</b>	<b>53</b>	<b>95</b>	<b>8</b>	<b>103</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>53</b>	<b>1</b>	<b>54</b>	<b>59</b>	<b>7</b>	<b>66</b>	<b>409</b>
<b>Home Languages</b>																						
Afrikaans	14	1	15	72	3	75	43	4	47	80	7	87	0	0	0	10	0	10	0	0	0	234
English	0	0	0	11	0	11	2	0	2	14	0	14	0	0	0	9	0	9	0	0	0	36
Ndebele	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1
Sesotho	0	1	1	1	0	1	0	0	0	0	1	1	0	0	0	4	0	4	0	0	0	7
Sepedi	0	0	0	1	3	4	0	1	1	0	0	0	7	0	7	0	0	0	0	1	1	13
Swati	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	0	2	105
Tswana	0	1	1	1	2	3	1	1	2	0	0	0	1	0	1	2	0	2	0	0	0	9
Tsongo	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	1	0	3	3	6
Venda	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	1	2	5
Xhosa	0	0	0	0	1	1	0	0	0	0	1	1	4	0	4	25	1	26	4	1	5	37
Zulu	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	2	0	2	52	0	52	58
<b>Total</b>	<b>14</b>	<b>3</b>	<b>17</b>	<b>86</b>	<b>9</b>	<b>95</b>	<b>46</b>	<b>7</b>	<b>53</b>	<b>95</b>	<b>8</b>	<b>103</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>53</b>	<b>1</b>	<b>54</b>	<b>59</b>	<b>7</b>	<b>66</b>	<b>409</b>

Within the South African higher education landscape (after the 1994 election) universities (for purposes of comparison) are grouped as historically advantaged universities (HAU) and historically disadvantaged universities (HDU). The HAU represent the traditionally 'White' universities while the HDU are the traditionally 'Black' universities. For the purpose of the study the historically advantaged universities are Free State, Pretoria, Potchefstroom, Stellenbosch while the historically disadvantaged universities are Vista, Zululand and Western Cape.

From this descriptive data it can be seen that 65.5% (268) of the students were registered at the previously advantaged universities. At these universities the field of study is well-known and established. Students at these universities are aware of what is required of them, and should they graduate, whether work would be available. In the previous dispensation students from these universities stood a better chance than 'Black' and 'Coloured' students of finding jobs in the health sector, industry and services (hotel) industry.

At the previously disadvantaged universities 34.4% (141) of the students were registered where the field of study is in its infancy. Lecturers are grappling with finding ways to give the field of study higher visibility among students. Considerable motivation will be required to establish this particular field at these universities. As the field was in its infancy, students of colour in the previous dispensation found it difficult to obtain work once they graduated. In most instances the 'Coloured' and 'Black' students were to become Home Economics and Needlework teachers. Due to the fact that people of colour were not readily exposed to these areas of work, the numbers of students entering the HDU were small. Only since our new democracy came into being did these career fields in the health sectors, food, clothing and hotel industry, formerly open to White students only became open to 'Black' and 'Coloured' students as well. The process of affirmative action and the need for companies to improve their equity profile enabled students of colour to obtain work more easily.

The age group of most undergraduate respondents was 20-29 years (69.4% or 284). A small percentage (16.6% or 68) of the respondents were 17-19 years old. The postgraduate age



profile differs for the different races. For the white population 16 respondents were between 20-29 years old when embarking on postgraduate studies. For these students the opportunity and funding were in place if they wished to continue postgraduate studies immediately after graduating. Within the coloured and black race groups, funding is usually a problem; therefore students first go and work to accumulate funding for postgraduate studies, so that they fall into an older age group when they embark on postgraduate studies. An interesting observation from the data is the high percentage of 'Black' students (37.1% or 13 of the 35 postgraduate students who responded to the questionnaire) who selected a traditionally 'White' university to further their postgraduate studies. This could be explained by the fact that students perceive a traditionally 'White' university to be more research focussed and in all probability these students are funded as these universities are under pressure to improve the equity and access profiles. This is supported by Department of Education (2002c: 9) National Plan for Higher Education that states that the increased competition between institutions has further fragmented and, in some cases, intensified the racial divides in the higher education system. The opening up of access to higher education for black students at all institutions after 1994 has adversely impacted on student enrolments at the HDU.

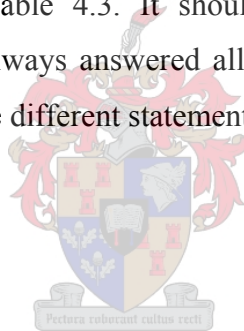
Most of the respondents registered in 2001 were single, only (7.8% or 32) were married. The majority of the respondents spoke Afrikaans (57.2% or 234). The spread of the other official languages spoken were Zulu (14.1%), English (8.8%) and Xhosa (9%), while (10.9%) represented seven other African languages. The highest percentage of respondents (65.5%) were registered at the Afrikaans speaking universities (Free State, Pretoria, Potchefstroom and Stellenbosch), therefore the predominant language was Afrikaans. At the previously disadvantaged universities where the student population is 'Black', respondents indicated their mother tongue as their home language; however, the medium of instruction at these universities is English.

As seen from the descriptive frequencies the average or typical Family Ecology and Consumer Science student in South Africa could be described as 20-29 years of age, single, female, White and Afrikaans speaking.

#### **4.2.2 Influences on decision to study Family Ecology and Consumer Science**

The process of selecting Family Ecology and Consumer Science as a profession, together with the aspects that influenced this process, can be seen as a realisation of the first stage of professional socialisation, namely anticipatory socialisation. As stated by Akers (1985:69), this stage is described as a preparatory process for a change in role or status. This is when the prospective professional becomes aware of the behavioural, attitudinal and cognitive expectations of the profession. It can also be seen as a process of anticipating a future role, thinking about its facets, beginning to enact the behaviour and adopting the values of the future role.

The responses to statements representing aspects influencing South African students when they decided on Family Ecology and Consumer Science as a field of study at South African universities are presented Table 4.3. It should be noted that although 409 students responded, not all of them always answered all the statements; therefore the numbers of students who responded to the different statements in the questionnaire differ.



**TABLE 4.3: INFLUENCES ON THE DECISION TO STUDY FAMILY ECOLOGY AND CONSUMER SCIENCE (N=409)**

Aspects	Much influence in a positive way		Some influence in positive way		Some influence in a negative way		Much influence in a negative way		Did not influence	
	n	%	n	%	n	%	n	%	n	%
A secondary home economics teacher n = 403	102	25.3	85	21.1	18	4.5	11	2.7	187	46.4
Peer reaction to my plans to enter the field n = 399	54	13.5	107	26.8	34	8.5	18	4.5	186	46.6
A secondary school experience in the field n = 399	73	18.3	116	29.1	28	7.0	17	4.3	165	41.4
Belonging to clubs associated with cookery and needlework n=403	38	9.4	48	11.9	22	5.5	20	5.0	275	68.2
Symbols obtained in secondary school for Home Economics and Needlework n= 399	80	20.0	91	22.8	15	3.8	14	3.5	199	49.9
Lack of knowledge of other career alternatives n=401	31	7.7	62	15.5	46	11.5	28	6.9	234	58.4
Wanting to prepare for wife or wife/mother role n=399	26	6.5	57	14.3	19	4.8	22	5.5	275	68.9
Wanting to prepare for both a career and family role n=402	116	28.9	134	33.3	17	4.2	13	3.2	122	30.3
A desire to help others n=405	147	36.3	158	39.0	14	3.5	7	1.7	79	19.5
A desire to help the world be a better place n=405	120	29.6	160	39.5	17	4.2	5	1.2	103	25.4
A desire to be seen by males as a good prospect for marriage n=402	26	6.5	41	10.2	23	5.7	37	9.2	275	68.4
A desire to improve the quality of family living n=404	123	30.4	179	44.3	12	3.0	7	1.7	83	20.5
A desire to help people learn to do things n=405	141	34.8	161	39.8	18	4.4	7	1.7	78	19.3
The high female composition of the field n=402	69	17.2	95	23.6	39	9.7	20	5.0	179	44.5
The general acceptance of the field as suitable for a woman n=403	57	14.1	108	26.8	41	10.2	28	6.9	169	41.9
What I thought it would be like to work in the field n=402	107	26.6	159	39.6	22	5.5	14	3.5	100	24.9
My perception that it would be an easy course n=404	16	4.0	67	16.6	41	10.1	37	9.2	243	60.1
No other course available to register for n=400	13	3.3	22	5.5	24	6.0	28	7.0	313	78.3
Not accepted in the first choice for a degree n=402	34	8.5	23	5.7	23	5.7	32	8.0	290	72.1
Did not have entry requirements for science courses n=400	23	5.8	30	7.5	20	5.0	28	7.0	299	74.8
Did not have entry requirements for other courses n=401	19	4.7	27	6.7	25	6.2	26	6.5	304	75.8
Entrepreneurial possibilities of the course n=400	165	41.2	131	32.8	20	5.0	11	2.8	73	18.3

The above results indicate no clear trend to confirm that the aspects covered by the questionnaire had influenced South African Family Ecology and Consumer Science students in either a positive or a negative way. However, the respondents did indicate that many of the aspects did not influence them when they decided to study Family Ecology and Consumer Science at a South African university. A discussion will follow in terms of which aspects had some influence in a positive way, much influence in a positive way, some influence in a negative way, much influence in a negative way, or no influence at all.

**TABLE 4.4: ASPECTS THAT INFLUENCED THE DECISION TO STUDY FAMILY ECOLOGY AND CONSUMER SCIENCE IN A POSITIVE WAY.**

Aspects	Much influence in a positive way		Some influence in a positive way		Total %
	n	%	n	%	
A desire to help others n=405	147	36.3	158	39.0	75.3
A desire to improve the quality of family living n=404	123	30.4	179	44.3	74.7
A desire to help people learn to do things n=405	141	34.8	161	39.8	74.6
Entrepreneurial possibilities of the course n= 400	165	41.2	131	32.8	74.0
A desire to help the world be a better place n=405	120	29.6	160	39.5	69.1
What I thought it would be like to work in the field n=402	107	26.6	159	39.6	66.2
Wanting to prepare for both a career and family role n=402	116	28.9	134	33.3	62.2

Table 4.4 illustrates the aspects that elicited the highest percentage of positive responses from the respondents, indicating that these aspects did in fact influence them when choosing Family Ecology and Consumer Science as a profession. The aspects, ‘a desire to help others’ (75.3%), ‘a desire to improve the quality of family living’ (74.7%), ‘a desire to help people learn to do things’ (74.6%) and ‘entrepreneurial possibilities of the course’ (74.0%) showed the highest number of positive responses. This result supports both the Family Ecology and Consumer Science definition of Stage and Vincenti (1997:306) ...”enhancing the quality of life of individuals, families and communities” and underpins the mission of the profession, namely that the reason for the existence of the profession is to understand human qualities of individuals, families and communities (Brown &

Paolucci, 1979:35). There is unanimity in the basic altruistic thrust of the profession. Students chose the programme for its intrinsic value rather than for its extrinsic value. This is supported by Kieran *et al.* (1984:37) who viewed the profession as a practice system linked by theory through a reflective process. They maintain that the profession constitutes a method of developing human capabilities. These authors describe the profession as acting from a problem-solving framework to deliver a service to families and communities. This result also supports the views of Brown and Paolucci (1979) and Brown's (1984) notion that the profession is a reflective field concerned with actions which translate knowledge into services. In a study done by Jenkins and Mason (2000:57) in the USA where students were asked why they chose the Family and Consumer Science field as a profession, their responses were: "wanted to be part of a profession that held such power to make a difference", "help families", "I liked the range of opportunities to help others, especially the youth", "I have a desire to work with people" and "Family and Consumer Science allows me to help people".

The entrepreneurial possibilities of the programme were the fourth (74.0%) most important reason for selecting Family Ecology and Consumer Science as a profession. Schenk (2003:87) states that there is a new career paradigm emerging within the context of global realities, namely entrepreneurial education. In discussing the changing context for higher education in South Africa, the New Academic Policy for Programmes and Qualifications in Higher Education document of the Council for Higher Education emphasises that higher education is asked to prepare students for a work environment characterised by self-employment (Department of Education, 2001:3). Students see the programme more as a vehicle to employability than employment. Given the above nature of the new career environment, it is self-evident that Family Ecology and Consumer Science students' conscious adoption of an entrepreneurial view to their career are becoming an essential part of contemporary career behaviour.

Respondents were requested to indicate if the aspects listed in the questionnaire influenced them in a positive or negative way, or whether it had no influence on them selecting Family Ecology and Consumer Science as a profession.

Table 4.5 presents the results with regard to those aspects that did not influence students in selecting Family Ecology and Consumer Science as a profession.

**TABLE 4.5: ASPECTS THAT DID NOT INFLUENCE THE DECISION TO STUDY FAMILY ECOLOGY AND CONSUMER SCIENCE**

Aspects	No influence	
	n	%
No other course available to register for n=400	313	<b>78.3</b>
Did not have entry requirements for other courses n=401	304	<b>75.8</b>
Did not have entry requirements for science courses n=400	299	<b>74.8</b>
Not accepted in the first choice for a degree n=402	290	<b>72.1</b>
Wanting to prepare for wife or wife/mother role n=399	275	<b>68.9</b>
A desire to be seen by males as a good prospect for marriage n=402	275	<b>68.4</b>
Belonging to clubs associated with cookery and needlework n=403	275	<b>68.2</b>
My perception that it would be an easy course n=404	243	<b>60.1</b>
Lack of knowledge of other career alternatives n=401	234	<b>58.4</b>
Symbols obtained in secondary school for Home Economics and Needlework n= 399	199	<b>49.9</b>

Admission requirements to the Family Ecology and Consumer Science programmes were not considered to have an impact on the respondents' choice of the profession. Respondents in this study identified 'no other course available to register for' (78.3%), 'did not have entry requirements for other courses' (75.8%), 'did not have entry requirements for science courses' (74.8%) and 'not accepted in the choice for first degree' (72.1%) as significantly not influencing the choice of Family Ecology and Consumer Science as a profession.

Students selecting the programme had clearly known what the admission requirements of the programme was, as none of these factors played a role in their decision to do Family Ecology and Consumer Science.

The profession was traditionally identified with feminine pursuits. This is also substantiated by the low enrollment of males in the field (3.4% or 14 of the total number of respondents). However the female role attached to the profession, such as ‘wanting to prepare for wife and wife/mother role’ (68.9%), and ‘a desire to be seen by males as a good prospect for marriage’ (68.4%) were some of the factors that had the least influence on respondents’ choice of the profession. These results are contrary to the general “cook and stir” perception of the profession.

Some aspects had no clear influence on students selecting Family Ecology and Consumer Science as a career.

**TABLE 4.6: ASPECTS THAT HAD NO CLEAR INFLUENCE ON THE DECISION TO STUDY FAMILY ECOLOGY AND CONSUMER SCIENCE**

Aspects	Much influence in a positive way		Some influence in positive way		Some influence in a negative way		Much influence in a negative way		Did not influence	
	n	%	n	%	n	%	n	%	n	%
A secondary home economics teacher n = 403	102	25.3	85	21.1	18	4.5	11	2.7	187	46.4
Peer reaction to my plans to enter in the field n=399	54	13.5	107	26.8	34	8.5	18	4.5	186	46.6
The high female composition of the field n=402	69	17.2	95	23.6	39	9.7	20	5.0	179	44.5
The general acceptance of the field as suitable for a woman n=403	57	14.1	108	26.8	41	10.2	28	6.9	169	41.9
A secondary school experience in the field n = 399	73	18.3	116	29.1	28	7.0	17	4.3	165	41.4

The results in Table 4.6 indicate no clear direction of influence for the aspects listed. One finding counters the conclusions in a USA study done by Anderson (1976:103), which stated that the secondary home economics school teacher and a secondary school experience were the major influences for students to choose the profession as a career.

Home Economics at secondary school level was not a prerequisite for the admission of students to Family Ecology and Consumer Science programmes in South Africa.

An important implication emerging from these results is that altruistic considerations influence students to select Family Ecology and Consumer Science, which shows that students have a positive view towards people, their worth and integrity. Students seem to hold the perception that humans can change, and are able to cope with changes. In addition, the effective Family Ecology and Consumer Scientist has an attitude that reflects ethical standards and respect for the integrity of the people they will be working with.

#### **4.2.3 *Factor analysis of the influences on the decision to study Family Ecology and Consumer Science***

Factor analysis attempts to identify underlying factors that explain the patterns of correlations within a set of observed variables. Factor analysis is often used in data reduction to identify a small number of factors that explain most of the variance observed in a much larger number of manifest variables. Performing a factor analysis essentially reduces the dimensionality of the correlation matrix by grouping similar variables into a minimum number of factors. The derived factors should have a meaning that is interpretable in the context of the overall data set. The primary aim of using a factor analysis in this study was to classify the variables in the data set and to discover taxonomic principles in a South African context where no information exists regarding the factors influencing South African students selecting the particular field as a profession.

While frequency tabulations of the responses to the statements of section B on the PSI provide some interesting information, the relatively large number of statements, many of which appear to be interrelated, makes it difficult to determine any patterns which might occur among the responses. Such patterns or underlying factors have been identified by the use of factor analysis that is reported in Table 4.7.

A Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett Test were performed to determine if the data were suitable for factor analysis. The result was as follows; the KMO was .851, which is higher than .5 and it could therefore be concluded that data were suited to factor analysis. The Bartlett's Test for sphericity Approx. Chi-Square



= 2998.854 with df (degrees of freedom) 190 and Significance level = .000 implies that the hypothesis that the correlation matrix is an identity matrix can be rejected. These two measures therefore indicate that all the items except two on the list may be grouped into appropriate factors.

The items 'peer reaction to my plans to enter the field' and 'lack of knowledge of other career alternatives' exhibited low communalities and were therefore deleted for the final factor analysis.

Eigenvalues are the most commonly used index for determining how many factors to take from a factor analysis. Eigenvalues are fairly technical measures, but their values represent the amount of variance in the variables that is accounted for by a factor (SPSS, 2003:7-3). Using the criterion of retaining factors with Eigenvalues greater than one, five factors were identified, using the Principal Component method of extraction. Each factor has been given a name that reflects the concept or idea linking the variables most clearly. Factor loadings for each variable (item) in the Rotated Component Matrix are also included in Table 4.7. These loadings indicate the strength of the relationship between the item and the underlying factor. The higher the factor loading the more the item reflects that factor. Since absolute factor loadings equal to or greater than .40 are generally considered large enough to warrant interpretation, an item was retained if the factor loading was .40 or greater.

In factor analysis, the first factor extracted removes the maximum amount of common variance, while each subsequent factor accounts for as much as possible of the remaining variance. The amount of variance accounted for each factor in this study is identified by the Eigenvalues reported in Table 4.7. A high score on a factor indicates that the respondents were more likely to be influenced by that factor.

**TABLE 4.7: FACTOR ANALYSIS OF INFLUENCES ON THE DECISION TO STUDY FAMILY ECOLOGY AND CONSUMER SCIENCE**

FACTOR NAMES AND QUESTIONNAIRE STATEMENTS	FACTOR LOADINGS	EIGENVALUES	% VARIANCE EXPLAINED
<b>Factor One: Service Ideal</b>		<b>4.8</b>	<b>24.2</b>
A desire to help the world become a better place	.836		
A desire to help others	.834		
A desire to improve the quality of family living	.796		
A desire to help people learn to do things	.772		
Wanting to prepare for both a career and family role	.649		
<b>Factor Two: Educational Requirements</b>		<b>3.8</b>	<b>19.1</b>
Did not have entry requirements for science course	.828		
Not accepted in the first choice for a degree	.782		
Did not have entry requirements for other courses	.781		
No other course available to register for	.760		
<b>Factor Three: Female Role Perception</b>		<b>1.5</b>	<b>7.9</b>
The general acceptance of the field as suitable for woman	.782		
The high female composition of the field	.701		
Wanting to prepare for wife or wife/mother role	.659		
My perception that it would be an easy course	.513		
<b>Factor Four: Secondary Education Experience</b>		<b>1.2</b>	<b>6.0</b>
A secondary school experience in the field	.792		
Symbols obtained in secondary school for Home Economics and Needlework	.757		
A secondary home economics teacher	.734		
Belonging to clubs associated with cookery and needlework	.421		
<b>Factor Five: Possibilities of the programme</b>		<b>1.0</b>	<b>5.1</b>
Entrepreneurial possibilities of the course	.604		
What I thought it would be like in the field	.753		

As reported in Table 4.7, a factor analysis of the influences on the decision to study Family Ecology and Consumer Science revealed five factors: the service ideal; educational requirements; female role perception; secondary education experience and possibilities of the programme.

This result seems to indicate that influences during anticipatory socialisation are largely centered on perceptions of what students want to do in and with the profession.

The first factor ‘Service Ideal’ emerged almost unilaterally as the source of influence at this time in the socialisation process. Most statistical analyses hope to explain patterns of variation in the data. In this particular sample, 24.2% of the variation is explained by the ‘Service Ideal’ factor, and corresponding percentages by the other factors. The items ‘a desire to make the world a better place’ and ‘a desire to help others with loadings of .836 and .834 respectively, mean that there is a very high positive correlation between these items and the ‘Service Ideal’ factor. This result supports the view of Kieran et al. (1982:69) that students chose the field for a career to enable them “to work with and help people” and this links with students perceiving Family Ecology and Consumer Science as a helping profession.

The second factor, with an explained variance of 19.1% was the respondents’ view of ‘Educational Requirements’ to enroll in the Family Ecology and Consumer Science programme. The items with high factor loadings such as ‘did not have entry requirements for science courses’ (loading= .817) and ‘did not have entry requirements for other courses’ (loading=. 744) have high correlations with the ‘Educational Requirements’ factor.

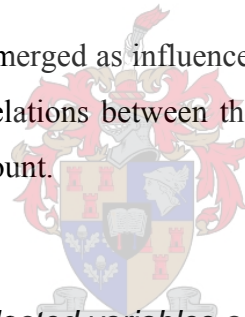
This result suggests that for the 19.1% explained variance, Family Ecology and Consumer Science was not a programme of first choice, but was selected as a programme to enter higher education.

The third factor “Female Role Perception” with an explained variance of 7.9%, was to be expected, since Family Ecology and Consumer Science is a female dominated field. This factor indicates that the respondents were influenced by this perception and that the motivation was the acceptance of a profession suitable for women and the nurturing role played by women in the helping process. This is supported by the fact that there were only (3.4%) 14 male respondents of the total 409 respondents to the questionnaire.

The fourth factor, explaining 6.0% variance is 'Secondary Education Experience'. The aspect 'a secondary school experience' has a correlation of .792 and therefore shows a strong relationship to the factor. The small amount of variation explained by the fourth factor implies that most Family Ecology and Consumer Science programmes do not require students to have had a related school subject as an entry requirement for the programme.

The fifth factor that emerged from the factor analysis was 'Possibilities of the course', explaining 5.1% of the variance. The aspect 'entrepreneurial possibilities of the course' had a strong correlation with this factor, with a loading of .770. The researcher is of the opinion that the knowledge and skills that students gain in the Family Ecology and Consumer Science programmes especially in the Foods, Clothing and Housing Interior modules can be entrepreneurially used for the financial benefit of both student and the people that they will be working with.

Although these five factors emerged as influences on the decision to study Family Ecology and Consumer Science, correlations between the factors were quite varied when selected variables were taken into account.



#### *4.2.3.1 Relationship of selected variables and factors influencing the decision to study Family Ecology and Consumer Science*

Factor scores for each respondent represent the overall response to a particular factor and take into account the responses on all of the sub-items associated with that factor. Mean ranks calculated from the factor scores are used in a Kruskal-Wallis test. The mean ranks are used to compute a Chi-Square statistic to see if there are significant differences between factor scores across categories of respondents. This analysis is done for each factor across two demographic categories, namely 'university registered' and 'year of registration'. Significance levels for the relevant factors that are less than .05% demonstrate that there are statistically significant differences between categories for these factors.

Table 4.8 illustrates that there are significant differences between respondents registered at different universities on the 'Service Ideal' ( $p = .000$ ), 'Educational Requirements' ( $p =$

.039) and ‘Secondary Education Experience’ (p= .014), however there were no significant differences on ‘Female Role Perception’ and ‘Possibilities of the programme’ at the 5% level of significance between the categories.

For the variable year of registration there were significant differences on the factors ‘Service Ideal’ (p= .001), ‘Educational Requirements’ (p= .000) and ‘Possibilities of the course’ (p= .000).

**TABLE 4.8: RELATIONSHIP OF THE SELECTED VARIABLES AND FACTOR SCORES FOR INFLUENCES ON THE DECISION TO STUDY FAMILY ECOLOGY AND CONSUMER SCIENCE**

Selected Variables	Service Ideal	Educational Requirement	Female role perception	Secondary education experience	Possibilities of the programme
<b>University registered</b>					
Chi-Square	71.090	13.240	7.642	16.026	12.116
Significant	<b>.000</b>	<b>.039</b>	.266	<b>.014</b>	.059
df	6	6	6	6	6
<b>Students registration year</b>					
Chi-Square	14.903	19.435	2.373	.775	23.458
Significant	<b>.001</b>	<b>.000</b>	.305	.679	<b>.000</b>
df	2	2	2	2	2

To determine how the variable ‘university registered’ affected the factor scores for each factor Bonferroni Post-Hoc test analyses were conducted.

The results of the Bonferroni Post-Hoc test in Table 4.9 indicate which of the comparisons between groups were significant. Non-significant differences are not reported for ease of presentation.

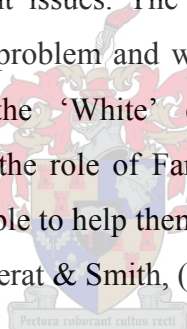
**TABLE 4.9: BONFERRONI POST-HOC TEST FOR UNIVERSITY REGISTERED**

Factor	Method (I)	Method (J)	Mean Difference (I-J)	Significance
<b>Service Ideal</b>	Pretoria	Vista	-1.048	.002*
		Western Cape	-1.006	.000*
		Zululand	-.774	.000*
<b>Secondary Education Experience</b>	Vista	Zululand	.975	.020*

\* The mean difference is significant at the 0.05 levels

An examination of the Bonferroni Post-Hoc Test for the variable 'university registered' reported in Table 4.9 indicated that the 'Service Ideal' factor influenced students more at the historically disadvantaged universities of Vista, Western Cape and Zululand than at Pretoria University, which is a historically advantaged university. Programmes at the historically disadvantaged universities are more geared towards community development and empowerment where they engage in practices to address the challenges of everyday living for individuals, families and households. At Pretoria University more emphasis is placed on industry and they render an education within the framework of product development, consumer facilitation, and retail and store management.

This phenomenon is in line with the first and third world situation that exists in South Africa where the 'White' population has developed to a consumer orientated society and the predominantly 'Black' and 'Coloured' communities are still grappling with development and empowerment issues. The 'Black' and 'Coloured' situation can be a reflection of the poor 'White' problem and where Home Economics played a role in the alleviation of poverty for the 'White' community. Students of the historically disadvantaged universities see the role of Family Ecology and Consumer Science in the new millennium as helping people to help themselves, that is, empowering people to realise their goals, as also stated by Peterat & Smith, (2000:174).



For the factor 'Secondary Education Experience' Vista University students were more positively influenced by this factor than those of Zululand University, as these students were predominantly being trained as secondary school educators in Home Economics.

With reference to 'Student year of registration' the results of the Bonferroni Post-Hoc Test in Table 4.10 indicate which of the comparisons were significant. Non-significant differences are not reported for ease of presentation.

**TABLE 4.10: BONFERRONI POST-HOC TEST FOR STUDENT YEAR OF REGISTRATION**

Factor	Method (I)	Method (J)	Mean Difference (I-J)	Significance
<b>Service Ideal</b>	1 <sup>st</sup> year	4 <sup>th</sup> year/postgraduate	.638	.000*
	2 <sup>nd</sup> /3 <sup>rd</sup> year	4 <sup>th</sup> year/postgraduate	.479	.000*
<b>Educational Requirements</b>	1 <sup>st</sup> year	4 <sup>th</sup> year/postgraduate	-.441	.003*
	2 <sup>nd</sup> /3 <sup>rd</sup> year	4 <sup>th</sup> year/postgraduate	-.607	.000*
<b>Possibilities of the programme</b>	1 <sup>st</sup> year	4 <sup>th</sup> year/postgraduate	.458	.002*
	2 <sup>nd</sup> /3 <sup>rd</sup> year	4 <sup>th</sup> year/postgraduate	.587	.000*

\* The mean difference is significant at the 0.05 levels

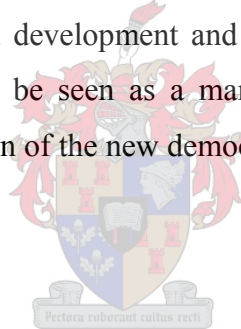
From Table 4.10 it can be seen that the ‘Service Ideal’ factor influenced 4<sup>th</sup> year and postgraduate students more than 1<sup>st</sup> and 2<sup>nd</sup>/3<sup>rd</sup> year students with mean differences of .638 and .479 respectively at a significance level of  $p = .000$ . The factor ‘Possibilities of the Programme’ influenced 4<sup>th</sup> year and postgraduate students with factor scores on average .458 more than the 1<sup>st</sup> year students at a significance level of  $p = .002$ . The same factor influenced the 4<sup>th</sup> year and postgraduate students with factor scores on average .587 more than 2<sup>nd</sup>/3<sup>rd</sup> year students at a significance level of  $p = .000$ .

The Family Ecology and Consumer Science 4<sup>th</sup> year and postgraduate students have developed a professional self-image on a social and economic level. On social level students are concerned with the welfare of the people they will be working with. They enter the profession with an idealistic view of the profession and retain this view up to their graduation and beyond. Within this idealism they also remain practical, as the second level of their self-image development helps them to realise that the possibilities of the programme are in keeping with the economic reality of the world of work.

For the factor ‘Educational Requirements’ the 1<sup>st</sup> year students were more positively influenced by this factor than 4<sup>th</sup> year and postgraduate students with a mean difference of -.441, a difference which is significant at a level of  $p = .003$ . For the same factor the 2<sup>nd</sup>/3<sup>rd</sup> year students were more positively influenced by this factor than the 4<sup>th</sup> and postgraduate students with a mean difference of -.607 and a significance level of  $p = .000$ .

Educational requirements are still fresh in the minds of 1<sup>st</sup> and 2<sup>nd</sup> year students; thus these factor played a positive role in selecting Family Ecology and Consumer Science as a career. These results are an indication of the anticipatory socialisation stage of professional socialisation and are supported by Appelbaum & Chambliss (1997:76) when they refer to this stage as the time when a person rehearses for a future role, position and social relationships. South African students who were registered in 2001 and who had selected Family Ecology and Consumer Science as a prospective career and profession, developed an image where they have started to prepare themselves according to their expectations of their roles in the field of Family Ecology and Consumer Science.

It can be gleaned from the result that prospective students choosing Family Ecology and Consumer Science see it as service rendering profession, where they as professionals will contribute to making the world a better place, help families to improve the quality of their lives and assist families with development and empowerment on both a community and industry level. This can also be seen as a manifestation of the current political, socio-economic and cultural situation of the new democracy in the country.





#### 4.2.4 Influences on students studying for a degree in Family Ecology and Consumer Science

The result of Section C of the Professional Socialisation Influences questionnaire, which determined the influences on students during the time they were taking a degree in Family Ecology and Consumer Science are reported in this section.

**TABLE 4.11: ASPECTS THAT INFLUENCED STUDENTS WHILE STUDYING FOR A DEGREE IN FAMILY ECOLOGY AND CONSUMER SCIENCE (N=409)**

Aspects	Much influence in a positive way		Some influence in positive way		Some influence in a negative way		Much influence in a negative way		Did not influence	
	n	%	n	%	n	%	n	%	n	%
A particular departmental staff member in the field n=397	83	20.9	122	30.7	39	9.8	29	7.3	124	31.2
Departmental enthusiasm about the field n=399	90	22.6	165	41.4	42	10.5	25	6.3	77	19.3
Accessibility of the department n=398	61	15.3	166	41.7	50	12.6	22	5.5	99	24.9
Departmental knowledge of the subject area n=397	101	25.4	194	48.9	27	6.8	11	2.8	64	16.1
Individual attention to student by departmental staff members n=399	87	21.8	161	40.4	57	14.3	20	5.0	74	18.5
Interaction between students and staff members outside of the classroom n=396	65	16.4	130	32.8	54	13.6	21	5.3	126	31.8
Standards set by the department n=399	76	19.0	180	45.1	40	10.0	23	5.8	80	20.1
Departmental encouragement n=399	105	26.3	175	43.9	38	9.5	24	6.0	57	14.3
Departmental dedication n=399	92	23.1	182	45.6	35	8.8	22	5.5	68	17.0
Cooperation between students n=399	94	23.6	196	49.1	32	8.0	17	4.3	60	15.0
Close relationships between students outside the class n=398	119	29.9	148	37.2	32	8.0	17	4.3	82	20.6
A high level of student performance n=399	83	20.8	183	45.9	37	9.3	15	3.8	81	20.3
Students sharing of information from readings, experiences etc. n=397	102	25.7	158	39.8	30	7.6	13	3.3	94	23.7
Interaction with students in different years of the programme n=397	67	16.9	145	36.5	39	9.8	23	5.8	123	31.0
Help from peers in reducing anxiety about expectations n=397	61	15.4	143	36.0	42	10.6	19	4.8	132	33.2
Peer opinion of my work n=398	76	19.1	155	38.9	30	7.5	16	4.0	121	30.4
Career opportunities available n=400	173	43.3	150	37.5	30	7.5	21	5.3	26	6.5
Employment opportunities available n=401	156	38.9	143	35.7	45	11.2	26	6.5	31	7.7
Honours or leadership roles attained n=399	87	21.8	139	34.8	40	10.0	17	4.3	116	29.1
Publications I read n=398	64	16.1	147	36.9	41	10.3	14	3.5	132	33.2
Leaders I met n=397	65	16.4	108	27.2	39	9.8	16	4.0	169	42.6
The application of what I learned to my personal life n=401	145	36.2	159	39.7	27	6.7	10	2.5	60	15.0
The intellectual challenge of the field n=399	135	33.8	176	44.1	29	7.3	10	2.5	49	12.3
The philosophy and goals of the field n=396	141	35.6	141	35.6	36	9.1	7	1.8	71	17.9

The professional education experience is considered the climax of professional socialisation. Ideally it is the time when students are inducted into the specialised role, skills, norms and professional values that are fundamental to the profession.

From the above frequencies reported in Table 4.11 it could be seen that the South African Family Ecology and Consumer Science students were more positively influenced during the time that they were taking a Family Ecology and Consumer Science degree than when they had decided to select this field of study.

When combining the frequency responses ‘much influence in a positive way’ and ‘some influence in a positive way’, as reported in Table 4.12, the aspects indicating the possibilities of the programme received the highest responses. Aspects such as ‘career opportunities available’ (80.8%), ‘application of what I learned to my personal life’ (75.9%) and ‘employment opportunities available’ (74.6%) were those that influenced them the most while they were studying for a degree in Family Ecology and Consumer Science. This agrees with the aspect ‘entrepreneurial possibilities of the programme’ relating to the reasons why they selected the programme.

Students could be drawn to the vast array of vocationally directed specialisations in the programmes that would ensure a career or job after they have graduated. The emphasis on employment possibilities of the programme can also be underpinned by the service ideal being the most important factor that influenced students to select Family Ecology and Consumer Science. This is evidenced by a study done in the USA by Jenkins & Mason (2000:58) where Family and Consumer Science students, when asked “what are your professional goals in the new millennium”, gave the overwhelming response: “to get a job”. This was followed by a question “what do you see as the future of the profession?”



**TABLE 4.12: ASPECTS THAT INFLUENCED STUDENTS POSTIVELY WHILE STUDYING FOR A DEGREE IN FAMILY ECOLOGY AND CONSUMER SCIENCE**

Aspects	Much influence in a positive way		Some influence in a positive way		Total	
	n	%	n	%	%	
Career opportunities available n=400	173	43.3	150	37.5	<b>80.8</b>	
The intellectual challenge of the field n=399	135	33.8	176	44.1	<b>77.9</b>	
The application of what I learned to my personal life n=401	145	36.2	159	39.7	<b>75.9</b>	
Employment opportunities available n=401	156	38.9	143	35.7	<b>74.6</b>	
Departmental knowledge of the subject area n=397	101	25.4	194	48.9	<b>74.3</b>	
Cooperation between students n=399	94	23.6	196	49.1	<b>72.7</b>	
The philosophy and goals of the field n=396	141	35.6	141	35.6	<b>71.2</b>	
Departmental encouragement n=399	105	26.3	175	43.9	<b>70.2</b>	
Departmental dedication n=399	92	23.1	182	45.6	<b>68.7</b>	
Close relationships between students outside the class n=398	119	29.9	148	37.2	<b>67.1</b>	
A high level of student performance n=399	83	20.8	183	45.9	<b>66.7</b>	
Students sharing of information from readings, experiences etc. n=397	102	25.7	158	39.8	<b>65.5</b>	
Standards set by the department n=399	76	19.0	180	45.1	<b>64.1</b>	
Departmental enthusiasm about the field n=399	90	22.6	165	41.4	<b>64.0</b>	
Individual attention to student by departmental staff members n=399	87	21.8	161	40.4	<b>62.2</b>	
Peer opinion of my work n=398	76	19.1	155	38.9	<b>58.0</b>	
Accessibility of the department n=398	61	15.3	166	41.7	<b>57.0</b>	
Honours or leadership roles attained n=399	87	21.8	139	34.8	<b>56.6</b>	
Interaction with students in different years of the programme n=397	67	16.9	145	36.5	<b>53.4</b>	
Publications I read n=398	64	16.1	147	36.9	<b>53.0</b>	
A particular departmental staff member in the field n=397	83	20.9	122	30.7	<b>51.6</b>	
Help from peers in reducing anxiety about expectations n=397	61	15.4	143	36.0	<b>51.4</b>	

However, respondents in this study indicated that they experienced ‘intellectual challenge of the field’ (77.9%), ‘departmental knowledge of the subject area’ (74.3%) and the ‘philosophy and goals of the field’ (71.2%) as positive influences to gain knowledge of the profession. These aspects are seen as an important part in the professional socialisation process. These aspects could be incorporated in professional socialisation modules or in content modules to develop and enhance the overarching theoretical frameworks counteracting the fragmented view that the students might hold of the profession.

Other important influential aspects could be described as student culture aspects. ‘Cooperation between students’ (72.7%), ‘close relationship between students outside the class’ (67.1% 267) and ‘students sharing information from readings and experiences (65.5% 260) were also perceived to be important in the professional socialisation process.

Students interact with the distinct structural features of the educational setting. These features effect and facilitate change in the students’ attitudes and values, because they reflect the attitudes and values of the profession itself. Aspects showing that the educational setting had an influence such as ‘departmental encouragement’ (70.2%, 280) and ‘departmental dedication’ (68.7%, 274) revealed particular characteristics of staff members contributing to the professional socialisation process. The element of commitment seemed to underlie these statements, meaning that the commitment of the department to students seemed to influence the respondents.

The educational settings are therefore important aspects of the students’ socialisation to professional identity. Through these interactions the students learn what is expected of them. The values of competence and commitment are made explicit through the professional programme. The students’ competence in knowledge and skills and their commitment to the profession are assessed. Feedback is offered regarding progress towards the goal of acceptance into professional status. Students taking a degree in Family Ecology and Consumer Science were mainly influenced by the possibilities of the programme and the subject knowledge as well as by departmental encouragement and departmental dedication to promote the assimilation of knowledge, values and skills of the profession.

**TABLE 4.13: ASPECTS THAT HAD NO CLEAR INFLUENCE ON STUDENTS WHILE STUDYING FOR A DEGREE IN FAMILY ECOLOGY AND CONSUMER SCIENCE**

Aspects	Much influence in a positive way		Some influence in positive way		Some influence in a negative way		Much influence in a negative way		Did not influence	
	n	%	n	%	n	%	n	%	n	%
Interaction between students and staff members outside of the classroom n=396	65	16.4	130	32.8	54	13.6	21	5.3	126	31.8
Leaders I met n=397	65	16.4	108	27.2	39	9.8	16	4.0	169	42.6

Aspects that had no clear influence on students as reported in Table 4.13 were ‘interaction between students and staff outside of the classroom’ 31.8% and ‘leaders I met’ 42.6%. This result could be a sign that Family Ecology and Consumer Science lecturers are not seen as leaders, especially within the university environment. Baugher and Kellett (1983:14) contend that the development of a leader depends on the formation of a one-to-one relationship with a mentor. This concept of mentoring is lacking in the profession, as students do not regard this as an influence in the professional socialisation process.

However, to ascertain a thematic theme around what influenced students while they studied Family Ecology and Consumer Science, a factor analysis was employed as a manner of ordering the data so that meaning may be derived from the many aspects in the Professional Socialisation Influences questionnaire.

#### **4.2.5 Factor analysis of the influences on students studying for a degree in Family Ecology and Consumer Science**

While frequency tabulations of the statements of section C on the Professional Socialisation Influences questionnaire provide some interesting information, the relatively large numbers of aspects, many of which appear to be interrelated, make it difficult to determine any possible patterns occurring in the responses. Such patterns or underlying factors have been identified through the use of factor analysis as a data reduction method and are reported in Table 4.14.

A Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and a Bartlett Test were performed to determine if the data was suitable for factor analysis. The KMO was .897, which is higher than .5 and near to .9, and it could be concluded that the data was very well-suited for factor analysis. The Bartlett Test for sphericity Approx. Chi-Square= 4342.385 with df (degrees of freedom) 253 and Significance level = .000 implies that the hypothesis that the correlation matrix is an identity matrix can be rejected. These two measures therefore indicate that the items may be grouped into appropriate factors.

The aspect “A particular departmental staff member in the field” exhibited low communality and was therefore deleted for the final analysis.

In using the criterion of retaining factors with Eigenvalues greater than one, five factors were identified by applying the Principal Component method of extraction. Each cluster of statements was given a name that clearly reflects the concept or idea linking the statements. Factor loadings for each statement in the Rotated Component Matrix are also included in Table 4.14. These loadings indicate the strength of the relationship between the statement and the underlying factor. The higher the factor loading the more the item reflects that factor. Since absolute factor loadings equal to or greater than .40 are generally considered sufficient to warrant interpretation, an item was retained if the factor loading was .40 or greater.

In factor analysis, the first factor extracted removes the maximum amount of common variance, while each subsequent factor accounts for as much as possible of the remaining variance. The amount of variance accounted for each factor in this study is identified by the Eigenvalues reported in Table 4.14.

**TABLE 4.14: FACTOR ANALYSIS OF INFLUENCES ON STUDENTS STUDYING FOR A DEGREE IN FAMILY ECOLOGY AND CONSUMER SCIENCE**

Factor names and Questionnaire statements	Factor Loadings	Eigenvalues	% Variance explained
<b>Factor One: Student interaction</b>		<b>8.2</b>	<b>35.8</b>
Students sharing of information from reading experiences	.740		
Cooperation between students	.735		
Close relationships between students outside the class	.731		
A high level of student performance	.701		
Interaction with students in different years of the programme	.613		
Help from peers in reducing anxiety about expectations	.596		
Peer opinion of my work	.436		
<b>Factor Two: Departmental Influences</b>		<b>2.0</b>	<b>8.9</b>
Individual attention to students by departmental staff members	.710		
Accessibility of the department	.679		
Standards set by the department	.644		
Departmental dedication	.637		
Departmental encouragement	.634		
Interaction between students and staff members outside the classroom	.549		
Departmental knowledge of the subject area	.538		
<b>Factor Three: Field Interest</b>		<b>1.6</b>	<b>7.0</b>
The intellectual challenge of the field	.802		
The philosophy and goals of the field	.791		
The application of what I learned to my personal life	.644		
<b>Factor Four: Career potential</b>		<b>1.1</b>	<b>5.0</b>
Employment opportunities available	.860		
Career opportunities available	.828		
Honours or leadership roles attained	.561		
<b>Factor Five: Mentorship</b>		<b>1.0</b>	<b>4.7</b>
Leaders I met	.730		
Publications I read	.668		

As reported in Table 4.14, a factor analysis on 'while obtaining a degree in Family Ecology and Consumer Science I am influenced by' revealed five factors: student interaction, departmental influences, field interest, career potential and mentorship. Most statistical analyses hope to explain patterns of variation in the data. In this particular sample, 35.8% of the variation is explained by 'Student Interaction' and corresponding percentages by the other factors.

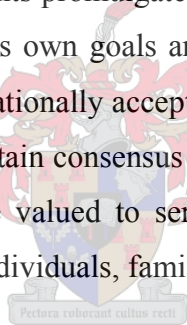
The first factor 'Student Interaction' manifested itself as the most important factor influencing students while studying for a degree in Family Ecology and Consumer Science. The aspects 'student sharing of information from readings', 'cooperation between students' and 'close relationship between students outside the class' have loadings of .740 .735 and .731 respectively. This means that there is a very high positive correlation between these items and the factor 'Student Interaction'. This acknowledges the impact of student culture upon the professional socialisation experience. This behaviour of student collectives should be taken into account and educators of Family Ecology and Consumer Scientists could use this situation to shape a specific direction in which professional socialisation could take place.

The second factor (with an explained variance of 8.9%) was 'Departmental influences'. The items with high factor loadings, such as 'individual attention to students by departmental staff members' loading = .710 and 'accessibility of the department' loading = .679, have high correlations with the factor 'Departmental Influences'. The professional socialisation of the aspiring professionals during the educational experience is generally the responsibility of the specific Family Ecology and Consumer Science department. Departmental influences could be used to create situations and conditions that would lead to the end outcomes achieved by the professional. If departments wish to socialise students in any specific way they could create situations such as classes, seminars, planned social events, internship while studying, professional associations and joint publications, to name but a few. It is important that the direction in which the professional is socialised be emulated, verbalised and functionally related to the outcomes of the programme in which they are registered. This should not be left to chance in the hope that the students will make the connections on their own. Though learning of a body of knowledge takes place at the



same time, these techniques are more specifically used as the vehicle through which departmental culture, values and behaviours are transmitted leading to the professional socialisation of learning and inculcating these norms and values.

The third factor 'Field Interest' (with a variance of 7%) had items with high factor loadings, such as 'the intellectual challenge of the field', (loading= .802) and 'the philosophy and goals of the field', (loading= .791) have a high correlation with this factor loadings. Departments educate their students and define the conditions of that particular education. This education includes developing of a philosophy for the programme, department and institution at large, concerning the whole area of thought, value and actions involved in becoming a graduate in the profession. This factor also indicates the opportunity to gain knowledge of the professional culture that is important in the socialisation process. The dilemma for the Family Ecology and Consumer Science discipline and profession in South Africa is that specific departments promulgate their version of the profession's philosophy, their specialisations each has its own goals and concerns. The complicating factor within the profession is the lack of a nationally accepted and clearly defined philosophy. Members of the profession have yet to obtain consensus on what particular aspects of nature, society, culture and knowledge will be valued to serve as bases for the professions' actions in providing a unique service to individuals, families and households.



The fourth factor, 'Career Potential' (with a 5% variance), was the respondents' view of the profession as a possible career and had high factor loadings for employment opportunities available (.860) and for career opportunities (.828). From an economic perspective the emergence of factor four indicates that Family Ecology and Consumer Science students have a positive outlook on the likelihood that the profession has the potential to develop into a career, as it offers employment and career opportunities.

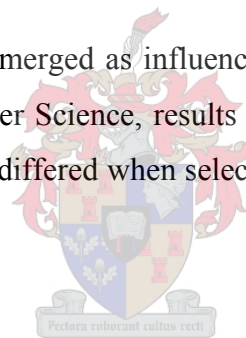
The fifth factor 'Mentorship' (with a 4.7% variance), explained the respondents' view of mentorship in the profession. The result reflects that there is limited opportunity for mentorship that would influence the development of leaders within the field. Baugher and Kellett (1983:17) suggest that the future of the discipline might depend on the existence of role models, sponsors, peer alliances and mentors who have an historically integrated

knowledge of the discipline and the profession instead of imparting only its specialisation competence to new professionals.

Most importantly, it is the mentors who touch the lives of the few new professionals who are the emergent leaders of the profession to ensure the continuance of the objectives of the profession. The protégés of those mentors have the opportunity to lead Family Ecology and Consumer Science into an era of quality, increased strength and visibility, facilitating an improved quality of life for individuals and families.

Two items in the questionnaire either did not appear in the above factors or had factor loadings well below the .40 cut-off point. The items, ‘interaction between students and departmental staff members outside of the classroom’ and ‘a desire to become a leader’ would appear to have had little influence during the time the students were studying Family Ecology and Consumer Science.

Although these five factors emerged as influences while students were taking a degree in Family Ecology and Consumer Science, results of the factor score analyses indicated that the influence of these factors differed when selected demographic variables were taken into account.



#### *4.2.5.1 Relationship of selected variables and factor scores influencing students while studying for a degree in Family Ecology and Consumer Science*

Factor scores for each respondent represent the overall response for the particular factor, taking into account the responses on each of the items in that factor. Mean ranks calculated on the factor scores are used in a Kruskal-Wallis test. The mean ranks are then used to compute a Chi-Square statistic to see if there are significant differences between factor scores across categories of respondents per factor and per the variables: ‘university registered’ and ‘year of registration’. Significance levels for the relevant factors that are less than  $p = .05$  demonstrate that there are statistically significant differences between categories of students for these factors. A high score on a factor indicates that the respondents were more likely to be influenced by that factor.

**TABLE 4.15: RELATIONSHIP OF SELECTED VARIABLES AND FACTOR SCORES FOR STUDENTS STUDYING FOR A DEGREE IN FAMILY ECOLOGY AND CONSUMER SCIENCE**

<b>Demographic Variables</b>	<b>Students Interaction</b>	<b>Departmental influences</b>	<b>Field Interest</b>	<b>Career Potential</b>	<b>Mentorship</b>
<b>University registered</b>					
Chi-Square	5.485	8.721	23.734	6.208	13.186
Significant	.483	.190	<b>.001</b>	.400	<b>.040</b>
df	6	6	6	6	6
<b>Student Year of registration</b>					
Chi-Square	2.243	7.760	21.589	24.188	3.938
Significant	.326	<b>.021</b>	<b>.000</b>	<b>.000</b>	.140
df	2	2	2	2	2

From Table 4.15 it can be seen that there are significant differences between students registered at different universities on the factors ‘Field Interest’ ( $p=.001$ ) and ‘Mentorship’( $p=.040$ ). However, there are no significant differences on ‘Student Interaction’, ‘Departmental Influences’ and ‘Career potential’ at the 0.05% level for these factors. The results differ for the variable ‘year of registration’, where significant differences can be identified for the factors ‘Departmental Influences’ ( $p= .021$ ), ‘Field Interest’ ( $p= .000$ ) and ‘Career Potential’ ( $p= .000$ ). However the factors ‘Student Interaction’ and ‘Mentorship’ demonstrated no significant differences between demographic categories.

To determine how the variable ‘universities registered’ differed in terms of these factors a Bonferroni Post-Hoc Test analysis was conducted. The results of the Bonferroni Post-Hoc Test in Table 4.16 indicate the comparisons between groups that were significant. Once again, non-significant results have been excluded for ease of presentation.

**TABLE 4.16: BONFERRONI POST-HOC TEST FOR UNIVERSITY REGISTERED**

Factor	Method (I)	Method (J)	Mean Difference (I-J)	Significance
Field Interest	Pretoria	Vista	-910	.034*
	Potchefstroom	Vista	-1.002	.019*
	Stellenbosch	Vista	-1.073	.004*
Mentorship	Potchefstroom	Zululand	-613	.034*

\* The mean difference is significant at the 0.05 levels

For the factor ‘Field Interest’ students from the Pretoria, Potchefstroom and Stellenbosch Universities were more influenced by this factor than Vista University students. Pretoria, Potchefstroom and Stellenbosch University are classified as the historically advantaged universities. As these universities were the leaders regarding the direction of the profession, it can be expected that the factor Field Interest with aspects such as intellectual challenge of the field and the philosophy and goals of the field would influence these students more than the Vista students. The focus of Vista University is in-service Home Economics and Needlework teacher training for Black secondary school teachers.

At Potchefstroom University students were more influenced by the factor ‘Mentorship’ that represents ‘Leaders I met’ and ‘Publications that I read’ than Zululand University. For Potchefstroom students the emphasis is on the importance of gaining knowledge about the culture of the profession in which they expect to participate.

To determine how the variable ‘year of registration’ differed in terms of these factors, a Bonferroni Post-Hoc Test analysis was conducted. The results of the Bonferroni Post-Hoc Test in Table 4.17 indicate the comparisons between groups that were significant. Once again, non-significant results have been excluded for ease of presentation.

**TABLE 4.17: BONFERRONI POST-HOC TEST FOR STUDENT YEAR OF REGISTRATION**

<b>Factor</b>	<b>Method (I)</b>	<b>Method (J)</b>	<b>Mean Difference (I-J)</b>	<b>Significance</b>
<b>Departmental Influences</b>	1 <sup>st</sup> year	4 <sup>th</sup> year/postgraduate	.367	.033*
<b>Field Interest</b>	1 <sup>st</sup> year	4 <sup>th</sup> year/postgraduate	.635	.000*
	2 <sup>nd</sup> /3 <sup>rd</sup> year	4 <sup>th</sup> year/postgraduate	.598	.000*
<b>Career Potential</b>	1 <sup>st</sup> year	4 <sup>th</sup> year/postgraduate	.747	.000*
	2 <sup>nd</sup> /3 <sup>rd</sup> year	4 <sup>th</sup> year/postgraduate	.536	.000*

\* **The mean difference is significant at the 0.05 levels**

Examination of the Bonferroni Post-Hoc Test reported in Table 4.17 for the variable ‘year registration’ indicates that the ‘Departmental Influences’ factor influenced 4<sup>th</sup> year and postgraduate students by a mean difference of .367 more than the 1<sup>st</sup> year students at a significance level of  $p = .033$ . ‘Departmental Influences’ were explained by aspects such as ‘departmental dedication’ and ‘departmental encouragement’. These influences were stronger in the case of 4<sup>th</sup> year and postgraduate students, possibly because their classes are smaller and more individual attention can be given to senior students than to 1<sup>st</sup> year students, who are still adjusting to campus life and have not yet experienced the full exposure to the department or field. The element of commitment seems to underlie this factor, meaning that, what seemed to influence 4<sup>th</sup> year and postgraduate students, was the commitment of staff to students and the occupational role.

The factor ‘Field Interest’ influenced the 4<sup>th</sup> year and postgraduate students (with mean differences of .635 and .598 respectively) more than the 1<sup>st</sup> year and 2<sup>nd</sup>/3<sup>rd</sup> year students at a significance level of  $p = .000$ . Senior students have already engaged with the philosophy of the field and have encountered the challenges of the field, consequently they were more influenced by the factor ‘Field Interest’ which is described by aspects such as intellectual challenges and the philosophy and goals of the field.

The factor ‘Career Potential’ influenced 4<sup>th</sup> years and postgraduate students with mean differences of .747 and .536 respectively, more than the 1<sup>st</sup> year and 2<sup>nd</sup>/3<sup>rd</sup> year students at

a significance level of  $p=.000$ . These senior students are aware that a qualification in Family Ecology and Consumer Science will enhance the possibilities for employment and that this opportunity could lead to a fulfilling career.

South African students obtaining a degree in Family Ecology and Consumer Science are also influenced by the value of ‘Student Interaction’ a factor that plays a significant role in the socialisation process. The influence of factors ‘Departmental Influences’, ‘Field Interest’ and ‘Career Potential’ was more evident in the case of 4<sup>th</sup> year and postgraduate students and at the historically advantaged universities.

### **4.3 Results of the Professional Socialisation Staging Scale( PS<sup>3</sup>) questionnaire**

The Professional Socialisation Staging Scale (PS<sup>3</sup>) questionnaire was administered to undergraduate and postgraduate students enrolled at seven South African universities. The sub-objective was to test the reality congruence of the Cohen (1981) model of the professional socialisation process. The total number of respondents in the study (N =366) represented 35.9% of 1019 students who were registered at the seven universities in 2001. Table 4.18 reports on the respondents’ registration per university.

**TABLE 4.18: UNDERGRADUATE AND POSTGRADUATE RESPONDENTS TO THE PROFESSIONAL SOCIALISATION STAGING SCALE (PS<sup>3</sup>) (7 Universities) (N=366)**

University	First	Second	Third	Fourth	Total	Honours	Masters	Doctoral	Total	Total Respondents	% of Respondents
Free State	4	4	3	3	14	3	2	0	5	19	5.2%
Pretoria	33	23	19	9	84	0	9	0	9	93	25.4%
Potchefstroom	11	11	11	11	44	5	8	1	14	58	15.8%
Stellenbosch	44	0	17	21	82	0	6	1	7	89	24.3%
Vista	10	4	5	3	22	0	0	0	0	22	6.0%
Western Cape	16	10	11	14	51	1	0	0	1	52	14.2%
Zululand	0	13	5	14	32	0	1	0	1	33	9.0%
<b>Total</b>	<b>118</b>	<b>65</b>	<b>71</b>	<b>75</b>	<b>329</b>	<b>9</b>	<b>26</b>	<b>2</b>	<b>37</b>	<b>366</b>	<b>100%</b>

#### **4.3.1 Biographical analysis of the respondents to the Professional Socialisation Staging Scale (PS<sup>3</sup>) questionnaire**

The respondents to this questionnaire were not exactly the same as those for who responded to the Professional Socialisation Influences questionnaire. The two questionnaires, though aimed at the same group of respondents were completed at different times. The questionnaires were completed at the time of final examination and students attended classes erratically, which explains why no first years completed the questionnaire at the University of Zululand and no second years completed the questionnaire at the University of Stellenbosch.

Data on the independent demographic variables of age, marital status, gender and race for the respondents are presented in Table 4.19.



**TABLE 4.19: DEMOGRAPHICS OF THE UNDERGRADUATE AND POSTGRADUATE RESPONDENTS TO THE PROFESSIONAL SOCIALISATION STAGING SCALE (PS<sup>3</sup>) (7 UNIVERSITIES) (N= 366)**

Demographic Variable	Free State			Pretoria			Potchefstroom			Stellenbosch			Vista			Western Cape			Zululand			Total
	U/G	P/G	TOT	U/G	P/G	TOT	U/G	P/G	TOT	U/G	P/G	TOT	U/G	P/G*	TOT	U/G	P/G	TOT	U/G	P/G	TOT	
<b>Age Group</b>																						
17- 19	3	0	3	30	0	30	11	0	11	37	0	37	0	0	0	6	0	6	3	0	3	90
20-29	11	0	11	50	4	54	31	6	37	45	5	50	0	0	0	40	0	40	27	0	27	219
30-39	0	0	0	4	3	7	2	0	2	0	0	0	9	0	9	5	0	5	2	0	2	25
40-49	0	5	5	0	2	2	0	8	8	0	1	1	11	0	11	0	1	1	0	0	0	28
50-59	0	0	0	0	0	0	0	0	0	0	1	1	2	0	2	0	0	0	0	1	1	4
<b>Total</b>	<b>14</b>	<b>5</b>	<b>19</b>	<b>84</b>	<b>9</b>	<b>93</b>	<b>44</b>	<b>14</b>	<b>58</b>	<b>82</b>	<b>7</b>	<b>89</b>	<b>22</b>	<b>0</b>	<b>22</b>	<b>51</b>	<b>1</b>	<b>52</b>	<b>32</b>	<b>1</b>	<b>33</b>	<b>366</b>
<b>Marital Status</b>																						
Single	14	0	14	79	4	83	42	8	50	79	4	83	5	0	5	50	1	51	32	0	32	318
Married	0	4	4	2	5	7	1	5	6	1	2	3	11	0	11	1	0	1	0	1	1	33
Divorced	0	1	1	0	0	0	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	4
Widowed	0	0	0	0	0	0	0	0	0	0	1	1	3	0	3	0	0	0	0	0	0	4
Cohabitation	0	0	0	3	0	3	1	1	2	2	0	2	0	0	0	0	0	0	0	0	0	7
<b>Total</b>	<b>14</b>	<b>5</b>	<b>19</b>	<b>84</b>	<b>9</b>	<b>93</b>	<b>44</b>	<b>14</b>	<b>58</b>	<b>82</b>	<b>7</b>	<b>89</b>	<b>22</b>	<b>0</b>	<b>22</b>	<b>51</b>	<b>1</b>	<b>52</b>	<b>32</b>	<b>1</b>	<b>33</b>	<b>366</b>
<b>Gender</b>																						
Female	13	5	18	81	9	90	44	14	58	80	7	87	21	0	21	46	1	47	32	1	33	354
Male	1	0	1	3	0	3	0	0	0	2	0	2	1	0	1	5	0	5	0	0	0	12
<b>Total</b>	<b>14</b>	<b>5</b>	<b>19</b>	<b>84</b>	<b>9</b>	<b>93</b>	<b>44</b>	<b>14</b>	<b>58</b>	<b>82</b>	<b>7</b>	<b>89</b>	<b>22</b>	<b>0</b>	<b>22</b>	<b>51</b>	<b>1</b>	<b>52</b>	<b>32</b>	<b>1</b>	<b>33</b>	<b>366</b>
<b>Race</b>																						
Black	0	5	5	3	6	9	1	7	8	1	1	2	21	0	21	35	1	36	32	1	33	114
Coloured	0	0	0	0	0	0	0	0	0	4	0	4	0	0	0	14	0	14	0	0	0	18
Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	14	0	14	81	3	84	43	7	50	77	6	83	1	0	1	2	0	2	0	0	0	234
<b>Total</b>	<b>14</b>	<b>5</b>	<b>19</b>	<b>84</b>	<b>9</b>	<b>93</b>	<b>44</b>	<b>14</b>	<b>58</b>	<b>82</b>	<b>7</b>	<b>89</b>	<b>22</b>	<b>0</b>	<b>22</b>	<b>51</b>	<b>1</b>	<b>52</b>	<b>32</b>	<b>1</b>	<b>33</b>	<b>366</b>



From the Table 4.19 it can be seen that the typical respondent completing the Professional Socialisation Staging Scale questionnaire is between the ages of 20-29, single, female and White.

Data on the independent variables of the ‘presence of a mother’, ‘father’ and ‘an immediate family member who is a professional in the field’ and the ‘students’ previous and concurrent work experience in Family Ecology and Consumer Science field’, are presented in Table 4.20.

**TABLE 4.20: VARIABLES ASSOCIATED WITH PROFESSIONAL SOCIALISATION STAGING SCALE (PS<sup>3</sup>) (N= 366)**

	Does <b>mother</b> work in the field of Family Ecology and Consumer Science		Does <b>father</b> work in the field of Family Ecology and Consumer Science		Does an <b>immediate family member</b> work in the field of Family Ecology and Consumer Science		Does <b>the student</b> have previous work experience in the field of Family Ecology and Consumer Science	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Free State</b>	1	18	0	19	4	15	9	10
<b>Pretoria</b>	9	84	2	91	12	81	26	67
<b>Potchefstroom</b>	6	52	5	53	12	46	24	34
<b>Stellenbosch</b>	10	79	5	84	8	81	25	64
<b>Vista</b>	3	19	0	22	6	16	12	10
<b>Western Cape</b>	8	44	3	49	9	43	11	41
<b>Zululand</b>	2	31	1	32	2	31	3	30
<b>TOTAL</b>	<b>39</b> <b>(10.7%)</b>	<b>327</b> <b>(89.3%)</b>	<b>16</b> <b>(4.4%)</b>	<b>350</b> <b>(95.6%)</b>	<b>53</b> <b>(14.5%)</b>	<b>313</b> <b>(85.5%)</b>	<b>110</b> <b>(30.1%)</b>	<b>256</b> <b>(69.9%)</b>

The interactive approach to socialisation accounts for the influences of variables associated with professional socialisation such as significant others, for example mother, father and immediate family member and students’ own work experience in the field of the occupation (McCain, 1983:23). From Table 4.20 it can be seen that the South African Family Ecology and Consumer Science students’ father (95.6%), mother (89.3%), immediate family member (85.5%) and the students themselves (69.9%) do not work in the field of Family Ecology and Consumer Science. The low percentage of respondents who were exposed to the field of Family Ecology and Consumer Science through a father (4.4%), mother (10.7%), immediate family member (14.5%) and respondents who had previous experience of the field (30.1%) were exposed to different components of the field, as reported in Table 4.21 to Table 4.23.

**TABLE 4.21: FIELD OF FAMILY ECOLOGY AND CONSUMER SCIENCE IN WHICH MOTHER WORKS**

	Food and Nutrition	Clothing	Housing	Management	Consumer Behaviour	Community Development	Home Economics Teacher	Total
Free State	1	0	0	0	0	0	0	1
Pretoria	0	1	0	1	1	0	0	3
Potchefstroom	2	1	0	0	0	2	0	5
Stellenbosch	1	1	2	1	0	0	0	5
Vista	0	1	0	0	0	0	0	1
Western Cape	1	0	1	0	0	0	1	3
Zululand	0	0	0	1	0	0	0	1
<b>Total</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>19</b>

As shown in Table 4.20, 39 respondents indicated that their mother worked in the field of Family Ecology and Consumer Science. Nineteen respondents indicated in what specific field of Family Ecology and Consumer Science their mother worked and these results are represented in Table 4.21.

**TABLE 4.22: FIELD OF FAMILY ECOLOGY AND CONSUMER SCIENCE IN WHICH FATHER WORKS**

	Food and Nutrition	Clothing	Housing	Management	Consumer Behaviour	Community Development	Home Economics Teacher	Total
Free State	0	0	0	0	0	0	0	0
Pretoria	0	1	0	0	1	0	0	2
Potchefstroom	1	1	0	0	0	3	0	5
Stellenbosch	1	1	2	1	0	0	0	5
Vista	0	0	0	0	0	0	0	0
Western Cape	2	0	1	0	0	0	0	3
Zululand	0	0	0	1	0	0	0	1
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>16</b>

As indicated in Table 4.20, 16 responded yes, their father worked in the field of Family Ecology and Consumer Science. In Table 4.22 the specific fields in which they worked are represented.

**TABLE 4.23: FIELD OF FAMILY ECOLOGY AND CONSUMER SCIENCE IN WHICH AN IMMEDIATE FAMILY MEMBER WORKS**

	Food and	Clothing	Housing	Management	Consumer Behaviour	Community Development	Home Economics	Total
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	Nutrition						Teacher	
Free State	2	1	0	0	0	0	1	<b>4</b>
Pretoria	3	4	0	1	1	1	2	<b>12</b>
Potchefstroom	7	1	1	1	0	0	2	<b>12</b>
Stellenbosch	2	1	2	1	0	1	1	<b>8</b>
Vista	1	1	1	0	0	0	3	<b>6</b>
Western Cape	2	0	0	1	0	2	4	<b>9</b>
Zululand	0	0	0	0	0	0	2	<b>2</b>
<b>Total</b>	<b>17</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>15</b>	<b>53</b>

According to Table 4.20 53 students indicated that an immediate family member worked in the field of Family Ecology and Consumer Science. Table 4.23 indicates in what field of Family Ecology and Consumer Science they worked.

The specific field in which the student worked was not determined by the questionnaire.

The four variables above will be used to test the hypotheses stated in chapter one. It was expected that these variables would influence Family Ecology and Consumer Science students. However, from the frequency results it appears that South African Family Ecology and Consumer Science students are not exposed to the field.

#### **4.3.2 Hypotheses tests for the Professional Socialisation Staging Scale (PS<sup>3</sup>) questionnaire**

The statistical hypotheses were tested at the 0.05 level of significance for the valid cases among the 366 respondents. The findings are presented separately for each of the sets of hypotheses. Assumptions of normality and homogeneity of the data were checked, so that the data were deemed suitable for the statistical tests undertaken. To understand the meaning of each stage in the Professional Socialisation Staging Scale (PS<sup>3</sup>), Table 4.24 describes the characteristics of each stage to which the students responded, and should be read in conjunction with the Professional Socialisation Staging Scale (PS<sup>3</sup>). See Appendix 2

**TABLE 4.24: PROFESSIONAL SOCIALISATION STAGING SCALE (PS<sup>3</sup>) ITEMS IN EACH STAGE**

<b>STAGE I, Unilateral-Dependence,</b>	<b>STAGE II, Negative-Independence</b>
In this stage the individual is reliant upon external	This stage is characterised by a cognitive

<p>controls and adheres to the limits set by authorities. Concepts must be accepted without question from external sources because the person lacks the necessary experience and knowledge to criticise or question. The following situations describe this stage</p>	<p>rebellion, whereby the individual begins to question the concepts presented by authorities in an attempt to be free of external controls. The student develops the capacity for critical thinking and thus begins to sever the reliance on external authority for concepts and facts. The following situations describe this stage</p>
<ul style="list-style-type: none"> <li>• I am given specific instructions</li> <li>• My lecturers</li> <li>• Insecure in the role of a Family Ecology and Consumer Scientist.</li> <li>• Doubt whether my previous understanding was correct.</li> <li>• I try to behave the way I am expected to behave, especially when the lecturer is watching me.</li> <li>• I want to learn the right way to care for people</li> <li>• Role models.</li> <li>• Ill at ease in trying to act like a Family Ecology and Consumer Scientist</li> <li>• I feel I must follow all the rules and regulations</li> <li>• Helpful, because the lecturer can evaluate whether I am performing in the best way.</li> <li>• Seek assistance from my lecturer</li> <li>• It is expected of me</li> <li>• I try to see what I did wrong.</li> <li>• I think that any assignment I receive is for my benefit in learning</li> <li>• Accept their suggestions and try to improve my performance</li> <li>• Should be enforced.</li> <li>• I know that I should do what is expected of me</li> <li>• Accept what the lecturer says</li> <li>• I will usually complete the assignment to demonstrate my abilities and receive a better grade</li> <li>• The course content and learning experience have been well planned by the department</li> <li>• Desirable behaviours for a professional family and consumer scientist</li> <li>• My lecturers expect me to be creative</li> <li>• I'm not sure that I know enough to ask a question</li> <li>• The instructor is the final authority</li> <li>• I think that the lecturer should correct me so I will learn the best way to do the procedure.</li> </ul>	<ul style="list-style-type: none"> <li>• Factual references.</li> <li>• I am not restricted by rigid rules and regulations.</li> <li>• Uncomfortable in situations that are not familiar.</li> <li>• Question the lecturer's explanation based on my previous knowledge</li> <li>• I may or may not behave the way I am expected to behave, depending on what kind of behaviour is expected.</li> <li>• I want to show the lecturer that I can do it.</li> <li>• Authority figures.</li> <li>• Dissatisfied with some parts of the role.</li> <li>• I question the necessity for some of the rules and regulations</li> <li>• Picky, because the lecturer usually emphasises my weaknesses rather than my strengths.</li> <li>• Try to solve the problem myself.</li> <li>• Doing it will avoid problems and conflict.</li> <li>• I feel like the lecturer is picking on me.</li> <li>• <i>I think that some of my assignments are work and do not always help me to learn</i></li> <li>• Resent most of their suggestions because I find that my self-evaluations are more accurate in the long run.</li> <li>• Are difficult to apply in all situations.</li> <li>• I know that it is necessary to complete the program</li> <li>• Think that the textbook information is probably more accurate</li> <li>• I might not do it, because I think we have enough required assignments</li> <li>• Often I have difficulty in seeing why certain content and learning experiences are required.</li> <li>• Somewhat unrealistic and sometimes unnecessary</li> <li>• The textbook method does not seem to be the best approach.</li> <li>• I think that if I just keep quite, I'll find out the answer to my questions</li> <li>• Some group members rebel against the lecturer.</li> <li>• I remember that there is usually more than one way to correctly accomplish a procedure, but lecturers tend to prefer the textbook method.</li> </ul>

<p><b><i>STAGE III, Dependence-Mutuality,</i></b></p>	<p><b><i>STAGE IV, Interdependence,</i></b></p>
<p>Cognitive rebellion is replaced by more realistic evaluations of the environment and the individual</p>	<p>The need for independence and the commitment to mutuality are integrated, and</p>

<p>begins to integrate others' ideas. The student develops the capacity for evaluative thinking and tests facts and ideas objectively. The following situations describe this stage.</p>	<p>the individual gains the capacity to exercise independent judgment. The following situations describe this stage:</p>
<ul style="list-style-type: none"> <li>• The source I most often use for information on consumer problems is my classmates.</li> <li>• I can learn best when I feel comfortable with the group.</li> <li>• When I am working with consumers, I feel in control of the situation and myself most of the time.</li> <li>• If a lecturer explained something to me that I thought was incorrect in some respects, my reaction would be to discuss the lecturer's explanation and my own opinion with my classmates</li> <li>• If I know that a lecturer expects a certain type of professional behaviour I try to behave the way I think a professional Family Ecology and Consumer Scientist is supposed to behave, whether or not the lecturer is watching me.</li> <li>• When I am working with consumers, I do my best because I want others to see that I am a good Family Ecology and Consumer Scientist</li> <li>• In their roles as professional Family Ecology and Consumer Scientist in a work situation, I see my Family Ecology and Consumer Science instructor primarily as resource persons.</li> <li>• In my role as a Family Ecology and Consumer Scientist I feel that I act appropriately most of the time.</li> <li>• In terms of the rules and regulations that I am expected to follow as a student I usually abide by the rules and can accept them when I understand the reason for them</li> <li>• When being evaluated on my practical performance, I think that the lecturer's criticism is useful, because the criticism might help me to improve my performance</li> <li>• If I were having a problem with a consumer, I would ask a classmate for assistance.</li> <li>• When my lecturer tells me to do something new, I do it because it is a challenge to see if I can handle a new situation</li> <li>• When my lecturer reacts negatively to some of my practical performances I get advice from my classmates.</li> <li>• When I am given a class assignment I check with my classmates to see how they are doing the assignment.</li> <li>• When other people offer me constructive criticism I have not asked for, I tend to check the ideas they give me with my classmates before taking them seriously.</li> <li>• Rules and regulations concerning professional behaviour promote group standards.</li> <li>• I generally do what I am expected to do in class because I need to learn what professional Family Ecology and Consumer Scientist are expected to do</li> </ul>	<ul style="list-style-type: none"> <li>• The source I most often use for information on consumer problems is Family Ecology and Consumer Scientist in practice.</li> <li>• I can learn best when I can participate in planning the learning experiences</li> <li>• When I am working with consumers, I feel Comfortable in my role as a Family Ecology and Consumer Scientist</li> <li>• If a lecturer explained something to me that I thought was incorrect in some respects, my reaction would be to discuss other explanations with the lecturer in an effort to resolve the contradiction</li> <li>• If I know that a lecturer expects a certain type of professional behaviour I feel comfortable that my behaviour will be professional, and I am not concerned with whether the lecturer is watching me.</li> <li>• When I am working with consumers, I do my best because I feel good when I give excellent professional advice</li> <li>• In their roles as professional Family Ecology and Consumer Scientist in a work situation, I see my Family Ecology and Consumer Science instructor primarily as professional colleagues.</li> <li>• In my role as a Family Ecology and Consumer Scientist I feel very comfortable and satisfied with myself</li> <li>• In terms of the rules and regulations that I am expected to follow as a student I know that I am responsible my own actions, which includes abiding by the necessary rules and regulations.</li> <li>• When being evaluated on my practical performance, I think that the lecturer's criticism is beneficial, because the criticism assists me in identifying my strengths and weaknesses</li> <li>• If I were having a problem with a consumer, I consult a practising Family Ecology and Consumer Scientist.</li> <li>• When my lecturer tells me to do something new, it will give me more information for future practice.</li> <li>• When my lecturer reacts negatively to some of my practical performances I consider how I can do better in the future.</li> <li>• When I am given a class assignment I try to see how the assignment will add to my previous learning</li> <li>• <u>When other people offer me constructive criticism I have not asked for, I tend to appreciate their suggestions because I find it helpful</u></li> <li>• Rules and regulations concerning professional behaviour serve as a guide for the Family Ecology and Consumer Scientist</li> <li>• I generally do what I am expected to do in class because I feel good when I know I am</li> </ul>

<ul style="list-style-type: none"> <li>• When I find a contradiction between what the lecturer says and what is in the textbook, I tend to ask my classmates what they think.</li> <li>• If I have the choice of completing an optional assignment I will usually choose to complete the assignment if the majority of my classmates are doing it.</li> <li>• My opinion of the organisation of my programme is that the course and learning experiences are organised in such a way that meaningful individual and group learning experiences are provided.</li> <li>• The professional behaviours that lecturers expect of students are usually appropriate, but sometimes idealistic.</li> <li>• I sometimes try new approaches to a problem because a classmate suggested a different approach.</li> <li>• In a classroom situation, I am sometimes hesitant to ask questions primarily because I find it easier to clarify my questions with a classmate.</li> <li>• Within my community consumer group, I feel that the group is usually supportive and cooperative</li> <li>• When I am performing a procedure and my lecturer suggests a change in my method I try the procedure the lecturer 's way and later ask my classmates what they think</li> </ul>	<p>behaving professionally.</p> <ul style="list-style-type: none"> <li>• When I find a contradiction between what the lecturer says and what is in the textbook, I tend think that there are different opinions in many areas of Family Ecology and Consumer Scientist</li> <li>• If I have the choice of completing an optional assignment I will complete the assignment if I think that it will be useful to Family Ecology and Consumer Science situations, and to me in future family.</li> <li>• My opinion of the organisation of my programme is that If I take advantage of the available learning experiences, my learning will be maximised</li> <li>• The professional behaviours that lecturers expect of students are an essential part of professional role development.</li> <li>• I sometimes try new approaches to a problem because the problem requires a different approach.</li> <li>• In a classroom situation, I am sometimes hesitant to ask questions primarily because I need time to relate my previous knowledge to the question at hand.</li> <li>• Within my community consumer group, I feel that the group members are able to share their ideas and defend them logically.</li> <li>• When I am performing a procedure and my lecturer suggests a change in my method I listen to my lecturer's suggestions and try to see how they can be used in the future.</li> </ul>
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When the PS<sup>3</sup> was administered to the students participating in this study, the instrument consisted of 25 situations, each followed by four responses corresponding to the four stages of Cohen's model for professional socialisation. See Table 4.24 for description of the items in each stage and Appendix 2 for the Professional Socialisation Staging Scale questionnaire. Presented with a forced-choice format, respondents were to rank each of the randomly ordered statements from "most descriptive" of them 1 through "least descriptive" of them 4. Four subscale scores labeled STAGE I, STAGE II, STAGE III and STAGE IV were derived by summing individuals' rankings for each of the four-stage responses across the 25 situations. The possible range for each subscale score was therefore 25 to 100. The lowest of the subscale scores therefore indicates the predominant developmental stage.

The statistical hypotheses were tested at the 0.05 level of significance with the 366 respondents. The findings are presented for each of the hypotheses.



### Hypothesis 1

The first hypothesis was stated in the null and alternative form as follows:

H<sub>0</sub> = Family Ecology and Consumer Science students at different levels of registration will not represent the different stages of development during professional socialisation.

H<sub>1</sub> = Family Ecology and Consumer Science students at different levels of registration will represent the different stages of development during professional socialisation.

This hypothesis was designed to test the reality congruence of Cohen's developmental model of professional socialisation for Family Ecology and Consumer Science. Empirical evidence in support of Cohen's model among Family Ecology and Consumer Science students would be provided if groups of students at the three chosen levels of registration evidenced different stages of development in the process of professional socialisation to the extent that the first year student will evidence the Unilateral-Dependence stage, second and third year students evidence Negative-Independence, followed by Dependence-Mutuality, while students nearing completion of the programme will evidence the Interdependence stage of professional socialisation.

This hypothesis was addressed by comparing the average PS<sup>3</sup> subscale scores between groups of participants at each of three defined registration level grouping. The registration levels were first, second, third, fourth year, honours, masters and doctoral. For analysis purposes these registration levels were grouped into three levels of registration namely first year, second with third year and fourth year with postgraduate. This grouping was motivated by sample size and heterogeneity of the groups. For accurate comparisons in the statistical tests, it is best to compare groups with homogeneous variance and similar sample sizes. Although 366 students responded, they did however not always answer all the statements, therefore the number of respondents differ.

**TABLE 4.25: DESCRIPTIVE STATISTICS FOR PS<sup>3</sup> SUBSCALE SCORES FOR LEVEL OF REGISTRATION**

STAGES	Level of registration	N	Mean	Std deviation
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<b>STAGE I</b>	1 <sup>st</sup> year	109	62.36	7.061
	2 <sup>nd</sup> /3 <sup>rd</sup> year	124	63.69	6.673
	4 <sup>th</sup> year /postgraduate	99	63.25	6.051
	<b>TOTAL</b>	<b>332</b>	<b>63.12</b>	<b>6.631</b>
<b>STAGE II</b>	1 <sup>st</sup> year	109	73.89	8.520
	2 <sup>nd</sup> /3 <sup>rd</sup> year	124	71.74	7.983
	4 <sup>th</sup> year / postgraduate	99	73.51	8.667
	<b>TOTAL</b>	<b>332</b>	<b>72.97</b>	<b>8.398</b>
<b>STAGE III</b>	1 <sup>st</sup> year	109	58.54	8.325
	2 <sup>nd</sup> /3 <sup>rd</sup> year	124	60.49	6.702
	4 <sup>th</sup> year / postgraduate	99	61.17	9.009
	<b>TOTAL</b>	<b>332</b>	<b>53.05</b>	<b>6.736</b>
<b>STAGE IV</b>	1 <sup>st</sup> year	109	55.39	8.325
	2 <sup>nd</sup> /3 <sup>rd</sup> year	124	54.18	7.479
	4 <sup>th</sup> year / postgraduate	99	52.20	9.009
	<b>TOTAL</b>	<b>332</b>	<b>53.98</b>	<b>8.309</b>

With participants grouped into the three chosen levels of registration, the means and standard deviations for the PS<sup>3</sup> are presented in Table 4.25. The mean for STAGE I is 63.12, while for STAGE II it is 72.97 for all levels of registration. This indicates that Family Ecology and Consumer Science students do not reflect these two stages as suggested by Cohen (1981). This means the respondents do not adhere to the characteristics of STAGE I, Unilateral-Dependence; students do not place complete reliance on external controls and does not search for the right answer. They do not accept information from external sources without question. If students did evidence STAGE I they would have lacked the necessary experience and knowledge to criticise or question, which in turn would indicate that students are critical of information they receive and from whom they receive it. STAGE II, Negative-Independence is also not representative of this group of students, as the high mean (72.97) indicates that students are not attempting to free themselves of external controls by cognitive rebellion. Information from lecturers is no longer accepted without question.

However, Family Ecology and Consumer Science students do show some evidence of STAGE III and STAGE IV, with mean scores of 53.05 and 53.98 respectively. STAGE III Dependence-Mutuality with a mean of 53.05, demonstrates that students start to show empathy and commitment to others. During this stage, opposition to



facts and theories is replaced by more realistic evaluations of the environment. Students begin to think more abstractly about content and may incorporate others' ideas into their own thoughts and judgments. This links with the factor 'Student Interaction', which influenced students while they were doing Family Ecology and Consumer Science. This also links with 1<sup>st</sup> years mean of 58.54 in relation to the factor 'Service Ideal' where 1<sup>st</sup> years were more influenced by this factor in selecting the programme than students on the other levels of registration. STAGE IV Interdependence, with a mean score of 53.98, shows that for all registration levels the conflict between the need for independence and the commitment to mutuality is resolved. Students gain the ability to learn from others and also exercise independent judgment in reaching solutions. By this stage the students can weigh alternative theories or concepts, resolve contradictions, and synthesise a functional set of abstract standards. At this stage the student is no longer a student, but a fully-fledged professional.

A null hypothesis for each of the subscale scores was tested using one-way analysis of variance (ANOVA). As can be seen from Table 4.26, the null hypotheses regarding differences in the developmental stages of professional socialisation among students at different levels of registration were retained for STAGE II and I. However, the null hypotheses were rejected at a significance level of .05 for the subscale STAGE III  $p = .012$  and STAGE IV  $p = .021$ , indicating that Family Ecology and Consumer Science is likely to evidence these two stages in the professional socialisation process as proposed by Cohen (1981).

**TABLE 4.26: ANOVA OF THE PS<sup>3</sup> SUBSCALE SCORES FOR LEVEL OF REGISTRATION**

		Degrees	Mean squares	F-value	Significance

		<b>of Freedom</b>			
<b>STAGE I</b>	Between groups	2	52.925	1.205	.301
	Within groups	329	43.921		
	Total	331			
<b>STAGE II</b>	Between groups	2	153.794	2.196	.113
	Within groups	329	70.028		
	Total	331			
<b>STAGE III</b>	Between groups	2	198.444	4.465	<b>.012</b>
	Within groups	329	44.444		
	Total	331			
<b>STAGE IV</b>	Between groups	2	266.526	3.929	<b>.021</b>
	Within groups	329	67.842		
	Total	331			

For STAGE III and STAGE IV a Bonferroni Post-Hoc Test (Table 4.27) was performed to locate the groups in which there were significant differences on the third and fourth stage subscale scores. An examination of the Bonferroni Post-Hoc Test reveals that the 1<sup>st</sup> year students evidence STAGE III more strongly than the 4<sup>th</sup> year and postgraduate students while the 4<sup>th</sup> year and postgraduate students evidence STAGE IV more strongly than the 1<sup>st</sup> year group according to Table 4.27.

**TABLE 4.27: BONFERRONI POST-HOC TEST FOR LEVEL OF REGISTRATION**

<b>Dependent Variable</b>	<b>Method (I)</b>	<b>Method (J)</b>	<b>Mean Difference (I-J)</b>	<b>Significance</b>
<b>STAGE III</b>	1st year	4 <sup>th</sup> year/postgraduate	-2.63	.014*
<b>STAGE IV</b>	1st year	4 <sup>th</sup> year/postgraduate	3.18	.017*

\* The mean difference is significant at the 0.05 levels

These findings do not support the Cohen (1981) model which states that first year students should have evidenced the Unilateral-Dependence stage; more advanced students first evidence the negative/independence stage followed by the Dependence-Mutuality stage; while students nearing completion of the programme evidenced the interdependence stage of professional socialisation. The 4<sup>th</sup> year and postgraduate

students evidenced the Interdependence stage of professional socialisation. At this stage interdependence and the commitment to mutuality are integrated, and the individual gains the capacity to exercise independent judgment. Because there was no overall relationship between the stages of professional socialisation and level of registration in the educational programme, it can be concluded that Family Ecology and Consumer Science students did not evidence progression through the developmental stages. The findings of the study do not support the Cohen model of professional socialisation that states that progressively higher level of registration Family Ecology and Consumer Science students would evidence stages of professional socialisation as the year of registration increased.

### ***Hypothesis 2***

The second hypothesis was stated in the null and alternative form as follows:

H<sub>0</sub> = The categorical variable, age, will have no significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

H<sub>1</sub> = The categorical variable, age, will have a significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

The second hypothesis therefore required testing to verify whether there are statistically significant differences in the developmental stages of professional socialisation among Family Ecology and Consumer Science students of different ages. When age and the stages of professional socialisation are considered independent of their level of registration, older students will evidence higher stages of professional socialisation than the younger students.

This hypothesis was addressed by comparing the average PS<sup>3</sup> subscale scores of groups of participants at the different age levels. With participants grouped into three groups according to age, the means and standard deviations for the average PS<sup>3</sup> are presented in Table 4.28.

**TABLE 4.28: DESCRIPTIVE STATISTICS FOR PS<sup>3</sup> SUBSCALE SCORES OF DIFFERENT AGE CATEGORIES**

STAGES	Age	N	Mean	Std deviation
STAGE 1	17-19 years	87	62.99	6.963

	20-29 years	206	63.36	6.682
	30+ years	44	62.82	6.036
	<b>Total</b>	<b>337</b>	<b>63.19</b>	<b>6.660</b>
<b>STAGE II</b>	17-19 years	87	74.32	8.199
	20-29 years	206	71.93	8.293
	30+ years	44	75.18	8.535
	<b>Total</b>	<b>337</b>	<b>72.97</b>	<b>8.382</b>
<b>STAGE III</b>	17-19 years	87	57.75	6.837
	20-29 years	206	60.59	6.668
	30+ years	44	62.25	5.349
	<b>Total</b>	<b>337</b>	<b>60.07</b>	<b>6.704</b>
<b>STAGE IV</b>	17-19 years	87	55.17	8.077
	20-29 years	206	54.24	8.145
	30+ years	44	49.73	8.859
	<b>Total</b>	<b>337</b>	<b>53.89</b>	<b>8.366</b>

For STAGE III, Dependence-Mutuality, with reference to age younger students, i.e. those between the age 17-19 years old with a mean score = 57.75 and their older counterparts. The mean score between older students, 30+ years old with a mean score = 49.73 and their younger counterparts for STAGE IV Interdependence. There is thus a significant relationship between age and the Interdependence stage of professional socialisation, demonstrating that older students tended to be more highly interdependent than did younger students.

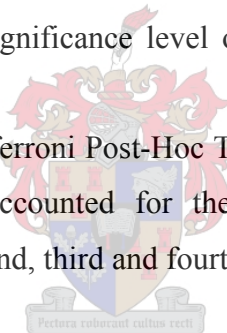
**TABLE 4.29: ANOVA OF THE PS<sup>3</sup> SUBSCALE SCORES FOR AGE**

		Degrees of freedom	Mean squares	F-value	Significance
<b>STAGE I</b>	Between groups	2	7.756	.174	.840
	Within groups	334	44.578		

	Total	336			
<b>STAGE II</b>	Between groups	2	298.089	4.326	<b>.014</b>
	Within groups	334	68.900		
	Total	336			
<b>STAGE III</b>	Between groups	2	367.356	8.521	<b>.000</b>
	Within groups	334	43.013		
	Total	336			
<b>STAGE IV</b>	Between groups	2	465.575	6.885	<b>.001</b>
	Within groups	334	67.620		
	Total	336			

The null hypothesis for each of the subscale scores was tested using one-way analysis of variance (ANOVA). As can be seen from Table 4.28, the null hypotheses regarding differences in the developmental stages of professional socialisation among students at different levels of registration were retained for STAGE I. However, the null hypotheses were rejected at a significance level of .05 for the subscale scores for STAGE II, III and IV.

For STAGE II, III and IV a Bonferroni Post-Hoc Test (Table 4.30) was performed to determine which age groups accounted for the differences when a significant ANOVA test resulted on the second, third and fourth stage subscale scores.



**TABLE 4.30: BONFERRONI POST-HOC TEST FOR AGE**

Dependent Variable	Method (I)	Method (J)	Mean Difference (I-J)	Significance
<b>STAGE II</b>	17-19	20-29	2.39	.075
<b>STAGE III</b>	17-19 years	20-29 years	-2.85	.002*
	17-19 years	30+ years	-4.50	.001*
<b>STAGE IV</b>	17-19 years	30+ years	5.45	.001*
	20-29 years	30+ years	4.52	.003*

\* The mean difference is significant at the .05 significance level

An examination of the Bonferroni Post-Hoc Test analysis presented in Table 4.30 shows a significant difference between the younger students and the 20-29 and 30+ year old students at significance levels of  $p = .002$  and  $p = .001$ . The younger students aged between 17-19 years, therefore evidenced STAGE III, Dependence-Mutuality, more strongly than students between the ages of 20-29 and 30+ years. The age group 30+ years evidenced STAGE IV, Interdependence, more strongly than the younger students. The Bonferroni Post-Hoc Test showed no significant mean difference on STAGE II, even though the ANOVA showed significance, although there was a marginally significant difference between the two younger age groups at the 0.075 levels.

The research hypothesis was that there is a relationship between age and the stages of professional socialisation, independent of their level of registration inasmuch that older students evidence higher stages of professional socialisation than do younger students. There was a significant relationship between age and the Dependence-Mutuality stage of professional socialisation indicating that younger students have developed the capacity for evaluative thinking and can test facts and ideas objectively. There was a significant relationship between age and the Interdependence stage of professional socialisation inasmuch that older students tended to be more highly interdependent than younger students. It can be concluded that older students were more Interdependent, meaning that the commitment to mutuality is integrated and the individual gains the capacity to exercise independent judgment. Age apparently did enhance the professional socialisation process among Family Ecology and Consumer Science students.

### **Hypothesis 3**

The third hypothesis was stated in the null and alternative form as follows:

$H_0 =$  The categorical variable, race, will have no significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

H<sub>1</sub> = The categorical variable, race, will have a significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

The third hypothesis required testing to verify whether there were statistically significant differences in the developmental stages of professional socialisation among Family Ecology and Consumer Science students of different race groups.

On the basis of the data presented in Table 4.31, and using a two-sample t-test, the null hypothesis regarding differences in the developmental stages between race groups were rejected at a .05 significance level for the subscale STAGE 1, II, III and IV. An initial examination of the mean scores showed that scores were lower in STAGE 1 and IV for Black/Coloured students and lower for White students in STAGE II and STAGE III.

**TABLE 4.31: SIGNIFICANCE LEVELS FOR COMPARISONS OF PS<sup>3</sup> SUBSCALE SCORES BLACK/COLOURED AND WHITE STUDENTS**

SUBSCALE	Black/Coloured N= 117 $\bar{X}$ (SD)	White N= 218 $\bar{X}$ (SD)	t df = 333	Sig. (2-tailed)
<b>STAGE I</b>	61.84 (6.402)	63.99 (6.488)	-2.909	<b>.004</b>
<b>STAGE II</b>	74.31 (8.374)	72.24 (8.351)	2.160	.031
<b>STAGE III</b>	61.76 (5.864)	59.17 (6.983)	3.601	<b>.000</b>
<b>STAGE IV</b>	52.21 (8.713)	54.75 (8.000)	-2.687	<b>.008</b>

Black and Coloured Family Ecology and Consumer Science students evidence STAGE I Unilateral-Dependence with a mean score 61.84, more so than White students, with a mean of 63.99 at a significance level of  $p = .004$  in the professional socialisation process. The Unilateral-Dependence stage describes the student as lacking the necessary experience and knowledge to criticise or question. This could be explained by the fact that Black and Coloured students have been socialised not to

question authority and external controls and they bring this behaviour with them to the education and training situation.

White students on the other hand, evidenced STAGE II Negative-Independence with a mean of 72.24, more than the Black and Coloured students, with a mean of 74.31 at a significance level of  $p= 0.031$ . White students begin with cognitive rebellion where they question the concepts presented by lecturers, in an attempt to free themselves from external controls. They have developed the capacity for critical thinking and start to sever the reliance on lecturers for concepts and facts.

White students also evidenced STAGE III, Dependence-Mutuality with a mean of 59.17, more so than the Black and Coloured students with a mean of 61.76 at a significance level of  $p= .000$ . This finding suggests that the White students have developed the capacity for evaluative thinking and test facts and ideas objectively more readily than Black and Coloured students do. This finding suggests that race does play a role in the progression of Family Ecology and Consumer Science students through the developmental stages of the professional socialisation process.

Black and Coloured students evidenced STAGE IV, Interdependence, with a mean of 52.21 more so than White students with a mean of 54.75 at a significance level of  $p= .008$ . This is an indication that Black and Coloured students are highly Interdependent, a positive quality which leads to integration and collaboration between people to carry out tasks and to build high morale and a sense of worth for all concerned.

It can be concluded that race does affect the pattern of progression through the developmental stages of professional socialisation. In a study done by Marjoribanks and Mboya (1998:572) focusing on the African students, in the Eastern Cape, self-concept found that there is a relationship among social status, perceptions of parents, support for learning, attributions of responsibility and self-concept.

#### **Hypothesis 4**

The fourth hypothesis was stated in the null and alternative form as follows:



H<sub>0</sub> = The categorical variable, HAU/HDU, will have no significant effect on the development stages of process of professional socialisation of Family Ecology and Consumer Science students.

H<sub>1</sub> = The categorical variable, HAU/HDU, will have a significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

It was expected that the sequence of the developmental stages would be different at different universities. As previously indicated, historically due to the political situation, tertiary institutions in South Africa were developed along racial lines.

**TABLE 4.32: SIGNIFICANCE LEVELS FOR COMPARISONS OF PS<sup>3</sup> SUBSCALE SCORES BETWEEN HAU/HDU**

SUBSCALE	HAU N=243  $\bar{X}$ (SD)	HDU N=94  $\bar{X}$ (SD)	t df = 335	Sig. (2-tailed)
<b>STAGE I</b>	63.98 (6.402)	61.16 (6.915)	.3545	<b>.000</b>
<b>STAGE II</b>	72.46 (8.443)	74.30 (8.119)	-1.810	.071
<b>STAGE III</b>	59.42 (6.859)	61.77 (5.995)	-2.913	<b>.004</b>
<b>STAGE IV</b>	54.27 (8.204)	52.91 (8.741)	1.337	.182

On the basis of the data presented in Table 4.32, and using a two-sample t-test, the null hypothesis regarding differences in the developmental stages between Historically Advantaged University (HAU) and Historically Disadvantaged University (HDU) registered Family Ecology and Consumer Science students were retained for STAGE II and IV. However, the null hypothesis was rejected at a .05 significance level for the subscale STAGES 1 and III. Examination of the mean scores shows that the scores of students registered at HDU were lower than those registered at HAU for STAGE I, Unilateral-Dependence. This result is in line with the variable, race, result showing that the HDU students are more likely not to question authority and do not question or criticise external control such as lecturers.

The mean scores for those students registered at HAU were lower for STAGE III, Dependence-Mutuality, indicated that these students are independent and critical thinkers and do not rely on support of lecturers.

### Hypothesis 5

The fifth hypothesis was stated in the null and alternative form as follows:

H<sub>0</sub> = The categorical variable, previous or concurrent work experience, will have no significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

H<sub>1</sub> = The categorical variable, previous or concurrent work experience, will have a significant effect on the development stages development of professional socialisation of Family Ecology and Consumer Science students.

**TABLE 4.33: SIGNIFICANCE LEVELS FOR COMPARISONS OF THE PS<sup>3</sup> SUBSCALE SCORES FOR STUDENTS' WITH PREVIOUS OR CONCURRENT WORK EXPERIENCE**

SUBSCALE	Yes N=98 $\bar{X}$ (SD)	No N=238 $\bar{X}$ (SD)	t df = 334	Significance
<b>STAGE I</b>	64.01 (6.819)	62.8 (6.588)	.363	.547
<b>STAGE II</b>	73.49 (8.621)	72.71 (8.271)	.091	.763
<b>STAGE III</b>	60.07 (5.877)	60.08 (7.041)	3.585	.059
<b>STAGE IV</b>	52.72 (8.866)	54.40 (8.125)	.739	.390

On the basis of the data presented in Table 4.33, and using a two-sample t-test, the null hypothesis regarding differences in the average mean PS<sup>3</sup> subscale scores between groups of subjects (with and without previous work experience in Family Ecology and Consumer Science related fields) were retained. There were no statistically significant differences in the developmental stages of professional socialisation between subjects with or without previous or concurrent work experience in the said field. It was expected that the informal socialisation provided

by previous and concurrent work experiences would enhance the professional socialisation process, enabling students with work experiences to achieve higher stages of development.

### Hypothesis 6

The sixth hypothesis was stated in the null and alternative form as follows:

H<sub>0</sub> = The categorical variable, with or without an immediate family member who is a Family Ecology and Consumer Scientist', will have no significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

H<sub>1</sub> = The categorical variable, of with or without an immediate family member who is a Family Ecology and Consumer Scientists, will have a significant effect on the development stages of professional socialisation of Family Ecology and Consumer Science students.

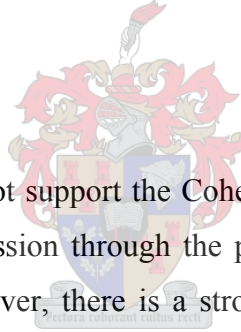
Hypothesis six stated that there were no statistical significant differences in the developmental stages of professional socialisation between students with and without an immediate family member who is a Family Ecology and Consumer Scientist. It was proposed that interactions with immediate family members who were Family Ecology and Consumer Scientists would influence students' perceptions of the professional role and that this form of informal socialisation into the profession would positively or negatively influence the professional socialisation process.

**TABLE 4.34: SIGNIFICANCE LEVELS FOR COMPARISONS OF THE PS<sup>3</sup> SUBSCALE SCORES BETWEEN STUDENTS WITH OR WITHOUT AN IMMEDIATE FAMILY MEMBER AS A FAMILY ECOLOGY AND CONSUMER SCIENTIST.**

	Yes n=52	No n=280	t df =330	Sig. (2-tailed)
SUBSCALE	$\bar{X}$ (SD)	$\bar{X}$ (SD)		
<b>STAGE I</b>	62.46 (5.975)	63.36 (6.825)	-.974	.333
<b>STAGE II</b>	72.63	72.97		

	(9.937)	(8.104)	-.228	.820
<b>STAGE III</b>	61.65 (5.216)	59.84 (6.939)	2.181	<b>.032</b>
<b>STAGE IV</b>	53.25 (9.796)	54.00 (8.116)	-.517	.607

On the basis of the data presented in Table 4.34, and using a two sample t-test, the null hypothesis regarding differences in the developmental stages between students with and without an immediate family member being a Family Ecology and Consumer Scientist was retained for STAGE I, II and IV. However, the null hypothesis was rejected at a .05 significance level for STAGE III. An examination of the mean, 59.84 at a significance level of  $p= 0.032$ , shows that not having a family member in the profession was evidenced in STAGE III, Dependence-Mutuality. This finding suggests that students are not dependent on family members to develop evaluative thinking and they also do not need family members to assist with the integration of their ideas.



The findings of this study did not support the Cohen model, because students in this sample did not evidence progression through the proposed developmental stages of professional socialisation. However, there is a strong positive indication that South African Family Ecology and Consumer Science students evidence STAGE III Dependence-Mutuality and STAGE IV Interdependence.

In the Dependence-Mutuality stage students try to come to an understanding of how they can integrate their professional role promulgated by the department and mentors in the department. At this stage the students seek out departmental staff members who share their notions of appropriate role behaviour. In other words, the student attempts to find a role model compatible with both personal needs and professional demands. They actively learn both the technical skills and professional behaviour, and must experiment with various ways of enacting the professional role. Students build self-esteem with the positive feedback received from mentors, their peer group and lecturers. This feedback increases the possibility that role learning will be self-directed rather than a result of imitation and rebellion. During this stage the student tries to integrate all the previous identities into a new role identity; however, the final

integration of the personality of all the old roles will only be achieved in STAGE IV, Interdependence.

In the phase of Interdependence students acquire the capacity to exercise independent judgment. Students gain the ability to learn from others and also exercise independent judgment in reaching solutions. This is when students internalise the professional role and believe in it. Professionally appropriate behaviour becomes part of the self-concept and is intrinsically rewarding to the student. The student reconciles all the various norms and values and internalises one complete set of norms and values, acceptable to both the person and the profession. Kieran *et al.* (1982, 103) describes Interdependence within a Family Ecology and Consumer Science context as a positive quality, which leads to integration and collaboration between people to carry out tasks, and to build high morale and a sense of worth for all concerned.

#### **4.4 Comparison of Family Ecology and Consumer Science professional preparation environments**

One of the sub-objectives of the study was to compare and analyse the Family Ecology and Consumer Science programmes at South African universities. The two research questions that stem from this sub-objective are:

1. How do Family Ecology and Consumer Science staff members perceive their programmes at South African universities?
2. What variations occur in the professional preparation environment of each Family Ecology and Consumer Science programme as a function of the relative strength and interaction of internal, intra-organisational and external influences?

External, internal and intra-organisational forces influence professional preparation programmes. External influences originate in society and the professional community; internal influences originate from within professional programme itself; and intra-organisational influences originate within the university, but outside the professional programme. These three sets of forces interact to create a unique environment, which, in turn, may influence the design of educational processes intended to achieve professional preparation outcomes.

Although all professional preparation programmes are believed to seek generic outcomes, specific outcomes receive different emphases, while the processes intended to achieve them may also vary from within the professional programmes at different institutions.

When the Department of Education initiated institutional reviews of Family Ecology and Consumer Science programmes, staff members frequently expressed concerns that reviewers lacked knowledge of the unique outcomes that structured the Family Ecology and Consumer Science programmes. In this section an attempt is made to report on Family Ecology and Consumer Science professionals' perceptions of their professional programmes. When reporting on the questionnaires that were completed by the undergraduate and postgraduate students, only seven universities participated, because the University of Venda only had first and second year students and the professional socialisation process could not be determined. However, staff at the University of Venda responded to the questionnaire that determined their perception of their programme at Venda. Therefore staff members of eight universities took part in this part of the research.

The conceptual framework for the study of pre-service professional programmes developed by Stark *et al.* (1986:257), as represented by Figure 3.1 and 3.2 and as discussed in chapter three, will guide the reporting of the results. The staff members completed the Emphases, Process and Influences on the Professional Preparation Programme questionnaire. See Appendix 3.

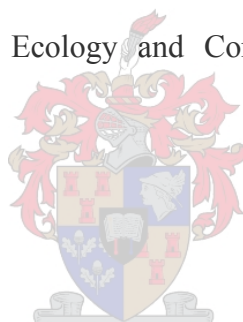
The extent to which Family Ecology and Consumer Science professionals perceived external factors to influence the professional preparation programmes were determined by two scales. The first scale indicated the extent to which the professionals agreed or disagreed that the external influence was true for Family Ecology and Consumer Science, while the second scale indicated the strength and direction (positive or negative) of the external influence.

#### 4.4.1 External influences on Family Ecology and Consumer Science professional preparation programmes

Stark *et al.* (1986:253) describe external influences as factors from outside the immediate programme, which influence the professional preparation environment. They list these factors as societal and professional community influences. Societal influences are seen as reward systems, marketplace for graduates, government policies, government funding and licensing. Professional community influences are listed as knowledge base, client orientation, practice setting, accreditation, standards, ethics and publications.

##### 4.4.1.1 Societal influences on Family Ecology and Consumer Science professional preparation programmes

Societal influences on Family Ecology and Consumer Science consists of the following factors.



###### (a) Reward systems

This is seen as payment and social status received for services rendered by the professional.

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Society provides ample rewards for members of the discipline n=34	67.6	26.5	5.9	38.2	29.4	14.7	17.6

Respondents strongly disagreed (67.6%) that society provides ample rewards for Family Ecology and Consumer Science professionals. Thirty eight percent indicated that this factor had a strong negative influence on the professional preparation programmes. Family Ecology and Consumer Science as a profession is still female dominated. A report by the Human Science Research Council (1999:1) indicated that the income of men was still higher than that of women in 90% of occupations. This is also compounded in that the discipline has a low status, as many still refer to it as domestic science.

**(b) Marketplace for graduates**

This factor entails the availability of jobs in the market for the new Family Ecology and Consumer Science professionals.

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
In the current job market for graduates of the field, there are sufficient job opportunities n=34	70.6	17.6	11.8	60.6	15.2	21.2	3.0

The majority of Family Ecology and Consumer Science professionals (70.6%) strongly disagreed with the statement that there are sufficient job opportunities for graduates in the field. More than sixty percent also indicated that the lack of sufficient job opportunities had a strong negative effect on the professional preparation programme. A possible explanation for this phenomenon is that graduates within the profession constantly need to justify their qualification to Human resource managers who are not aware of the profession and the possibilities of the knowledge and skills that these graduates bring to the labour market.

**(c) Media**

This external factor describes the manner in which the media portrays the profession.

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>	<i>Strength and direction of influence</i>



	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
The image presented by the discipline is positive n=34	44.1	38.2	17.7	52.9	14.7	20.6	11.8
Family Ecology and Consumer Science contributes to the prestige of the university n=34	29.4	38.2	32.4	21.2	27.3	33.3	18.2

Professionals strongly disagree (44.1%) that the profession has a positive image. They indicated (52.9%) that the lack of this positive image has a strong negative effect on the professional programmes. The perception that society has of the profession is still that of domestic science and stitch-and-stir.

Family Ecology and Consumer Science professionals are indecisive as to the effect that the programme has on the corporate image of the university, and they are not aware of what the effect of this is on the programme.

#### (d) Government policies

**R**egarding the degree to which the South African government regulates the Family Ecology and Consumer Science profession, it can be stated that Government does not directly regulate the profession, but indirectly via all the higher education policies and frameworks.

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
National Education Department policies towards the discipline are supportive	45.4	39.4	15.2	43.7	12.5	12.5	31.3

n =33							
Provincial Education Department policies towards the discipline is supportive n- =33	27.3	63.6	9.1	21.8	18.8	21.9	37.5

Higher education falls under the auspices of the National Department of Education. The (45.5%) “strongly disagree” response of the professionals on the statement ‘National Education Department policies towards the discipline are supportive’ can be substantiated by the Approved Academic Programmes for Universities and Technikons 2003-2006 document which indicates that National Education is not supportive of the profession as a higher education programme.

This document has identified a broad range of potential areas of programme collaboration and rationalisation within each region. The Department identified Family Ecology and Consumer Science programmes offered by both universities and technikons. They indicated that the field was more appropriate as a technikon programme, as the discipline’s mission and focus is not in line with programmes appropriate for universities.

Family Ecology and Consumer Science professionals’ responded to the statement that the ‘role of the provincial education department’ is of such a nature that they are not aware of developments and processes at provincial level, or referred to in the National Department of Education documents, as regional collaboration.

(e) Government funding

Government funding is a legislative process where funds are made available for the successful implementation of Family Ecology and Consumer Science programmes.

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %

National Education Department provides sufficient funding for professional preparation n =32	37.5	56.3	6.2	35.5	19.4	6.5	38.6
Provincial Education department provide sufficient funding for professional preparation n =32	37.4	56.3	6.3	34.4	21.9	6.3	37.4

The majority of the respondents (56.3%) neither agreed nor disagreed with the statements that National and Provincial government provides sufficient funding for Family Ecology and Consumer Science programmes. The biggest percentage (38.6%) and (37.4%) respectively indicated they did not know what the effect of this was on their professional preparation programmes. A rather large percentage (35.5 and 34.4%) indicated that funding from the National and Provincial government had a strong negative influence on their professional preparation programmes. Staff members at higher education in general do not participate in the determination of funding for professional programmes, but are informed of the budgets they have available to run the programmes.

The National Plan for Higher Education indicated that the planning process in conjunction with funding and an appropriate regulatory framework, would be the main levers through which the goals and targets for the transformation of the higher education systems would be achieved (Department of Education, 2002c:12). The Department introduced a new funding framework in 1998 after the release of the Education White Paper 3: A Programme for the Transformation of Higher Education (Department of Education, 1997).

The two main elements of the new funding framework are firstly block funds, which will be undesignated amounts made available to each institution and will consist of research funds generated by approved outputs and teaching funds generated by planned full-time equivalent (FTE) student enrolments and by approved teaching outputs. The second type of funding will be earmarked, as funding that will be for specific purposes. A basic feature of the new framework is that it links the awarding of government higher education grants to national and institutional planning. This funding/planning link makes the new framework essentially a goal-oriented mechanism for the distribution of government grants to individual institutions, in

accordance with national planning and policy priorities, with the quantum of funds made available in the national higher education budget, and the approved plans of individual institutions.

Teaching funds, as an element of the funding framework will impact on the profession of Family Ecology and Consumer Science because the aggregations of the Classification of Educational Subject Matter (CESM), as set out in Table 4.35, will be used to determine the amount of funding for each category.

**TABLE 4.35: FUNDING GRID FOR TEACHING INPUTS AND RATIOS BETWEEN FUNDING GROUPS**

<b>Funding Group</b>	<b>CESM categories included in funding group</b>	<b>Ratio between funding groups</b>
1	07 Education, 13 Law, 14 Librarianship, 20 Psychology, 21 Social services/public administration	1.0
2	04 Business/Commerce, 05 Communication, 06 Computer Science, 12 Languages, 18 Philosophy/Religion, 22 Social Science	1.5
3	02 Architecture/planning, 08 engineering, 10 <b>Home Economics (Family Ecology and Consumer Science)</b> , 11 Industrial Arts, 16 Mathematical Science, 19 Physical Education	2.5
4	01 Agriculture, 03 Fine and Performing Arts, 09 Health Science, 15 Life and Physical Science	3.5

Table 4.35 illustrates that Family Ecology and Consumer Science is still referred to by the National Department of Education CESM categories as HOME ECONOMICS, although it receives a favourable funding ratio of 2.5.

#### (e) Licensing

Family Ecology and Consumer Science as a profession does not subscribe to a licensing process, as a professional board in South Africa does not govern it. The respective departments set entrance standards individually, and persistence requirements for members of the profession are not monitored outside the profession or when students graduate and enter a professional career.

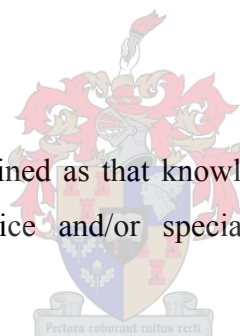
It can be concluded that professionals are generally not aware of the influence and effect of government policies and funding on Family Ecology and Consumer Science programmes. They do however strongly disagree that there are favourable rewards systems for students and that the professional programme has a positive image. They agree that these influences have a negative impact on the Family Ecology and Consumer Science professional preparation programmes.

#### 4.4.1.2 Professional community influences

The second external influence on professional preparation programmes pertain to the professional community influences which will be represented by knowledge base, client orientation, practice setting, professional association, accreditation, standards, ethics and alumni involvement.

##### (a) Knowledge base

The knowledge base can be defined as knowledge which the profession deems necessary for successful practice and/or specialisation within the professional preparation programmes.



<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Family Ecology and Consumer Science as a discipline has reached consensus regarding a specialised knowledge base n =32	62.5	15.6	21.9	50.0	15.6	6.3	28.1

Consensus on the knowledge base of the profession has been a contentious issue. This is supported by 62.5% of the respondents disagreeing strongly with the statement that Family Ecology and Consumer Science as a discipline has reached consensus

regarding a specialised knowledge base. Fifty percent indicated that because of the fact that Family Ecology and Consumer Science has not reached consensus, it has a strong negative effect on professional preparation programmes.

The Family Ecology and Consumer Science professionals' perception of what is important for the body of knowledge of Family Ecology and Consumer Science is reported in Table 4.36. It should be noted that 34 staff members at the 8 universities responded to the Family Ecology and Consumer Science professional preparation programme questionnaire. However, as they did not always answer all the items, the number of individuals who responded to the items in this section of the questionnaire is given as 33.

The participants were asked to respond to a scale of two levels, the first being concerned with which body of knowledge should ideally be emphasised in the preparation of Family Ecology and Consumer Science students. The second level, according to their view as a staff member teaching in the field of Family Ecology and Consumer Science, was concerned with typical aspects of the body of knowledge which were emphasised in the preparation of Family Ecology and Consumer Science students. The scale that was used to determine both levels was a 0-4 scale with 0 meaning no emphasis, and 4 heavy emphasis.

**TABLE 4.36: PROFESSIONAL PREPARATION EMPHASES: BODY OF KNOWLEDGE OF FAMILY ECOLOGY AND CONSUMER SCIENCE**

Body of knowledge	Professional outcome	0 %	1 %	2 %	3 %	4 %	Mean	Std Deviation
A graduate should understand the body of knowledge that is basic to practice of the profession, that is the theoretical base or the professional knowledge	Ideal n= 33	0	3.0	6.1	21.1	69.7	3.58	.751
	Typical n=31	0	3.2	25.8	51.6	19.4	2.87	.763
Knowledge guiding decisions and actions for sustainable life and betterment of society	Ideal n=33	0	3.0	3.0	18.2	75.8	3.67	.692
	Typical n=32	0	3.1	31.3	50.0	15.6	2.78	.751
Knowledge of personal and social relationship to utilise, allocate and manage resources	Ideal n=32	6.3	0	6.3	40.6	46.9	3.22	1.039
	Typical n=32	3.1	3.1	31.3	53.1	9.4	2.63	.833
Knowledge of resources in the near	Ideal n=33	3.0	0	3.0	21.2	72.7	3.61	.827

environment as primary focus and the utilisation and development, allocation and management thereof for everyday life	Typical n=32	0	0	46.9	43.8	9.4	2.63	.660
Knowledge of practical problems as related to varying needs of individuals and households in communities and identification thereof by them	<b>Ideal n=33</b>	<b>6.1</b>	<b>0</b>	<b>0</b>	<b>21.2</b>	<b>72.7</b>	<b>3.55</b>	<b>1.003</b>
	Typical n=33	3.0	6.1	33.3	42.4	15.2	2.61	.933
Knowledge of the processes of decision making, problem solving and organising activities of individuals to achieve objectives through resource management	<b>Ideal n=33</b>	<b>3.0</b>	<b>0</b>	<b>3.0</b>	<b>21.2</b>	<b>72.7</b>	<b>3.61</b>	<b>.827</b>
	Typical n=33	0	3.0	33.3	51.5	12.1	2.73	.719
Knowledge of how to build relationships in order to solve problems collectively, using different systems of actions	<b>Ideal n=33</b>	<b>6.1</b>	<b>3.0</b>	<b>9.1</b>	<b>27.3</b>	<b>54.5</b>	<b>3.21</b>	<b>1.139</b>
	Typical n=33	3.0	12.1	54.5	24.2	6.1	2.18	.846
Knowledge of the use of available resources to make rational choices of what is available in the environment to satisfy their needs and wants for sustainable living	<b>Ideal n=33</b>	<b>3.0</b>	<b>0</b>	<b>0</b>	<b>15.2</b>	<b>81.8</b>	<b>3.73</b>	<b>.701</b>
	Typical n=33	0	0	33.3	60.6	6.1	2.73	.574
Knowledge of systems controlled by universal and cultural values guiding choices and actions	<b>Ideal n=33</b>	<b>0</b>	<b>3.0</b>	<b>9.1</b>	<b>27.3</b>	<b>60.6</b>	<b>3.45</b>	<b>.794</b>
	Typical n=33	3.0	6.1	63.6	24.2	3.0	2.18	.727
Knowledge of societal support systems which encourage ongoing change towards progress and not merely coping	<b>Ideal n=32</b>	<b>6.3</b>	<b>0</b>	<b>15.6</b>	<b>31.3</b>	<b>46.9</b>	<b>3.13</b>	<b>1.100</b>
	Typical n=32	6.3	18.8	56.3	15.6	3.1	1.91	.856
Knowledge about the target groups and how they make decision regarding resources	<b>Ideal n=33</b>	<b>3.0</b>	<b>0</b>	<b>9.1</b>	<b>21.2</b>	<b>66.7</b>	<b>3.48</b>	<b>.906</b>
	Typical n=32	0	15.6	43.8	28.1	12.5	2.38	.907
A graduate should be able to perform fundamental outcomes required in professional practice	<b>Ideal n=33</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15.2</b>	<b>84.8</b>	<b>3.85</b>	<b>.364</b>
	Typical n=32	3.1	6.3	21.9	53.1	15.6	2.72	.924



When asked what emphasis should ideally be placed on different aspects of the body of knowledge of Family Ecology and Consumer Science, the mean scores for all aspects were above 3.0, which indicates that Family Ecology and Consumer Science professionals are of the opinion that heavy emphasis should be placed on these aspects that constitute the body of knowledge. In reality, however the emphasis placed on the different aspects of the body of knowledge of Family Ecology and Consumer Science seems to be much lower, with mean values of below 3.

In responding to the items relating to the body of knowledge of Family Ecology and Consumer Science, 84.8% of the professionals indicated that the professional preparation emphases should ideally, with the highest mean score being 3.85, be placed on 'a graduate to be able to perform fundamental outcomes required in professional practice'. This statement, typically, is not emphasised as part of the body

of knowledge in the professional preparation programmes. The statement that was indicated being emphasised the least was ‘knowledge of societal support systems which encourage ongoing change towards progress and not merely coping’, with the lowest mean score of 1.9. This supports the result previously reported that society does not support Family Ecology and Consumer Science programmes, although staff members do not address this issue within the concept of the body of knowledge.

The statements listed in Table 4.36 to describe a body of knowledge for Family Ecology and Consumer Science, move on the path of integration of knowledge and not on pursuing greater depth along the narrow lines of root disciplines and specialisations. Family Ecology and Consumer Science professionals agree in their overwhelmingly positive response that the body of knowledge stated in the questionnaire should ideally be pursued, however typically, once again this is not the case.

This result indicates that respondents to the questionnaire want a Family Ecology and Consumer Science programme that includes content focused on both cognitive and affective processes, knowledge and values, established knowledge and emergent knowledge. The content should be organised around the analysis of life situations, the solving of social problems and the generation and criticism of alternative actions. This body of knowledge would help Family Ecology and Consumer Science students to use knowledge, understand the situation where they will consider their own values and those of others with whom they interact, and take responsible actions. Should the integrative body of knowledge as listed not be emphasised, but rather be focused along specialisations, Family Ecology and Consumer Science students will be at a disadvantage in the modern world.

#### (b) Client orientation

Within the mission of the profession it has stated that at its core is the empowerment and the increase of the quality of life of individuals, families and households. Therefore the profession can be seen as service orientated and altruistic.

#### (c) Practice setting



Practice settings can be described as available facilities for field experience for Family Ecology and Consumer Science students.

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Suitable practice settings are readily available for student training n=32	34.3	31.3	34.4	25.0	15.6	34.4	25.0

There was very little consensus among professionals regarding the availability of suitable practice settings for student training. It appears as if certain regions of the country provide more suitable settings for practice training than others.

#### (d) Professional Association

The Family Ecology and Consumer Science profession has a professional association namely 'The South African Association for Family Ecology and Consumer Science' (SAAFECs).



The mission of the Association is to act as a forum in Southern Africa for: promoting Family Ecology and Consumer Science as an integral scientific discipline and a profession; improving contact amongst and enhancing expertise of members and pro-actively advocating the well-being of individuals, families, communities and consumers. The role of SAAFECs in the professional preparation programmes is to bring about unity within a diverse Family Ecology and Consumer Science landscape. Strategies implemented by SAAFECs to these ends include the issuing of four newsletters per year, the publication of a popular magazine, GAZETTE, biannually as well as a scientific, peer-reviewed research academic journal. Every second year it presents a national conference that addresses key issues in the profession. SAAFECs is also the official organisation that represents the profession at the Department of Education.

#### (e) Accreditations and Standards

Standards set by external bodies linked to the university or professional body.

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Accreditation standards for modules in Family Ecology and Consumer Science are rigorous n=32	15.6	68.8	15.6	12.5	21.9	15.6	50.0
Accreditation standards for modules in Family Ecology and Consumer Science are enforced n=30	36.6	46.7	16.7	18.8	18.8	25.0	37.4

The professionals' neither agreed nor disagreed (68.6%) with the statement that accreditation standards for modules in Family Ecology and Consumer Science were rigorous. Fifty percent of the respondents did not know what the effect was on the professional preparation programmes. This could be an indication that the professionals within Family Ecology and Consumer Science are not engaging with the restructuring of the higher education arena.



The Higher Education Quality Committee (HEQC) administers the accreditation process of Family Ecology and Consumer Science programmes. The accreditation of all higher education programmes is assigned to the HEQC by the higher Education Act of 1997 as well as by the Education and Training Quality Assurer (ETQA) regulations of the South African Qualifications Authority (SAQA). (Council on Higher Education, 2002:iii).

Accreditation signifies approval of a programme, institution or part of an institution for a defined period, as being able to prepare students for specified education and training outcomes resulting in a qualification. Such judgment rests on processes of assessment conducted by the programme or institution and is confirmed by an external process of peer review by an accreditation agency. The consequences of a positive judgment include the right to operate as a higher education institution, the ability to access funding, and the possibility for holders of qualifications from

accredited programmes to register with relevant professional bodies as competent practitioners and professionals. Accreditations signals that programmes that lead to registered qualifications achieve set standards, conduct their activities with integrity, deliver outcomes that justify public confidence and demonstrate accountability for the effective use of public or private funds. It allows government to invest public funds with confidence in programmes that demonstrate their ability to pass through a process of rigorous external scrutiny.

Family Ecology and Consumer Science programmes in South Africa were subjected to this process through the restructuring of the higher education landscape. In each of the nine provinces all the Family Ecology and Consumer Science programmes were reviewed to determine their suitability as higher education programmes.

The University of Stellenbosch department of Consumer Science: Foods, Clothing and Housing, was one programme that was rationalised, not via the national review process, but through strategic planning initiatives within the university structures, to such an extent that one of the largest and oldest programmes in South Africa was unbundled and will in 2006 cease to exist in its current form. The dynamic system of Consumer Science at Stellenbosch University has been in constant symbiosis with the South African context. This mutual influencing by context and profession led to the establishment of three complete programs in the three basic subject fields of foods, clothing and housing. Although the consumer and related issues have been the focus of all three programs, it was inevitable that the subject content, research and the practical application of the knowledge by graduates would become increasingly diversified. This growth and development led to the reflection on whether the three programs should be housed in one department. The University of Stellenbosch strategic development plan also contributed to the recommendation that the Department of Consumer Science should be unbundled. The programme was consequently unbundled and two different faculties, namely a BSc Food Science in the Faculty of Agriculture and Forestry Science and a BSc Polymers and Textiles within the Faculty of Science will now present the two programmes. The Consumer Science department of this University was a victim of over-specialisation bringing it in conflict with the framework of a holistic profession. Within this over-specialisation in one programme, the overarching theoretical framework was lost and the institution

could not identify core and conceptual frameworks that kept all these specialisations together.

The professionals neither agreed nor disagreed (46.7%) that the accreditation standards for modules in Family Ecology and Consumer Science are enforced. The effect of this on the professional preparation programmes was not known to 37.5% of the respondents.

However, a Standards Generating Body that evaluates and guides the development of educational programmes, is presently guiding Family Ecology and Consumer Science as a profession. The brief of the Consumer Science Standards Generating Body (SGB) is to develop learning pathways for potential qualifications and standards in the sub-field Consumer Science Level 1 through to Level 8. The SGB is in the process of generating the following qualifications and standards in accordance with SAQA requirements, at NQF levels 1 to 8:

- ❖ National Certificate [GET] in Consumer Science (level 1)
- ❖ National Certificate [FET] in Consumer Science (levels 2 - 4)
- ❖ Advanced National Certificate in Consumer Science (level 4 & 5)
- ❖ National Diploma in Consumer Science (levels 5)
- ❖ First Degree in Consumer Science (level 6)
- ❖ Postgraduate Diploma in Consumer Science (level 7)
- ❖ Honours Degree in Consumer Science (level 7)
- ❖ Masters Degree in Consumer Science (level 8)
- ❖ PhD degree in Consumer Science (level 8)

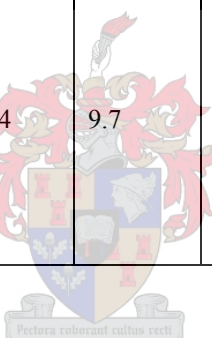
The Consumer Science SGB recommends qualifications and standards generated by the SGB to the National Standards Body for Services (NSB 11). The SGB also recommends criteria for the registration of assessors and moderators or moderating bodies. Functions of the Consumer Science SGB include reviewing qualifications and unit standards, effecting necessary changes to qualifications and maintain liaison during the process of developing standards and qualifications, with other related Standards Generating Bodies, such as those for Hygiene and Cleaning Services and Hospitality, as well as with the NSB for Services. The response of professionals regarding the enforcement of accreditation standards is a clear indication that the

standards generating and accreditation of programmes process, have not been completed.

(f) Ethics

This external influence levies and enforces codes of ethics within the professional preparation programme

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Family Ecology and Consumer Science has reached consensus on standards of ethical conduct n=31	41.9	48.4	9.7	26.7	13.3	13.3	46.7



The Family Ecology and Consumer Science professionals were indecisive in their responses to the statement regarding consensus on standards of ethical conduct. The profession has an ethical code of conduct that was developed via the professional association, but it has no mechanism in place to enforce or monitor the code, seeing that a professional board does not govern the profession. The profession currently has no ethics committee for monitoring research or teaching within the profession.

(g) Publications

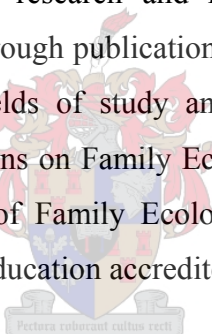
Publications can be seen as an external influence that could influence professional preparation programmes.

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>	<i>Strength and direction of influence</i>
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	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Professional publications have an impact on the field n=32	18.8	18.8	62.4	15.6	6.3	65.6	12.5

Professionals strongly agreed (62.5%) that professional publications had an impact on the field and 65.6% indicated that it had a strong positive effect on the professional preparation programmes.

The Journal of Family Ecology and Consumer Science (JFECS) is the official publication of the South African Association for Family Ecology and Consumer Science (SAAFECs) with the following objectives: ‘to provide a medium for reporting scientific research and knowledge pertaining to Family Ecology and Consumer Science’; to stimulate research and knowledge pertaining to Family Ecology and Consumer Science through publications of a high scientific standard and in doing so to promote these fields of study and to benefit the family and the community by means of publications on Family Ecology and Consumer Science and related disciplines’. The Journal of Family Ecology and Consumer Science is an independent fully Department of Education accredited publication.



#### (h) Alumni involvement

The degree to which Family Ecology and Consumer Science alumni are involved in influencing educational programmes.

<i>External Influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Alumni are involved in influencing the direction of the discipline n=32	43.8	37.4	18.8	21.2	21.2	21.2	36.4

The biggest percentage of professionals (43.8%) strongly disagreed that alumni are involved in influencing the direction of the discipline. They were, however, unsure of how this impacted on the professional preparation programmes. The reason for this could be that once the students have graduated, they focus on the development of their specialisation and not on the development and growth of the holistic discipline. This low involvement of alumni also manifests itself in the low membership of the professional organisation SAAFECS as indicated in Table 4.37. SAAFECS has 729 members on the database; however, only 104 (14%) of its members have paid their membership fee for 2005.

**TABLE 4:37: PAID-UP SAAFECS MEMBERS FOR 2005**

Branch	Total paid (Per Branch)	Associate	Full	Honorary	Institutional	Junior
EASTERN CAPE	7	2	4	-	1	-
FREE STATE	4	-	4	-	-	-
NORTHERN PROVINCE	5	-	4	-	-	1
NORTH WEST	28	4	11	-	-	13
PRETORIA	31	-	28	2	1	-
WESTERN CAPE	29	1	20	1	2	5
<b>TOTAL PAID (PER MEMBERSHIP TYPE)</b>		<b>7</b>	<b>71</b>	<b>3</b>	<b>4</b>	<b>19</b>
<b>TOTAL PAID</b>	<b>104</b>					

#### 4.4.2 *Intra-organisational influences on Family Ecology and Consumer Science professional preparation programmes*

Intra-organisational influences are central to the university and may have an effect on Family Ecology and Consumer Science professional preparation programmes.

##### 4.4.2.1 *Mission of the university*

The research endeavoured to determine whether the Family Ecology and Consumer Science programmes were viewed as being central to the mission of the respective universities.

<i>Intra-organisational influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
The Family Ecology and Consumer Science programme is viewed by the university as central or important to its mission n=34	58.8	29.4	11.8	58.8	23.5	14.7	2.9

The majority of the respondents (58.5%) strongly disagree with the statement that the Family Ecology and Consumer Science programmes at their university was viewed by the university as being central or important to its mission. The same percentage (58.8%) indicated that this fact had a strong negative influence on the Family Ecology and Consumer Science professional preparation programmes. These perceptions are confirmed by the Approved Programmes for Universities and Technikons: 2003–2006 document stating that Family Ecology and Consumer Science programmes are more suited to a technikon as it is not in line with the vision and mission statements of universities.

#### 4.4.2.2 *Programme interrelationship*

Programme interrelationship refers to the relation of the Family Ecology and Consumer Science programmes to other units within the institution. The many faculties in which Family Ecology and Consumer Science programmes are located, are the first indication of programme interrelationship.



**TABLE 4.38: FACULTIES IN WHICH FAMILY ECOLOGY AND CONSUMER SCIENCE PROGRAMMES ARE LOCATED AT DIFFERENT UNIVERSITIES IN SOUTH AFRICA**

<b>University</b>	<b>Faculty</b>
<b>Stellenbosch</b>	Faculty of Science Faculty of Agricultural and Forestry Science
Free State	Faculty of Natural & Agricultural Science
<b>Pretoria</b>	Faculty of Natural & Agricultural Science
<b>Venda</b>	Faculty of Health, Agricultural Rural Development & Forestry
<b>Western Cape</b>	Faculty of Community & Health Science
<b>Vista</b>	College of Agriculture and Environmental Science
<b>Potchefstroom</b>	Faculty of Health Science
<b>Zululand</b>	Faculty of Science and Agriculture

Table 4.38 shows that Family Ecology and Consumer Science programmes are located within a Science, Agricultural and Health Faculty. With the inception of the profession the goal was to apply science to the improvement of quality of life for families on farms. This trend as seen in the location of the programmes, gives an indication that Family Ecology and Consumer Science is moving back to the original mission as defined by the land grant programmes at the turn of the previous century, where the discipline assisted with the improvement of family life. However, the focus of the discipline is now to empower families to construct their own reality. The Family Ecology and Consumer Science professional is not a prescriptive agent in the process, but a facilitator and change agent for the empowerment of individuals, families and communities, be it in an urban or rural setting.

In the previous dispensation the programmes that were located in the Science faculties received a higher programme subsidy for enrolling students than programmes located in the humanities.

<i>Intra-organisational influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Family Ecology and Consumer Science is							

closely interconnected with other programmes in the university n=34	17.6	20.6	61.8	17.6	17.6	55.9	8.9
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The majority of the respondents (61.8%) strongly agreed with the statement that the Family Ecology and Consumer Science programmes were closely interconnected with other programmes in the university. They majority also indicated (55.9%) that this interconnectedness had a strong positive effect on the professional preparation programme.

#### 4.4.2.3 Financial support

Support received from the university for the presentation of the programme.

<i>Intra-organisational influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Financial support to the Family Ecology and Consumer Science programme by the university is adequate n=34	52.9	20.6	26.5	45.4	6.1	30.3	18.2
The discipline programmes contribute to income generation for your university n=34	32.4	29.4	38.2	18.7	31.3	31.3	18.7

The majority of the respondents (52.9%) strongly disagreed with the statement that the Family Ecology and Consumer Science programmes at their university were financially adequately supported. Forty five percent indicated that this fact had a strong negative influence on the professional preparation programmes.

#### 4.4.2.4 Governance

Governance reflects values about the distribution and exercise of authority, responsibility and accountability. Within the South African higher education landscape good governance must be based on recognition of the existence of different interests and the inevitability of contestation among them (Department of Education, 1997:36). It is the responsibility of higher education institutions to manage their own affairs and to ensure good governance of their institutions. This is achieved by electing Councils, the highest decision-making body of the institution and constituting a Senate where elected academics deliberate on issues that are central to the functioning of the institution. To ensure democratic participation, the establishment of staff and student forums are encouraged as a governance structures.

<i>Intra organisational influences upon professional preparation programmes</i>	<i>Statement is true for Family Ecology and Consumer Science</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
The governance and decision-making patterns within your university facilitate adequate functioning of the programme n-34	32.4	41.2	26.4	28.1	25.0	37.5	9.4

Respondents were indecisive regarding the statement whether the governance and decision-making patterns within their institutions facilitated adequate functioning of the Family Ecology and Consumer Science programmes. This result could be an indication that Family Ecology and Consumer Science professionals do not participate in the governance structures of their institutions. The main governance structure, such as the university Council, only has elected members, and in most institutions only professors, departmental chairpersons and heads of department serve on Senate. Therefore this indecisiveness could be due to the fact that the professionals do not serve on these structures.

### 4.4.3 Internal influences on Family Ecology and Consumer Science professional preparation programmes

Internal influences can be described as components that are central to the professional programme itself, which could exert a positive or negative influence on the educational processes within the programme.

#### 4.4.3.1 *Mission, staffing and programme organisation*

The mission of the Family Ecology and Consumer Science education programmes is to prepare students from diverse backgrounds, within an enabling and caring learning and teaching environment, to empower individuals, families and households by offering relevant programmes that are responsive to the development needs of society. Through the Family Ecology and Consumer Science programme organisation, lecturers assert that the purpose of the education programme should be the development of students who are increasingly able and willing to use information to inform thinking and learning, independently and cooperatively, throughout their lifetime, and who understand the importance of enhancing the self-worth and dignity of each member of the community.

#### (a) **Departmental background**

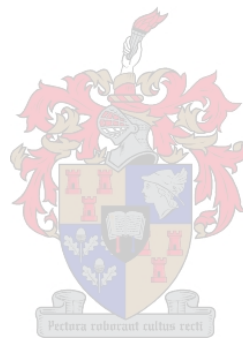
From the data presented in Table 4.39 it is clear that the majority (64.7%) of the Family Ecology and Consumer Science professionals are appointed at the lecturer level. Looking at the staff distribution of these professionals it is striking that the Pretoria, Stellenbosch and Zululand had the most respondents (20.6%) to the questionnaire.

**TABLE 4.39: RESPONSES TO THE CURRENT POSITIONS OF PROFESSIONALS AS LISTED IN THE FAMILY ECOLOGY AND CONSUMER SCIENCE PROFESSIONAL PREPARATION PROGRAMME QUESTIONNAIRE (N=34)**

University	Professor	Associate Professor	Senior Lecturer	Lecturer	Academic Assistant	Laboratory Assistant	Total respondents	% of Population Response
Free State	0	1	0	0	0	0	1	2.9%
Pretoria	2	0	0	5	0	0	7	20.6%

<b>Potchefstroom</b>	1	2	0	3	0	0	6	<b>17.6%</b>
<b>Stellenbosch</b>	1	0	1	4	1	0	7	<b>20.6%</b>
<b>Venda</b>	0	1	0	1	0	0	2	<b>5.9%</b>
<b>Vista</b>	0	0	0	1	0	0	1	<b>2.9%</b>
<b>Western Cape</b>	0	1	0	2	0	0	3	<b>8.8%</b>
<b>Zululand</b>	1	0	0	6	0	0	7	<b>20.6%</b>
<b>Total</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>22</b>	<b>1</b>	<b>0</b>	<b>34</b>	<b>100.0</b>

A total of 34 (52.3%) of the 66 Family Ecology and Consumer Science professionals employed at eight South African universities responded to the questionnaire that determined their perception of their educational programmes.



**TABLE 4.40: DESCRIPTION OF THE PROFESSIONALS WHO RESPONDED TO THE FAMILY ECOLOGY AND CONSUMER SCIENCE PROFESSIONAL PREPARATION PROGRAMME QUESTIONNAIRE ( N=34)**

VARIABLE	N	VALID %
<b>Institution Type</b>		
HAU	21	61.8
HDU	13	38.2
<b>TOTAL</b>	<b>34</b>	<b>100.0</b>
<b>Age</b>		
20-29	5	14.7
30-39	4	11.8
40-49	14	41.2
50-59	8	23.5
60+	3	8.8
<b>TOTAL</b>	<b>34</b>	<b>100.0</b>
<b>Marital Status</b>		
Single	9	26.5
Married	24	70.6
Divorced	1	2.9
<b>Total</b>	<b>34</b>	<b>100.0</b>
<b>Current profession</b>		
Professor	5	14.7
Associate professor	5	14.7
Senior lecturer	1	2.9
Lecturer	22	64.7
Academic Assistant	1	2.9
<b>Total</b>	<b>34</b>	<b>100.0</b>
<b>Years employed at institution</b>		
10 years or less	15	44.1
More than 10 years	19	55.9
<b>Total</b>	<b>34</b>	<b>100.0</b>

From the data presented in Table 4.40 it is clear that the majority (61.8%) of the Family Ecology and Consumer Science professionals in South Africa who responded to the questionnaire are employed at historically advantaged universities. Looking at the age distribution of these professionals, it is striking that the majority (73.5%) by far are older than 40 years of age and have been employed more than 10 years at the same university (55.9%). This could be an indication that younger professionals rather seek employment outside the academic sphere, because of much more favourable financial compensation. The Family Ecology and Consumer Science profession in South Africa should actively seek to attract younger professionals to the academic field.

**(b) Views on personal roles in the Family Ecology and Consumer Science profession**

Professionals have many roles that they fulfil in their academic career. The research wished to determine how Family Ecology and Consumer Science professionals view their role in the profession.

**TABLE 4.41: VIEWS OF PROFESSIONALS ON THEIR ROLE IN THE FAMILY ECOLOGY AND CONSUMER SCIENCE PROFESSION**

<b>Role</b>	<b>n</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std Deviation</b>
<b>Teacher</b>	33	1	5	1.67	1.021
<b>Researcher</b>	33	1	6	2.12	1.409
<b>Professional Practitioner</b>	32	1	7	2.76	1.497
<b>Administrator</b>	33	1	6	3.30	1.311
<b>Consultant</b>	31	1	7	3.00	1.612

The extent to which professionals attached meaning to their role in Family Ecology and Consumer Science was determined on a 7-point scale where 1 represented the role seen as extremely important, and 7 as not important. From the mean scores reported in Table 4.41 it can be seen that Family Ecology and Consumer Science professionals see all the roles listed as being important. The role of being a teacher was seen as the most important, with a mean score of 1.67. A researcher was the second most important role, with a mean score of 2.12. The roles of professional practitioner, administrator and consultant were also seen as important with a high mean score. No role was seen as being of no importance.

**(c) Ideology and mission of Family Ecology and Consumer Science**

An ideology and mission statement should clearly articulate the meaning of Family Ecology and Consumer Science as the profession moves into the 21<sup>st</sup> century. The mission statement should eliminate confusion around the meaning of the field and contribute to the development of a cohesive and collegial community (Vaines, 1993:21). A brief overview will be presented of each programme at the eight universities whose staff participated in the Emphases, Process and Influences on the Professional Preparation Programme questionnaire.

## **University of Stellenbosch**

In 2001 the University of Stellenbosch within the academic strategy decided to focus on teaching and research, but to position the institution as a research university. This decision asked for Family Ecology and Consumer Science to expand their cooperation with other knowledge areas to establish stronger synergies. The result was the unbundling of the Department of Consumer Science: Foods, Clothing and Housing into the following degrees: BSc **Food Science** within the Faculty of Agriculture and Fishing and BSc **Polymer and Textile** in the Faculty of Science. Because of financial constraints the envisaged B Housing Management programme was not implemented. The Clothing component is also no longer presented.

## **University of Free State**

The Home Economics Department changed its name to the Department of **Consumer Science** and became part of Microbiology, Biochemical and Food Biotechnology in 2002. The Classification of Educational Subject Matter (CESM) 10 review resulted in collaboration between the University of the Free State and Technikon Free State. Technikon Free State is responsible for Clothing at undergraduate level and the University of the Free State is responsible for postgraduate work. They produce mostly teachers.

## **University of Pretoria**

The mission of the Department of Consumer Science is to be an internally acknowledged academic department that provides quality teaching and constructive community service in Consumer Science. The University of Pretoria has been identified as a research university and therefore has to produce research. Its current focus is **Consumer Science** with specializations in Management: Food, Clothing, Education and Hospitality. Its contextual approach is Developmental. Postgraduate modules include: Clothing & Textile Management, Hospitality, Food, Interior and Merchandising. Its research focus is: Food Safety & Security, Product Development. Clothing: Between the Industry & the Consumer.



### **University of Potchefstroom**

Potchefstroom University offers a **B Consumer Science** four-year degree that also focuses on the school curriculum. Specialisation is from a consumer perspective. They adopted a multi-disciplinary approach for projects and capacity building. They focus on needs and responsibilities of the consumer.

### **University of the Western Cape**

**Human Ecology** is one of the few departments that have a holistic approach to the study of humans and their environments. It is housed in the Community and Health Science faculty and is part of an interdisciplinary faculty team that teaches shared core courses. It is also part of the youth and wellness initiative within the faculty, and the Community of Higher Education Services Partnership (CHESP) service learning initiative at University of Western Cape (UWC). The department has links, through shared courses, with the faculties of Economic and Management Science, Arts, Education and Science. The Human Ecology Department is the only department in the Western Cape that will be responsible for the training of teachers for the new Further Education and Training (FET) band subject, Consumer Studies, which will be implemented in 2006. A large intake of teachers for the Advanced Certificate in Education (ACE) in Consumer Studies is anticipated.

### **University of Venda**

Venda University offers **Family Ecology and Consumer Science** in the School of Agriculture, a fairly new programme established in 2000. The programme offers students an interdisciplinary focus on professional practice. The department focuses on Community Nutrition and Rural Development. It endeavors to facilitate the process for individuals, families and communities to be more responsible for improving their well-being in relation to their economic, social, cultural, political and physical environments. The aim of the programmes is to provide knowledge and skills through teaching, research and participation in community programmes.

### **University of Zululand**

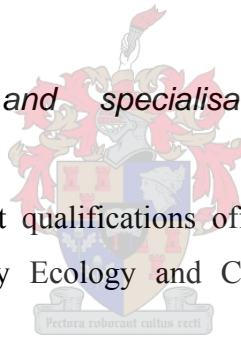
The University of Zululand offers a **B Home Economics** degree in Community/Rural Development and Agriculture modules. They work from a preventative approach.

### **University of Vista**

Vista University is the only distance education institution for Human Ecology/Home Economics, Consumer Science. They offer a **B Consumer Science** degree in Hospitality; Management; Clothing Management; and Education. There are two streams: **Human Ecology** (Agriculture) and **Social Development** (Community Nutrition), which are linked with HIV/AIDS (Food Science). Vista has merged with UNISA & Technikon SA.

#### *4.4.3.2 Qualifications and specialisations of the professional programmes*

Table 4.42 depicts the different qualifications offered at the eight South African universities that present Family Ecology and Consumer Science related degree programmes.



**TABLE 4.42: FAMILY ECOLOGY AND CONSUMER SCIENCE QUALIFICATIONS OFFERED AT SOUTH AFRICAN UNIVERSITIES**

<b>University</b>	<b>Qualifications</b>
<b>Stellenbosch</b>	B Sc Food Science BSc Polymers and Textiles
<b>Free State</b>	<b>B. Sc Home Economics</b> B. Sc Home Economics: Foods B. Sc Home Economics: General B in Consumer Science: General
<b>Pretoria</b>	<b>B. Consumer Science Interior Merchandize Retail Management</b> B. Consumer Science Interior Merchandise Small Business Management <b>B. Consumer Science Food Management Retail Management</b> B. Consumer Science Food Management Small Business Management B. Consumer Science Ed Hotel Keeping & Catering
<b>Venda</b>	B. Family Ecology and Consumer Science
<b>Western Cape</b>	B.A. Human Ecology: General B.A. Human Ecology: Education
<b>Vista</b>	<b>B.A. Consumer Science</b> <b>B.A. Consumer Science: Clothing management</b> B.A. Consumer Science Education B.A. Consumer Science Hospitality Management
<b>Zululand</b>	B Consumer Science: Hospitality & Tourism B Consumer Science: Nutrition B Consumer Science: Extension & Rural Development B Consumer Science: Housing Education & Management B Consumer Science: General
<b>Potchefstroom</b>	B.A. Consumer Science: Natural Science B.A. Consumer Science: Socio Economic

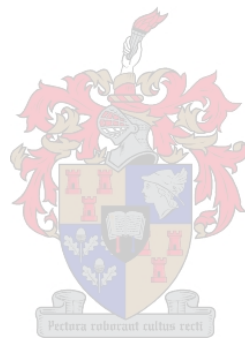
**(a) Time requirements**

The New Funding Framework defines all the Family Ecology and Consumer Science programmes in South Africa as a professional first degree and stipulates that these degrees should be four years in duration.

**4.4.4 Curricular tensions**

Stark *et al.* (1986:241) regard curricular tensions as important influences. They state that these internal tensions are frequently expressed in debates about teaching methodologies, the balance of theory and practice, and evaluation processes. These tensions sometimes stem from and lead to confusion within the external professional community and may vary in magnitude and direction for different fields. The perception of Family Ecology and Consumer Science professionals about the current debates around curricular tensions is reported in Table 4.43 and two sets of debates

were included in the questionnaire: firstly, debates about programme content and secondly, debates about programme structure. Respondents first had to indicate whether they agreed that certain debates existed within Family Ecology and Consumer Science. Then they had to indicate its influence, namely what the strength and direction (positive or negative) of these debates were on the professional preparation programmes.



**TABLE 4.43: CURRICULAR TENSIONS AROUND PROFESSIONAL PREPARATION PROGRAMME CONTENT**

<i>Nature of debates</i>	<i>Does the debate exist</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Debate or controversy concerning appropriate instructional methodology n= 34	26.4	41.2	32.4	0	21.9	40.6	37.5
Debate or controversy concerning balance of theory and practice to be included in the discipline n= 33	11.8	35.3	52.9	6.3	28.1	43.7	21.9
Debate or controversy concerning the content of professional knowledge base or core courses n= 34	21.2	18.2	60.6	21.9	15.6	43.7	18.8
Debate or controversy about the function and nature of practical or field experiences n= 32	15.6	25.0	59.4	12.9	16.1	54.9	16.1
Debate or controversy concerning the content of supporting courses n=32	12.9	32.3	54.8	3.3	20.0	56.7	20.0
Debate or controversy concerning the integration of other foundational courses closely related to the discipline n=32	6.3	31.3	62.4	6.7	6.7	60.0	26.6

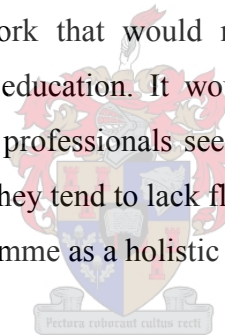
Family Ecology and Consumer Science departments at South African universities are currently involved in a debate about the contents of the curriculum and its implementation. Sometimes these debates are viewed as healthy and productive, and sometimes less positive.

The concept of balancing theory and practice within the programmes is being heavily debated (52.9%) and has a positive influence (43.7%) on the professional programme. For the Family Ecology and Consumer Science profession there has always been a tension about marrying the concepts of theory and practice. Vaines and Wilson (1985:347) state that the complex issue confronting practical fields of study is the

need to clarify the relationship between the structures of knowledge within the field and the kind of application that arise from using such knowledge.

Family Ecology and Consumer Science professionals felt, as previously reported, that there was no consensus around the knowledge base of the discipline. However, there was strong agreement (60.6%), which had a positive influence (43.7%), indicating that the knowledge base of Family Ecology and Consumer Science was indeed being debated. Matters concerning the function of practical and field experiences, the content of supporting courses and integration of other foundational courses related to the programmes, were strongly contested and had a positive influence on the content of the professional preparation programme.

A strong debating culture within the profession, especially concerning content issues will enable members of the profession to find a common ground around an overarching theoretical framework that would morally and rationally justify the programmes offered by higher education. It would eliminate the trend of Family Ecology and Consumer Science professionals seeing functions and people as highly specialised, as a result of which they tend to lack flexibility to think and work together to the advancement of the programme as a holistic unit.



**TABLE 4.44: CURRICULAR TENSIONS AROUND PROFESSIONAL PREPARATION PROGRAMME STRUCTURE**

<i>Nature of debates</i>	<i>Does the debate exist</i>			<i>Strength and direction of influence</i>			
	Strongly disagree %	Neither agree nor disagree %	Strongly agree %	Strongly negative %	No effect %	Strongly positive %	Do not know %
Debate or controversy concerning the length of the first degree n=33	15.6	31.3	53.1	13.3	13.3	43.3	30.0
Debate or controversy concerning the appropriate sequencing of courses n=33	18.8	31.3	50.0	6.7	26.7	40.0	26.7
Debate or controversy concerning evaluation criteria and strategies n=33	12.9	41.9	45.2	3.4	20.7	44.8	31.0
Debate or controversy concerning evaluation of students n=34	6.3	40.6	53.1	6.7	23.3	50.0	20.0
Debate or controversy concerning entrance or admission requirements for students n=32	15.6	25.0	59.4	20.0	16.7	43.3	20.0
Debate or controversy concerning the provision of continuing education for professional practitioners. n=34	15.6	37.5	46.9	13.3	23.3	43.3	20.0

The issues around programme structure are clearly specified by the various policy documents that guide the development and implementation of higher education programmes (Department of Education, 1997, 2002a, 2002b, 2002c).

Family Ecology and Consumer Science professionals strongly agreed that debates existed around programme structure and that these debates had a strong positive influence on the professional preparation programmes.

Issues pertaining to the duration of the first degree (53.1%) and the sequencing of courses (50.0) are strongly debated and have a positive influence on the professional programmes. The National Qualifications Framework (NQF) that endorses the principle that a single qualifications framework should be developed for all higher education qualifications informs this debate. The concerns for Family Ecology and Consumer Sciences professionals are that both unit standards and whole qualifications may be presented for registration on the NQF. The construction of a qualification from multiple units of learning is inappropriate for academic programmes, which

opted for the development of a complete qualification with a purpose and outcome that encompass 4 years of study (Luckett, 1998:8).

There was a strong debate around the entrance requirements for students, with a response rate of (59.4%). These debates could be fuelled by their universities' internal debates around access to university. It is clearly stated in the Education White Paper 3: A programme for the Transformation of Higher Education that the minimum statutory requirements for entry into all higher education programmes will in 2009 be a pass in the proposed Further Education and Training Certificate (FETC) that will be issued to all learners who write the FETC assessment in 2008 (Department of Education, 1997:29).

#### ***4.4.5 Family Ecology and Consumer Science professional programme emphases***

Family Ecology and Consumer Science professionals were firstly asked to respond to what they believed should ideally be emphasised in the professional preparation of Family Ecology and Consumer Science students. They were then asked to indicate what was in fact being emphasised in their present professional educational programmes.

A four-point scale was used; with 0 meaning no emphasis is placed on the specific professional outcome and 4 indicating that a heavy emphasis was placed on the outcome. Respondents had to indicate the amount of emphasis they felt should ideally be placed on the professional outcome and how much emphasis was typically being placed on the professional outcome.

The outcomes of the Family Ecology and Consumer Science professional preparation programme should be in line with the South African Qualifications Authority (SAQA) critical cross-field which will ultimately drive all curriculum design of professional preparation programmes. These critical cross-field outcomes are listed in Table 4.45. The Family Ecology and Consumer Science professionals' perceptions of the professional educational outcomes of their programmes are also reported in Table 4.44.



There is a conflict in what respondents thought regarding the outcome which should ideally be emphasised, and that which is in actual fact being emphasised in the programme. The majority of respondents (91.2%) indicated that ideally the outcome: ‘graduate should actively seek opportunities to update professional knowledge’ should be emphasised, with the highest mean score being 3.91. Typically this outcome showed the lowest mean score (2.18), which indicates that in reality it received the least amount of emphasis in professional preparation programmes. Three outcomes (with a mean score of 3.85) that professionals feel should ideally be emphasised in professional preparation programmes, are: to critically evaluate information, to communicate effectively and to explore education and career opportunities. However, these outcomes obtained low typical mean scores, indicating that they are not being emphasised in the Family Ecology and Consumer Science programmes. This trend is reflective of the complete result.

**TABLE 4.45: PROFESSIONAL PREPARATION EMPHASES: PROFESSIONAL OUTCOMES OF THE FAMILY ECOLOGY AND CONSUMER SCIENCE PROGRAMME**

Outcomes	Professional outcome	0 %	1 %	2 %	3 %	4 %	Mean	Std Deviation
Organise and manage oneself and one's activities responsibly and effectively	<b>Ideal</b> n=33	0	0	0	21.2	78.8	3.79	.415
	Typical n=32	0	6.3	31.3	53.1	9.4	2.66	.745
Collect, analyse, organise and critically evaluate information	<b>Ideal</b> n=33	0	0	0	15.2	84.8	3.85	.364
	Typical n=32	0	9.4	15.6	50.0	25.0	2.91	.893
Communicate effectively using visual, mathematical and/or language skills in the modes oral and/or written presentation	<b>Ideal</b> n=33	0	3.1	25.0	59.4	12.5	3.85	.364
	Typical n=32	0	3.1	25.0	59.4	12.5	2.81	.693
Use science and technology effectively and critically showing responsibility towards the environment and health of others	<b>Ideal</b> n=34	0	0	5.9	20.6	73.5	3.68	.589
	Typical n=33	0	3.0	45.5	36.4	15.2	2.64	.783
Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation	<b>Ideal</b> n=34	0	0	5.9	20.6	73.5	3.68	.589
	Typical n=33	0	9.1	33.3	36.4	21.2	2.70	.918
Reflecting on and exploring a variety of strategies to learn more effectively	<b>Ideal</b> n=34	0	0	2.9	17.6	79.4	3.76	.496
	Typical n=33	3.0	15.2	15.2	48.5	18.2	2.64	.1055
Participating as responsible citizens in the life of local, national and global communities	<b>Ideal</b> n=34	0	0	0	26.5	73.5	3.74	.448
	Typical n=33	0	9.1	42.4	39.4	9.1	2.48	.795
Being culturally and aesthetically	<b>Ideal</b> n=34	0	0	0	26.5	73.5	3.74	.448

sensitive across a range of social contexts	Typical n=33	0	3.0	45.5	39.4	12.1	2.61	.747
Exploring education and career opportunities	<b>Ideal n=34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14.7</b>	<b>85.3</b>	<b>3.85</b>	<b>.359</b>
	Typical n=33	0	3.0	33.3	45.5	18.2	2.79	.781
The graduate should know and apply ethical principles and professional conduct standards of the Family Ecology and Consumer Science discipline	<b>Ideal n=34</b>	<b>0</b>	<b>0</b>	<b>5.9</b>	<b>11.8</b>	<b>82.4</b>	<b>3.76</b>	<b>.554</b>
	Typical n=33	0	9.1	42.4	30.3	18.2	2.58	.902
The graduate should not only meet basic standards for entrance into the profession but also be a competitive applicant for a beginning position.	<b>Ideal n=34</b>	<b>0</b>	<b>0</b>	<b>5.9</b>	<b>14.7</b>	<b>79.4</b>	<b>3.74</b>	<b>.567</b>
	Typical n=33	0	9.1	33.3	27.3	30.3	2.76	.992
The graduate should be willing to cooperate with or participate in research or other activities that improve professional practice	<b>Ideal n=34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17.6</b>	<b>82.4</b>	<b>3.82</b>	<b>.387</b>
	Typical n=33	0	6.1	30.3	42.4	21.2	2.79	.857
The graduate should actively seek opportunities to update professional knowledge	<b>Ideal n=34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8.8</b>	<b>91.2</b>	<b>3.91</b>	<b>.288</b>
	Typical n=33	0	21.2	48.5	21.2	9.1	2.18	.882

The process for professionals to change their teaching approaches in modules takes time. They have to move away from the traditional approach that was characterised by passive students; exam-driven assessment; rote-learning; content-based and textbook-bound teaching. The Family Ecology and Consumer Science professionals according to the result in Table 4.44 show that they are aware and willing that the Family Ecology and Consumer Science curriculums will have to change to the new Outcomes-Based Education (OBE) approach that is characterised by the following aspects: active students; student centred; lecturer as a facilitator; integration of learning; learning that is connected to real life situations and open learning programmes allowing students to take responsibility for their own learning.

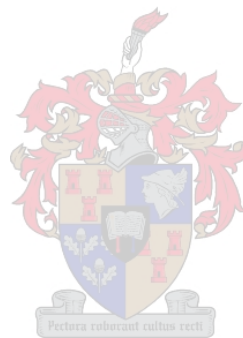
In summary, the external, intra-organisational and internal influences do play a role in how Family Ecology and Consumer Science professionals perceive their professional preparation environments.

The professionals viewed the external influences to be highly negative towards the Family Ecology and Consumer Science professional preparation programmes. However, the Professional Community Influences such as publications were seen as having a positive influence on the professional programmes.

Family Ecology and Consumer Science professionals felt that their programme was not central to the university's mission, was not adequately supported financially and

did not lend prestige to their university. They were also indecisive around their participation in the governance structures of the university.

The internal influences showed that the Family Ecology and Consumer Science professional is female, a lecturer, older than 40 years and sees being a lecturer as her main role in the profession. In all the programmes the intended outcomes were seen as deserving high emphasis, but as is often the case it was not emphasised within the Family Ecology and Consumer Science professional preparation programmes. It is clear that the programmes at the eight South African universities are diverse, each having its own focus and niche.



# CHAPTER FIVE

## CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

The end product of successful professional socialisation is the internalisation of values into the individual's self-image, in other words the development of a professional identity. The identity that professional socialisation in higher education attempts to impart is the acquisition of the specific competence in knowledge and skill, autonomy of judgement and responsibility and commitment to the profession that is shared by all members of the profession (Bragg, 1976:11). Professional socialisation is a complex process by which a person acquires the knowledge, skills, and sense of occupational identity that are characteristic of a member of that profession. It involves the internalisation of the values and norms of the professional group into the person's own behaviour and self-conception (Cohen, 1981:14).

The main objective of this study was to determine whether Family Ecology and Consumer Science students in South Africa are professionally socialised to develop a professional identity within the Family Ecology and Consumer Science profession. In order to achieve this objective a number of sub-objectives had to be met. The sub-objectives were met through empirical research, using questionnaires and a conceptual framework to collect data from students and staff at South African universities that offer Family Ecology and Consumer Science programmes.

This chapter will present the conclusions as well as recommendations for further research. These will be presented according to the sub-objectives.

The first sub-objective was to examine through the literature review the development of the profession and to propose a new position for the profession in South Africa. The following strategies are provided as to implement this new position as proposed in the literature review.

## **5.2 Strategies for Family Ecology and Consumer Science in the 21<sup>st</sup> century**

Strategies for Family Ecology and Consumer Science to develop and promote this new Hestian/Hermean paradigm include education, collaboration and demonstration. Family Ecology and Consumer Science educators can develop and promote the new paradigm by showing how the present and the future world depends on its success. Leaders in the profession can show how the shift to sustainability is compatible with deeply held spiritual, democratic and ethical values. Ways of doing this include: using a holistic framework to put together the fragments of seemingly unrelated information and evidence regarding the profession; showing what choices make the most difference in the use of resources; and helping people develop new habits by imparting knowledge, developing skills and sustaining the focus on the family be it in an urban or rural setting.

Identify and collaborate with people in different sectors such as business, government, education, and non-profit organisations defining the needs of the family. The synergy thus created propels the new paradigm. Just as many academics have successfully collaborated within departments and schools, more extensive collaboration can facilitate innovative research, as well as programmes, publications and policies. Certainly, Family Ecology and Consumer Science can contribute to the formulation of indicators of human welfare in all arenas- local, regional, national and international.

Family Ecology and Consumer Scientists as individuals and within our professional organisation should align with those attempting to transform society, all working toward the goal of humane sustainable culture.

In the professional socialisation process to develop a professional identity, anticipatory socialisation is the first stage in this process. The second sub-objective namely, to identify the factors that influenced South African students when they decided on Family Ecology and Consumer Science as a field of study was meant to address this first step.

### 5.3 Influences on the decision to study Family Ecology And Consumer Science

Professional socialisation has different stages, namely anticipatory socialisation, which refers to the processes of socialisation in which a person “rehearses” for future roles, positions, occupations, and social relationships (Appelbaum & Chambliss, 1997:76). It is in this stage that the person makes an occupational choice. Factors that influence career choices pertaining to Family Ecology and Consumer Science are important to analyse in order to understand young people’s rationale for choosing the profession as an arena for their future professional career. Dohn (1996: 158) stresses that career choices should be regarded not only as one specific action taken at one time, but also as a process over time. The shaping of a professional identity is closely connected to the process of professional socialisation. Professional socialisation theory emphasises the students’ interaction with the field in focus, their preferences and choices as well as their role models.

From this study in determining what factors influenced students to select Family Ecology and Consumer Science as a field of study, the ‘Service Ideal’ factor has emerged. Students have an idealistic and humanitarian view of the profession, represented by aspects such as a ‘desire to help people learn to do things’, ‘to make the world a better place’, ‘to help others’ and the desire to improve the quality of family living. These aspects hold a key role in the anticipatory socialisation part of the professional socialisation process. The ‘Service Ideal’ factor represented almost the sole source of influence on Family Ecology and Consumer Science students at this early stage of the professional socialisation process.

This result supports the notion proposed by Kieran *et al.* (1982:14) that Family Ecology and Consumer Science as an emerging profession is being repositioned as a helping profession, which delivers services to benefit people in their daily lives. Kieran *et al.* (1982:114) elaborate that these services, which can be delivered, are many and varied and are primarily focused on prevention and intervention. At this point in the evolution of the field, the particular service of Family Ecology and Consumer Science should be clarified so that the study and practice of the field are both unique and complementary to other fields, which also seek to provide services to

clients. This is supported by the staff's perception that debates concerning the integration of other foundational courses are closely related to the discipline and concerns around the content of the professional knowledge base for the profession.

Even though Family Ecology and Consumer Science students selected the profession for its person-centered focus, they are not idealistic in this process. The reality of the world of work, being the entrepreneurial factor, emerged, as the next reason why students selected the profession for its career and job opportunities.

This finding provides some insight into the nature of influences on occupational choice in Family Ecology and Consumer Science, and has practical implications for the recruitment of new members to the field and for their professional education. The profession can be marketed to prospective students as an altruistic and social responsible profession, which has an economic advantage.

Regarding the anticipatory socialisation stage, it can be concluded that most students entered into the field of Family Ecology and Consumer Science in order to help others. They were unconcerned with self-expression, competitive achievement or other values that would individuate them. Their reasons for choosing Family Ecology and Consumer Science were built around nurturant values. They looked forward to activities focused on people and improving their lives. The students thus started their Family Ecology and Consumer Science education not with open minds, but with a preconceived idea of what an ideal Family Ecology and Consumer Scientist should be; with an economic motive but also with a social consciousness.

The formal stage is the second stage in the professional socialisation process in the development of a professional identity. The third sub-objective, namely to identify the factors that influenced Family Ecology and Consumer Science students while they were taking their degree at a South African university, attempted to shed light on this stage.

## **5.4 Influences while studying for a degree in Family Ecology and Consumer Science**

The professional education experience is considered as the peak of professional socialisation. It is the time during which students learn the specialised roles, skills, norms and professional values fundamental to the practice of the profession. Findings from this study identified the factor ‘Student Interaction’ as the most important influence while they were taking a degree in Family Ecology and Consumer Science. Some aspects describing this factor were ‘students sharing information from reading and experiences’, ‘cooperation between students’, and ‘close relationships between students outside the classes’. It can be concluded that there is great peer group solidarity amongst students doing Family Ecology and Consumer Science. The implications of these interactions are that students could act as role models and sources of information to peers. Both types of interaction are part of the professional socialisation process that influences the student’s professional identity of what it means to be a Family Ecology and Consumer Scientist.

If Family Ecology and Consumer Science professionals want to expand this notion of a helping profession for the discipline, the advantage of ‘Student Interaction’ should be harnessed with the ‘Departmental Influences’ to enhance the professional socialisation process. With their nurturing values, and the experiences during the formal education process, entering Family Ecology and Consumer Science students will be professionally socialised with an identity that will not only help people to adapt to their situations, but to do this collaboratively as risk takers and social change agents on political, social, economical and educational level.

Certain factors influenced the formal stage of professional socialisation, such as ‘Student Interaction’ and ‘Departmental Influences’. However the process itself can be seen as developmental in nature. The fourth sub-objective was to ascertain whether Family Ecology and Consumer Science students evidence the developmental stages of the Cohen model of the professional socialisation process.



## **5.5 Cohen's developmental stages of the professional socialisation process**

The sub-objective as stated above was guided by the following hypotheses.

### **5.5.1 Hypothesis one**

The first research hypothesis was designed to test the reality congruence of Cohen's developmental model of professional socialisation at different levels of registration. Data evidence in support of Cohen's model among Family Ecology and Consumer Science students would be provided if (1) groups of students at different levels of registration evidenced different stages of development in the process of professional socialisation and (2) the differences in the developmental stages were such that students beginning the degree evidenced the Unilateral-Dependence stage, while more advanced students first evidenced the Negative-Independence stage, followed by the Dependence-Mutuality stage, and students nearing the completion of the programme evidenced the Interdependence stage of the professional socialisation. That is according to the Cohen model; students would evidence progressively higher stages of professional socialisation as the year of registration increased.

The findings for this study did not support the Cohen model of professional socialisation, because there was no overall relationship between the developmental stages of professional socialisation and the year of registration in the Family Ecology and Consumer Science programmes at South African universities. It was concluded that Family Ecology and Consumer Science students did not evidence progression through the developmental stages of the professional socialisation process as the year of registration increased.

For the first hypothesis the only significant differences in the average PS<sup>3</sup> subscale scores were found on the developmental stage of Dependence-Mutuality (STAGE III) and Interdependence (STAGE IV) and was evident for the 4<sup>th</sup> year and postgraduate students with a mean score of 52.50 for both stages. This means that the 4<sup>th</sup> year and postgraduate students show evidence of STAGE III and STAGE IV. This means that South African 4<sup>th</sup> year and postgraduate students evidence STAGE III Dependence-

Mutuality, during which cognitive rebellion is replaced by more realistic evaluations of the environment and they begin to integrate others' ideas. The student develops the ability for evaluative thinking and tests facts objectively. The third stage of Cohen's model, Dependence-Mutuality, also reflects Kelman's second process of social influence of identification, through which the individual adopts selected behaviours of significant others (role models), because this behaviour is associated with a self-defining relationship. A self-defining relationship is one in which the role relationship forms a part of the person's self-image, and accepting influence through identification is a way of establishing or maintaining that relationship. Identification takes place when the person sees the induced behaviour as relevant to and required by a reciprocal-role relationship in which they are participants.

Cohen (1981) considered the issues confronted during the Dependence-Mutuality stage of professional socialisation to be comparable to those encountered during Erikson's developmental task of industry versus inferiority. The task of industry is focused on the development of competence, so that the individuals become ready to apply themselves to given skills and tasks in order to bring a productive situation to completion.

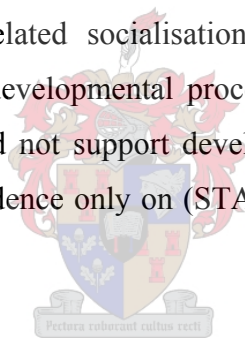
According to Cohen (1981) the concepts of Dependence-Mutuality, identification and industry refer to the same process. Students are actively learning both the technical skills and professional behaviour, and must experiment with various ways of enacting the professional role prior to integrating behaviours into a professional role identity. Within this process the individual is actively involved in learning the limits of the professional role. Cognitively, students must reconcile the expectations of significant others and the professional value systems with their own values and expectations.

The 4<sup>th</sup> year and postgraduate students also evidenced (STAGE IV) Interdependence, where the need for interdependence and the commitment to mutuality are integrated, and the individual gains the capacity to exercise independent judgement. The professional socialisation process culminates with the integration of a professional role identity into the individual's self-concept.

Cohen asserted that by the end of the Interdependence stage, the individual can weigh alternative theories or concepts, resolve contradictions and synthesise a functional set of abstract standards. This Interdependence stage links with the third and final process in Kelman's theory of social influence of internalisation, which involves the integration of new concepts, behaviours, and values into the individuals' self-concept. The individual accepts influence, because the induced behaviour is similar to their value systems and appropriate behaviours become intrinsically rewarding.

Cohen (1981) associated the interdependence stage with the developmental task of identity versus role diffusion and stated that reaching the cognitive stage of interdependence enables the individual to reach Erikson's stage of identity. The professional socialisation process culminates with the integration of a professional role identity into the individual's self-concept.

Although findings from the related socialisation research supported a view of professional socialisation as a developmental process, the study of McCain (1983) found that the Cohen model did not support developmental stages for professional socialisation. McCain found evidence only on (STAGE I) Unilateral Dependence for nursing students.



Within the Family Ecology and Consumer Science profession no other research was done to support or refute Cohen's model. Although professional socialisation did not progress according to the level of registration, Family Ecology and Consumer Science students registered in 2001 show evidence that STAGE IV, Interdependence, has been reached, in other words that the process of professional socialisation has been completed to the culminating stage and that this was facilitated by the South African university training.

Success of professional socialisation depends not only on the level of registration, but also on the characteristics of the students, such as individuality of the students and their adaptation on an individual and group level. This was evident in the result of the factors that influenced Family Ecology and Consumer Science students during the time while they were taking a Family Ecology and Consumer Science degree.

The factor “student interaction” was the most prevalent with items such as cooperation between students, close relationships between students outside the class, students’, sharing of information from readings experiences, help from peers in reducing anxiety about expectations, and interaction with students in different years of the programme as the most common.

### **5.5.2 Hypothesis two**

The second research hypothesis was that there is a positive relationship between maturity as measured by age and the stages of professional socialisation to such an extent that independent of their level of enrolment, older students evidence higher stages of professional socialisation than do younger students.

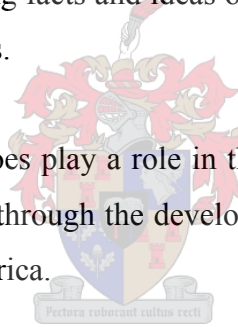
For the variable, age, that was associated with professional socialisation, the older student evidenced STAGE I, II and III. It could then be ascertained that the concept of maturity is inherent in the development process of professional socialisation. As the model embraces cognitive development, but also emotional development, it is reasonable to assume that the variable of age as a measure of maturity influences professional socialisation. It could be said that mature students are emotionally and cognitively more mature than younger students. Their reactions to the demands of the programme should be more adaptive than the reactions of younger students.

There was a significant relationship between age and the Dependence-Mutuality stage of professional socialisation that indicates that younger students have developed the capacity for evaluative thinking and can test facts and ideas objectively. There was a significant relationship between age and the Interdependence stage of professional socialisation, showing that older students tended to be more highly interdependent than did younger students. It can be concluded that older students were more Interdependent, meaning that the commitment to mutuality has become integrated and the individual gains the capacity to exercise independent judgment. Age apparently did enhance the professional socialisation process among Family Ecology and Consumer Science students.

### **5.5.3 Hypothesis three**

The third research hypothesis was that there are significant differences in the developmental stages of professional socialisation among students from different races. Within the South African society, which is still race-based, differences were found between the different races in relation to the professional socialisation process. It can be concluded that the 'Black/Coloured' student evidenced STAGE I, Unilateral-Dependence, lacking the necessary experience and knowledge to criticise or question, a legacy of the segregated primary and secondary education systems where critical thinking was neither taught nor encouraged. Secondary school education of 'Black/Coloured' and 'White' students differed in many aspects, such as funding per learner, resources, facilities and qualifications of teachers. 'White' students evidenced STAGE III Dependence-Mutuality more than the 'Black' and 'Coloured' students did. It can be concluded white students have developed the capacity for evaluative thinking and for testing facts and ideas objectively as a consequence of the professional socialisation process.

It can be concluded that race does play a role in the progression of Family Ecology and Consumer Science students through the developmental stages of the professional socialisation process in South Africa.



### **5.5.4 Hypothesis four**

The fourth research hypothesis was that there are significant differences in the developmental stages of professional socialisation among different institutions. South African higher education is still predominantly aligned according to race. In the present study two types of institutions were identified, namely Historically Disadvantaged Universities (HDU) and Historically Advantaged Universities (HAU). The HDU evidenced (STAGE I) Unilateral-Dependence and the HAU (STAGE III) Dependence-Mutuality in line with the result of the variable race.

It can be concluded that HAU/HDU does play a role in the progression of Family Ecology and Consumer Science students through the developmental stages of the professional socialisation process in South Africa

### **5.5.5 Hypothesis five**

The fifth research hypothesis was that there are significant differences in the developmental stages of professional socialisation among students with previous or concurrent work experience in Family Ecology and Consumer Science. No significant differences were found in the developmental stages of professional socialisation between groups of students who had previous or concurrent work experience in Family Ecology and Consumer Science related fields and those that did not. The research hypothesis was therefore not supported, and it was concluded that having previous and concurrent work in the fields of Family Ecology and Consumer Science did not enhance the professional socialisation process.

### **5.5.6 Hypothesis six**

The sixth research hypothesis was that there are significant differences in the developmental stages of professional socialisation among students with and those without an immediate family member who was a Family Ecology and Consumer Scientist. In the present study there were no significant differences in the developmental stages of professional socialisation between groups of students who did or did not have an immediate family member who was a Family Ecology and Consumer Scientist. The research hypothesis was therefore not supported, and it was concluded that having an immediate family member who was a Family Ecology and Consumer Scientist did not affect the professional socialisation process.

It can be concluded that students in this sample did not evidence progression through the proposed developmental stages of Unilateral-Dependence, Negative-Independence, Dependence-Mutuality, and Interdependence of the Cohen model. However, Family Ecology and Consumer Science students in conflict with the theory did evidence STAGE III and STAGE IV predominantly, which would indicate that they are highly professionally socialised within the profession.

How does this relate to the development of a professional identity? In STAGE IV Interdependence the professional role becomes real. This parallels Kelman's internalisation stage and Erikson's identity stage. It can be concluded that Family Ecology and Consumer Science students take responsibility for their own values and actions. They project an image recognisable as part of the professional role, which is not in conflict with other life roles or other aspects of the self-concepts to create a professional identity.

## ***5.6 Comparison of Family Ecology and Consumer Science professional preparation environments***

Based on the perceptions of staff members regarding a variety of influences, the intention of this analysis was to determine whether Family Ecology and Consumer Science professional programmes at South African universities exist in unique professional preparation environments. The professional preparation environment includes three types of influences, namely external, intra-organisational and internal.

### ***5.6.1 External influences on Family Ecology and Consumer Science professional preparation programmes***

The conclusions that can be drawn from the effect of the external influences on the Family Ecology and Consumer Science professional preparation environment are that Family Ecology and Consumer Science staff members perceived the external influences as having a negative influence on the Family Ecology and Consumer Science professional preparation programmes. These negative influences are that society does not provide ample rewards for members of the profession; and that there are not sufficient job opportunities in the market place. They are of the opinion that there is a strong negative perception around the image of the profession. Staff members are undecided about the effect that National and Provincial Education Departments have on Family Ecology and Consumer Science programmes.

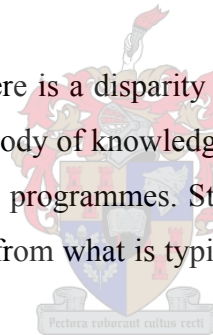
These findings support that professional preparation programmes do not exist in isolation, but that there are a variety of influences impacting on Family Ecology and Consumer Science programmes. Since the inception of the profession, members struggled to justify the profession to the external environment. This low societal



support for the Family Ecology and Consumer Science programme could be a gender issue because of the high female membership of the profession and the high percentage of female graduates, as female orientated careers are not seen as contributing to society.

It can be concluded that staff members of the Family Ecology and Consumer Science professional preparation programmes had a diverse perceptions of the professional community external influences. They concur that the profession has not yet reached consensus on the overarching theoretical framework for the profession. This indecision is impacting negatively on the profession. Within the surge of specialisation, the profession is struggling to reach an understanding of what the crosscutting theoretical concepts are that holds the specialisation together as one holistic profession. A positive conclusion that can be drawn from the professional community's external influence is the positive role that publications play in the Family Ecology and Consumer Science professional preparation programmes.

It can also be concluded that there is a disparity between the ideal emphases and the typical emphases placed on the body of knowledge for Family Ecology and Consumer Science professional preparation programmes. Staffs are aware of the idealised body of knowledge, but separate that from what is typically being emphasised as important for the programme.



### ***5.6.2 Intra-organisational influences on Family Ecology and Consumer Science professional preparation programmes***

The conclusions that can be drawn from the intra-organisational influences are that staffs of the Family Ecology and Consumer Science programmes agree that their programmes are not central to their university's mission, and that this has a strong negative effect on the programme.

Family Ecology and Consumer Science demonstrates strong programme interrelationship that is reflected by the diverse faculties in which the Family Ecology and Consumer Science programmes are located. It can be concluded that Family Ecology and Consumer Science programmes can symbiotically exist within diverse environments and can operate on an interdisciplinary and transdisciplinary level.

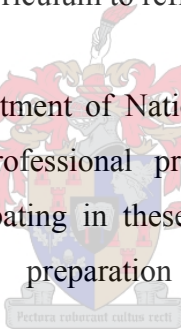


### **5.6.3 Internal influences on Family Ecology and Consumer Science professional preparation programme**

Family Ecology and Consumer Science professionals have a well-balanced view of their role within the profession, with teacher and researcher being seen as the principal roles. Professionals are debating curriculum and structural concerns with the profession. They are of the opinion that outcomes within Family Ecology and Consumer Science programmes should ideally be emphasised, but in reality this does not happen

It can be concluded that Family Ecology and Consumer Science professionals are aware of the critical cross-field outcomes as prescribed by the South African Qualifications Authority (SAQA) but has not yet transformed existing Family Ecology and Consumer Science curriculum to reflect these changes.

They are also aware of the Department of National Education Education's debates around curricular tensions of professional preparation programme content and structure and are actively participating in these to align the Family Ecology and Consumer Science professional preparation programmes at South African universities.



## **5.7 Recommendations**

The following recommendations for further research are made, based on the main findings and conclusions of the research.

- The Family Ecology and Consumer Science profession has specialised extensively and the role of the Professional Socialisation Influences questionnaire in determining the factors that influenced students while they were taking a degree in Family Ecology and Consumer Science, should be revised to reflect the various specialisations within the field. It could also be applied to determine the factors that influenced their experiences as affected by race, gender, being registered at HAU/HDU and their specialisations while

they were studying for a degree in Family Ecology and Consumer Science at a South African university.

- As this was the first attempt to determine the process of professional socialisation of Family Ecology and Consumer Science students, it is recommended that through grounded theory and factor analysis methods, a professional socialisation staging scale for Family Ecology and Consumer Science be developed and tested again with the Cohen's model. This might expand the model to generate other theoretical explanations for the process underlying the professional socialisation process.
- It is recommended that other models of professional socialisation should be tested, as this may give greater understanding of the process whereby the Family Ecology and Consumer Science professional culture is internalised. This may contribute to the effectiveness and consistency of the professional socialisation process and advance the professionalisation of Family Ecology and Consumer Science
- The field of Family Ecology and Consumer Science offers a rich context to apply the Factor Analysis Method. In the light of its capability for reducing multiple concepts to a greater simplicity. The research recommends that factor analysis, as a sensible data reduction technique should be more widely used within Family Ecology and Consumer Science research.
- Ultimately, a study of this nature should be repeated with cohorts of secondary and tertiary students to determine changes in the professional socialisation process. This should be acknowledged when planning for professional socialisation activities.
- It is recommended that Family Ecology and Consumer Science staff members at the various tertiary institutions should actively engage in strategies for overcoming the effect of the external, intra-organisational and internal influences on the Family Ecology and Consumer Science professional preparation environment.

## **5.8 Limitations of the study**

- The limitation of the study is that it is a snapshot view of the professional socialisation process and the process should be determined over time with a cohort of students registering in the first year and following them through the four years until graduation.



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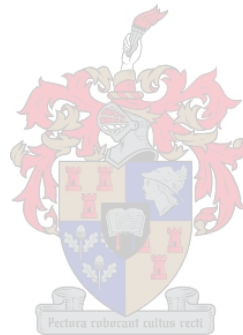
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# APPENDIX 1

## PROFESSIONAL SOCIALISATION INFLUENCES (PSI) QUESTIONNAIRE

**Dear Student**

I hereby wish to solicit your vital contribution in the completion of my research work

**Research Question**

What are the sources of influences that prevail upon Family Ecology and Consumer Sciences students as they are socialised into the Family Ecology and Consumer Science Profession?

While permission has been granted for doing the research within the institution, I am dependent on your input as students of Family and Consumer Science to be able to research these important issues.

On completion of the research a written synopsis of the research findings will be gladly made available to your institution.

It is understandable that you might be concerned about what happens to this information. The information will be treated as **STRICTLY CONFIDENTIAL** and will only be used for the research purpose. You will **NOT** be required to write your name on the questionnaire and all data will be kept completely **ANONYMOUS**

The questionnaire consists of **THREE SECTIONS**, namely **Section A** "Biographical information" and **Section B** "The decision to study Family Ecology and Consumer Sciences" and **Section C** "Influences



while studying for a Family Ecology and Consumer Sciences degree"

**INSTRUCTIONS FOR ANSWERING THIS QUESTIONNAIRE**

Please answer each question to the best of your ability. Do not write your name on the questionnaire.

**INDICATE YOUR MOST APPROPRIATE CHOICE WITH A CROSS IN THE BLOCK(S) AS REQUIRED FOR EACH STATEMENT OR QUESTION.**

**Thank you for taking time in completing this questionnaire.**

Judith Cornelissen (PhD student: University of Stellenbosch)

Proff van Wyk and Groenewald B143(Study Committee)

2001



**PLEASE NOTE THAT THIS QUESTIONNAIRE IS PRINTED ON BOTH SIDES OF THE PAPER.**

***PROFESSIONAL SOCIALISATION INFLUENCES ON FAMILY ECOLOGY AND CONSUMER SCIENCE STUDENTS***

**SECTION A**

**A Please, tick at which university you are registered**

Free State

Natal

Pretoria	<input type="text" value="3"/>
Pu for CHE	<input type="text" value="4"/>
Stellenbosch	<input type="text" value="5"/>
Venda	<input type="text" value="6"/>
Vista	<input type="text" value="7"/>
Western Cape	<input type="text" value="8"/>
Zululand	<input type="text" value="9"/>

**B Please, tick your age group**

17-19 years	<input type="text" value="1"/>
20 - 29 years	<input type="text" value="2"/>
30 - 39 years	<input type="text" value="3"/>
40 -49 years	<input type="text" value="4"/>
50 - 59 years	<input type="text" value="5"/>
60 > years	<input type="text" value="6"/>



**C Please, tick what your current marital status is?**

Single	<input type="text" value="1"/>
Married	<input type="text" value="2"/>
Divorced	<input type="text" value="3"/>
Widowed	<input type="text" value="4"/>
Cohabiting (living together)	<input type="text" value="5"/>

**D Please, tick your gender**

Female

Male

**E If you feel comfortable will you indicate your race**

Black

Coloured

Indian

White

**F Please tick your home language**

Afrikaans

English

Ndebele

Sesotho

Sepedi

Swati

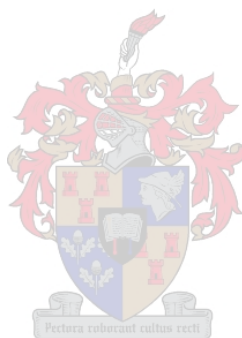
Tswana

Tsonga

Venda

Xhosa

Zulu



**Are you a**

1 st year student

1

2 nd year student

2

3 rd year student

3

4 th year student

4

Honours student

5

Masters student

6

Doctoral student

7

## SECTION B PROFESSIONAL SOCIALISATION INFLUENCES (PSI) QUESTIONNAIRE

In the course of becoming a Family Ecology and Consumer Science professional there are many **influences** which may affect you. The statements which follow refer to possible people, events, situations and circumstances which may **have influenced you, either positively or negatively**, in **deciding** to establish yourself as a **member of the Family Ecology and Consumer Science profession**.

### DIRECTIONS:

Each statement should be considered as referring to the Family Ecology and Consumer Science profession or Family Ecology and Consumer Science students and professionals unless otherwise specified. Please respond to every item in the sections pertaining to you. Indicate your responses in the following way.

**Cross P+** if the factor exerted **much** influence on you in a **positive** way

**Cross P** if the factor exerted **some** influence on you in a **positive** way

**Cross N** if the factor exerted **some** influence on you in a **negative** way

**Cross N+** if the factor exerted **much** influence on you in a **negative** way

**Cross O** if the factor's presence or absence **did not influence** you in any way or if the factor **does not apply** to you.

**MY DECISION TO STUDY FOR A FAMILY ECOLOGY AND CONSUMER SCIENCES DEGREE WAS INFLUENCED BY**

1 a secondary home economics teacher.	<input type="text" value="P+"/>	<input type="text" value="P"/>
2 peer reaction to my plans to enter the field	<input type="text" value="P+"/>	<input type="text" value="P"/>
3 a secondary school experience in the field	<input type="text" value="P+"/>	<input type="text" value="P"/>
4 belonging to clubs associated with cookery and needlework	<input type="text" value="P+"/>	<input type="text" value="P"/>
5 symbols obtained in secondary school in home economics and needlework	<input type="text" value="P+"/>	<input type="text" value="P"/>
6 lack of knowledge of other career alternatives	<input type="text" value="P+"/>	<input type="text" value="P"/>
7 wanting to prepare for wife or wife/mother role	<input type="text" value="P+"/>	<input type="text" value="P"/>
8 wanting to prepare for both a career and family role	<input type="text" value="P+"/>	<input type="text" value="P"/>
9 a desire to help others	<input type="text" value="P+"/>	<input type="text" value="P"/>



**DIRECTIONS:**

Each statement should be considered as referring to the Family Ecology and Consumer Science profession or Family Ecology and Consumer Science students and professionals unless otherwise specified. Please respond to every item in the sections pertaining to you. Indicate your responses in the following way.

**Cross P+** if the factor exerted much influence on you in a positive way

**Cross P** if the factor exerted some influence on you in a positive way

**Cross N** if the factor exerted some influence on you in a negative way

**Cross N+** if the factor exerted much influence on you in a negative way

**Cross O** if the factor's presence or absence did not influence you in

any way or if the factor **does not apply** to you.

10 a desire to help the world be a better place	<input type="checkbox"/> P+	<input type="checkbox"/> P
11 a desire to be seen by males as a good prospect for marriage	<input type="checkbox"/> P+	<input type="checkbox"/> P
12 a desire to improve the quality of family living	<input type="checkbox"/> P+	<input type="checkbox"/> P
13 a desire to help people learn to do things	<input type="checkbox"/> P+	<input type="checkbox"/> P
14 the high female composition of the field	<input type="checkbox"/> P+	<input type="checkbox"/> P
15 the general acceptance of the field as suitable for a woman	<input type="checkbox"/> P+	<input type="checkbox"/> P
16 what I thought it would be like to work in the field.	<input type="checkbox"/> P+	<input type="checkbox"/> P
17 my perception that it would be an easy course	<input type="checkbox"/> P+	<input type="checkbox"/> P
18 no other course available to register for	<input type="checkbox"/> P+	<input type="checkbox"/> P
19 not accepted in the first choice for a degree	<input type="checkbox"/> P+	<input type="checkbox"/> P
20 did not have entry requirements for science courses	<input type="checkbox"/> P+	<input type="checkbox"/> P
21 did not have entry requirements for other courses	<input type="checkbox"/> P+	<input type="checkbox"/> P
22 entrepreneurial possibilities of the course	<input type="checkbox"/> P+	<input type="checkbox"/> P

23 If the above list is not complete, please list the reason/s why you chose Family Ecology and Consumer Science.

1. ....
2. ....
3. ....

SECTION C

**DURING THE TIME I AM TAKING A DEGREE IN FAMILY ECOLOGY AND CONSUMER SCIENCE  
I AM INFLUENCED BY**

**DIRECTIONS:**

Each statement should be considered as referring to the Family Ecology and Consumer Science profession or Family Ecology and Consumer Sciences students and professionals unless otherwise specified. Please respond to every item in the sections pertaining to you. Indicate your responses in the following way.

**Cross P+** if the factor exerted much influence on you in a positive way

**Cross P** if the factor exerted some influence on you in a positive way

**Cross N** if the factor exerted some influence on you in a negative way

**Cross N+** if the factor exerted much influence on you in a negative way

**Cross O** if the factor's presence or absence did not influence you in any way or if the factor does not apply to you.

1 a particular departmental staff member in the field

2 departmental enthusiasm about the field

3 accessibility of the department

4 departmental knowledge of the subject area

5 individual attention to students by departmental staff members

6 interaction between students and staff members outside of the classroom

7 standards set by the department

8 departmental encouragement

9 departmental dedication

10 cooperation between students	<input type="text" value="P+"/>	<input type="text" value="P"/>
11 close relationships between students outside of class	<input type="text" value="P+"/>	<input type="text" value="P"/>
12 a high level of student performance	<input type="text" value="P+"/>	<input type="text" value="P"/>
13 students sharing of information from readings, experiences etc	<input type="text" value="P+"/>	<input type="text" value="P"/>
14 interaction with students in different years of the programme	<input type="text" value="P+"/>	<input type="text" value="P"/>
15 help from peers in reducing anxiety about expectations	<input type="text" value="P+"/>	<input type="text" value="P"/>
16 peer opinion of my work	<input type="text" value="P+"/>	<input type="text" value="P"/>

**DIRECTIONS:**

Each statement should be considered as referring to the Family Ecology and Consumer Science profession or Family Ecology and Consumer Sciences students and professionals unless otherwise specified. Please respond to every item in the sections pertaining to you. Indicate your responses in the following way.

**Cross P+** if the factor exerted much influence on you in a positive way

**Cross P** if the factor exerted some influence on you in a positive way

**Cross N** if the factor exerted some influence on you in a negative way

**Cross N+** if the factor exerted much influence on you in a negative way

**Cross O** if the factor's presence or absence did not influence you in any way or if the factor does not apply to you.

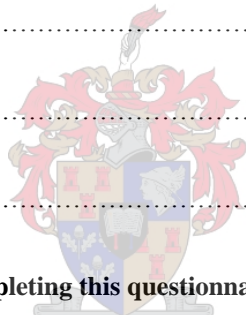
17 career opportunities available	<input type="text" value="P+"/>	<input type="text" value="P"/>
18 employment opportunities available	<input type="text" value="P+"/>	<input type="text" value="P"/>
19 honours or leadership roles attained.	<input type="text" value="P+"/>	<input type="text" value="P"/>



20 publications I read	<input type="text" value="P+"/>	<input type="text" value="P"/>
21 leaders I met	<input type="text" value="P+"/>	<input type="text" value="P"/>
22 the application of what I learned to my personal life	<input type="text" value="P+"/>	<input type="text" value="P"/>
23 the intellectual challenge of the field	<input type="text" value="P+"/>	<input type="text" value="P"/>
24 the philosophy and goals of the field	<input type="text" value="P+"/>	<input type="text" value="P"/>

25 If this list is not complete , what other influences would you want to add that influenced you positively or negatively while you studying towards your degree.

1. ....
2. ....
3. ....
4. ....
5. ....



**Thank you for taking time in completing this questionnaire.  
I wish you well with you further studies in Family Ecology and Consumer Science.**

# APPENDIX 2

## PROFESSIONAL SOCIALIZATION STAGING SCALE ( PS<sup>3</sup> ) QUESTIONNAIRE

**Dear Student**

I hereby wish to solicit your vital contribution in the completion of my research work.

### **Research Question**



Is Professional Socialisation developmental in nature and are the stages significantly different among groups of Family Ecology and Consumer Science students registered in the Family Ecology and Consumer Science educational programs at the eight different universities in South Africa.

While permission has been granted for doing the research within the institution, I am dependent on your input as students of Family Ecology and Consumer Science to be able to research these important issues.

On completion of the research a written synopsis of the research findings will be gladly made available to your institution.

**All information will be considered confidential and respondents will not be identified in any way**

This questionnaire deals with research on the Stages of Professional Socialization of Family Ecology and Consumer Science students and would not take longer than 15 minutes to complete.

Thank you for taking time in completing the questionnaire.

Judith Cornelissen PhD student: University of Stellenbosch

Proff van Wyk and, Groenewald (Study Committee)

**PLEASE NOTE THAT THIS QUESTIONNAIRE IS PRINTED ON BOTH SIDES OF THE PAGE**

***Please answer all the questions and follow the instructions below very carefully***



## **SECTION A BIOGRAPHICAL INFORMATION**

1. **Please, tick your age group**

17 – 19 years	<b>1</b>
---------------	----------

20 – 29 years	<b>2</b>
---------------	----------

30-39 years	<b>3</b>
-------------	----------

40-49 years	<b>4</b>
-------------	----------

50-59 years	<b>5</b>
-------------	----------

60> years	<b>6</b>
-----------	----------

--	--

2. **Please, tick at which university you are registered at for 2001**

Free State	<b>1</b>
------------	----------

Natal	<b>2</b>
-------	----------

Pretoria	<b>3</b>
----------	----------

PU for CHE	<b>4</b>
------------	----------

Stellenbosch	<b>5</b>
--------------	----------

Venda	<b>6</b>
-------	----------

Vista	<b>7</b>
-------	----------

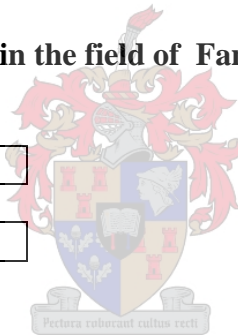
Western Cap	<b>8</b>
-------------	----------

Zululand	<b>9</b>
----------	----------

3. **Does your mother work in the field of Family Ecology and Consumer Science?**

Yes	<b>1</b>
-----	----------

No	<b>2</b>
----	----------



4. **If yes, to the previous question, is it in the field of**

Food and Nutrition	<b>1</b>
--------------------	----------

Clothing	<b>2</b>
----------	----------

Housing	<b>3</b>
---------	----------

Management	<b>4</b>
------------	----------

Consumer Behaviour	<b>5</b>
--------------------	----------

Community development	<b>6</b>
-----------------------	----------

Home Economics Teacher	<b>7</b>
------------------------	----------

Needlework Teacher	<b>8</b>
-----------------------	----------

5. **Does your father work in the field of Family Ecology and Consumer Science?**

Yes	<b>1</b>
-----	----------

No	<b>2</b>
----	----------

6. **If yes, to the previous question, is it in the field of**

Food and Nutrition	<b>1</b>
-----------------------	----------

Clothing	<b>2</b>
----------	----------

Housing	<b>3</b>
---------	----------

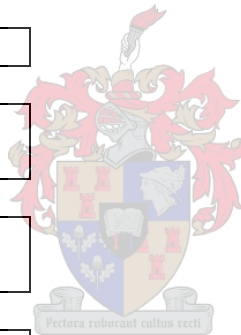
Management	<b>4</b>
------------	----------

Consumer Behaviour	<b>5</b>
-----------------------	----------

Community development	<b>6</b>
--------------------------	----------

Home Economics Teacher	<b>7</b>
------------------------------	----------

Needlework Teacher	<b>8</b>
-----------------------	----------



7. **Does any immediate family member work in the field of Family Ecology and Consumer Science?**

Yes	<b>1</b>
-----	----------

No	<b>2</b>
----	----------

8. **If yes, to the previous question is, it in the field of**

Food and Nutrition	1
--------------------	---

Clothing	2
----------	---

Housing	3
---------	---

Management	4
------------	---

Consumer Behaviour	5
--------------------	---

Community development	6
-----------------------	---

Home Economics Teacher	7
------------------------	---

Needlework Teacher	8
--------------------	---

9. **What is your current marital status?**

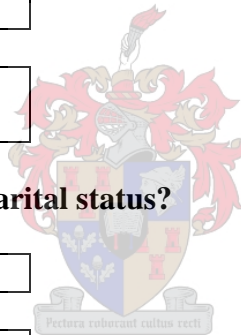
Single	1
--------	---

Married	2
---------	---

Divorced	3
----------	---

Widowed	4
---------	---

Cohabiting	5
------------	---



10 **Please, tick your gender**

Female	1
--------	---

Male	2
------	---

11. **Please, indicate your race**

Black	1
-------	---

Coloured	2
----------	---

Indian	3
--------	---

White	4
-------	---

12. **Do you have any previous Family Ecology and Consumer Science working experience?**

Yes	1
-----	---

No	2
----	---

13. **Are you a registered?**

1 <sup>st</sup> year student	1
------------------------------	---

2 <sup>nd</sup> year student	2
------------------------------	---

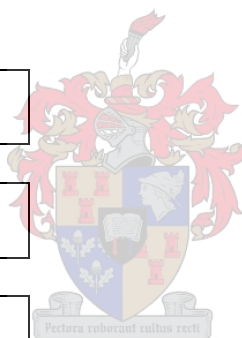
3 <sup>rd</sup> year student	3
------------------------------	---

4 <sup>th</sup> year student	4
------------------------------	---

Honours student	5
-----------------	---

Masters student	6
-----------------	---

Doctoral student	7
------------------	---



# PROFESSIONAL SOCIALISATION STAGING SCALE (PS<sup>3</sup>)

In each of the following situations, four possible responses are presented. For each situation you are to rank the responses from 1 to 4, assigning the number 1 to the responses that best describes you at the present time. Then assign the number 2, 3, or 4 to the remaining responses, assigning the number four to the response that is least descriptive of you. You must respond to all situations and rank all four responses for each situation, even if the response you would ordinarily choose is not an alternative.

There are no right or wrong answers, and no response is preferred over any other response. Please respond to each items as you actually feel, rather than as you think you should feel.

## EXAMPLE:

**When I want to relax, I really enjoy**

**RANK**

  3   a. jogging.

  1   b. reading.

  4   c. gardening.

  2   d. sleeping.

Remember, you must rank each response, from most like you (1) through least like you (4), even if the response you would ordinarily choose are not among the alternatives. Do not use 1, 2, 3 or 4 more than once for each situation.



**Rank each response as 1, 2, 3, or 4, with 1 being most descriptive of you and 4 being least descriptive of you.**

1. The source I most often use for information on a consumer problem is  
RANK

- \_\_\_\_\_ a. factual references.
- \_\_\_\_\_ b. my lecturers
- \_\_\_\_\_ c. my classmates.
- \_\_\_\_\_ d. Family Ecology and Consumer Scientist in practice.

2. I can learn best when  
RANK

- \_\_\_\_\_ e. I can participate in planning the learning experiences.
- \_\_\_\_\_ f. I feel comfortable with the group.
- \_\_\_\_\_ g. I am given specific instructions.
- \_\_\_\_\_ h. I am not restricted by rigid rules and regulations.

3. When I am working with consumers, I feel  
RANK

- \_\_\_\_\_ i. uncomfortable in situations that are not familiar.
- \_\_\_\_\_ j. comfortable in my role as a Family Ecology and Consumer Scientist
- \_\_\_\_\_ k. insecure in the role of a Family Ecology and Consumer Scientist.
- \_\_\_\_\_ l. in control of myself and the situation most of the time.

4. If a lecturer explained something to me that I thought was incorrect in some respects, my reaction would be to  
RANK

- \_\_\_\_\_ m. discuss the lecturer's explanation and my own opinion with my classmates
- \_\_\_\_\_ n. discuss other explanations with the lecturer in an effort to resolve the contradiction
- \_\_\_\_\_ o. question the lecturer explanation based on my previous knowledge.
- \_\_\_\_\_ p. doubt whether my previous understanding was correct.

**Rank each response as 1, 2, 3, or 4, with 1 being most descriptive of you and 4 being least descriptive of you.**

5. If I know that a lecturer expects a certain type of professional behavior.

RANK

\_\_\_\_\_ q. I try to behave the way I am expected to behave, especially when the lecturer is watching me

\_\_\_\_\_ r. I try to behave the way I think a professional Family Ecology and Consumer Scientist is supposed to behave, whether or not the lecturer is watching me.

\_\_\_\_\_ s. I feel comfortable that my behavior will be professional, and I am not concerned with whether the lecturer is watching me.

\_\_\_\_\_ t. I may or may not behave the way I am expected to behave, depending on what kind of behavior is expected.

6. When I am working with consumers, I do my best because

RANK

\_\_\_\_\_ a. I want to show the lecturer that I can do it.

\_\_\_\_\_ b. I want to learn the right way to service to clients.

\_\_\_\_\_ c. I want others to see that I am a good Family Ecology and Consumer Scientist.

\_\_\_\_\_ d. I feel good when I give excellent professional advice.

7. In their roles as professional Family Ecology and Consumer Scientist in a work situation. I see my Family Ecology and Consumer Scientist instructors primarily as

RANK

\_\_\_\_\_ e. professional colleagues.

\_\_\_\_\_ f. resource persons.

\_\_\_\_\_ g. role models.

\_\_\_\_\_ h. authority figures.

8. In my role as a Family Ecology and Consumer Scientist I feel

RANK

\_\_\_\_\_ i. dissatisfied with some parts of the role.

\_\_\_\_\_ j. very comfortable and satisfied with myself.

\_\_\_\_\_ k. ill at ease in trying to act like a Family Ecology and Consumer Scientist.

\_\_\_\_\_ l. that I act appropriately most of the time.

**Rank each response as 1, 2, 3, or 4, with 1 being most descriptive of you and 4 being least descriptive of you.**

9. In terms of the rules and regulations that I am expected to follow as a student  
RANK

\_\_\_\_\_ m. I usually abide by the rules and can accept them when I understand the \_\_\_\_\_ reason for them.

\_\_\_\_\_ n. I know that I am responsible my own actions, which includes abiding

\_\_\_\_\_ by the necessary rules and regulations.

\_\_\_\_\_ o. I question the necessity for some of the rules and regulations.

\_\_\_\_\_ p. I feel I must follow all the rules and regulations.

10. When being evaluated on my practical performance, I think that the lecturer criticism is  
RANK

\_\_\_\_\_ q. helpful, because the lecturer can evaluate whether I am performing in \_\_\_\_\_ the best way

\_\_\_\_\_ r. useful, because the criticism might help me to improve my performance

\_\_\_\_\_ s. beneficial, because the criticism assists me in identifying my strengths

\_\_\_\_\_ weaknesses

\_\_\_\_\_ t. picky, because the lecturer usually emphasizes my weaknesses rather

\_\_\_\_\_ than my strengths.

11. If I were having a problem with a consumer, I would  
RANK

\_\_\_\_\_ a. try to solve the problem by myself.

\_\_\_\_\_ b. seek assistance from my lecturer.

\_\_\_\_\_ c. ask a classmate for assistance.

\_\_\_\_\_ d. consult a practicing Family Ecology and Consumer Scientist.

12. When my lecturer tells me to do something new, I do it because  
RANK

\_\_\_\_\_ e. it will give me more information for future practice.

\_\_\_\_\_ f. it is a challenge to see if I can handle a new situation.

\_\_\_\_\_ g. It is expected of me.

\_\_\_\_\_ h. doing it will avoid problems and conflict.

**Rank each response as 1, 2, 3, or 4, with 1 being most descriptive of you and 4 being least descriptive of you.**

13. When my lecturer reacts negatively to some aspect of my practical performance

RANK

- \_\_\_\_\_ i. I feel like the lecturer is picking on me.
- \_\_\_\_\_ j. I consider how I can do better in the future.
- \_\_\_\_\_ k. I try to see what did I did wrong.
- \_\_\_\_\_ l. I get advice from my classmates.

14. When I am given a class assignment

RANK

- \_\_\_\_\_ m. I check with my classmates to see how they are doing the assignment.
- \_\_\_\_\_ n. I try to see how the assignment will add to my previous learning.
- \_\_\_\_\_ o. I think that some of my assignments are busy work and do not always help me to learn
- \_\_\_\_\_ p. I think that any assignment I receive is for my benefit in learning.

15. When other people offer me constructive criticism I have not asked for, I tend to

RANK

- \_\_\_\_\_ q. accept their suggestions and try to improve my performance.
- \_\_\_\_\_ r. check the ideas they give me with my classmates before taking them seriously
- \_\_\_\_\_ s. appreciate their suggestions because I find to be helpful.
- \_\_\_\_\_ t. resent most of their suggestions because I find that my self-evaluations are more accurate in the long run.

16. Rules and regulations concerning professional behavior

RANK

- \_\_\_\_\_ a. are difficult to apply in all situations.
- \_\_\_\_\_ b. should be enforced.
- \_\_\_\_\_ c. promote group standards.
- \_\_\_\_\_ d. serve as a guide for the Family Ecology and Consumer Scientist

**Rank each response as 1, 2, 3, or 4, with 1 being most descriptive of you and 4 being least descriptive of you.**

17. I generally do what I am expected to do in class because

RANK

- \_\_\_\_\_ e. I feel good when I know I am behaving professionally.
- \_\_\_\_\_ f. I need to learn what professional Family Ecology and Consumer Scientist are expected to do.
- \_\_\_\_\_ g. I know that I should do what is expected of me.
- \_\_\_\_\_ h. I know that it is necessary to complete the program.

18. When I find a contradiction between what the lecturer says and what is in the textbook, I tend to

RANK

- \_\_\_\_\_ i. think that the textbook information is probably more accurate.
- \_\_\_\_\_ j. think that there are different opinions in many areas of Family Ecology and Consumer Scientist
- \_\_\_\_\_ k. accept what the lecturer says.
- \_\_\_\_\_ l. ask my classmates what they think.

19. If I have the choice of completing an optional assignment

RANK

- \_\_\_\_\_ m. I will usually choose to complete the assignment if the majority of my classmates are doing it.
- \_\_\_\_\_ n. I will complete the assignment if I think that it will be useful to me in future family and consumer science situations.
- \_\_\_\_\_ o. I might not do it, because I think we have enough required assignments
- \_\_\_\_\_ p. I will usually complete the assignment to demonstrate my abilities and receive a better grade .

20. My opinion of the organization of my program is that

RANK

- \_\_\_\_\_ q. the course content and learning experience have been well planned by the department
- \_\_\_\_\_ r. the course and learning experiences are organized in such a way that meaningful individual and group learning experiences are provided.
- \_\_\_\_\_ s. if I take advantage of the available learning experiences, my learning will be maximized

\_\_\_\_\_ t. often I have difficulty in seeing why certain content and learning experiences are required

**Rank each response as 1, 2, 3, or 4, with 1 being most descriptive of you and 4 being least descriptive of you.**

21. The professional behaviors that lecturers expect of students are  
RANK

- \_\_\_\_\_ a. somewhat unrealistic and sometimes unnecessary.  
\_\_\_\_\_ b. desirable behaviors for a professional Family Ecology and  
Consumer Scientist.  
\_\_\_\_\_ c. usually appropriate, but sometimes idealistic.  
\_\_\_\_\_ d. an essential part of professional role development.

22. I sometimes try new approaches to problem because  
RANK

- \_\_\_\_\_ e. the problem requires a different approach.  
\_\_\_\_\_ f. a classmate suggested a different approach.  
\_\_\_\_\_ g. my lecturers expect me to be creative.  
\_\_\_\_\_ h. the textbook method does not seem to be the best approach.

23. In a classroom situation, I am sometimes hesitant to ask questions primarily because  
RANK

- \_\_\_\_\_ i. I think that if I just quite, I'll find out the answer to my questions.  
\_\_\_\_\_ j. I need time to relate my previous knowledge to the question at hand.  
\_\_\_\_\_ k. I'm not sure that I know enough to ask a question.  
\_\_\_\_\_ l. I find it easier to clarify my questions with a classmate.

24. Within my community/consumer group, I feel that  
RANK

- \_\_\_\_\_ m. the group is usually supportive and cooperative.  
\_\_\_\_\_ n. the group members are able to share their ideas and defend them  
logically  
\_\_\_\_\_ o. some group members rebel against the lecturer.  
\_\_\_\_\_ p. The instructor is the final authority.

**Rank each response as 1, 2, 3, or 4, with 1 being most descriptive of you and 4 being least descriptive of you.**

25. When I am performing a procedure and my lecturer suggests a change in my method.

RANK

\_\_\_\_\_ q. I think that the lecturer should correct me so I will learn the best way

to do the procedure.

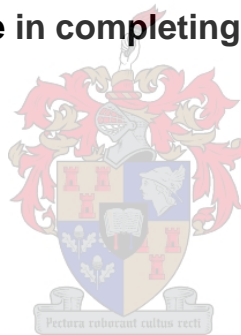
\_\_\_\_\_ r. I try the procedure the lecturer way and later ask my classmates what

they think

\_\_\_\_\_ s. I listen to my lecturer's suggestions and try to see how they can be used in the future

\_\_\_\_\_ t. I remember that there is usually more than one way to correctly accomplish the procedure but lecturer tend to prefer the textbook method.

**Thank you, for taking time in completing this questionnaire**



# APPENDIX 3

## *EMPHASES, PROCESS AND INFLUENCES ON THE PROFESSIONAL PREPARATION PROGRAMME QUESTIONNAIRE*

Dear Family Ecology and Consumer Science Professional

**I here wish to solicit your vital contribution in the completion of my research work.**

### Introduction

With the development and implementation of a vast number of policy frameworks to guide and govern higher education such as the South African Qualification Authority (SAQA), National Qualification Framework (NQF), the White paper on Higher Education and the Higher Education Act, tertiary academic departments had to revisit all academic programmes.

Because professional preparation programs vary so greatly on dimensions such as educational goals, expected outcomes and teaching methods, it is not easy to develop a working understanding of each of them.

This research will facilitate an understanding, and a systematic documentation, of the similarities and differences among the Family Ecology and Consumer Science programmes in South Africa.

### Objective of the study

To compare and analyse Family Ecology and Consumer Science programmes at tertiary institutions in South Africa. With the changes in the higher education arena and name changes that took place it would be necessary to determine the current status and future directions of Family Ecology and Consumer Science in South Africa.

### Research Questions

- 1. What variations occur in the Family Ecology and Consumer Science professional preparation programmes as a function of the relative**



**strength and interaction of internal, intra organizational and external influences.**

2. What would be the profile, commonalities ,uniqueness, ethos and future direction of Family Ecology and Consumer Science programmes in South Africa

In an attempt to fulfil the objective and answer the research questions I hereby request you to please take time in completing this questionnaire to the best of your ability. While permission has been granted for doing this research within the institution, I am dependent on your input as Family Ecology and Consumer Science professionals to be able to research these important issues.

On completion of the research a written synopsis of the research findings will be gladly made available to your institution.

It is understandable that you might be concerned about what happens to this information. The information will be treated as **STRICTLY CONFIDENTIAL** and will only be used for the research purpose. You will **NOT** be required to write your name on the questionnaire and all data will be completely **ANONYMOUS**.

The questionnaire consists of FIVE SECTIONS,

- Section A: Biographical information
- Section B: Professional Preparation Emphases
- Section C: Influences upon Professional Preparation Programmes
- Section D: External Influences on Family and Consumer Science Programmes
- Section E: Curricular Tensions

Indicate your most appropriate choice with a cross in the block(s) as required for each statement.

Thank you for taking time in completing this questionnaire.

Judith Cornelissen (PhD student, University of Stellenbosch)  
Proff van Wyk and Groenewald (Study committee)

**PLEASE NOTE THAT THIS QUESTIONNAIRE IS PRINTED ON BOTH SIDES OF THE PAGE.**

**SECTION A: BIOGRAPHICAL INFORMATION**

**1 What is your current position?**

- |                      |                                |
|----------------------|--------------------------------|
| Professor            | <input type="text" value="1"/> |
| Associate Professor  | <input type="text" value="2"/> |
| Senior lecturer      | <input type="text" value="3"/> |
| Lecturer             | <input type="text" value="4"/> |
| Academic Assistant   | <input type="text" value="5"/> |
| Laboratory Assistant | <input type="text" value="6"/> |
| Other                | <input type="text" value="7"/> |

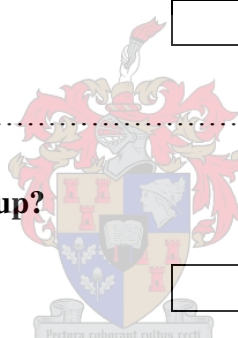
Please specify .....

**2 What is your age group?**

- |               |                                |
|---------------|--------------------------------|
| 20 - 29 years | <input type="text" value="1"/> |
| 30 - 39 years | <input type="text" value="2"/> |
| 40 - 49 years | <input type="text" value="3"/> |
| 50 - 59 years | <input type="text" value="4"/> |
| 60 > years    | <input type="text" value="5"/> |

**3 Please, indicate your marital status**

- |          |                                |
|----------|--------------------------------|
| Single   | <input type="text" value="1"/> |
| Married  | <input type="text" value="2"/> |
| Divorced | <input type="text" value="3"/> |
| Widowed  | <input type="text" value="4"/> |



Cohabitation ( living together ) 5

**4 Please indicate how you view yourself in the Family and Consumer Science profession. Respond to all categories.**

	Extremely important				Not so important		
Teacher	1	2	3	4	5	6	7
Researcher	1	2	3	4	5	6	7
Professional practitioner	1	2	3	4	5	6	7
Administrator	1	2	3	4	5	6	7
Consultant	1	2	3	4	5	6	7
Other (Please specify	1	2	3	4	5	6	7

**SECTION B  
PROFESSIONAL PREPARATION EMPHASES**

The interest of this research is in the educational outcomes that your department emphasise in the professional preparation of Family Ecology and Consumer Science students. Please comment on the following;

Which professional outcomes do you as staff member believe **ideally** should be emphasised in the preparation of Family Ecology and Consumer Science students

In your view as a staff member teaching in the Family Ecology and Consumer Science field, which educational outcomes **typically** are emphasised in the preparation of Family Ecology Consumer Science students

**Instruction**

Using a scale of **0 (no emphasis) to 4 (heavy emphasis)**, please circle a number on the first scale provided for each outcome below to indicate the amount of emphasis you feel **should** receive in initial professional preparation

Using the same rating scale, please circle on the second scale provided for each outcome to indicate your judgement of the emphasis educational programs do place on the outcome.

**Question 1 to 13 refers to the body of knowledge of Family Ecology and Consumer Science**

1 A graduate should understand the body of knowledge that is basic to practice of the profession, that is the theoretical base or the professional knowledge

**No emphasis**

**Heavy emphasis**

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

**In your opinion would you see the body of knowledge of Family Ecology and Consumer Science as:**

2 knowledge guiding decisions and actions for sustainable life and betterment of society

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

3 knowledge of personal and social relationship to utilise, allocate and manage resources

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

4 knowledge of resources in the near environment as primary focus and the utilization and development, allocation and management thereof for everyday life

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

5 knowledge of practical problems as related to varying needs of individuals and households in communities and identification thereof by them.

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

6 knowledge of the processes of decision making, problem solving and organising activities of individuals to achieve objectives through resource management

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

7 knowledge of how to build relationships in order to solve problems collectively, using different systems of actions

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

8 knowledge of the use of available resources to make rational choices of what is available in the environment to satisfy their needs and wants for sustainable living

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

9 knowledge of systems controlled by universal and cultural values guiding choices and actions

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

10 knowledge of societal support systems which encourage ongoing change towards progress and not merely coping

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

11 knowledge about the target groups and how they make decisions regarding resources to satisfy needs.

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

12 a graduate should be able to perform fundamental outcomes required in professional practice

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

13 In your opinion do you think this list is exhausted, if not what do you see as adding to the body of knowledge of Family and Consumer Science discipline

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**Question 14 to 26 refers to the professional outcomes of your departments programmes**

14 Organise and manage oneself and one's activities responsibly and effectively

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

15 Collect, analyse, organise and critically evaluate information

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

16 Communicate effectively using visual, mathematical and/or language skills in the modes oral and/or written presentation

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

17 Use science and technology effectively and critically showing responsibility towards the environment and health of others

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

18 Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

19 Reflecting on and exploring a variety of strategies to learn more effectively

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

20 Participating as responsible citizens in the life of local, national and global communities

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

21 Being culturally and aesthetically sensitive across a range of social contexts

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

22 Exploring education and career opportunities

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

23 The graduate should know and apply ethical principles and professional conduct standards of the Consumer Science discipline

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

24 The graduate should not only meet basic standards for entrance into the profession, but also be a competitive applicant for a beginning position

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

25 The graduate should be willing to cooperate with or participate in research or other activities that improve professional practice

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

26 The graduate should actively seek opportunities to update professional knowledge

<b>Ideal</b>	0	1	2	3	4
<b>Typical</b>	0	1	2	3	4

**SECTION C**

**INFLUENCES UPON PROFESSIONAL PREPARATION PROGRAMMES**

**Introduction**

Family and Family Ecology and Consumer Science as a professional preparation program are subjected to a variety of influences from within and without the university. The study is interested in determining

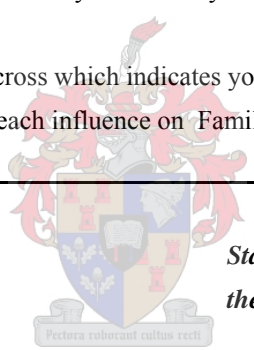
**1 Do staff members believe certain influences affect Family Ecology and and Consumer Science as a profession?**

**Instruction**

**Read the following statements and respond as follows:**

1 On the first scale, please place a cross which indicates the extent to which you agree or disagree that the statement is true for Family and Family Ecology and Consumer Science

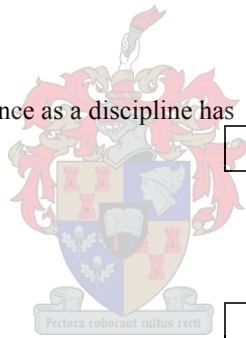
2 On the second scale, please place a cross which indicates your predominant perception of the strength and type of effect of each influence on Family Ecology and Consumer Science.



<b>Influences upon professional preparation programmes</b>	<i>Statement is true for the profession</i>			<i>Strength and direction of influence</i>		
	Strongly disagree	Neither agree or disagree	Strongly agree	Strongly negative	No effect	Strongly positive
1 Society provides ample rewards for members of the Family Ecology and and Consumer Science discipline	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 In the current job market for graduates of the Family Ecology and Consumer Science field, there are sufficient job opportunities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 The image presented by Family Ecology and and Consumer Science is positive	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 National Education Department policies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



towards Family Ecology and and Consumer Science are supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Provincial Education Department policies towards Family Ecology and and Consumer Science are supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Private sector policies towards Family Ecology and Consumer Science are supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 National education Department provide sufficient funding for professional preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Provincial education Department provide sufficient funding for professional preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Family Ecology and Consumer Science as a discipline has reached consensus regarding a specialized knowledge base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Suitable practice settings are readily available for student training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Accreditation standards for modules in Family Ecology and Consumer Science are rigorous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Accreditation standards for modules in Family Ecology and Consumer Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Family Ecology and Consumer Science has reached consensus on standards of ethical conduct are enforced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Professional publications have an impact on the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Alumni are involved in influencing the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



direction of Family Ecology and Consumer Science

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**SECTION D**

**EXTERNAL INFLUENCES FAMILY AND CONSUMER SCIENCE PROGRAMMES**

**Instruction**

The following items refer to influences which are external to the Family and Family Ecology and Consumer Science programmes, but originate within the university.

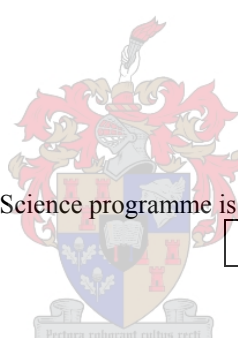
*Statement is true for  
Family Ecology and Consumer Science influence*

*Strength and direction*

Strongly disagree    Neither agree or disagree    Strongly agree

Strongly negative    No effect    Str po

**External influences**



1 The Family Ecology and Consumer Science programme is viewed by the university as central or important to its mission

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2 Family Ecology and Consumer Science is closely interconnected with other programs in the university

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3 Financial support to the Consumer Science by the university is adequate

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4 The governance and decision-making patterns within your university facilitate adequate functioning of Family Ecology and Consumer Science programmes

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5 The Family Ecology and Consumer Science programmes contributes to income generation for your university

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6 Family Ecology and Consumer Science contributes to the

prestige of the university

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7 Are there any other important influences you would like to mention

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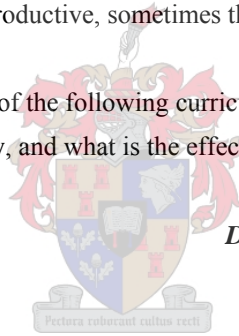
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## SECTION E

### CURRICULAR TENSIONS

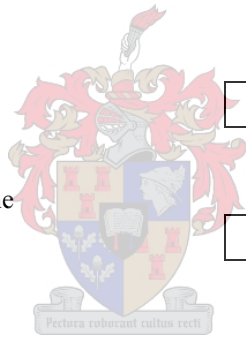
Currently Family Ecology and Consumer Science at South African universities are characterized by some degree of debate about what the curriculum should be and how it should be executed. Sometimes these debates are viewed as healthy and productive, sometimes they are seen less positively.

To what extent do you believe each of the following curricular debates exists in Family Ecology and Consumer Science at your university, and what is the effect (positive or negative) of such discussions.



Nature of debates	Does the debate exist			Strength and direction of influence		
	Strongly disagree	Neither agree or disagree	Strongly agree	Strongly negative	No effect	Strongly positive
1 Debate or controversy concerning appropriate instructional methodology						
2 Debate or controversy concerning the appropriate balance of theory and practice to be included in Family Ecology and Consumer Science						
3 Debate or controversy concerning the content of professional knowledge base or core courses						
4 Debate or controversy about the						

function and nature of practical or field experiences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 Debate or controversy concerning the content of supporting courses	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 Debate or controversy concerning the integration of other foundational courses closely related to Family Ecology and Consumer Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7 Debate or controversy concerning the length of the Family Ecology and Consumer Science degree for a first degree	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8 Debate or controversy concerning the appropriate sequencing of courses	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9 Debate or controversy concerning evaluation criteria and strategies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10 Debate or controversy concerning the evaluation of students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11 Debate or controversy concerning entrance or admission requirements for students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12 Debate or controversy concerning the provision of continuing education for professional practitioners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Are there any other debates or discussions you would like to mention

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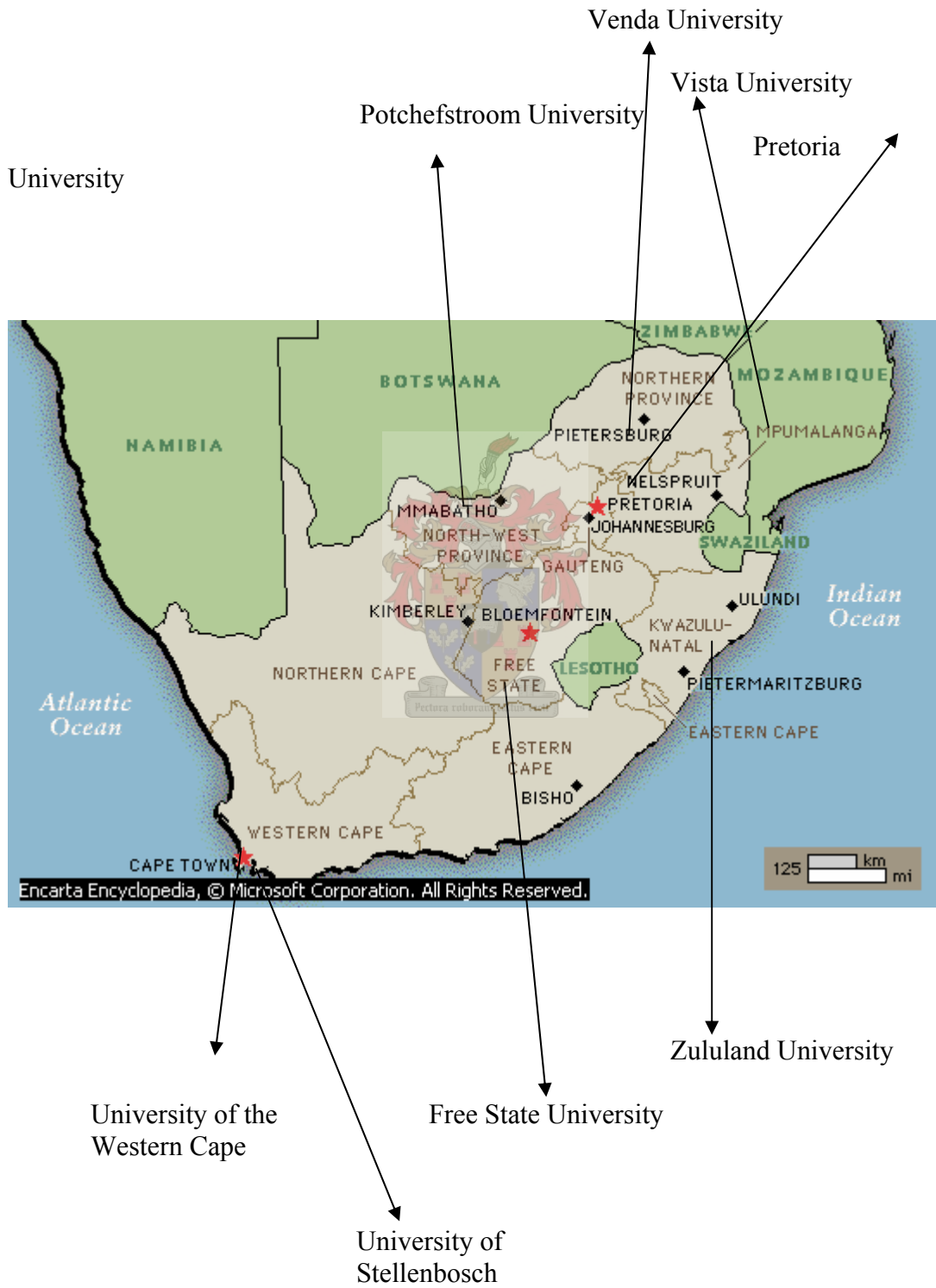


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**Thank you for taking time in completing this questionnaire**

# APPENDIX 4

## MAP OF SOUTH AFRICA



**This South African map gives an indication of where the universities that participated in the study are located.**

