HOUSING KNOWLEDGE OF FINAL YEAR STUDENT TEACHERS AT ESIKHAWINI COLLEGE OF EDUCATION: IMPLICATIONS FOR THE DEVELOPMENT OF HOUSING UNIT STANDARDS

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B Home Economics

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DATE	:	**April 2003**

DECLARATION

"I, the undersigned, hereby declare that the work contained in this thesis is my own original work and has not previously in its entirety or in part been submitted at any university for a degree"

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ABSTRACT

The provision of housing in South Africa is a national priority. As many aspirant homeowners are first-time homeowners, they are not necessarily informed about the pitfalls of home ownership. Although the Government has attempted short-term solutions aimed at equipping these housing consumers with the necessary knowledge and skills to make informed and responsible housing-related decisions, research pointed to the need for a sustainable long-term solution in the form of education and training of the housing consumer. There must be a concentrated effort to provide housing education to consumers, since everyone has a constitutional right of access to adequate housing. Unless consumers are equipped with adequate knowledge and information to make informed choices, this right will not be realised and the housing market shall not function effectively.

The main objective of the research study was to determine the basic housing knowledge of the senior student teachers of the Esikhawini College of Education in KwaZulu Natal. The second objective was to develop an illustrative Unit Standard for teacher qualification programmes on the fifth level of the National Qualificationa Framework (NQF).

The sixteen housing education and training core concepts identified by Serfontein (2001:120) namely Basic Housing Technology, Community, Cultural Aspects of Housing, Environment, Financial Aspects of Housing, Housing Consumerism, Housing Design and Decoration, Housing Market, Housing Needs, Housing Policy, Legal Aspects of Housing, Resource Management, Role-players in Housing, Sources of Housing Information, Tenure Options and Types of Housing were used to compile a questionnaire which was administered to the senior students of Esikhawini College of Education. The aim was to determine the basic knowledge that respondents possessed. The data collected formed the background for the illustrative Unit Standard for Housing Education that was developed in this research study. The development of Unit Standards for Housing Education is very necessary and timely as the Department of Housing, who seeks to develop a systematic housing consumer education framework for South Africa, have recommended that Housing Education should be included in the formal education curriculum.

If the recommendations of the Department of Housing are implemented and housing education is included in the school curriculum, well-qualified and trained teachers would be needed to facilitate the learning of the content. Therefore housing education should be included in student teacher training programmes. The illustrative Unit Standard for Housing Education developed in this research study is ideally suited for this purpose.

OPSOMMING

Die beskikbaarstelling van behuising in Suid-Afrika is 'n nasionale prioriteit. Aangesien baie aspirant huiseienaars nog nie vantevore huise besit het nie, is hulle nie noodwendig ingelig oor die struikelblokke van huiseienaarskap nie. Alhoewel die regering korttermyn pogings aangewend het om behuisingverbruikers toe te rus met die nodige kennis en vaardighede om ingeligte en verantwoordelike behuisingsbesluite te kan neem, toon navorsing dat daar 'n behoefte is aan 'n langtermyn, standhoudende oplossing in die vorm van opvoeding en die opleiding van behuisingsverbruikers. Daar moet 'n doelgerigte strewe wees om behuisingsopvoeding aan verbruikers te verskaf aangesien almal die konstitusionele reg tot gepaste behuising het. Tensy verbruikers toegerus word met gepaste kennis en inligting om ingeligte besluite te kan neem, sal hierdie reg nie gerealiseer kan word nie, en sal die behuisingsmark nie effektief kan funksioneer nie.

Die hoofdoelwit van die navorsingstudie was om die basiese behuisingskennis van senior onderwysstudente aan die Esikhawini College of Education in KwaZulu Natal te bepaal. Die tweede doelwit was om 'n Eenheidstandaard vir Behuisingsopvoeding vir onderwysprogramme op die vyfde vlak van die Nasionale Kwalifikasie Raamwerk (NKR) te ontwikkel.

Die sestien Behuisingsopvoeding en –opleiding kernkonsepte wat deur Serfontein (2001:120) geïdentifiseer is, naamlik Basiese Behuisingstegnologie, Gemeenskap, Kulturele Aspekte van Behuising, Omgewing, Finansiële Aspekte van Behuising, Behuisingsverbruik, Behuisingsontwerp en –versiering, Behuisingsmark, Behuisingsbehoeftes, Behuisingsbeleid, Regsaspekte van Behuising, Hulpbronbestuur, Rolspelers in Behuising, Bronne van behuisingsinformasie, Huisverblyfopsies en Tipes Behuising is gebruik om 'n vraelys op te stel wat ingevul is deur die senior onderwysstudente aan die Esikhawini College of Education. Die doel was om die basiese kennis van die respondente te bepaal. Die data wat ingesamel is, het die onderbou gevorm van die Behuising Eenheidstandaard wat in dié navorsingstudie ontwikkel is. Die ontwikkeling van Eenheidstandaarde vir Behuisingsopvoeding en Opleiding is noodsaaklik en tydig vir die Departement van Behuising, aangesien hulle poog om 'n

sistematiese behuisingsverbruikers-opvoedingsraamwerk vir Suid-Afrika daar te stel. Die Departement het aanbeveel dat behuisingsopvoeding ingesluit moet word in die formele onderwyskurrikulum.

As die aanbevelings van die Departement van Behuising geïmplementeer word, en behuisingsopvoeding in die skoolkurrikulum ingesluit word, sal goedgekwalifiseerde, opgeleide onderwysers benodig word om hierdie inligting aan die leerders voor te hou. Om hierdie rede moet behuisingsopvoeding ingesluit word in die opleidingsprogramme van onderwysstudente. Die Eenheidstandaard vir Behuising wat in hierdie studie ontwikkel is, sou optimaal aangewend kon word vir hierdie doel.

DEDICATION

Dedicated with great appreciation to my husband, Charles, and our children, Lindiwe, Khanya and Nathi.

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LIST OF TABLES

TABLE 4.22: MEAN SCORES OF RESPONDENTS TAKING SUBJECTS CATEGORISED
AS NATURAL OR SOCIAL SCIENCES   78

LIST OF FIGURES

TABLE OF CONTENTS

ADDENDA

ADDENDUM A: HOUSING EDUCATION QUESTIONNAIRE FOR THIRD YEAR
                  LEARNERS AT ESIKHAWINI COLLEGE OF EDUCATION

ADDENDUM B: MEMORANDUM OF THE HOUSING EDUCATION QUESTIONNAIRE
                  FOR THIRD YEAR LEARNERS AT ESIKHAWINI COLLEGE OF
                  EDUCATION

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1   INTRODUCTION

The importance of shelter to individuals and families, as well as its societal impact, makes housing a recognised and an ever-timely concern not only within Consumer Sciences as an academic subject area, but also to the nation and the world as an environmental component (Brewer, 1984:291).   Housing provides the setting for many of the basic biological, psychological and social processes necessary to sustain life (Naicker, 1998:24). It plays a significant role in economic and societal welfare in South Africa.

In the past the majority of South Africans were denied the right to own their own home (Department of Housing, 2002:1).   Shelter is a basic human need.   By obtaining appropriate housing, individuals and families may achieve a sense of self-esteem and belonging.   Section 26 of the South African Constitution states that all South Africans have the right to have "access to adequate housing" (National Housing Code, 2000:5UF).   The people of South Africa should however not only insist on their rights pertaining to housing, but they should also accept the concomitant responsibilities in the event of becoming housing consumers.

In the new South Africa we need to promote housing education that is integrated, sustainable, people-driven, and based on active involvement rather than passive delivery (van Zyl, 1995: 58).   Consequently, the reconstruction of South Africa poses new challenges for the applied professions, and particularly for the training of housing consumers.

1.2   JUSTIFICATION

In spite of the tremendous influence of housing on people's lives, there has been very little effort to educate people in South Africa about housing. Housing as a field of study needs the attention of educators, researchers, policy-makers and policy implementers.   The complete lack of a formal education structure for housing in South Africa, for both providers and users, is almost impossible to comprehend. According to Laird (1991:2)

there is an urgent need for qualified housing personnel in the country. The housing crisis is not only attributable to monetary considerations, but is also linked to a lack of skills and education (Karsen, 1999:12). A better-informed consumer would be able to make more objective choices and would therefore be more satisfied with the outcome of his/her decision. Consumers must be aware of what protection measures and facilities exist, of their rights and obligations, and of housing policy and state assistance for which eligible beneficiaries have the right to apply (Davis, 1999:12). This can only be achieved through appropriate education and training before consumers enter into housing transactions (Serfontein, 2001:56; Department of Housing 2002:4). There must be a concerted effort to provide housing education to consumers, especially to people from disadvantaged backgrounds, since everyone has a constitutional right of access to adequate housing (Davis, 1999:16).

From the paragraphs above it should be clear that housing delivery alone can not solve the housing problems of South Africa. It should be coupled with housing education, which will equip people of South Africa with knowledge and skills. An enormous amount of money is spent on development projects which are managed by people with limited formal qualifications in management practice, particularly related to the management of projects with developmental aims (Boaden, 1993:674). Adequate education measures to protect the rights of the housing consumers on the technical, legal and financial aspects of housing are a critical priority and should support the regulatory and delivery framework for housing (Government Gazette, 1994:26). Furthermore, it is important that citizens know their rights, roles and responsibilities as housing consumers.

Newmark and Thompson (1977:4) stipulate the importance of housing education and give the following six reasons:

- Housing plays a central role in and is significant for daily living.
- Housing is important for the establishment of quality of life in neighbourhoods and communities.
- Housing plays a critical role in political and economic decision making at local and national levels of government.
- Housing makes a unique contribution to our cultural heritage and the overall relationship of housing to the welfare of humankind and the improvement of the human condition is universally acknowledged.

2

- The housing field offers the opportunity for traditional and new forms of employment.

Housing education is one of the best ways of solving housing-related problems for consumers in South Africa. Although the government has taken the responsibility of providing low-income housing, the inadequacy of resources to meet housing needs in South Africa is seen in the long waiting lists of housing consumers, overcrowded homes and informal settlements in urban areas. Unless consumers are equipped with adequate knowledge and information to make informed choices they will not be able to solve many housing-related problems. There is an urgent need for the average citizen to be educated in the value and legal systems that underpin the housing market, as well as in the financial and property services rendered in this market system.

1.3   PROBLEM STATEMENT

Ignorance and irresponsible housing decisions are presently contributing to the exploitation of the South African housing consumers (Serfontein, 2001:307). There is a need for the inclusion of housing education concepts in the curriculum of Higher Education institutions in South Africa. The role of Housing Education in the housing process must be broadly communicated.

Education and training are thus the starting point needed to reach true housing related development. It is therefore imperative that all role players in the housing process should recognise the importance of education and training and fully support the implementation of housing education programmes. Somehow educators and learners need to develop the ability to unravel the complexities of education and to locate them within a framework that would allow them to move from being unaware to being aware. It is acknowledged that education empowers human beings with knowledge, skills and diverse competencies. It is obvious that teachers, as transformational leaders in our schools, ought to be empowered to enhance the quality of education and scholastic achievement of learners (Monyooe, 1999: 75).

3

If we acknowledge that teacher empowerment is a cornerstone to quality education, it becomes imperative for South Africa's tertiary institutions to review and fortify teacher education programmes and practices (Monyooe, 1999:75). South Africa, during this period of change, needs more empowered and enlightened educators who possess knowledge of housing. Housing education will equip teachers with the necessary knowledge, skills and competencies to take on their responsibilities towards their learners and developing communities effectively.

Housing is important because it represents a significant proportion of the gross domestic product, and well-trained and educated personnel are more efficient and effective than their untrained counterparts (Davis, 1999:9). Housing education should receive high priority in South Africa as it does in countries such as the United Kingdom.

The problem that this study addressed was to determine what housing content should be included in teacher education learning programmes in order to equip teachers with the appropriate knowledge, skills and attitudes to teach housing content effectively. In order to get to this point the researcher needed to know what the level of knowledge of student teachers with regard to housing was.

1.4   OBJECTIVES OF THE RESEARCH

The main and secondary objectives are presented here.

1.4.1 MAIN OBJECTIVE

- To make recommendations for the inclusion of Housing Unit Standards in the teacher qualification programmes at tertiary institutions in South Africa;

1.4.2 SECONDARY OBJECTIVES

- To determine the housing knowledge of student teachers in their final year of study at Esikhawini College of Education in KwaZulu Natal.

- To develop an illustrative Unit Standard for Housing Education in order to address the gaps in housing knowledge of student teachers.

1.5 DESCRIPTION OF TERMS

The following terms will be used throughout the literature study and the remaining chapters of the thesis. It is necessary that these be defined in this chapter.

1.5.1 ASSESSMENT

Assessment involves the process of collecting and interpreting evidence of learner achievement (DOE, 1997d:7). Evaluation is the process whereby the information obtained is interpreted to judge learner's competence (DOE, 1996:6).

1.5.2 ASSESSMENT CRITERIA

Assessment Criteria are criteria which are included in a Unit Standard and are designed to determine the achievement of the specific and essential outcomes (DOE, 1997d:7).

1.5.3 APPLIED COMPETENCE

Applied Competence is the ability to put into practice, in a relevant context, the learning outcomes acquired in obtaining a qualification (DOE, 1997b: 11).

1.5.4 CREDIT

According to the regulations of the National Standards Body (NSB) credit means that value assigned by the authority to ten notional hours of learning. Notional hours of learning means the learning time that it would take the average learner to meet the outcomes defined and include concepts such as contact time, time spent in structured learning in the workplace and individual learning (Nkomo, 2000:23).

1.5.5 CREDIT VALUE

Credit Value is the value assigned to Unit Standards in order to facilitate comparisons between them, as well as rules for the combination of qualifications (DOE, 1996:7).

1.5.6 ELECTIVE LEARNING

Elective learning is a selection of additional credits at a specific level (DOE, 1997b: 12). These optional credits may be of personal interest or of professional relevance - opening the door to a range of possible career and vocational choices (DOE, 2001b:27).

1.5.7 ESSENTIAL OUTCOMES

Essential Outcomes are cross-curricular, broad outcomes that focus on the capacity to apply knowledge, skills and attitudes in an integrated way (DOE, 1996:7).

1.5.8 HOUSING

Housing is defined as a variety of processes through which habitable, stable and sustainable public and private residential environments are created viable households and communities (Government Gazette, 1994:21).

1.5.9 HOUSING EDUCATION

Housing Education can be defined as the lifelong process during which planned or spontaneous learning experiences are instrumental in transmitting information, knowledge, attitudes, values and clearly defined skills regarding the variety of processes through which habitable, stable and sustainable public and private residential environments are created for viable households and communities (Serfontein, 2001:10).

1.5.10   INFORMED AND RESPONSIBLE HOUSING CONSUMER

An informed and responsible housing consumer is described as any individual who knowledgeably buys and/or uses goods or services pertaining to habitable, stable and sustainable public and private residential environments that create viable households and communities, and accepts accountability for the housing choice (Serfontein, 2001:9).

1.5.11 LEARNING PROGRAMMES

Learning Programmes consist of courses or units of learning by which learners can achieve agreed upon learning outcomes (DOE, 1997b: 32).

1.5.12 LEVELS

Levels are positions on the NQF where national Unit Standards are registered and qualifications awarded. These levels are arranged to signal increasing complexity in learning and to facilitate meaningful progression routes along career and learning pathways (DOE, 1997d:7).

1.5.13 LEVEL DESCRIPTORS

Level Descriptors are defined for every level on the NQF and serve as criteria by which standards and the qualifications from which they are aggregated, may be assigned with confidence and consistency to the predetermined levels of the framework (DOE, 1997d:7).

6

1.5.14 NATIONAL STANDARDS BODY (NSB)

The National Standards Body is a body responsible for establishing education and training standards or qualifications and to which specific functions relating to the registration of national standards and qualifications have been assigned (DOE, 1997b: 13).

1.5.15 OUTCOMES

Outcomes are results of learning processes - formal, non-formal or informal and refer to knowledge skills and attitudes within a particular context. Learners should be able to demonstrate that they understand and can apply the desired outcomes within a certain context. Outcomes are of two types namely essential and specific (see Section 1.5.7) (DOE, 1997d:8).

1.5.16 PERFORMANCE

Performance is a holistic or integrated demonstration of mental, effective and manual activities. Performances also express particular values. The demonstration of performance for assessment requires completion of specified tasks, as well as explanation of the rationale for doing tasks in particular ways (DOE, 1997b: 13).

1.5.17 RECOGNITION OF PRIOR LEARNING (RPL)

RPL refers to the formal identification, assessment and acknowledgement of capabilities irrespective of how and where they have been acquired. It is the acknowledgement of skills, competence, knowledge and work ethos obtained through formal, informal or non-formal training on the job and through life experience (DOE, 2001a:21).

1.5.18 STANDARDS GENERATING BODY (SGB)

This means a body registered in terms of section 5(1)a (ii) of the Act, responsible for establishing education and training standards or qualifications, and to which specific functions relating to the establishing of national standards or qualification have been assigned in terms of Section 5(1) (b) (1) of the South African Qualifications Authority (SAQA), Act No. 58 of 1995 (DOE, 2001a:31)

7

1.5.19 SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

The South African Qualifications Authority is a body responsible for the development and implementation of the NQF. Its obligation is to reconstruct and develop education and training so that it reflects the objectives of the NQF. SAQA also approves and registers qualifications and programmes submitted to them.

1.5.20 NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The National Qualifications Framework is a framework to unify qualifications in education and training based on the set standards and assessment procedures that are nationally applicable (DOE, 1997b: 13).

1.5.21 UNIT STANDARDS

Unit Standards means registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in the regulation (DOE, 2001a : 31).

1.6 VARIABLES

Two types of variables can be identified in the research, namely independent and dependent variables.

1.6.1 INDEPENDENT VARIABLE

The independent variable of this study is basic housing knowledge of final year student teachers at Esikhawini College of Education. The findings were used as background for the development of an illustrative Unit Standard for Housing Education.

1.6.2 DEPENDENT VARIABLE

The dependent variable of this research is the Unit Standard for Housing Education developed for teacher qualification programmes.

1.7 CONCEPTUAL FRAMEWORK OF THE RESEARCH

The conceptual framework of the research is presented in Figure 1.1.

CONCEPTUAL FRAMEWORK
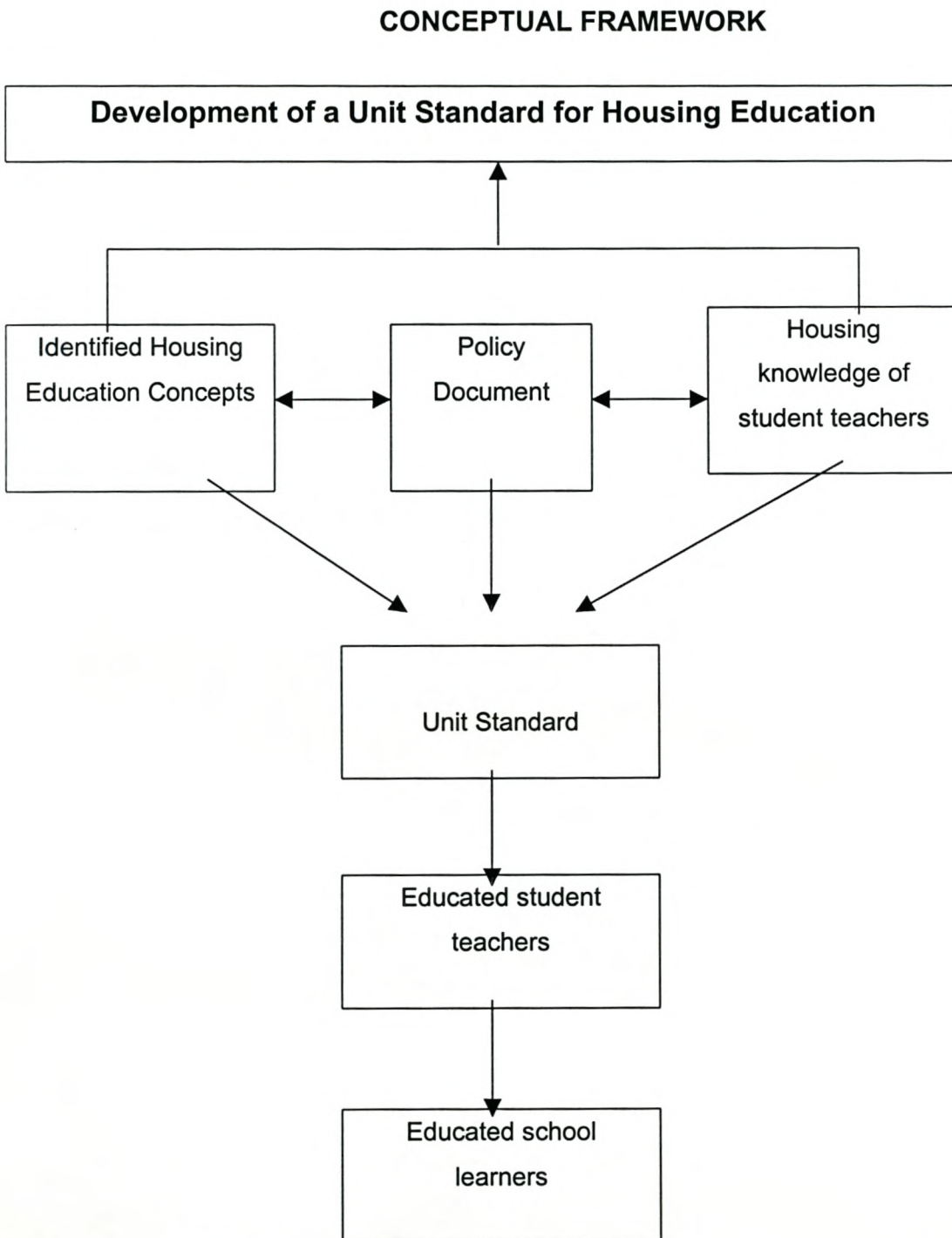
Figure 1.1: Conceptual Framework

Unit Standards for Housing Education for teacher qualification programmes in Higher Education Training Institutions can be a vehicle to achieve the goal of equipping student teachers with housing knowledge. Sixteen Housing Education concepts identified by Serfontein (2001:120-128) were used to test the housing knowledge of final year student teachers of Esikhawini College of Education. The results thereof, together with policy documents of the Departments of Housing and of Education, formed the background for the development of the illustrative Unit Standard for Housing Education for teacher qualification programmes in Higher Education institutions.

The implementation of Unit Standards for Housing Education will enable student educators to equip learners with knowledge and skills essential for the housing consumer. The end result will be educated learners and informed housing consumers.

1.8 THE LAYOUT OF THESIS

A brief overview of the layout of the thesis clarifies the way in which the document is written.

Chapter One includes the introduction, problem statement, research objectives, and descriptions of terms, variables and conceptual framework of the research.

Chapter Two gives a description of the literature that has been studied as theoretical background to the research.

Chapter Three gives an outline of the research design and techniques used to collect data.

Chapter Four is a report and discussion of the results of the research.

Chapter Five is a presentation of the illustrative Unit Standard for Housing Education for teacher qualification programmes at Higher Education Institutions.

Chapter Six is a presentation of the conclusions and recommendations regarding the results of the research.

10

1.9 SUMMARY

This chapter firstly justified and introduced the problem statement of the research. The main and secondary objectives, as well as the independent and dependant variables were presented. The different terms to be used in the research were described and the conceptual framework for the research, as well as the layout of the thesis, was presented. Chapter Two will provide a description of the literature related to Housing Education and Training, which was studied.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1   INTRODUCTION

This chapter will record the literature that has been reviewed. It includes the antecedents to the present educational system, redress of previous imbalances, outcomes-based education, the National Qualifications Framework and standards setting within this system. Housing as a field of study and learning outcomes for teacher education will also be explored and recorded. Finally the design of Unit Standards will be reviewed.

2.2   ANTECEDENTS OF THE EDUCATION SYSTEM IN SOUTH AFRICA

The traditional education system and the need for a paradigm shift are some of the antecedents of the education system in South Africa that are discussed below.

2.2.1 TRADITIONAL EDUCATION SYSTEM IN SOUTH AFRICA

The previous South African education system did not serve the country well. It rigidly adhered to textbooks and worksheets and was thus completely teacher-centered, with the result that the learner saw the syllabus as rigid and non-negotiable (DOE, 1997c:5). Much of what people learned at school and college was not very useful. Both teachers in Higher Education and employers complained, for example, that 'having a matric' did not mean you were well prepared for work, life or further study (DOE, 1996:5). Teachers alone were responsible for motivating the learning process, for encouraging a love of learning which in turn placed great stress on the personality of the teachers and what they hoped to achieve (DOE, 1997c:5). According to the DOE (1997c:5), all this was placed against a backdrop of inflexible time frames and the public at large were not encouraged to comment or contribute to the process of curriculum development. The elements critical to a successful modern education system, namely equity, access, redress and quality-assurance were completely absent from the agenda (DOE, 1997c:5).

2.2.2 THE NEED FOR A PARADIGM SHIFT

South Africa's education system is in the process of changing, entailing not only the essential remodelling of an outdated system, but also a paradigm shift in the attitude we

12

adopt to the entire educational process (DOE, 1997c:4). In terms of content, the shift is from an input approach, which emphasises what is to be taught, to an output approach that emphasises what the learner should do. This does not imply that content is not important. There is a tendency to see outcomes-based education as prioritising skills and values at the expense of content and knowledge (DOE, 1997j:52).

The changes are aimed at producing more qualified South Africans, more consistently, more predictably, by equipping them for the real world (Ryder, 1996c:4). The changes are aimed at elevating the real skills and learning levels of the South African learner, by promoting a thirst for knowledge, a love of learning and a determination to succeed. Hereby the numbers of South Africans who achieve marketable skills are multiplied (van Niekerk, 2000:10). The changes are focused on the adoption of the new educational approach, entitled Curriculum 2005, which revolves around the concept of Transformational Outcomes-Based Education, or OBE (DOE, 1997c:4). The product of this approach is recognised by the National Qualifications Framework (DOE, 1997c:4).

2.3   REDRESS OF PREVIOUS IMBALANCES

The Constitution of South Africa 1996 lays a new foundation for housing in South Africa (Department of Housing, 1996:6). Everyone has the right to have access to adequate housing (The Constitution of South Africa, 1996:12). It is held that a person has a right to live in dignity in habitable circumstances. Government will vigorously promote an effective right to housing for all, within the resource, and other, limitations applicable (Government Gazette, 1994:22). The challenge facing South Africa in housing is to develop a strategy to direct scarce and insufficient state funds for housing towards the realisation of an effective right pertaining to housing tenure (Government Gazette, 1994:22).

Many of the problems associated with the provision of finance and the exploitation of consumers relate to the very low levels of awareness and understanding of technicalities around housing and housing finance amongst the majority of the population in South Africa (Government Gazette, 1994:50). A proposal for the creation of a National Housing Education Fund, which will fund appropriate national and provincial housing education programmes aimed at informing and educating the general public about housing matters, is under consideration (Davis, 1999:15).

Education in housing implies, amongst other things, the imparting of information, conversely the transfer of knowledge to socially and economically disadvantaged people, to enable them to gainfully participate in the economic and social processes of housing provision (Department of Housing, 1996:6). Housing provision would be ineffective without people's participation. On account of the high degree of illiteracy on the part of disadvantaged people, education must be a vital component of housing communication (Department of Housing, 1996:6). Many of the problems characterised with the current impasse, stem from the fact that the state had previously failed to intervene on behalf of the consumer (Government Gazette, 1994:27).

2.4 OUTCOMES-BASED EDUCATION (OBE)

South Africa is embarking upon a period of much needed educational and training reform. Numerous challenges face South Africans who are committed to an equitable, just and unified system of education and training that is also regarded as of high quality (DOE, 1997e: 57). It is essential that South Africans are given the opportunity for learning and personal development.

A lot of change in South Africa is taking place in education and training. At the head of these changes is the introduction of the National Qualifications Framework (NQF) (DOE, 1997c:4). The National Qualification Framework provides learning opportunities for learners regardless of age, gender and level of education and training. Academic, occupational and professional requirements will no longer be stated in terms of the input of content or the time taken. The emphasis will be on the acquisition of applied competencies, which will be described using outcomes. In terms of the shift away from time-based requirements, an academic qualification will no longer be evaluated in terms of years but in terms of exit-level outcomes which define the applied competence to be achieved by a successful learner (DOE, 1997d:51).

In terms of content, the shift is from an input approach that emphasises what the learner can do to what the learner has achieved (DOE, 1997:5). The value of an academic qualification will no longer be determined by a specific syllabus but by the value of the learning outcomes achieved. This does not imply that content is not important.

14

There is a tendency to see outcomes-based education as prioritising skills and values at the expense of content and knowledge. The outcomes-based approach adopted in this study sees knowledge as central to education, but knowledge understood not as dead facts that belong to a museum but as knowledge that improves the quality of the learner and the facilitator in the workshop of life (DOE, 1997b:52).

In the past, a teacher was regarded as qualified on the basis of a paper qualification that emphasised time and input. With this approach a teacher could be highly qualified on paper but incompetent in the classroom (DOE, 1997b:52). In the future, qualifications will be defined in terms of their outcomes and these will be assessed in an integrated manner that emphasise the applied competence of the teacher. Qualifications will be linked to flexible career and promotion paths and to professional licensing requirements (Cosser, 1998:52).

The objectives of the National Qualifications Framework are to:

➤ Create an integrated national framework for learning achievements.
➤ Facilitate access to, and mobility and progression within education, training and career paths.
➤ Enhance the quality of education and training.
➤ Accelerate the redress of past unfair discrimination in education, training and employment opportunities.
➤ Contribute to the full personal development of each learner and social and economic development of the nation at large (DOE, 1997b:52).

Within the NQF and SAQA regulations a qualification is considered to be the recognition of "applied competence" in a particular academic and/or occupational field. The achievement of an "applied competence" is assessed using an integrated outcome-based approach which encompasses a variety of assessment techniques that emphasise both structured observation of the learner and professional judgments or inferences by the assessor (DOE, 1997b:58). If one applies this understanding of applied competence to outcomes, then one can picture an outcomes-based qualification as developing three kinds of applied competencies, namely reflexive, practical and foundational (DOE, 1997b:59).

15

The actual mix or balance between the three dimensions will vary according to the purpose of the qualification. One qualification may require a greater degree of practical competence. The next step is to link this generic concept of applied competence to the specific requirements of a professional education qualification (DOE, 1997b:59). To do this one can add the occupational and academic competencies or outcomes relevant to education.

The academic dimension concerns the knowledge and understanding that is required. The occupational dimension is concerned with the skills that are required. Although it is useful to separate the two dimensions for explanatory or design purposes at a conceptual level, in practice they are dependent on each other and should be integrated. One way of understanding how they are integrated is to see the academic dimension as being about "knowledge" and the occupational dimension as being about "the skills" (DOE, 1997b:60). Outcomes should also contain a strong value dimension in order to embrace the knowledge, skills and values approach of the NQF.

The transformational OBE system is the result of an extensive and exhaustive study - both nationally and internationally - as part of the Education Department's determined effort to install a national educational system which is timeous, contemporary and productive as our country accelerates its efforts to find its rightful place in the world (DOE, 1997c:8). The major change is in the focus of the education system from content and the memorisation of statistics and facts, to a system that places its primary emphasis on the development of an inquiring spirit, leading to the acquisition of knowledge, together with the skills and attitudes to apply this knowledge in a constructive way (DOE, 1997c:8). OBE aims at the achievement of outcomes. It resembles situations where a learner is helped to discover his/her demonstrated achievement. The needs for each learner are accommodated through multiple teaching, learning strategies and assessment tools. Learners are provided with an opportunity to realise his/her potential. For example, learners are allowed to do self-assessment.

2.4.1 PRINCIPLES OF THE NQF

The NQF is based on the following principles, which must underpin the whole education and training system. Changes that take place in the education system in South Africa reflect a set of principles which will guide the work on the development of the NQF in order

to realise the vision for human resource development, access, equity and redress (DOE, 1997d:15). The guiding principles are set out below, in slightly adapted form:

2.4.1.1   Integration
The main aim of integration in education is to integrate the theory with practice and the academic with the vocational. It is an integrated approach to education and training.

2.4.1.2   Relevance
The NQF caters for both the needs of the learners and the needs of the nation. It allows people to acquire skills, knowledge, experience and understanding necessary to build a strong productive, stalled workforce. This will help promote the growth of the South African economy.

2.4.1.3   Credibility
The NQF sets standards and qualifications that are accepted and recognised both nationally and internationally.

2.4.1.4   Coherence
There should be coherence and integration between the eight learning areas. This will help learners to build on what they have learnt and to move from one learning situation to the next.

2.4.1.5   Flexibility
The NQF makes it possible for learners to achieve national qualifications through both formal and informal learning situations. Informal learning that takes place in the community or through courses offered by non-governmental organisations (NGO's), churches or in the workplace will be recognised. Flexibility accommodates multiple pathways leading to the same learning outcome.

2.4.1.6   Quality
Quality should be expressed in terms of nationally - agreed on outcomes and performance assessment standards. Thus resulting in carefully worked out standards, which will include outcomes and assessment guides. Methods of assessment, namely observation of the learner, simulations, role-playing, demonstrations and questioning (making use of oral tests, written tests and computer-based assessment) can be used.

2.4.1.7   Legitimacy

The NQF provides an opportunity for a wider range of people to participate in the planning and co-ordination of standards and qualifications. They can come from communities, the labour movement, education and training, business and industry. Legitimacy allows all national stakeholders to take part in the planning and co-ordination of standards and qualifications.

2.4.1.8   Access

The learner has access to an open system where she/he is able to enter and exit the different levels of education and training. The NQF credits the learner's previous experience and/or qualification. The DOE (1997d:22) states that access provides ease of entry to appropriate levels of education and training for all prospective learners in a manner which facilitates progression.

2.41.9   Progression

The learner gains credits and qualifications that are nationally recognised. A learner will have to achieve a certain number of credits in an appropriate combination before he/she receives a qualification. This will enable learners to move to the next level on the NQF. Progression ensures that framework of qualifications permits individuals to move through the levels by accumulating appropriate combinations of credits (DOE, 1997d:22)

2.4.1.10   Portability

Portability is the recognition of credits and the ability to transfer credits between programmes, providers and employers (DOE, 1998:49). In the work environment this could mean movement between industries. In the formal study environment, it will enable movement between types of learning institutions (DoE, 1997d:18).

2.4.1.11   Articulation

Articulation involves the movement between education and work environment once the learner has successfully completed his/her credits. Articulation provides for learners to move between components of the delivery system once said learner has successfully completed the accredited prerequisite (DOE, 1997d:22).

2.4.1.12   Guidance of Learners

If learners would like to explore their choices of work and studies, they will be able to do so (DOE, 1996:18). According to the DOE (1997d:22), guidance for learners provides for the counselling of learners by specially trained individuals who meet nationally recognised standards for education, training and development practitioners.

2.5 SETTING STANDARDS

Setting standards involves defining key outcomes in collaboration and consultation with the stakeholders, providers and members of the professional community of educators, and writing of a vigorous core of priority standards that directly address their concerns (DOE, 1997a:148). Although similar in their formats, standards setting methodologies differ significantly in different social contexts. These are however, common principles which seem to prevail in most countries (DOE, 1997a:149). According to the Discussion Document (1997) standard setting processes should:

    i)   Analyse domains and issues of each field;

    ii)   Develop collaborative processes for including stakeholder and professional participation;

    iii)   Define reasonable time tables for completion of standards;

    iv)   Anticipate and address controversy;

    v)   Adopt flexibility in developing standards;

    vi)   Support continued capacity building – the cornerstone for successful implementation;

    vii)   Plan for revision as conditions change.

2.5.1 Quality Assurance

The South African Qualifications Authority (SAQA) has ultimate responsibility and authority over the NQF. The mission of SAQA is to ensure the development and implementation of the NQF. The functions of the SAQA are to:

- Oversee the development of the NQF;

- Formulate and publish policies and criteria for the registration of bodies responsible for establishing education and training standards, and the accreditation responsible for monitoring and auditing achievements in terms of standards and qualifications;

- Oversee the implementation of the NQF, including (i) accreditation of bodies responsible for moderating and auditing achievements and the assignment of functions to them; (ii) registration of national standards and qualifications; (iii) ensuring compliance with the provisions for registration and accreditation and (iv) ensuring international comparability of registered standards and registered qualifications;
- Advise the Minister of Education and Labour on registration of standards and qualifications; and
- Be responsible for the finances of SAQA.

SAQA oversees the constitution, accreditation, development and financing of National Standards Generation Body (NSBs), Education and Training Quality Assurance (body) (ETQA) and Standard Generating Body (SGBs). These bodies will have to renew their accreditation with SAQA every three years (DOE, 1997b:35).

2.5.2 Quality Assurers

As with standards, the first hurdle that quality assurers have to overcome is to reach consensus on the notion of quality. This is because assessing and evaluating quality requires a clear statement about the concept of quality that is being measured (DOE, 1997k:136). People in different contexts have different understandings of what is meant by quality. For example, the following dimensions have been associated with the meaning of quality:

- Quality as exceptional, i.e. as something special, distinctive, in some cases linked to notions of excellence.
- Quality as perfection, i.e. consistent or flawless outcomes.
- Quality as value for money, i.e. quality in terms of return on investment or cost-effectiveness.
- Quality as transformation, i.e. in terms of enhancement and empowerment of students, practitioners and system managers' development of knowledge.
- Quality as attainment of standards (Discussion Document, 1997k:136).

According to the DOE (1997k:137), quality assurance involves establishing and maintaining self-improving processes and systems in an institution or programme. One

measure of the institution's capacity to maintain educational quality is its ability to anticipate and address problems, rather than merely react to them. A second is that assurance processes should involve everyone in the organization. The quality assurance system has the following key purposes:

- To assist institutions in maintaining and enhancing the quality of educational provision for students by reviewing the quality assurance systems and confirming that their internal arrangements reflect good practice;
- To furnish the ministry with a general basis for evaluating whether quality assurance in professional education is satisfactory;
- To increase awareness of quality that is based on requirements for professional – pedagogical, ethical and organisational aspects of the institutions' activities; and
- To assist in institutional and systematic reform efforts. Quality assurance focusses institutions on defining their roles and developing their abilities to meet these goals (DOE, 1997k:137).

DOE (1997d:33) suggests five aspects to Quality Assurance in education and training that needs to be regulated. These are:

i)   Registration of units and qualifications;
ii)   Registration of educational and training establishments to ensure basic protection of the users of education and training;
iii)   Accreditation of providers to ensure that providers have the capacity to deliver to the specified Unit Standard and to ensure that assessors have the capacity to assess learning against specified Unit Standards;
iv)   Ongoing moderation of assessment to ensure the relevancy of the assessment to the required standards;
v)   Required evaluation to ensure effective performance of overall systems for the management of quality and relevance.

The South African Qualifications Authority (SAQA) established one National Standard Body (NSB) for each of the following twelve fields:

01   Agriculture and Nature Conservation
02   Culture and Arts

03   Business, Commerce and Management Studies

04   Communication Studies and Language

05   Education, Training and Development

06   Manufacturing, Engineering and Technology

07   Human and Social Studies

08   Law, Military Science and Security

09   Health Sciences and Social Services

10   Physical, Mathematical, Computer and Life Sciences

11   Services

12   Physical Planning and Construction.

The National Standard Bodies (NSBs) have the authority to recognise sub-fields of learning in which Standards Generating Bodies (SGBs) will work and register with NSB (Phillips, 1997:18).

According to Phillips (1997:19), the functions of NSBs are:

i)   To recommend a framework of sub-fields to be used as a guide for the recognition and/or establishment of SGBs;

ii)   To recognise or establish SGBs;

iii)   To ensure that the work of SGB's meets the SAQA requirements;

iv)   To recommend the registration of Unit Standards and qualifications;

v)   To recommend the registration of qualifications to SAQA; and

vi)   To define requirements and mechanisms of moderation to be applied across Education and Training Quality Assurers (ETQAs).

The Standard Generating Bodies are working groups responsible for preparing draft Unit Standards and qualifications. The functions of the SGBs according to Phillips (1997:20), are:

i)   To generate Unit Standards and qualifications in accordance with SAQA requirements in identified sub-fields and levels;

ii)   To update and review Unit Standards; and

iii)   To recommend Unit Standards and qualifications to NSBs.

22

According to the DOE (1998b:4), NSBs are required to ensure that the recognized Standards Generating Bodies :

- Are appropriately and adequately constituted;
- Have adequate and appropriate representation of the identified social partnerships; and
- Have access to resources necessary for generating standards and qualifications including expertise and financial viability.

Operational principles for recognition of Standards Generating Bodies within the identified sub-fields focus further on ensuring maximum coherence and minimum duplication (DOE, 1998b:4).

The regulations allow for two broad approaches to the registration of SGBs. In the first, a representative group with a particular interest or set of interests would apply through SAQA to the NSB for registration as a SGB. The NSB would then ensure that the SGB meets all the requirements for registration and that they have submitted a formal application for registration and recognition which complies with the criteria (DOE, 1998b:4).

In the second instance, SAQA and/or the NSB would be responsible for ensuring that the application is based on the criteria below, before they call representative stakeholders together and initiate the particular standards setting and qualification process (DOE, 1998b:4). In both instances, NSB will have to ensure that recognised and registered Standards Generating Bodies have the required capacity and access to resources that are necessary for developing national standards and national qualifications (DOE, 1998b:5).

2.5.3 Level Descriptors

Level Descriptors are set criteria defined for the levels of the National Qualifications Framework (NQF) and must be specified at every level of the framework. (Independent Examination Board, 1996:16). Level Descriptors focus on essential outcomes and achieve four purposes.

- Help the writers of Unit Standards to achieve consistency in relation to levels;

- Ensure progression;
- Facilitate integration and coherence across the different components of a qualification;
- Provide interdisciplinary links and encourage transferability (DOE, 1996:38).

For the South African NQF to gain international value and acceptance as specified in the key principles that underlie the Framework, it would be useful if the level descriptors were aligned with those of other countries who also have eight levels (DOE, 1998:38).

Several possible approaches could be used to write level descriptors. One approach has been used by the Alverno College in USA and the further education and training sector in Scotland. Level descriptors are written for at least some key levels on the NQF, for each of the chosen essential outcomes. These are very general and decontextualised, providing broad guidance to writers of Unit Standards and qualifications and designers of programmes of learning to give consistency to each level on the NQF (DOE, 1996:38).

The Ontario (Canada) school system offers a clear alternative. In this approach level descriptors are written for each of the essential outcomes only when contextualised in each of the defined areas of learning. In Ontario they have ten essential outcomes but have clustered together areas of learning for the school curriculum into four broad clusters (DOE, 1998a:39).

Level descriptors for the NQF in South Africa must be defined with regard to at least the following characteristics, which serve as criteria for distinguishing between the levels of the Framework:

- The complexity of knowledge, skills and attributes which is determined by the mental and physical processes and knowledge base that must be utilised to achieve a Unit Standard.
- Complexity of tasks and procedures with regard to their application which is determined by the type of occupation or activity in which the learning outcome of a Unit Standard is to be applied.
- Complexity of responsibility or accountability, which is determined by balance between external and self-direction that is normally associated with the application

of the learning outcome of a Unit Standard (Independent Examination Board, 1996:17).

2.5.4 Recognition of Prior Learning (RPL)

Recognition of Prior Learning is a process that enables people to receive formal recognition of skills and knowledge they already possess (Phillips, 1997:50). RPL attempts to acknowledge all learning, irrespective of how it was achieved (for example, through employment, community work and leisure activities), through an open and transparent approach to assessment. Credits will be awarded to learners who have had no formal education or training provided they demonstrates that they are able to meet the registered outcomes for the appropriate Unit Standard (Independent Examination Board, 1996:40).

Learners will need to identify the specific unit standard/s in which they wish to be assessed. The methods used to assess RPL candidates may differ from traditional methods, but the work of the assessor must be governed by the principles of consistency and fairness. If learners meet all the criteria set in the Unit Standard, then they should earn credits for these and have those credits recorded on their individual Record of Learning (Phillips, 1997:50).

Assessment can enable skills and knowledge gained outside traditional courses of study or training to be recognised. In this way, assessors can consider evidence from a number of sources, including naturally occurring evidence or those, which they have not observed first hand (Phillips, 1997:51).

2.6 HOUSING AS A FIELD OF STUDY

The importance of shelter to individuals and families makes housing a recognised and timely concern not only within Home Economics/Consumer Science as a subject area, but also to the nation and the world. There must be a concerted effort to provide housing education to consumers, especially to people from disadvantaged backgrounds, since everyone has a constitutional right of access to adequate housing (Karsen, 2000:11). Unless consumers are equipped with adequate knowledge and information to make informed choices this right will not be realised and the housing market will not function

properly. The housing environment influences the psychological and physiological development of individuals as well as their functioning in family and other social groups (Brewer, 1984:291). Housing also plays a significant role in economic and societal welfare. This encompassing relevance of housing to the well-being of man continues to make the study of family living environments a pertinent endeavour for social and behavioral scientists (Brewer, 1984:291).

While many disciplines and fields are, and should be, concerned with housing, early leaders of Home Economics, designated shelter as one of the major areas of study soon after the founding of "domestic science" courses in the United State of America in the late 1800s (Brewer, 1984:291). Proceedings from the Lake Placid Conferences on Home Economics of 1899-1909 identified food, shelter and clothing as the three earliest components of Home Economics. Although instruction in housing subject matter was the elementary concern of Home Economists at that time, the need for continual and deliberate expansion of "current" knowledge was quickly recognised (Brewer, 1984:291).

Proceedings from the Lake Placid Conference indicated a need to supplement knowledge within the field. The second conference produced discussion of provision in the colleges for graduate work in pure research and applied science (Brewer, 1984:292). Despite this encouragement, housing research by Home Economists was delayed in initiation and progressed slowly. Since these beginning years, Home Economics has greatly expanded to incorporate a virtual myriad of housing and related topics such as architecture and design, personal and social perceptions, economics and consumerism, public policy and educational programming (Brewer, 1984:292). Only a portion of trained home economists in academia consistently engage in research, many of the housing research studies consist of required student project such as thesis (Brewer, 1984:298).

Housing is a multidisciplinary area of study rather than a coherent scholastic subject in its own. It is also multidimensional in nature. According to Mackay (1997:384), housing educators are confronted with three broad problems:

i) Comprehensive coverage, what "facts" to include;
ii) The problem of integration. Can the course be more than a collection of parts?

iii)   Personal development and individual awareness, especially how to deliver a vocational course in such a way that broader educational aims and objectives are recognized and actively pursued:

Further issues are the incorporation of a range of disciplines without this merely being an exercise in rote learning of the rudiments. The adaptation of theory to rapidly developing practice; and the challenge of constructing a course that is both intellectually stimulating and is useful to the students and to society (Mackay, 1995:384).

The potential of housing as an interdisciplinary field of study providing content and careers is great, but it has not been well recognised (White, 1986:188). Housing is one of many fields that depend heavily upon multidisciplinary and interdisciplinary efforts for their development. Human housing needs and wants, private housing investment decisions and public policy objectives for housing and community development are interdependent (White, 1986:189). Thus housing as a field of study is worthy of the attention of educators, researchers, policy makers and policy implementers (Wells, 1986:205; White 1986:188). The identification of the major conceptual frameworks of housing, as well as the underlying concepts, assumptions, use and limitation could advance housing education and research tremendously.

According to White (1986:199) competencies should be developed to help consumers in making choices or in dealing with the lack of choice that is often the reality in housing. Therefore the curriculum of a housing major should include General education; Housing and supporting courses; Selected electives and Field experience. The same list could apply for teacher training programmes in South Africa.

In 1986 Wells stated that housing should be made more visible as a field of study (Wells, 1986:203). South African academics are busy trying to achieve that by researching different aspects of housing education and motivating for housing education to be introduced in schools, colleges and tertiary institution. When its potential as a career option and its contributions to general education and preparation of allied professionals are widely recognized and accepted, people will be better housed. Programmes can be developed to produce graduates who qualify for current housing positions. This thesis

tries to address this plea and if it is successful teachers will contribute to the solving of many housing related problems currently experienced in South Africa.

Teacher training in South Africa should aim at producing teachers that reflect the realities of contemporary South African society. Consumer Science education, should be an important aspect of education. It is clear that the present focus of our educator education programmes ought to be clearly problem-oriented, competency-based and society oriented (Onwu, 2000:45).   Teachers who are less adequately trained often find it difficult to collaborate with their colleagues on various aspects of their work. They often isolate themselves from the team of other educators. They literally become exclusive masters of their disciplines and learning sites (Monyooe, 1999:71). Through collaborative ventures, teachers will be better equipped to deal with challenges of the profession (Monyooe, 1999:71).

Teachers should be encouraged to participate in various institutional negotiation forums. They could negotiate with those in management on various issues, namely:

- Teaching and learning conditions;
- Learning outcomes;
- Assessment standards and strategies;
- Decision-making and governance;
- Rights, freedom and entitlement within a learning site;
- Discipline and code of ethics; and
- Safety and welfare within learning sites; etc. (Monyooe, 1999:76).

As curriculum practitioners, they would be better prepared to deal with both academic and institutional challenges of the new millennium if they involve the results in institutional negotiation forums (Monyooe, 1999:76).   A challenge for housing educators will be educating individuals and families about their housing options and encouraging rational decisions.

Mackay (1995:384) believes that education is about developing analytical skills as well as imparting factual information. He further says that the curriculum should move away from bulk accumulation of facts towards a more balanced programme of facts, arguments and capacities to analyse and deploy knowledge effectively. He concludes that existing syllabi

28

are overloaded. They mirror the working lives of students when onerous duties do not allow for much thinking time (Mackay, 1995:385). The way in which aspects of different subjects or disciplines could be brought to bear upon housing issues by the use of problemsolving projects was also considered (Mackay, 1995:385). The aim of integrating this teaching around a central housing core has been difficult to implement.

Outcomes-based learning will involve an investment in retraining and in 'teaching the teachers to teach', with a greater consciousness of social constructs, the working environment, globalisation and the professions (Gerber & Munro, 1999:29). There is also a need for public education concerning all aspects, namely, financial aspects, tenure options, housing policies, etc. The provision of housing is no longer solely an individual problem but a community issue.

2.7 LEARNING OUTCOMES FOR TEACHER EDUCATION IN THE HIGHER EDUCATION AND TRAINING BAND

In South Africa, teachers have a responsibility to acquire and practice the knowledge and skills, values and professionalism to restore a culture of learning, teaching and services to schools and other learning institutions (DOE 1997k:79). In order to register a unit standard or a whole qualification on the NQF the provider must specify outcomes to be achieved through the learning (DOE, 1997j:80).

Outcomes should be integrated both in design of qualifications and in the delivery of learning programmes. It is not intended that outcomes should be regarded as discrete and separable, but rather they should be integrated to provide an education where theory and practice are closely related.

SAQA distinguishes between three kinds of outcomes :
♦ Critical outcomes and developmental outcomes specified by SAQA;
♦ Compulsory core outcomes generated as norms by the SGBs and ETQA;
♦ Elective outcomes generated as norms by the SGBS and the ETQA (DOE, 1997j:80).

These outcomes are used to configure the qualification and provide a basis for the rules of combination and access, and for the allocation of an NQF level.

29

2.7.1 CRITICAL AND DEVELOPMENTAL OUTCOMES

SAQA specifies seven critical outcomes and five developmental outcomes, which should inform all teaching and learning and be embedded in all qualifications. The critical outcomes are:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organisation or community.
- Organize and manage one self and one's activities responsibly and effectively.
- Collect, analyze, organize and critically evaluate information.
- Communicate effectively using visual mathematical and/or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation (DOE, 1997j:82).

In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning include developmental outcomes. These outcomes will make an individual aware of the importance of:

- Reflecting on and exploring a variety of strategies to learn more effectively.
- Participating as responsible citizens in the life of local, national and global communities.
- Being culturally and aesthetically sensitive across a range of social contexts.
- Exploring education and career opportunities.
- Developing entrepreneurial opportunities (DOE, 1997j:82).

They provide the ultimate guide for subsequent outcomes and all stages of qualifications must be tested against them. The developmental outcomes, in particular, contribute to the development of the learners ability to learn. They should provide the orientation and ethos

30

for teachers education and influence teachers to become valuable role-models in society. Qualifications and learning programmes are not expected to include all these outcomes in equal proportions. The particular mix and balance of core and developmental outcomes will depend on the purpose of the qualification (DOE, 1997j:82).

2.7.2 COMPULSORY CORE OUTCOMES

These are equivalent to a core curriculum. They are the same for teachers preparing for all phases, areas and fields of learning but may be offered at different levels and in different mixes, which will be reflected in the range statements and evidence requirements. In the belief that in-service and pre-service should be regarded as a continuum not a dichotomy, the Technical Committee (TC) has chosen to write one set of core outcomes for all professional teacher education qualifications (DOE, 199kj:84). In the new norms and standards, the compulsory core outcomes for in-service qualifications remain the same as for pre-service, while the Elective Outcomes define specific purpose of the qualification (DOE, 1997j:84).

There are four learning areas for teacher education, namely:
- Communications
- Life orientations
- Literacy
- Teaching studies (DOE, 1997j:84).

Teacher studies integrate the former separated areas of educational "theory" and practice.

2.7.3 COMPULSORY ELECTIVE OUTCOMES

In addition to the Compulsory Core Outcomes, which are to be achieved by all learners in teacher education, there are Compulsory Elective Outcomes. The elective outcomes distinguish the different categories or kinds of teachers in General, Further and Higher Education (DOE, 1997j:92). Elective outcomes describe the particular knowledge, skills and values required by a teacher who is a specialist in an area or field of learning, to ensure that the purpose of the qualification is achieved. The elective outcomes will have both academic and occupational dimensions, values and three kinds of applied competence. These should be integrated into simple, unambiguous statements of exit level outcomes (DOE, 1997j:92). There are compulsory minimum requirements for

elective outcomes for each category in terms of SAQA credits at a specified NQF level (DOE, 1997j:92).

2.8 MINIMUM UNIT ALLOCATION FOR TEACHER EDUCATION QUALIFICATIONS

The minimum academic requirements of units for core and elective exit level outcomes are stipulated in the Norms and Standards for Teacher Education. Providers have the discretion to weigh different areas of learning as they see fit as long as the minimum required need is attained.

National Diploma in Education (Total SAQA credits: 360)

Credit allocation for teacher education qualifications are clearly stipulated in the 'Norms and Standards for Teacher Education' document. Assessors in different modules can determine credit weighting.

(i) Compulsory Core Outcomes

The total number of SAQA credits allocated to the achievement of the compulsory core outcomes is 240 SAQA credits (clustered in units of 12 credits):

♦   16 Units at Level 5 (192 SAQA credits)
♦   4 Units at Level 6   (48 SAQA credits)

The minimum compulsory learning area requirements are:

Communications	3 Units at Level 5 (36 credits)
Life Orientations	3 Unit at Level 5 (36 credits)
Literacy	3 Units at Level 5 (36 credits)
Teaching Studies (including teaching practice)	6 Units at Level 5 (72 credits)

= 15 Units at Level 5 = 180 SAQA credits

Discretionary units:

These may be from any of the above learning areas and will be in addition to the minimum compulsory learning area requirements.

♦ 1 Unit at Level 5   (12 SAQA credits)

♦ 4 Units at Level 6   (48 SAQA credits)

Total for compulsory core outcomes 20 Units   240 SAQA credits

(ii) Elective Outcomes

The total SAQA credits allocated to the elective outcomes is 120 SAQA credits, of which 72 credits should be compulsory. The compulsory minimum requirements for elective outcomes are provided by critical interest groups and stakeholders.

4 Units at Level 4   (48 SAQA credits)

4 Units at Level 5   (48 SAQA credits)

2 Units at Level 6   (24 SAQA credits)

Total for elective outcomes=   10 Units   (120 SAQA credits)

Total for Whole Qualification: (360 SAQA credits)

Source : DOE, 1997d:104-105

Credit distribution for the National Diploma in Education is presented in Table 2.1.

TABLE 2.1 CREDIT DISTRIBUTION FOR PROPOSED NATIONAL DIPLOMA IN EDUCATION

NATIONAL DIPLOMA IN EDUCATION								
PURPOSE: PROVIDE PRE-SERVICE EDUCATION AND TRAINING FOR A PROFESSIONAL TEACHER FOR THE FET BAND								
	LEVEL 4	SUB-TOTAL	LEVEL 5	SUB TOTAL	LEVEL 6	SUB TOTAL	TOTAL UNITS	TOTAL CREDITS
COMPULSORY OUTCOMES			16 X12	192	4 X 12	48	20	240
COMMUNICATION			3 X 12	36				
LIFE ORIENTATION			3 X 12	36				
LITERACIES			3 X 12	36				
TEACHING STUDIES			6 X 12	72				
DISCRETIONARY (from any of the above)			1 X 12	12	4 X 12	48		
ELECTIVE OUTCOMES	4 X 12	48	4 X 12	48	2 X 12	24		120
TOTAL SAQA CREDITS								360

The National Diploma in Education is not time-based.

2.9 HOW TO DESIGN AND WRITE A UNIT OF LEARNING

Unit Standards describe the outcomes of learning and the standard of performance. They also describe what must be assessed. Unit Standards play a crucial role in defining what must be achieved as a result of learning, as well as what must be demonstrated in order to receive recognition (Hallendoff, 1997:171). Unit Standards must focus on outcomes of learning and leave it to educators to develop the learning side of things based on a thorough analysis of people's needs.

34

The principle of applied competence must be kept in mind throughout the programme design. There should be a core of fundamental fields in which Unit Standards will be developed which will form the basis for standard setting in other fields (DOE 1996:24). The following eight such fundamental standards generating fields have been implemented:

- Language Literacy and Communication
- Human and Social Sciences
- Technology
- Literary, Mathematics and Mathematical Sciences
- Natural Sciences
- Arts and Culture
- Economic and management Sciences
- Life Orientation

The purpose of a Unit Standard is to provide:
- an assessor document;
- a learner's guide; and
- an educator's guide for the preparation of learning material.

Step One

Determine the purpose of the qualification.

Step Two

Write the outcomes for the unit of learning. The outcomes may be from a single learning area or may form a unit, which integrates more than one area. The outcomes in the unit taken together provide a balance between academic dimension and occupational dimension.

The Technical Committee recommends using the following format:
Title
NQF level
Credits
Field and sub-field
Issue date

Review date

Purpose of the unit

Rules of access (Learning assumed to be in place)

Rules of combination

Core and elective exit level outcomes with assessment

Criteria, range statements and evidence requirements.

Step Three

Describe the assessment for the unit of learning. Assessment is an integral part of Outcomes-Based Education. Essential features to be considered are:

- The principle of integrated assessment
- Assessment Criteria
- Range Statements
- Evidence Requirements

The learner demonstrates complex learning that integrates knowledge, skills and values in a single performance (DOE, 1997k:115).

Good Unit Standards perform four main functions:

➢ The performance required, i.e. what the candidate must be able to do;

➢ The level and quality of the performance required, i.e. how well it must be done to achieve the Unit Standard;

➢ The scope of the performance required, i.e. what the parameters are within which the performance must take place; and

➢ How much evidence of what kind is required, i.e. how assessment is to be made (Phillips, 1997:51).

Phillips (1997:51) outlines the following Units Standard Critique Framework:

1. **The Title**
   - Is the title of the Unit Standard clearly expressed?
   - Does the title accurately reflect the content of the Unit Standard?
   - Does the title give a clear indication of what candidates must achieve in the Unit Standard?

36

2. **Purpose Statement**

   - Is the purpose statement written in the correct format?

   - Does the purpose statement cover all the specific outcomes and relate directly to the title?

   - Is the purpose statement concise?

3. **Learning Assumptions**

   - Do the learning assumptions apply directly to the Unit Standard?

   - Do the learning assumptions contain all the necessary information about preferred entry requirements?

   - Are the learning assumptions really appropriate?

4. **Credit Value**

   - Does the credit value accurately reflect the demands of the Unit Standard?

   - Does the credit value reflect the national design length required by SAQA?

5. **Learning Outcomes**

   - Do the specific outcomes relate directly to the title and purpose statement of the Unit Standards?

   - Is the working of each specific outcome clear enough to be understood – can it be prefaced by "the learners will be able to …"?

   - Are the specific outcomes written in terms of outputs?

   - Has the correct format been used?

   - Is each specific outcome sufficiently coherent to stand alone – has overlap been avoided?

   - Has the number of outcomes been kept to between three and five?

   - Is each specific outcome assessable?

   - Has each specific outcome at least one verb?

6.   Assessment Standards

- Does each assessment criterion relate directly to its specific outcome? The assessment standard may not require more than the one outcome).

- Is the number of assessment criteria appropriate in terms of covering all essential aspects of performance for the outcome?

- Can each assessment criterion be met by evidence provided?

- Is each assessment criterion free of ambiguity or subjectivity?

- Does each assessment criterion reflect an essential component of performance – not a list of tasks to be carried out?

- Is each assessment criterion written in the correct format?

- Does each assessment criterion only focus on one activity?

7.   Range Statements

- Is the range statement written in the correct format – critical categories?

- Does the range statement have at least two classes under any one critical category (a range should have more than one item in it)?

- Does the range statement look too long at first glance? (If so, try making assessment criterion more specific and remove items from the range).

- Does the range statement give a clear indication of the parameters for the outcome?

- Does the range statement exclude examples? (They should be under notes).

- Do the headings clearly link back to wording used for the learning outcome (or where applicable) in the assessment criteria?

- Is the range statement essential to the learning outcome and assessment standards?

2.10 SUMMARY

This chapter discussed literature relevant to the present research study. This includes the background to the present educational system in South Africa as well as a detailed explanation of the present system of standard setting and qualification development for

38

teacher education. The need for housing education is highlighted in the discussion of housing as a field of study.

Chapter three will give a detailed explanation of the research methodology and procedure implemented during the current research study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1   INTRODUCTION

The aim of this chapter is to discuss the research methodology used during the research. The chapter will present and discuss the research subjects, research method, research technique and the research procedure.

3.2   RESEARCH SUBJECTS

Seventy-four final year students of Esikhawini College of Education in KwaZulu Natal were the research subjects for this study. They consisted of students majoring in the following subjects; Technical drawing, Agriculture, Economics, Physics, Mathematics, Arts, Home Economics, Biology, Geography, IsiZulu, Accounting, Technology.

3.3   RESEARCH METHOD

The survey method was used to obtain the relevant data. In survey research the investigator selects a sample of subjects and administers a questionnaire or conducts interviews to collect data (Johnson *et al.,* 1995:36). Surveys produce quantitative information about the social world and describe features of people (Neuman, 1997:228). They are also used to explain or explore issues pertaining to the social world. Researchers usually measure many variables and test several hypotheses in a single survey (Neuman 1997:223).

In this research data on the socio-demographic background of respondents were obtained. The research also determined how much knowledge the subjects possessed on basic housing concepts.

3.3.1 CONSTRUCTING THE RESEARCH INSTRUMENT

A questionnaire was used as the research instrument in this study. It was developed to obtain demographic data from respondents and to determine their housing knowledge.

A questionnaire is one of many ways through which information can be obtained (Johnson & Joslyn, 1993:242). Questionnaires are educative since the learners can learn something in the process of filling in forms (Ngema, 1996:4). It is believed that respondents learnt something through the process of completing the questionnaire for this study. According to Neuman (1997:233), the following list of frequent problems should be avoided when compiling questionnaires:

Ambiguity, confusion and vagueness
Emotional language and prestige bias
Double-barreled questions
Leading questions
Questions that are beyond respondents' capabilities
Asking about future intentions
Double negatives
Overlapping or unbalanced response categories.

3.3.1.1   COMPILING THE QUESTIONNAIRE

The aspects discussed in Chapter Two pertaining to a questionnaire as research instrument were all considered while compiling the questionnaire. The questionnaire (Addendum A) was divided into two sections. The first section consisted of questions related to gender, age, marital status, home language, home town and majoring subjects of respondents.

The second section consisted of questions designed to determine the basic housing knowledge that the respondents possessed on sixteen housing education and training core concepts developed by Serfontein (2001;120) (See Table 3.2). Recommendations were made for the inclusion of these concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF. These questions were mostly open-ended. One of the advantages of an open-ended question is that it permits an unlimited number of possible answers but the disadvantage is that respondents give different and detailed answers. This makes comparisons and statistical analysis difficult.

41

A memorandum (Addendum B) for the section of the questionnaire that determined the student teachers' housing knowledge, was also compiled. Marks were allocated next to each question and this guided respondents on the weight of an answer expected.

TABLE 3.1 : DESCRIPTIONS OF CORE HOUSING CONCEPTS

Core Concepts for Housing Education and Training	Descriptions
Basic Housing Technology	This includes knowledge of the basic skills an individual or family needs in order to be able to make informed decisions regarding the planning, building, finishing-off, renovation and maintenance of a home.
Community	This is about the civic, social and economic components of community interaction and the role of each of these components when housing consumers acquire, adapt and maintain their own homes.
Cultural Aspects	This includes all the aspects of culture that influence the housing consumer when acquiring or keeping a home. It also includes the different types of traditional housing and architecture in South Africa.
Environment	Environment is described as the interaction of the macro-meso– and macro-environment with the individual and/or family and the interaction of the individual and/or family with the micro-, meso- and macro environment. The micro environment refers to the immediate environment or environment within the home, the meso-environment refers to the surrounding environment outside the home such as the neighourhood and the macro environment refers to the global environment that indirectly affects the micro and meso-environment and/or family live.
Financial Aspects	This includes affordability of housing, different sources of housing finance and financial responsibilities of the housing consumer once the financial commitment has been made.
Housing Consumerism	This deals with the rights and responsibilities of the

	housing consumer once a financial commitment has been made.
Housing Design and Decoration	This includes the various components and materials used in the design and decoration of the interior and exterior of a home. It includes the functional design and spatial planning of the interior and exterior of the home.
Housing Market	This refers to the economic role that housing plays in South Africa; the different phases included in the cycle; the role-players that are included in the cycle; and the factors affecting the housing market.
Housing Needs	This includes the factors affecting housing needs; housing needs in the family cycle, factors influencing choice of housing, housing needs of different and special groups.
Housing Policy	This includes the different housing related policies made by the various policy-makers in South Africa, housing and the constitution, the housing code.
Legal Aspects of Housing	These aspects describe the quotations, contracts and other legal transactions that a housing consumer would need to have a working knowledge of when acquiring or keeping a home.
Resource Management	This includes all the types of resources a housing consumer would require when acquiring and keeping a home, the knowledge of how to efficiently and effectively manage their use and how to generate resources.
Role-players in housing	This includes all the individuals, organisations and business that contribute to the housing process in South Africa, albeit state or private sector role-players.

Sources of Housing Information	This includes all the possible sources that a housing consumer could use to find information when acquiring and/or keeping a home.
Tenure Options	This includes the different types of tenure, the rights and responsibilities of the housing consumer that each type of tenure requires, and advantages and disadvantages of the different types of tenure to the housing consumer.
Types of Housing	This includes the different housing structures; the different types of materials that are used to make each type of structure and the different construction methods used when building each structure.

Source: Adapted from Serfontein (2001:132)

Table 3.2 gives an indication of the number of the questions in the questionnaire pertaining to a specific core-concept, the marks allocated, as well as the total marks per core concept.

TABLE 3.2 : NUMBER OF QUESTIONS AND MARKS ALLOCATED FOR EACH HOUSING CORE CONCEPT

Housing Core Concepts	Questions in questionnaire	Marks allocated for each question	Total marks per core concept
Community	7	2	
	8	2	4
Basic Housing Technology	9.1	1	
	9.2	2	3
Cultural Aspects	10	1	
	11	1	2
Financial Aspects	12	1	
	13	2	3
Housing Consumerism	14	2	
	15	2	4
Housing Design and Decoration	16	2	
	17	2	4

44

Housing Market	18	1	
	19	1	2
Housing Needs	20	2	
	21	2	4
Housing Policy	22	1	
	23	1	2
Legal Aspects of Housing	24	3	3
Role-players in Housing	25	3	
	28	2	
	29	3	8
Resource Management	26	3	
	27	1	4
Sources of Housing Information	30	1	
	31	3	4
Types of Housing	32	2	
	33	1	3
Tenure Options	34	2	
	35	2	
	36	2	6
Environment	37	2	
	38	2	4
TOTAL			60

The total marks for assessing the student teachers' knowledge in the questionnaire was sixty. The housing core concepts represent different domains, which varies in scope. As a result more questions were formulated for a wide than for a narrow domain. For the domain "Role Players in Housing" for example three questions were formulated and eight (8) marks allocated to it, but for the domain "Housing Policy" only two questions were formulated and two marks allocated.

3.3.1.2   TESTING THE QUESTIONNAIRE

Testing is the final stage in questionnaire construction (Bailey, 1994: 43). Pre-testing of the questionnaire was done to ensure the reliability and validity of the instrument. The

questionnaire was tested on a sample of ten first year Consumer Science students at the University of Zululand. The respondents gathered in a lecture hall, and the researcher explained to the respondents how the questionnaire was to be completed. They were assured of anonymity by the researcher, and were told that the data would be used for research purposes only. The respondents were given thirty minutes to complete the questionnaire.

After completion the scripts were collected. The scripts were marked according to the draft memorandum. For control, and to increase reliability, a tertiary housing lecturer and the study leader, who also evaluated the draft memorandum and made suggestions for improvement, remarked the scripts. Recommendations were made for improvement of the questionnaire and the memorandum, and were implemented.

3.3.2 ADMINISTERING THE QUESTIONNAIRE

The corrected questionnaire was administered in June 2000 at Esikhawini College of Education. The procedure used was the same as the procedure used in the initial testing of the questionnaire.

3.3.3 MARKING THE QUESTIONNAIRES

The researcher marked the scripts according to the memorandum. They were re-marked by a tertiary housing lecturer to ensure reliability. Any discrepancies in marks allocated were discussed with the study leader and a consensus decision was taken in each case.

3.4 SUMMARY

This chapter discussed the research methodology used during the research. It described how the questionnaire and the memorandum were designed and administered. The discussion also explained how the questionnaire was pre-tested and finally administered. In Chapter Four, the data collected is presented and discussed.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1   INTRODUCTION

The aim of this chapter is to present and discuss the data obtained during the research. The first section presents the socio-demographic profile of the respondents while the second section presents the results pertaining to the housing knowledge of respondents.

4.2   SOCIO-DEMOGRAPHIC PROFILE OF RESPONDENTS

The socio-demographic profile of seventy-four final student teachers at Esikhawini College of Education was determined. It consisted of age, gender, marital status, hometowns and majoring subject combination.

4.2.1 AGE

The age of respondents ranged from 18-34 years with an average of 24 years. Respondents aged 24 years presented the highest frequency, namely 13. There were no respondents in the age group 31 and 33 years. Only one respondent was 18 years old.

TABLE 4.1 : AGE OF RESPONDENTS

AGE	FREQUENCY	PERCENTAGE
18	1	1.4
19	2	2.7
20	6	8.1
21	6	8.1
22	8	10.8
23	11	14.9
24	13	17.6
25	7	9.5
26	6	8.1
27	3	4.1
28	4	5.4
29	1	1.4
30	3	4.1
31	0	0
32	1	1.4
33	0	0
34	2	2.7
TOTAL	**74**	**100**

For the purpose of further calculations the respondents were divided into two age categories namely 18-23 years and 24-34 years. The younger age group (18-23 years) included 34 respondents while 40 respondents were in the older (24-34 years) category.

4.2.2 GENDER

Question Two of the questionnaire (Addendum A) required of each respondent to indicate their gender.   Out of the total of 74 respondents 55 were females and 19 were males. Figure 4.1 represents the gender distribution of the respondents.

26%

MALES
FEMALES

74%
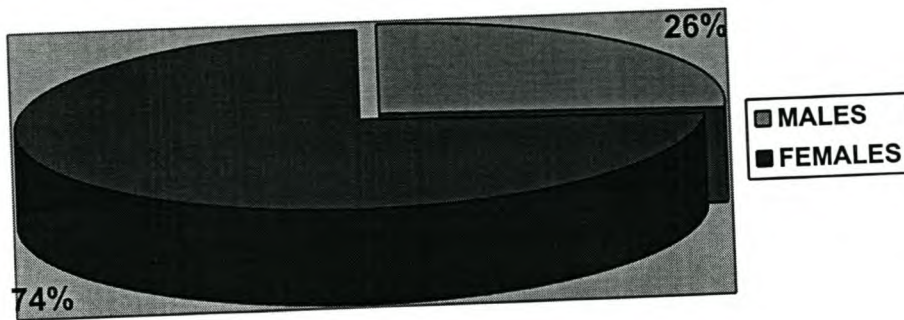
Figure 4.1: Gender distribution of the respondents

The fact that the respondents were predominantly females could be due to the fact that more females generally choose teaching as a profession. To some degree, the low status of teaching has prevailed because it has largely been women's work. Before the 1960s, a woman aspiring to a career had essentially two choices: nursing or teaching. Though women have more career options today, eight out of ten beginning teachers are still female (Anon, 1998:1).

4.2.3 MARITAL STATUS

Question Four of the questionnaire (Addendum A) required the respondents to give their marital status. (See Table 4.2). Ninety two percent of the respondents (92%) were single and therefore one can expect that they have not been involved in many housing related decisions. They were a very homogeneous group in this regard.

TABLE 4.2: MARITAL STATUS OF RESPONDENTS

MARITAL STATUS	FREQUENCY	PERCENTAGE
Single	68	91.9
Married	05	6.8
Divorced	01	1.4
TOTAL	74	100

As can be seen in Table 4.2 sixty-eight of the total respondents were single, five were married and one divorced. It is possible that married couples might have been involved in home purchasing and home-management processes.

4.2.4 GEOGRAPHIC LOCATION OF HOME RESIDENCE

The respondents were asked to indicate their hometowns in order to enable the researcher to ascertain how far they live from Esikhawini College of Education and whether all respondents came from KwaZulu Natal or from other provinces. Esikhawini College of Education is situated in Empangeni in KwaZulu Natal a few kilometers from Richards Bay and the University of Zululand. The hometowns were classified according to the educational regions of the KwaZulu Natal Province. The respondents represented eight educational regions. Seven of the regions were in KwaZulu Natal and one in the Eastern Cape. Table 4.3 displays the frequencies and percentages of respondents from each educational region.

TABLE 4.3: FREQUENCY OF RESPONDENTS FROM DIFFERENT EDUCATIONAL REGIONS

REGION	FREQUENCY	PERCENTAGE
Eastern Cape	3	4.1
Durban	6	8.1
Ladysmith	4	5.4
Ulundi	24	32.4
Pietermaritzburg	3	4.1
Portshepstone	3	4.1
Empangeni	27	36.5
Vryheid	4	5.4
TOTAL	**74**	**100**

It is apparent from Table 4.3 that most learners came from Empangeni (36.5%) and Ulundi (32.4%). Esikhawini College of Education falls under the Empangeni Educational region close to the Ulundi region. The educational regions were further classified as either urban or rural.

TABLE 4.4: FREQUENCY OF RESPONDENTS FROM RURAL AND URBAN REGIONS

REGION	URBAN	RURAL
Eastern Cape	-	3
Durban	6	-
Ladysmith	-	4
Ulundi	-	24
Pietermaritzburg	3	-
Port Shepstone	3	-
Empangeni	27	-
Vryheid	-	4
TOTAL	**39**	**35**

Table 4.4 shows that most respondents came from rural areas. This could have had an impact on the results of the housing knowledge of respondents as those from rural areas might not have had the same exposure to the different aspects of housing as their counterpart from urban areas.

4.2.5 SUBJECT COMBINATIONS

Esikhawini College of Education offers the subject combinations listed in Table 4.5. Learners could choose different combinations of majoring subjects. The strong emphasis placed by the Department of Education on "scarce subjects" such as Science and Mathematics could have had an influence on the subject combinations that learners chose to take.

TABLE 4.5: FREQUENCIES AND PERCENTAGES OF RESPONDENTS TAKING MAJORING SUBJECT COMBINATIONS

SUBJECT COMBINATION	FREQUENCY	PERCENTAGE	CUMULATIVE PERCENTAGE
Accounting and Economics	14	18.9	18.9
Agriculture and Biology	16	21.6	40.5
Arts and Geography	2	2.7	43.2

Biology and Home Economics	8	10.8	54.1
Biology and Mathematics	11	14.9	68.9
Geography and Zulu	1	1.4	70.3
Mathematics and Physics	11	14.9	85.1
Mathematics and Technical Drawing	3	4.1	89.2
Mathematics and Technology	8	10.8	100.0
TOTAL	**74**	**100.0**	

From Table 4.5 it is clear that the following subject combinations had a very low frequency of respondents taking them namely, Geography and IsiZulu, Arts and Geography, Mathematics and Technical Drawing. Agriculture and Biology, Accounting and Economics, Biology and Mathematics and Mathematics and Physics were the most popular subject combinations. Note that the combinations with Mathematics amounts to 44,7%.

Respondents had two subject majors each. The subject combinations were further classified into Social Sciences and Natural Sciences. This was necessary for further statistical analysis and comparison of the housing knowledge of these two groups.

The subjects were classified as follows:

Natural Sciences:

Technical Drawing, Technology, Agriculture, Physics, Mathematics, Home Economics and Biology

Social Sciences:

Economics, Arts, Geography, IsiZulu and Accounting

TABLE 4.6: NUMBER OF RESPONDENTS IN SOCIAL AND NATURAL SCIENCES

	Frequency	%
Social Sciences	17	23.0
Natural Sciences	57	77.0
TOTAL	**74**	**100**

Table 4.6 shows that the majority of respondents (77%) took subject combinations that were classified as Natural Sciences. This confirms the results shown in Table 4.5 where the following subjects namely Arts, Geography and IsiZulu, had a very low frequency of respondents taking them.

Table 4.7 shows the frequency and percentages of respondents taking individual majoring subjects.

TABLE 4.7: FREQUENCY AND PERCENTAGE OF RESPONDENTS TAKING INDIVIDUAL SUBJECTS

Subject	Frequency	Percentages
Technical Drawing	3	4.1
Technology	8	10.8
Agriculture	16	21.6
Economics	14	18.9
Physics	11	14.9
Mathematics	33	44.6
Arts	2	2.7
Home Economics	8	10.8
Biology	35	47.3
Geography	3	4.1
IsiZulu	1	1.4
Accounting	14	18.9
TOTAL	**74**	**100**

From Table 4.7, it is clear that a very low number of respondents took Arts (2,7%), Geography (4.1%), IsiZulu (1,4%) and Technical Drawing (4.1%). The most popular subjects were Biology (47.3%), Mathematics (44.6%), Agriculture (21.6%) and Economics (18.9%). The reason for this might be that "scarce subjects" had received special attention at Esikhawini College of Education from 1995-2000. These subjects had been identified as so called "scarce subjects" because of the scarcity of educators in Mathematics, Agriculture and Commercial subjects in schools in KwaZulu-Natal.

4.3   HOUSING   KNOWLEDGE   OF   RESPONDENTS

A knowledge test was developed using sixteen core concepts for Housing Education and Training to test the housing knowledge of respondents (Addendum A). It was important to test this knowledge because the researcher wanted to determine the level of housing knowledge of respondents, as this would inform the development of housing Unit Standards that would address the gaps in knowledge that existed.

In order to obtain a single score for each housing concept, the individual scores of the questions that represented each concept, were summarised. For example, "community" comprised of two questions of two marks each. This means that scores on this concept could range from 0 to 4. Table 4.8 shows the maximum scores on different housing concepts.

54

TABLE 4.8   POTENTIAL INDIVIDUAL MAXIMUM SCORE ON DIFFERENT HOUSING CONCEPTS

Concept	Max. score	Concept	Max score
Community	4	Housing Policy	2
Basic Housing Technology	3	Legal Aspects of Housing	3
Cultural Aspects	2	Role-players in Housing	8
Financial Aspects	3	Resource Management	4
Housing Consumerism	4	Sources of Housing information	4
Housing Design & Decoration	4	Types of Housing	3
Housing Market	2	Tenure Options	6
Housing Needs	4	Environment	4
TOTAL			**60**

For each respondent a total score out of sixty was calculated. Scores of respondents on the knowledge test were analysed according to gender, age, marital status, geographical location of home residences and majoring subject combination.

4.3.1   SCORES RECEIVED BY RESPONDENTS FOR DIFFERENT CONCEPTS

In order to ensure a comparison of scores across the sixteen housing concepts, the seventy-four respondents' total scores on each concept were converted to percentages. This was necessary because the potential maximum score for each concept differed. The mean scores and percentages of all the respondents on the sixteen housing concepts are shown in Table 4.9.

55

TABLE 4.9: MEAN SCORES AND PERCENTAGES OBTAINED BY RESPONDENTS ON THE SIXTEEN HOUSING CONCEPTS (N=74)

HOUSING CONCEPT	RAW SCORE			PERCENTAGE	
	Possible range	Mean	Highest Score Obtained	Mean	Highest % Obtained
Community	0-4	0.91	4	22.64	100
Basic housing Technology	0-3	0.50	2	16.67	67
Cultural Aspects of Housing	0-2	0.42	2	20.95	100
Financial Aspects of Housing	0-3	0.47	1	15.77	33
Housing Consumerism	0-4	1.19	4	29.73	100
Housing Design and Decoration	0-4	0.12	3	3.04	75
Housing Market	0-2	0.55	2	27.70	100
Housing Needs	0-4	1.16	4	29.05	100
Housing Policy	0-2	0.78	2	39.19	100
Legal Aspects of Housing	0-3	0.64	3	21.17	100
Resource Management	0-4	1.04	4	26.01	100
Role-players in Housing	0-8	2.08	6	26.01	75
Source of Housing Information	0-4	1.15	4	28.72	100
Types of Housing	0-3	0.11	2	3.60	67
Tenure Options	0-6	1.03	4	17.12	67
Environment	0-4	1.72	3	42.91	75

An inspection of the mean percentages in Table 4.9 shows that the respondents did not obtain a mean score of 50% in any one of the sixteen housing concepts. The highest score was 42.91% on the concept "Environment". The reason might be that out of nine subject combinations taken by respondents the following five subject combinations namely Agriculture and Biology, Arts and Geography, Biology and Home Economics, Biology and Mathematics and Geography and IsiZulu include some aspects of the concept

56

"Environment" in their programmes. The lowest score was 3.04% on the concept "Housing Design and Decoration". The reason might be that out of 12 individual subjects taken by respondents, as listed in Table 4.7, only three subjects included the concept "Housing Design and Decoration", namely Arts, Home Economics and Technology. Technology was introduced at Esikhawini College of Education in 1997 and the College did not have suitably qualified staff to teach the subject for a long time, so it was probably not taught effectively.

Table 4.10 lists the sixteen housing concepts from the lowest to the highest score obtained in each. This table also shows that the respondents had little knowledge of housing. The results shall be utilised to develop sixteen Unit Standards for Housing Education based on the sixteen housing concepts.

TABLE 4.10: AVERAGE SCORES OF RESPONDENTS ON THE SIXTEEN HOUSING CONCEPTS ORDERED FROM THE LOWEST AVERAGE SCORE (3.04%) TO THE HIGHEST AVERAGE SCORE (42,91%) AND CONCOMITANT CORE CONCEPTS

ORDER	HOUSING CONCEPT	AVERAGE SCORE (%)
1	Housing design and decoration	3.04
2	Types of housing	3.60
3	Financial aspects of housing	15.77
4	Basic housing technology	16.67
5	Tenure options	17.12
6	Cultural aspects of housing	20.95
7	Legal aspects of housing	21.17
8	Community	22.64
9	Resource management	26.01
10	Role-players in housing	26.01
11	Housing market	27.70
12	Source of housing information	28.72
13	Housing needs	29.05
14	Housing consumerism	29.73
15	Housing policy	39.19
16	Environment	42.91

The concepts on which the lowest scores were obtained relate to the technological aspects: design and decorating, types of housing and basic housing technology (see description of housing concepts, pp 64-66) as well as the financial aspects of housing.

4.3.2. HOUSING KNOWLEDGE OF RESPONDENTS BY AGE CATEGORY

The age distribution categories (18-23 and 24-34 years) were used to compare the scores of respondents on the 16 housing concepts. Table 4.11 shows the results of the t-tests and the average scores of the two age categories.

AGE

TABLE 4.11: MEAN SCORES OF RESPONDENTS IN TWO GEN~~DER~~ ~~AGE~~ CATEGORIES ON THE SIXTEEN HOUSING CONCEPTS

Concepts	Age categories	N	Mean	Std. Deviation	T	Sig. (2-tailed) (p)
Community	18 - 23 yrs	34	1.00	0.92	0.785	0.435
	24 - 34 yrs	40	0.83	0.98		
Basic housing Technology	18 - 23 yrs	34	0.41	0.61	-1.122	0.266
	24 - 34 yrs	40	0.57	0.64		
Cultural aspects of housing	18 - 23 yrs	34	0.41	0.56	-0.108	0.915
	24 - 34 yrs	40	0.43	0.50		
Financial aspects of housing	18 - 23 yrs	34	0.53	0.51	0.889	0.377
	24 - 34 yrs	40	0.43	0.50		
Housing consumerism	18 - 23 yrs	34	1.18	1.36	-0.071	0.944
	24 - 34 yrs	40	1.20	1.47		
Housing design and decoration	18 -23 yrs	34	0.21	0.64	1.352	0.184
	24 - 34 yrs	40		0.22		
Housing market	18 -23 yrs	34	0.50	0.71	-0.589	0.557
	24 - 34 yrs	40	0.60	0.74		
Housing needs	18 -23 yrs	34	1.15	1.02	-0.108	0.914
	24 - 34 yrs	40	1.18	1.17		
Housing policy	18 - 23 yrs	34	0.76	0.74	-0.202	0.841
	24 - 34 yrs	40	0.80	0.76		

Legal aspects of housing	18 - 23 yrs	34	0.59	0.61	-0.519	0.605
	24 - 34 yrs	40	0.68	0.80		
Resource management	18 - 23 yrs	34	0.79	0.77	-2.004	0.049
	24 - 34 yrs	40	1.25	1.17		
Role players in housing	18 - 23 yrs	34	2.12	1.79	0.156	0.877
	24 - 34 yrs	40	2.05	1.92		
Sources of housing inform.	18 - 23 yrs	34	1.12	1.23	-0.194	0.846
	24 - 34 yrs	40	1.18	1.30		
Types of housing	18 - 23 yrs	34		0.34	-0.921	0.360
	24 - 34 yrs	40	0.15	0.48		
Tenure options	18 - 23 yrs	34	1.09	1.22	0.413	0.681
	24 - 34 yrs	40	0.98	1.14		
Environment	18 - 23 yrs	34	1.76	0.92	0.425	0.672
	24 - 34 yrs	40	1.68	0.89		
Total	18 - 23 yrs	34	13.68	5.20	-0.245	0.807
	24 - 34 yrs	40	14.03	7.00		

Table 4.11 shows only one significant difference occurred between the mean scores of the respondents in the two age categories, namely on the concept "*resource management*" where the 24-34 years category scored significantly higher than the 18-23 years category. The reason might be that the 24-34 years group of respondents have had more housing related exposure and experience. Than their younger counterparts. They might have had homes where they had been involved in resource management.

4.3.3 HOUSING KNOWLEDGE OF RESPONDENTS BY GENDER CATEGORY

To compare the average scores of males and females on the sixteen housing concepts a series of t-tests of independent samples were run. The results of the t-tests, together with the mean score of males and females on the sixteen housing concepts, are shown in Figure 4.12.

TABLE 4.12: MEAN SCORES OF MALE AND FEMALE RESPONDENTS ON THE SIXTEEN HOUSING CONCEPTS

Concepts	Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed) (p)
Community	Female	55	1.02	1.01	1.756	0.083
	Male	19	0.58	0.69		
Basic housing Technology	Female	55	0.44	0.60	-1.503	0.137
	Male	19	0.68	0.67		
Cultural aspects of housing	Female	55	0.42	0.50	-0.20	0.984
	Male	19	0.42	0.61		
Financial aspects of housing	Female	55	0.40	0.49	-2.179	**0.033**
	Male	19	0.68	0.48		
Housing consumerism	Female	55	1.04	1.35	-1.602	0.114
	Male	19	1.63	1.54		
Housing design and decoration	Female	55	0.16	0.54	2.263	**0.028**
	Male	19	0.00	0.00		
Housing market	Female	55	0.35	0.58	-4.814	**0.000**
	Male	19	1.16	0.76		
Housing needs	Female	55	1.07	1.09	-1.195	0.236
	Male	19	1.42	1.12		
Housing policy	Female	55	0.71	0.71	-1.479	0.144
	Male	19	1.00	0.82		
Legal aspects of housing	Female	55	0.64	0.75	0.025	0.980
	Male	19	0.63	0.60		
Resource management	Female	55	0.95	0.89	-1.125	0.272
	Male	19	1.32	1.34		
Role players in housing	Female	55	1.76	1.61	-2.241	**0.034**
	Male	19	3.00	2.21		
Sources of housing inform.	Female	55	1.11	1.29	-0.458	0.648
	Male	19	1.26	1.19		

Types of housing	Female	55	0.05	0.30	-1.344	0.194
	Male	19	0.26	0.65		
Tenure options	Female	55	1.07	1.20	0.569	0.571
	Male	19	0.89	1.10		
Environment	Female	55	1.87	0.77	2.238	**0.035**
	Male	19	1.26	1.10		
Total	Female	55	13.05	6.03	-1.948	0.055
	Male	19	16.21	6.26		

Table 4.12 indicates that for five of the sixteen concepts the mean scores of males and females differed significantly ($p < 0.05$). For three of these concepts males obtained significantly higher scores, namely for "Financial aspects of housing", "Housing market" and "Role-players in housing". Females obtained significantly higher scores on housing design and decoration and environment.. The reason might be that, traditionally, females are made responsible for the design and decoration of the interior and exterior of a home. Housing education and training suggest that potential housing consumers need to be made aware of the way in which interior decoration contributes to the satisfaction of aesthetic needs (Serfontein, 2001:123). Females, especially in rural areas, stay at home, so they are exposed to the interactions between the individual and/or family and the environment. This might have had an impact on their basic knowledge of the "environment" concept.

4.3.4 HOUSING KNOWLEDGE OF RURAL AND URBAN RESPONDENTS

The respondents were asked to indicate their geographical home residences. They represented eight educational regions that were further classified into urban and rural areas. T-tests were used to compare the average score of rural and urban respondents on the sixteen housing concepts. Table 4.13 shows mean scores of rural and urban respondents on the sixteen housing concepts.

TABLE 4.13: MEAN SCORES OF RURAL/URBAN RESPONDENTS ON THE SIXTEEN HOUSING CONCEPTS

CONCEPTS	RURAL/ URBAN	N	MEAN	STD. DEVIATION	T	SIG. (2-TAILED) (P)
Community	Rural	35	0.86	0.85	-0.410	0.683
	Urban	39	0.95	1.05		
Basic Housing Technology	Rural	35	0.57	0.65	0.931	0.355
	Urban	39	0.44	0.60		
Cultural Aspects g	Rural	35	0.37	0.49	-0.737	0.464
	Urban	39	0.46	0.55		
Financial Aspects	Rural	35	0.43	0.50	-0.717	0.475
	Urban	39	0.51	0.51		
Housing Consumerism	Rural	35	1.20	1.43	0.062	0.951
	Urban	39	1.18	1.41		
Housing Design & Decoration	Rural	35	0.03	0.17	-1.723	0.092
	Urban	39	0.21	0.61		
Housing Market	Rural	35	0.49	0.74	-0.767	0.446
	Urban	39	0.62	0.71		
Housing Needs	Rural	35	0.97	1.15	-1.425	0.158
	Urban	39	1.33	1.03		
Housing Policy	Rural	35	0.77	0.77	-0.134	0.894
	Urban	39	0.79	0.73		
Legal Aspects	Rural	35	0.60	0.77	-0.399	0.691
	Urban	39	0.67	0.66		
Resource Management	Rural	35	1.14	1.14	0.811	0.420
	Urban	39	0.95	0.92		
Role-players in Housing	Rural	35	1.83	1.76	-1.115	0.269
	Urban	39	2.31	1.92		
Sources of Housing Information	Rural	35	1.34	1.24	1.264	0.210
	Urban	39	0.97	1.27		

Types of Housing	Rural	35	0.17	0.51	1.191	0.239
	Urban	39	0.05	0.32		
Tenure Options	Rural	35	0.94	1.28	-0.584	0.561
	Urban	39	1.10	1.07		
Environment	Rural	35	1.63	0.88	-0.792	0.431
	Urban	39	1.79	0.92		
Total	Rural	35	13.34	6.80	-0.683	0.497
	Urban	39	14.33	5.66		

Table 4.13 shows no significant differences between rural and urban respondents on any of the sixteen housing concepts. The hypothesis that there would be a difference between these two groups was therefore not confirmed. The reason might be that all respondents were black and their life experiences were more or less the same.

4.3.5 HOUSING KNOWLEDGE OF RESPONDENTS WITH DIFFERENT MAJORING SUBJECTS

The average scores of the respondents taking each specific subject were compared to those of the respondents not taking that particular subject. The results of the t-tests together with the average scores of those taking the subject and those that do not take the subject are shown in Tables 4.14 to 4.22.

4.3.5.1 Technology

Technology was the last subject to be introduced at Esikhawini College of Education. Learners who took the subject did not have any knowledge of the subject before coming to the college. The reason was that there were few schools if any, which offered Technology at a high school level in Kwazulu Natal. There were also problems with the availability of lecturers to teach the subject. There had been no effective teaching of Technology at Esikhawini College of Education.

A series of t-tests of independent samples were run to compare the average scores of respondents taking Technology as a subject and those not taking it. The results are shown in Table 4.14.

TABLE 4.14: MEAN SCORES OF RESPONDENTS TAKING TECHNOLOGY AND THOSE THAT DO NOT

Concepts	Technology	N	Mean	Std. Deviation	T	Sig. (2-tailed)(P)
Community	No	66	0.91	0.97	0.95	0.925
	Yes	8	0.88	0.83		
Basic Housing Technology	No	66	0.52	0.61	0.597	0.553
	Yes	8	0.38	0.74		
Cultural Aspects	No	66	0.42	0.53	0.250	0.804
	Yes	8	0.38	0.52		
Financial Aspects	No	66	0.48	0.50	0.581	0.563
	Yes	8	0.38	0.52		
Housing Consumerism	No	66	1.21	1.42	0.399	0.691
	Yes	8	1.00	1.41		
Housing Design and Decoration	No	66	0.14	0.49	0.778	0.439
	Yes	8	0.00	0.00		
Housing Market	No	66	0.56	0.73	0.222	0.825
	Yes	8	0.50	0.76		
Housing Needs	No	66	1.17	1.12	0.101	0.920
	Yes	8	1.13	0.99		
Housing Policy	No	66	0.80	0.73	0.636	0.527
	Yes	8	0.63	0.92		
Legal Aspects	No	66	0.62	0.72	-0.480	0.633
	Yes	8	0.75	0.71		
Resource Management	No	66	1.05	1.03	0.118	0.907
	Yes	8	1.00	1.07		
Role-players in Housing	No	66	2.11	1.87	0.332	0.741
	Yes	8	1.88	1.81		
Sources of Housing information	No	66	1.20	1.27	0.949	0.346
	Yes	8	0.75	1.16		

Types of Housing	No	66	0.12	0.45	0.761	0.449
	Yes	8	0.00	0.00		
Tenure Options	No	66	1.00	1.08	-0.568	0.572
	Yes	8	1.25	1.83		
Environment	No	66	1.82	0.80	2.089	0.071
	Yes	8	0.88	1.25		
Total	No	66	14.12	6.04	1.021	0.310
	Yes	8	11.75	7.50		

Only eight of the seventy-four respondents took Technology as a subject. Respondents taking Technology obtained higher mean scores (in comparison to those not taking Technology) on only two concepts namely "Legal Aspects of Housing" and "Tenure Options". On the concept "Housing Design and Decoration" respondents taking Technology obtained zero scores compared to those not taking Technology. Respondents taking Technology as a subject obtained lower scores on the concept "Basic Housing Technology" when compared to those who do not take Technology as a subject. It was expected that the respondents taking Technology would score higher in these two domains than those not taking the subject. The reason for this poor performance might be that the subject was not taught effectively.

Table 4.14 does not show any statistically significant differences between the mean scores of respondents taking Technology and those that do not, on any of the sixteen housing concepts. The total average score for respondents taking Technology was 11.75, which shows lower levels of knowledge on the housing concepts when compared to those who did not take it, with a total average of 14.12.

4.3.5.2   Agriculture

A comparison was made between the housing knowledge of respondents majoring in Agriculture and those majoring in other subjects. Table 4.15 displays the results of the t-tests.

TABLE 4.15: MEAN SCORES OF RESPONDENTS TAKING AGRICULTURE AND THOSE THAT DO NOT

Concepts	Agriculture	N	Mean	Std. Deviation	T	Sig. (2-tailed)(p)
Community	No	58	0.95	1.02	0.734	0.465
	Yes	16	0.75	0.68		
Basic Housing Technology	No	58	0.55	0.65	1.624	0.114
	Yes	16	0.31	0.48		
Cultural Aspects	No	58	0.40	0.49	-0.697	0.488
	Yes	16	0.50	0.63		
Financial Aspects	No	58	0.48	0.50	0.317	0.752
	Yes	16	0.44	0.51		
Housing Consumerism	No	58	1.28	1.50	1.242	0.223
	Yes	16	0.88	1.02		
Housing Design and Decoration	No	58	0.14	0.51	0.570	0.571
	Yes	16	0.06	0.25		
Housing Market	No	58	0.62	0.75	1.717	0.097
	Yes	16	0.31	0.60		
Housing Needs	No	58	1.24	1.13	1.185	0.240
	Yes	16	0.88	0.96		
Housing Policy	No	58	0.78	0.77	-0.173	0.863
	Yes	16	0.81	0.66		
Legal Aspects of Housing	No	58	0.66	0.74	0.458	0.649
	Yes	16	0.56	0.63		
Resource Management	No	58	1.12	1.06	1.285	0.203
	Yes	16	0.75	0.86		
Role-players in Housing	No	58	2.05	1.85	-0.258	0.797
	Yes	16	2.19	1.91		
Sources of Housing Information	No	58	1.07	1.30	-1.039	0.302
	Yes	16	1.44	1.09		
Types of Housing	No	58	0.10	0.41	-0.179	0.859
	Yes	16	0.13	0.50		

Tenure Options	No	58	1.07	1.18	0.584	0.561
	Yes	16	0.88	1.15		
Environment	No	58	1.66	0.93	-1.114	0.269
	Yes	16	1.94	0.77		
Total	No	58	14.16	6.53	0.764	0.447
	Yes	16	12.81	4.85		

Sixteen respondents out of seventy-four took Agriculture as a major subject. On all sixteen housing concepts no significant difference is displayed between respondents taking Agriculture and the group that does not.

Respondents taking Agriculture obtained higher mean scores in comparison to those not taking Agriculture on six concepts namely "Cultural aspects of housing" "Housing policy", "Role players in housing", "Sources of housing information", "Types of Housing" and "Environment". However, on the concept "Housing Market" respondents taking Agriculture scored almost half the score of respondents not taking Agriculture. Respondents taking Agriculture as a subject generally had lower total scores as those not taking Agriculture.

On all sixteen housing concepts no significant difference is displayed between respondents taking Agriculture and the group that does not.

4.3.5.2   Economics

A series of t-tests of independent samples were run to compare the mean scores of respondents taking Economics, and those not taking it on the sixteen housing concepts. The results are shown in Table 4.16.

TABLE 4.16: MEAN SCORES OF RESPONDENTS TAKING ECONOMICS AND THOSE THAT DO NOT

Concepts	Economics	N	Mean	Std. Deviation	T	Sig. (2-tailed) (p)
Community	No	60	0.88	0.92	-0.410	0.683
	Yes	14	1.00	1.11		

Basic Housing Technology	No	60	0.48	0.62	-0.472	0.638
	Yes	14	0.57	0.65		
Cultural Aspects	No	60	0.38	0.52	-1.214	0.229
	Yes	14	0.57	0.51		
Financial Aspects	No	60	0.42	0.50	-2.114	0.47
	Yes	14	0.71	0.47		
Housing Consumerism	No	60	1.20	1.47	0.136	0.893
	Yes	14	1.14	1.17		
Housing Design and Decoration	No	60	0.15	0.52	2.256	**0.027**
	Yes	14	0.00	0.00		
Housing Market	No	60	0.48	0.70	-1.764	0.082
	Yes	14	0.86	0.77		
Housing Needs	No	60	1.08	1.11	-1.284	0.203
	Yes	14	1.50	1.02		
Housing Policy	No	60	0.72	0.72	-1.622	0.109
	Yes	14	1.07	0.83		
Legal Aspects	No	60	0.60	0.64	-0.679	0.507
	Yes	14	0.79	0.97		
Resource Management	No	60	1.05	1.05	0.163	0.871
	Yes	14	1.00	0.96		
Role-players in Housing	No	60	1.97	1.90	-1.104	0.273
	Yes	14	2.57	1.60		
Sources of Housing Information	No	60	1.12	1.19	-0.451	0.654
	Yes	14	1.29	1.54		
Types of Housing	No	60	0.10	0.40	-0.338	0.736
	Yes	14	0.14	0.53		
Tenure Options	No	60	0.90	1.13	-1.971	0.053
	Yes	14	1.57	1.22		
Environment	No	60	1.77	0.89	0.999	0.321
	Yes	14	1.50	0.94		
Total	No	60	13.30	5.97	-1.640	0.105
	Yes	14	16.29	6.83		

68

Out of seventy-four respondents only fourteen took Economics as a subject. Of the sixteen housing concepts, only one concept, namely "Housing Design and Decoration", led to statistically significant differences between the scores of respondents taking Economics and those not taking it. A significant difference was found on the concept "Design and decoration". The respondents taking Economics obtained a mean score of 0.00 while those who do not take the subject obtained a mean score of 0.15. The significance was $p=0.027$. The total average score for the respondents taking Economics was 16.29 and those not taking Economics were 13.30. The table indicates that respondents taking Economics obtained higher mean scores for thirteen of the sixteen housing concepts.

4.3.5.3   Physics

A series of t-tests of independent samples were run to compare the mean scores of respondents taking Physics, and those not taking it on the sixteen housing concepts. The results are shown in Table 4.17.

TABLE 4.17 MEAN SCORES OF THE RESPONDENTS TAKING PHYSICS AND THOSE THAT DO NOT

Concepts	Physics	N	Mean	Std. Deviation	t	Sig. (2-tailed)(p)
Community	No	63	0.97	1.00	1.365	0.176
	Yes	11	0.55	0.52		
Basic Housing Technology	No	63	0.44	0.59	-1.861	0.067
	Yes	11	0.82	0.75		
Cultural Aspects	No	63	0.46	0.53	2.000	0.062
	Yes	11	0.18	0.40		
Financial Aspects	No	63	0.48	0.50	0.131	0.896
	Yes	11	0.45	0.52		
Housing consumerism	No	63	1.10	1.34	-1.379	0.172
	Yes	11	1.73	1.74		
Housing Design and Decoration	No	63	0.14	0.50	0.936	0.353
	Yes	11	0.00	0.00		
Housing Market	No	63	0.51	0.72	-1.318	0.192

	Yes	11	0.82	0.75		
Housing Needs	No	63	1.16	1.10	-0.064	0.949
	Yes	11	1.18	1.17		
Housing Policy	No	63	0.76	0.73	-0.602	0.549
	Yes	11	0.91	0.83		
Legal Aspects	No	63	0.68	0.74	1.376	0.173
	Yes	11	0.36	0.50		
Resource Management	No	63	0.98	0.92	-0.812	0.434
	Yes	11	1.36	1.50		
Role-players in housing	No	63	2.08	1.78	-0.019	0.985
	Yes	11	2.09	2.30		
Sources of Housing Information	No	63	1.21	1.28	0.944	0.348
	Yes	11	0.82	1.08		
Types of Housing	No	63	0.13	0.46	0.915	0.363
	Yes	11	0.00	0.00		
Tenure Options	No	63	1.08	1.22	0.920	0.361
	Yes	11	0.73	0.79		
Environment	No	63	1.68	0.91	-0.769	0.445
	Yes	11	1.91	0.83		
Total	No	63	13.86	6.21	-0.025	0.980
	Yes	11	13.91	6.46		

Out of a total of seventy-four respondents eleven took Physics. No statistically significant differences were found between the mean scores of respondents taking Physics and those who do not on the sixteen housing concepts.

The total mean score of the two groups of respondents were very similar, 13.86 for those who taking Physics compared to 13.91 for those who are not taking Physics as a major subject..

4.3.5.5   Mathematics

From the seventy-four respondents, thirty three took Mathematics as a majoring subject. Table 4.18 does show a statistically significant difference in the mean scores of respondents who took Mathematics and those who do not take it on the housing concept

"Housing Design and Decoration" (p= 0.027). A series of t-tests of independent samples were run to compare the mean scores of respondents taking Mathematics and those not taking it on the sixteen housing concepts. The results are shown in Table 4.18.

TABLE 4.18: MEAN SCORES OF THE RESPONDENTS TAKING MATHEMATICS AND THOSE THAT DO NOT

Concepts	Mathematics	N	Mean	Std. Deviation	t	Sig. (2-tailed) (p)
Community	No	41	1.05	1.09	1.453	0.151
	Yes	33	0.73	0.72		
Basic Housing Technology	No	41	0.39	0.54	-1.660	0.102
	Yes	33	0.64	0.70		
Cultural Aspects	No	41	0.51	0.55	1.764	0.082
	Yes	33	0.30	0.47		
Financial Aspects	No	41	0.56	0.50	1.700	0.093
	Yes	33	0.36	0.49		
Housing Consumerism	No	41	1.29	1.33	0.701	0.486
	Yes	33	1.06	1.52		
Housing Design and Decoration	No	41	0.22	0.61	2.293	**0.027**
	Yes	33	0.00	0.00		
Housing Market	No	41	0.54	0.71	-0.230	0.819
	Yes	33	0.58	0.75		
Housing Needs	No	41	1.27	1.14	0.926	0.358
	Yes	33	1.03	1.05		
Housing Policy	No	41	0.85	0.69	0.898	0.372
	Yes	33	0.70	0.81		
Legal Aspects	No	41	0.73	0.81	1.304	0.196
	Yes	33	0.52	0.57		
Resource Management	No	41	0.95	0.89	-0.809	0.422
	Yes	33	1.15	1.18		
Role-players in Housing	No	41	2.24	1.73	0.843	0.102
	Yes	33	1.88	2.00		
Sources of Housing Information	No	41	1.32	1.39	1.328	0.188
	Yes	33	0.94	1.06	1.328	

Types of Housing	No	41	0.17	0.54	1.559	0.125
	Yes	33	0.03	0.17		
Tenure Options	No	41	1.07	1.15	0.376	0.708
	Yes	33	0.97	1.21		
Environment	No	41	1.83	0.80	1.181	0.242
	Yes	33	1.58	1.00		
Total	No	41	15.00	6.22	1.781	0.079
	Yes	33	12.45	5.97		

Respondents who did not take Mathematics included those who took subjects like Technical Drawing and Biology. Those respondents stood a good chance of scoring higher on the sixteen housing concepts than those taking Mathematics as a subject because some of the basic housing concepts were included in their subjects e.g. Biology (which included Environment –and pollution), and Technical Drawing (which included Design Aspects and drawing on scale). The total mean score shows that respondents who take Mathematics had a lower level of knowledge of the housing concepts compared to those who did not take Mathematics.

4.3.5.6   Home Economics

Eight of the respondents took Home Economics as a majoring subject. A series of t-tests of independent samples were run to compare the mean scores of respondents taking Home Economics and those not taking it on the sixteen housing concepts. Table 4.19 shows significant differences on some of the scores.   The results are shown in Table 4.19.

TABLE 4.19: MEAN SCORES OF RESPONDENTS TAKING HOME ECONOMICS AND THOSE THAT DO NOT

Concepts	Home Economics	N	Mean	Std. Deviation	T	Sig. (2-tailed) (p)
Community	No	66	0.79	0.81	-2.071	0.074
	Yes	8	1.88	1.46		
Basic housing Technology	No	66	0.53	0.64	1.544	0.152
	Yes	8	0.25	0.46		
Cultural Aspects	No	66	0.42	0.53	0.250	0.804
	Yes	8	0.38	0.52		
Financial Aspects	No	66	0.45	0.50	-0.905	0.369
	Yes	8	0.63	0.52		
Housing Consumerism	No	66	1.00	1.30	-3.569	**0.001**
	Yes	8	2.75	1.39		
Housing Design and Decoration	No	66	0.02	0.12	-2.604	**0.035**
	Yes	8	1.00	1.07		
Housing Market	No	66	0.55	0.73	-0.292	0.771
	Yes	8	0.63	0.74		
Housing Needs	No	66	1.09	1.02	-1.150	0.284
	Yes	8	1.75	1.58		
Housing Policy	No	66	0.79	0.77	0.200	0.845
	Yes	8	0.75	0.46		
Legal Aspects	No	66	0.61	0.70	-1.007	0.317
	Yes	8	0.88	0.83		
Resource Management	No	66	1.03	1.07	-0.245	0.807
	Yes	8	1.13	0.64		
Role-players in Housing	No	66	2.09	1.86	0.130	0.897
	Yes	8	2.00	1.85		
Sources of Housing Information	No	66	1.11	1.18	-0.588	0.574
	Yes	8	1.50	1.85		
Types of Housing	No	66	0.09	0.38	-1.002	0.320
	Yes	8	0.25	0.71		

Tenure Options	No	66	1.06	1.20	0.707	0.482
	Yes	8	0.75	0.89		
Environment	No	66	1.65	0.92	-1.805	0.075
	Yes	8	2.25	0.46		
Total	No	66	13.27	5.97	-2.437	0.017
	Yes	8	18.75	6.34		

Scores for the concepts "Housing design and decoration" (p= 0.035) and "Housing Consumerism" (p=0.001) showed significant differences. For both concepts the mean scores of respondents taking Home Economics were statistically significantly higher than those that do not take the subject. . Respondents taking Home Economics as a subject scored higher on eleven of the concepts when compared to those respondents who do not follow the subject. Home Economics respondents showed a better understanding of these, as well as other concepts, whereas the other respondents showed little understanding of these concepts.

The reasons for the higher scores are firstly that students majoring in Home Economics at Esikhawini College of Education must have done Home Economics at high school level. She is obviously also trained at the college to facilitate learning of learners enrolled for the Home Economics programmes for grades seven to twelve.

4.3.5.7   Accounting

Of the seventy-four respondents fourteen took Accounting as a subject. A series of t-tests of independent samples were run to compare the mean scores of respondents taking Accounting and those taking other subjects, on the sixteen housing concepts. The results are shown in Table 4.20

TABLE 4.20 TOTAL MEAN SCORES OF RESPONDENTS TAKING ACCOUNTING AND THOSE THAT DO NOT

Concepts	Accounting	N	Mean	Std. Deviation	T	Sig. (2-tailed)(P)
Community	Yes	14	1.00	1.11	0.410	0.683
	No	60	0.88	0.92		
Basic Housing Technology	Yes	14	0.57	0.65	0.472	0.638
	No	60	0.48	0.62		
Cultural Aspects	Yes	14	0.57	0.51	1.214	0.229
	No	60	0.38	0.52		
Financial Aspects	Yes	14	0.71	0.47	2.114	**0.047**
	No	60	0.42	0.50		
Housing Consumerism	Yes	14	1.14	1.17	-0.136	0.893
	No	60	1.20	1.47		
Housing Design and Decoration	Yes	14	0.00	0.00	-2.256	**0.028**
	No	60	0.15	0.52		
Housing Market	Yes	14	0.86	0.77	1.764	0.082
	No	60	0.48	0.70		
Housing Needs	Yes	14	1.50	1.02	1.284	0.203
	No	60	1.08	1.11		
Housing Policy	Yes	14	1.07	0.83	1.622	0.109
	No	60	0.72	0.72		
Legal Aspects of Housing	Yes	14	0.79	0.97	0.876	0.507
	No	60	0.60	0.64		
Resource Management	Yes	14	1.00	0.96	-0.163	0.871
	No	60	1.05	1.05		
Role-players in Housing	Yes	14	2.57	1.60	1.104	0.273
	No	60	1.97	1.90		
Sources of Housing Information	Yes	14	1.29	1.54	0.451	0.654
	No	60	1.12	1.19		
Types of Housing	Yes	14	0.14	0.53	0.338	0.736
	No	60	0.10	0.40		
Tenure Options	Yes	14	1.57	1.22	1.971	0.053
	No	60	0.90	1.13		

Environment	Yes	14	1.50	0.94	-0.999	0.321
	No	60	1.77	0.89		
Total	Yes	14	16.29	6.83	1.640	0.105
	No	60	13.30	5.97		

Table 4.20 shows that there were statistically significant differences on the scores of two core concepts, namely "Financial" Aspects" (p=0.047) and "Housing Design and Decoration" (p=0.028). Accounting respondents showed a better understanding of the concept "Financial Aspects" and no understanding of the entire "Housing Design and Decoration". The reason might be that the concept "Financial Aspects" is included in "Accounting" and "Housing Design and Decoration" not. However the respondents taking Accounting scored lower on the concepts "Housing Consumerism" and "Resource Management" in comparison to those that did not take this subject. This is contrary to the expectation that Accounting students should have a good knowledge of all aspects relating to finances.

The total mean score indicates that respondents taking Accounting scored higher than those that did not do so.

4.3.5.8   Biology

Out of seventy-four respondents thirty-five took Biology as a subject. A series of t-tests of independent samples were run to compare the mean scores of respondents taking Biology and those taking other subjects, on the sixteen housing concepts. The results are shown in Table 4.21.

TABLE 4.21 : MEAN SCORES OF RESPONDENTS TAKING BIOLOGY AND THOSE THAT DO NOT

Concepts	Biology	N	Mean	Std. Deviation	t	Sig. (2-tailed)(p)
Community	No	39	0.79	0.89	-1.054	0.296
	Yes	35	1.03	1.01		
Basic housing Technology	No	39	0.59	0.68	1.311	0.194
	Yes	35	0.40	0.55		

Cultural Aspects	No	39	0.38	0.49	-.0592	0.556
	Yes	35	0.46	0.56		
Financial Aspects	No	39	0.51	0.51	0.717	0.475
	Yes	35	0.43	0.50		
Housing Consumerism	No	39	1.26	1.43	0.430	0.668
	Yes	35	1.11	1.41		
Housing Design and Decoration	No	39	0.00	0.00	-2.315	**0.027**
	Yes	35	0.26	0.66		
Housing Market	No	39	0.74	0.79	2.495	**0.015**
	Yes	35	0.34	0.59		
Housing Needs	No	39	1.26	1.02	0.777	0.440
	Yes	35	1.06	1.19		
Housing Policy	No	39	0.82	0.82	0.445	0.658
	Yes	35	0.74	0.66		
Legal Aspects of Housing	No	39	0.64	0.78	0.074	0.941
	Yes	35	0.63	0.65		
Resource Management	No	39	1.08	1.16	0.320	0.750
	Yes	35	1.00	0.87		
Role-players in Housing	No	39	2.18	1.93	0.481	0.632
	Yes	35	1.97	1.77		
Sources of Housing Information	No	39	0.95	1.23	-1.455	0.150
	Yes	35	1.37	1.26		
Types of Housing	No	39	0.08	0.35	-0.665	0.508
	Yes	35	0.14	0.49		
Tenure Options	No	39	1.10	1.25	0.584	0.561
	Yes	35	0.94	1.08		
Environment	No	39	1.44	1.02	-3.056	**0.003**
	Yes	35	2.03	0.62		
Total	No	39	13.82	6.79	-0.64	0.949
	Yes	35	13.91	5.58		

Out of seventy-four respondents thirty five took Biology as a subject. On the sixteen housing concepts only showed statistically significant differences between the mean scores of respondents who take Biology and those who do not take it. Those that took

Biology obtained significantly higher scores on the "Housing Design and Decoration" concept (p=0.027). From the table it is clear that respondents who took Biology obtained 0.34 on the concept "Housing Market", while respondents who did not take it obtained 0.74. This difference was statistically significant (p=0.015). However on the concept "Environment" the respondents taking Biology scored significantly higher than those not taking it as a subject (p=0.003). The total mean scores of the two groups of respondents were however very similar.

4.3.5.9.   Arts, Geography and isiZulu

No series of t-tests of independent samples were run for Arts, Geography and isiZulu, because the subjects had very few respondents, as indicated in the subject combination table (Table 4.3).

4.3.6 HOUSING KNOWLEDGE OF RESPONDENTS DOING NATURAL AND SOCIAL SCIENCES

The mean scores of respondents doing subjects categorised as either Natural or Social Sciences were compared on the sixteen housing concepts. The results are presented in Table 4.22.

TABLE 4.22: MEAN SCORES OF RESPONDENTS TAKING SUBJECTS CATEGORISED AS NATURAL OR SOCIAL SCIENCES

CONCEPTS	Science	N	Mean	Std. Deviation	t	Sig. (2-tailed) (p)
Community	Soc. Sciences	17	23.53	27.20	0.175	0.861
	Nat. Sciences	57	22.37	22.99		
Basic Housing Technology	Soc. Sciences	17	17.65	20.81	0.220	0.827
	Nat. Sciences	57	16.37	21.01		
Cultural Aspects	Soc. Sciences	17	29.41	25.36	0.153	0.130
	Nat. Sciences	57	18.42	26.10		
Financial Aspects	Soc. Sciences	17	21.57	16.42	1.646	0.104
	Nat. Sciences	57	14.04	16.60		
Housing Consumerism	Soc. Sciences	17	25.00	27.95	0.732	0.469
	Nat. Sciences	57	31.14	37.29	.	

78

Housing Design and Decoration	Soc. Sciences	17	.00	.00	-	0.028
	Nat. Sciences	57	3.95	13.19	2.260	
Housing Market	Soc. Sciences	17	35.29	38.59	0.985	0.328
	Nat. Sciences	57	25.44	35.51		
Housing Needs	Soc. Sciences	17	35.29	25.09	1.069	0.289
	Nat. Sciences	57	27.19	28.06		
Housing Policy	Soc. Sciences	17	47.06	41.35	0.992	0.324
	Nat. Sciences	57	36.84	36.01		.
Legal Aspects	Soc. Sciences	17	27.45	31.70	0.998	0.330
	Nat. Sciences	57	19.30	20.84		
Resource Management	Soc. Sciences	17	26.47	25.72	0.083	0.934
	Nat. Sciences	57	25.88	25.86		
Role-players in Housing	Soc. Sciences	17	30.15	19.79	0.839	0.404
	Nat. Sciences	57	24.78	24.03		
Sources of Housing Information	Soc. Sciences	17	27.94	36.32	-	0.909
	Nat. Sciences	57	28.95	30.17	0.115	
Types of Housing	Soc. Sciences	17	5.88	17.62	0.755	0.453
	Nat. Sciences	57	2.92	13.03		
Tenure Options	Soc. Sciences	17	23.53	20.46	1.560	0.123
	Nat. Sciences	57	15.20	18.97		
Environment	Soc. Sciences	17	38.24	21.86	-	0.333
	Nat. Sciences	57	44.30	22.67	0.976	
TOTAL	Soc. Sciences	17	25.49	11.22	1.084	0.282
	Nat. Sciences	57	22.40	10.05		

Table 4.22 shows no significant difference between the mean scores of respondents taking subjects categorised as Natural Sciences and Social Sciences. The reason could be that some respondents doing subjects categorised as Social Sciences at college, e.g. Arts and Geography, were doing subjects categorised as Natural Sciences at a high school level. This could put them at the same level with those learners who major in subjects categorised as Natural Sciences at college level. For example, since 1995 no respondent has ever been admitted at Esikhawini College who had done Art at high school level.

The mean score for Social Sciences respondents on the concept "Housing Design and Decoration" was 0. The reason might be that the following subjects, namely Technology, Home Economics, Mathematics and Technical Drawing that were classified as Natural Sciences included aspects of the concept in different ways. For example, Technology deals with design of equipment, different types of material, etc., which is part of the housing concept, so respondents doing these subjects are acquainted with this concepts as compared to those doing subjects, categorised as Social Sciences.

The data obtained in this research study clearly indicates that the housing knowledge of the respondents was very limited. This lack of knowledge regarding housing will be addressed by the development of Unit Standards that should be included in teacher education programmes and qualifications.

4.4   SUMMARY

In this chapter, socio-demographic data of respondents were presented, hypotheses were tested and results were discussed. A list of the subject combinations offered at Esikhawini College of Education was also given. Frequencies and percentages of the respondents' mean scores obtained on the housing knowledge test were calculated and presented. The scores of respondents majoring in different subjects were also calculated and compared to those not taking the specific subject and tested for significant differences.

 The subjects were further classified into Social and Natural Sciences for the purpose of further calculations. The basic housing knowledge of the final-year learners of Esikhawini College of Education (pertaining to sixteen housing concepts that had been identified and described by Serfontein (2001:120)) was poor. If this is a reflection of the standard of housing knowledge of student teachers in general, immediate action will have to be taken to correct this situation.

Chapter Five will present the sixteen housing Unit Standards that were developed for inclusion in teacher training programmes in South Africa.

CHAPTER FIVE: THE DEVELOPMENT OF AN ILLUSTRATIVE UNIT STANDARD FOR HOUSING EDUCATION AND TRAINING

5.1 INTRODUCTION

The data collected by the survey (see Chapters Three and Four) formed the background for the development of an illustrative Housing Unit Standard. The research indicated that the respondents did not possess adequate basic housing knowledge. The development of Unit Standards has been identified as a necessity since the Department of Housing stated that there is extensive evidence that housing consumers are not adequately informed of their rights and corresponding obligations. The Department further stated that this lack of information resulted in poor housing decision-making, a general failure to perceive home ownership as an investment, inadequate knowledge of the housing process, of policies including government housing subsidy schemes, and the various role-players involved. The development and implementation of housing Unit Standards will enable student teachers to acquire relevant housing knowledge and will facilitate the teaching of housing education effectively in schools. The Department of Housing suggested that the best method of ensuring that all South Africans are suitably exposed to housing concepts in the medium to long term, is to include them into the education curriculum (Department of Housing, 2002:3).

The development of Housing Unit Standards should be in line with Outcomes Based Education principles, and should fill the gaps created by the old South African Education system. According to the Department of Housing (2002:30) the following are some of the problems experienced in consumer housing education.

- Housing Consumer Education Packages are/were not independent and are/were often biased towards the requirements of the provider of the housing consumer education.
- Housing Consumer Education Packages are/were not uniform, accredited or accessible.
- Some Housing Consumer Education Packages are/were reactive to problems in the housing environment, and accordingly are/were not on-going or pre-emptive in nature.

- Duplication of Housing Consumer Education Programmes occurred due to a fragmented housing education sector.

- Some Housing Consumer Education Programmes were focused on awareness, not education, and accordingly did not measure the empowerment of housing consumers, and

- Housing Consumer education programmes were not sustainable due to limited funding.

It is important that quality control be built into the provision of Housing Education Programmes by developing and implementing Unit Standards. In view of the dire need for maximising efficiency in Housing Consumer Education and to nationalise learning outcomes, the aim of this section of the research was to develop an illustrative Housing Unit Standard that could serve as an example for the development of further Unit Standards that could be implemented in teacher education programmes. In the National Diploma in Education one hundred and twenty SAQA credits are allocated to elective outcomes. It is proposed that Housing Unit Standards should be developed so that student teachers may specialize in Housing by including these unit standards in their study programme under the elective credits.

5.2 ILLUSTRATIVE HOUSING UNIT STANDARD

1. TITLE: DESCRIBE HOW CULTURE INFLUENCES HOUSING DESIGN AND DECORATION

2. LEVEL OF THE NQF: 5
3. CREDITS: 12
4. FIELD: Physical Planning and Construction
   Sub Field: Housing
5. PURPOSE:

Candidates who achieve the outcomes described in this unit standard will be able to demonstrate a deep understanding of different South African cultures, as expressed through different aspects of housing design and decoration. These candidates will be capable of:

- Identifying and describing different cultures in South Africa
- Identifying factors influencing housing design in different South African cultures

82

- Designing and decorating a home that reflects unique characteristics of a specific culture

6. LEARNING ASSUMED TO BE IN PLACE:

Candidates accessing this qualification will have demonstrated competence in communicating verbally and in writing at NQF Level 3 or the equivalent.

7. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: **Identify and describe different cultures in South Africa, as expressed through housing decoration and design**

Assessment Criteria

1.1 The identification and description of different cultures demonstrates a deep understanding of different cultures in South Africa.

1.2 The description of **different cultures** in South Africa is accurate, complete and current.

1.3 The description of **different cultures** in South Africa demonstrates a deep understanding of the unique features of each culture and how it is expressed through housing design and decoration.

1.4 The description of **different cultures** in South Africa uses the correct terminology

Specific Outcome 2: **Identify and describe factors influencing housing design in different South African cultures**

Assessment Criteria

2.1 The identification of factors influencing housing design demonstrates an understanding of features that are unique in housing design of different South African cultures

2.2 The description of factors influencing housing design in different South African cultures is accurate, complete and current.

2.3 The description of factors influencing housing design in different South African cultures demonstrates a deep understanding of these different cultures.

2.4   The description of factors influencing housing design in different South African cultures uses the correct terminology

Specific Outcome 3:   **Design a home that reflects the unique characteristics of a specific culture.**

Assessment Criteria

3.1   The design of the home is neat

3.2   The design of the home is accurate and complete

3.3   The design of the home complies with all **design principles**

3.4   The design of the home demonstrate a deep understanding of the characteristics of a specific culture

Specific Outcome 4:   **Decorate a home that reflects the unique characteristics of a specific culture**

Assessment Criteria

4.1   The decoration of the home complies with **design and decorating principles**

4.2   The decoration of the home demonstrates a deep understanding of the characteristics of a specific culture

8. ACCREDITATION:

Providers offering learning towards this standard will be accredited by the appropriate Educational and Training Quality Assurance Body (ETQA), namely the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE).

9. ASSESSMENT AND MODERATION

Assessors assessing this standard should be qualified against Assmt 01 and should be registered with the appropriate ETQA, in collaboration with the ETDPSETA. Moderators should comply with the requirements as stipulated by that ETQA and by the ETDPSETA.

10. RANGE STATEMENT:

- **Different cultures** in South Africa include traditional Zulu, Xhosa, Ndebele, Sotho, Venda, and contemporary Western cultures
- **Factors influencing housing design** include norms, values, lifestyle, education, income, urbanisation, climate, typography
- **Design and decorating principles** include harmony, emphasis, rhythm, balance, scale, colour, texture

11. NOTES:

EMBEDDED KNOWLEDGE:

- Socio-cultural aspects of housing
- Design and decoration principles of housing
- Factors influencing housing-related decisions
- The decision-making process

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

1. Identify and solve housing-related problems in a manner that displays that responsible decisions using critical and creative thinking have been made.

2. Organise and manage oneself and one's activities responsibly and effectively when making housing-related decisions relating to the design and decoration of a home.

3. Collect, analyse, organise and critically evaluate information in order to make well-informed housing-related decisions.

4. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation when designing and decorating a home.

5. Use science and technology effectively and critically, showing responsibility towards the environment and health of others, when designing and decorating a home.

6. Demonstrate an understanding of the world as a set of related systems by recognising that the solution of housing-related problems occur within a socio-cultural context.

5.3 SUMMARY

Chapter Five presented the illustrative Housing Unit Standard developed.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The main objective of the research, as stated in Chapter One, was to develop an illustrative Unit Standard for Housing Education and Training at Levels Five of the National Qualifications Framework (NQF).

The secondary objectives were:

- To determine the housing knowledge of the final year student teachers at Esihawini College of Education
- To develop an illustrative Unit Standard for Housing Education and Training in order to address the needs that exist in this regard
- To make recommendations for the inclusion of the developed illustrative Unit Standard for Housing Education and Training in the teacher qualification programmes of student teachers at tertiary institutions in South Africa.

The conclusions that have been reached for each of the objectives, as well as the recommendations made, are presented in the next section.

6.2 CONCLUSIONS REGARDING BASIC HOUSING KNOWLEDGE OF THE FINAL YEAR STUDENT TEACHERS AT ESIKHAWINI COLLEGE OF EDUCATION

The sixteen housing concepts identified by Serfontein (2001:120) were used to develop a questionnaire to determine the basic housing knowledge of the final year students of Esihawinin College of Education who had never followed a course in Housing before. The results of the survey revealed that student teachers majoring in different subjects had very little knowledge of housing. The students were therefore not equipped with housing knowledge to teach Housing effectively to learners in the Further Education and Training Band (FET) of the NQF. In order to realise the Department of Housing's objective of introducing Housing concepts in the formal education system, an illustrative Unit Standard for Housing Education and Training was developed. The development and implementation of further Housing Unit Standards in teacher education qualifications would enable educators to be equipped with necessary knowledge, skills and attitudes with

87

regard to housing to enable them to teach effectively and competently at the FET level. Competent housing teachers would assist in introducing housing concepts as a compulsory component in formal education, in line with the aims of the Department of Housing.

6.3 CONCLUSIONS REGARDING THE DEVELOPED ILLUSTRATIVE UNIT STANDARD FOR HOUSING

The sixteen core concepts identified by Serfontein (2001:120) could serve as the basis for the development of further Housing Unit Standards that could be introduced in teacher education qualifications as part of the elective credits. According to the Norms and Standards for Teacher Education and Training, elective outcomes for the National Diploma in Education (NDE) should account for be 48 credits at NQF Level four, for 48 credits at Level Five and for 24 SAQA credits at Level 6. Ten Unit Standards, which carry a weight of a total of 120 credits, could be developed in order to equip teacher with sufficient housing knowledge and skills to teach effectively and competently.

6.4 RECOMMENDATIONS FOR THE INCLUSION OF THE ILLUSTRATIVE UNIT STANDARD IN THE TEACHER QUALIFICATION PROGRAMMES FOR STUDENT TEACHERS

Providers of teacher qualification programmes have the discretion to weigh different areas of learning as they see fit within the 120 elective credits as long as the minimum requirement of credits are achieved (DOE 1997k:104). In the case of the illustrative Unit Standard for Housing Education and Training it is recommended that the 120 credits for elective outcomes be divided between housing and the second major subject for example Technology. This recommendation would enable the student teacher to be more versatile and to be able to teach more than one subject.

Although the researcher would like to see a well qualified housing teacher the reality is that Housing is not a taught subject at school level, and it would therefore be wise to combine Housing and, for example, Technology. It is recommended that further Housing Unit Standards be developed and included in teacher qualification programmes at Levels Four, Five and Six, and also in upgrading qualification programmes for already qualified teachers.

6.5 GENERAL CONCLUSIONS

The illustrative Unit Standard developed can equip student teachers with housing knowledge and skills, and enable them to teach learners competently. The inclusion of the illustrative Unit Standard for Housing Education and Training in the teacher training programmes will not only assist Housing teachers specialising in Housing Education and Training, but also those student teachers doing other subjects. Teachers that are already teaching in schools can also benefit from the inclusion of the Unit Standard in their upgrading qualification programmes.

6.6 GENERAL RECOMMENDATIONS

It is strongly recommended that the illustrative Unit Standard for Housing is presented to the Standards Generating Body for Housing who could use it as an input in generating Unit Standards for Housing Education and Training. The SGB can present the Unit Standards to the National Standards Body that recommend standards and qualifications to the South African Qualification Authority for registration purposes. The appropriate NSB is 12, which is the Physical Planning and Construction Field.

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HOUSING EDUCATION QUESTIONNAIRE FOR THIRD YEAR LEARNERS AT ESIKHAWINI COLLEGE OF EDUCATION

1. What is your age in completed years? _____

2. What is your sex?

Female	1
Male	2

3. What is your home language? _____

4. What is your marital status?

Married	Single	Divorced	Widowed	Separated
1	2	3	4	5

5. What is the name of your hometown? _____

6. Indicate your two major subjects

    _____

    _____

7. What can communities do to improve community participation in housing projects?

    _____

    _____

8. Why is community participation in housing development important?

    _____

    _____

9.   Study the diagram below and answer the following two questions
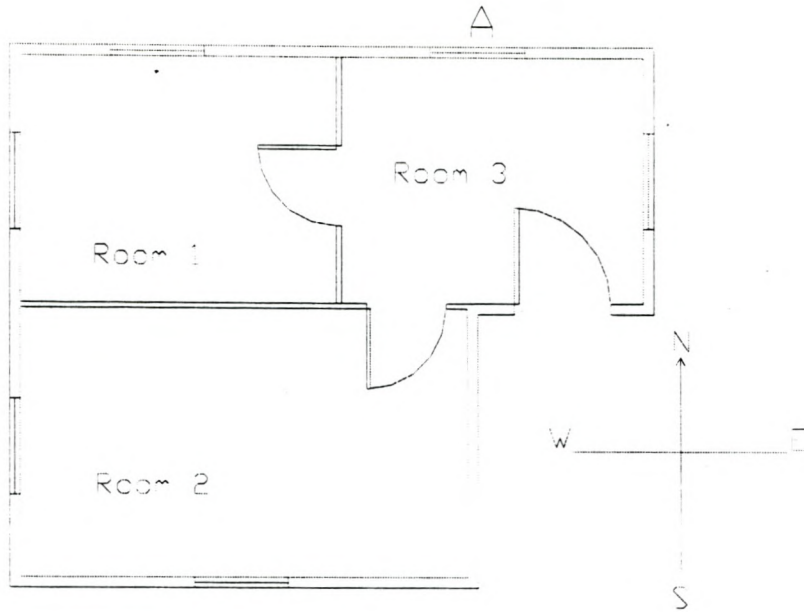
9.1.   What does the symbol A stand for?

_____

9.2   Which room is the warmest? Motivate your answer.

_____

_____

10.   Give one example of a cultural norm that influences housing decisions.

_____

_____

11.   Give one example of how Black people can express their cultural values through housing.

_____

_____

12.   Why is affordability an important aspect when buying a house?

_____

13.   Name two types of housing subsidies available in South Africa.

13.1 _____

13.2 _____

14.   Give two examples of housing consumers' rights..

14.1 _____

14.2 _____

15.   Name two responsibilities of a housing consumer.

15.1 _____

15.2 _____

16.   Name two principles of design that apply to housing design.

16.1 _____

16.2 _____

17.   What do you understand by the term "ergonomics"?

_____

_____

18.   Give two examples of how housing influences the South African economy.

18.1 _____

18.2 _____

19.   Explain how the physical location of a house can influence its price?

_____

_____

20.   Briefly explain what you understand by human needs in housing.

_____

_____

_____

21.   Give two important needs of the aged with regard to housing.

     21.1 _____

     21.2 _____

22.   Why should housing consumers have a basic knowledge of housing policy?

     _____

     _____

23.   What was the greatest housing challenge that the government of national Unity faced when it came to power?

     _____

     _____

24.   What is the Mashakane campaign?

     _____

     _____

25.   Name three role players in the housing development process.

     25.1 _____

     25.2 _____

     25.3 _____

26.   Name three types of energy supply that can be used in the home.

     26.1 _____

     26.2 _____

     26.3 _____

27.   In what unit is electricity use measured?

     _____

28. Name three important roles of Local Government in housing.

    28.1 _____

    28.2 _____

    28.3 _____

29. What is the main function of the National Home Builders Registration Council?

    _____

    _____

30. Why is it important for a consumer to have access to housing related information?

    _____

    _____

31. Name three main sources of information that would assist housing consumers in making informed housing decisions.

    31.1 _____

    31.2 _____

    31.3 _____

32. Give two examples of housing alternatives categorised by place of residence.

    32.1 _____

    32.2 _____

33. What do you understand by a "shell house"?

    _____

    _____

34. Name two disadvantages of renting a house?

    34.1 _____

    34.2 _____

35   What do you understand by tenure?

_____

_____

36.   What is the difference between urban informal housing and squatter housing?

_____

_____

37.   Give two examples of pollution that can be detrimental to the lives of
        individuals in the home.

        37.1 _____

        37.2 _____

38.   Name two site characteristics that would increase the building cost of a house?

        38.1 _____

        38.2 _____

THANK YOU VERY MUCH FOR YOUR PARTICIPATION.

ADDENDUM B : MEMORANDUM

Housing Education Questionnaire for Third Year Learners at Esikhawini College of Education

MEMORANDUM

7. **How can communities become involved in housing development projects ?**

    They can attend housing development meetings and workshops.

    They can do their own home repair and maintenance.

    People who are skilled in building / decoration, sewing or carpentry can make things for the home that would be extremely expensive to buy ready made or ready-made articles.

    Working with the person in charge of housing.

    They should participate in projects.

    Form or join residents committees and associations.

    Building Houses

    Raising funds for building houses.

    (2)

8. **Why is community participation in housing development important?**

    To create effective community structures that can implement housing projects, building communities, capacity building, empowerment.

    Because they need houses.

    There will be no houses without the community.

    To improve the standard of living.

    To improve their houses development.

    To have bigger chances to present their needs to the government when they are a group.

    They own the houses

    To develop their houses.

To promote housing development.

To see to it that every person supposed to have a house, has it.

To manage their housing.

To promote the economy of the country / society.

To create jobs.

To improve their environment.

(2)

9.   **Study the diagram below and answer the following questions**
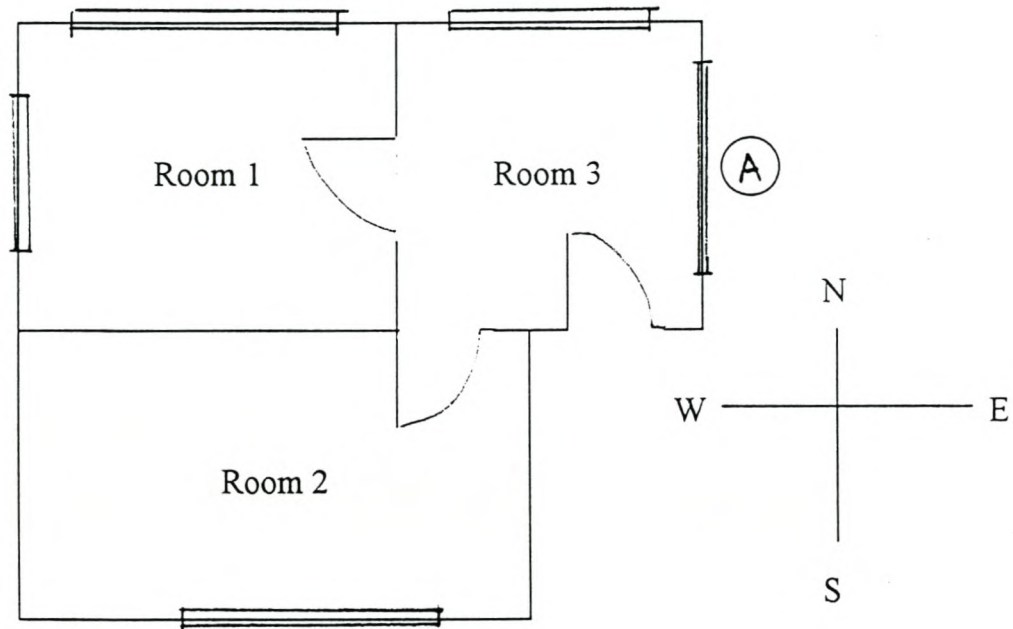
9.1   **What does the symbol A stand for ?**

Window   (1)

9.2   **Which room is the warmest. Motivate you answer.**

Room 1, because it has windows on the west and north so it

receives sunlight almost the whole day.   (2)

10.   **Give one example of a cultural norm that influences housing decisions.**

Examples of the Zulu cultural norms that influence housing decisions.

i)   The first wife's huts are built on the right hand side of the gate.

ii)   Girls have their own hut where they sleep, boys as well have their own.

iii)   The hut or huts for the elder son are built on the right hand side of the gate.

iv)   The fireplace is built at the centre of the hut.

v)   Slaughtering of an animal for cultural activities.   (1)

vi)   Believing in ancestors.

11.   **Give one example of how Black people can express their cultural values through housing.**

Examples :

i)   Building a hut behind the house. The reason being that according to Zulu values, a hut should be available for ancestors.

ii)   Families accustomed to gathering in the kitchen during meal preparation do not like new, efficient compact kitchens, because no space for socializing is included.

iii)   They can build round-shaped houses, i.e. huts and rondavels with grass roof.

iv)   Building traditional houses.

v)   Building their own housing (Black)   (1)

12.   **Why is affordability an important aspect when buying a house ?**

i)   Consumers must be able to pay for it.

ii)   They must pay back the loan or else lose the house.

iii)   Consumers must be able to pay for services and maintenance.

iv)   Consumers must consider their income.

v)   If you fail to pay the house, it will be taken away from you.

vi)   You need to budget.

                                                                            (1)

13. **Name two types of Government housing subsidies available in SA**

Project linked subsidies

Consolidation

Institutional

Individual   (2)

14. **Give two examples of housing consumers' rights.**

-to have a house of good quality

-to protect your house

-to accommodate the number of people you like

-to complain

-the right to information

-the right to security

-freedom of choice

-right to be heard

-right to recovery

-the site must be near all infrastructure

-to sell his house

-to have accommodation   (2)

15. **Name two responsibilities of a housing consumer**

Examples

i)   Prompt payment of insurance, loan repayment and services.

ii)   Making an informed responsible choice

iii)   Maintenance of a house

iv)   Participation in community

v)   Honesty

vi)   Protesting when necessary

vii)   To be a good housing consumer   (2)

16. **Name two principles of design that apply to housing design**

Harmony

Emphasis

Balance

Rhythm

Proportion and scale   (2)

17. **What do you understand by the term "ergonomics"?**

It is the study of the interactions between workers, workplace and equipment used to perform certain tasks in the workplace. Equipment workplace and worker are interrelated, as one has an influence on the other. The aim of ergonomics is to adjust the design of the equipment, tasks and facilities to bring about a number of positive results, e.g.

It lessens stress and fatigue

People can work effectively

It enhances human performance, health, well being, safety, time management, energy conservation and economy of movement.

The study of the work in relation to the equipment they use.

Ergon – (work)

Nomos – (laws of)

Ergonomics – A Greek word meaning work laws.

                                                                                    (2)

18. **Give two examples of how housing influences the South African economy**

Examples

Job creation – income generating

Production of -   building material

                   Appliances

                   Furnishings

Provision of services, e.g. garden, cleaning

Buying commodities and taxed   (1)

19.   **Explain how the physical location of a house can influence its price**

If the house is close to community services it is usually expensive as compared to the house far away from services.

High standard high price.

The price will be low for a house located in a place where there is high crime rate.

If preferred / desired location (due to beauty, views, closeness to job opportunities etc) it becomes more expensive.

More years increase the value of the house.

A house built close to the informal settlement will decrease the value/price.

(1)

20.   **Briefly explain what you understand by human needs in housing.**

Needs that housing should satisfy – Maslow's hierarchy of needs :

5.   Self actualization

4.   Esteem needs

3.   Love and Belongingness

2.   Safety

1.   Physiological needs   (2)

21.   **Give two important needs of the aged with regard to housing**

Security

Close to the community services

Good lighting

Non-slip floors / flat

House without stairs

Plenty of sun and warmth

Safety

A small house

Cheap accommodation

Water

Electricity   (2)

22. **Why should consumers have basic knowledge of housing policy ?**

To know of available housing options

To have security and protection in knowledge

Empowerment

To know rights and responsibilities

To have basic knowledge of laws concerning housing.

To enable smooth running and control of housing.

To protect their houses against loss/fraud.

To get solutions to housing problems.

To know the value of a house.   (1)

23. **What was the greatest housing challenge that the Government of National Unity faced when it came to power in 1994 ?**

To house the nation.

New houses and good facilities needed, especially disadvantaged areas.

Shortage of houses.

                                                                                                   (1)

24. **What is the Masakhane Campaign ?**

It is a movement that the government started in 1995. The concept means "let us build together". This movement aims to encourage housing consumers to pay for services delivered. This movement aims to encourage housing consumers to pay for bonds or rent as well. They encourage

housing consumers to be active in looking after their homes and their community.

Let us help each other / themselves.

It looks at the problems consumers have concerning houses.

It is a housing project – to empower black people. (3)

25. **Name three role players in the housing development process**

Building material suppliers

Private sector

Communities

Construction industries

Banks and financial institutions

NGO's

Employers

Owner of the house

Housing stores

Minister of Housing

- Government – Local, provincial and national

Masakhane (3)

26. **Name three types of energy supply that can be used in the home**

Electricity

Gas

Firewood

Paraffin

Sunlight (sun)

Coal (3)

27. **In what unit is electricity use measured ?**

Kwh (1)

28. **Name three important roles of Local Government in housing**

To set local housing delivery goals.

To identify and designate land for housing purposes

To regulate safety and health standards in housing provision.

To create and maintain public environment conducive to viable development and healthy communities.

To mediate conflict in the development process

To facilitate support to housing delivery

To plan funding

To provide community and recreational facilities in residential areas

To regulate land use.

Co-ordinate community

To contribute to resources

To ensure whether housing delivery is implemented or not

To seek assistance to the national government

To link the citizens with the national government.

To supply services (water, sewerage, roads etc)

To ensure that there is no fraud.

To ensure rent is paid

To hold meetings with the community.

To create job opportunities.

To build clinics

To build houses and roads

To supply energy.

To give support

(3)

29. **What is the main function of the National Home Builders Registration Council ?**

They can tell the housing consumer about the builder's accreditation or record which will ensure that the builder chosen is reliable, honest and committed to quality work.

They can take action against the builder if the builder's work is unsatisfactory and the builder does not want to fix it.

They guarantee the builder's work for at least five years.

National Home Builders Registration Council register home builders and to check if the builder has built according to standards and specifications.

To report to them if there is something wrong that the builder is responsible for.

(2)

30. **Why is it important for a consumer to have access to housing related information ?**

To be informed; to make informed housing decisions.

To know where to get information.

To have a say in things pertaining to houses.

To have a basic knowledge about housing.

To be able to evaluate (check) if the house is good for her/him.

(1)

31. **Name three main sources of information that would assist housing consumers in making informed housing decisions.**

Housing professionals

Media

Housing information centres

Financial institutions

Local government

Provincial government

Community centres

NGO's

Masakhane Campaign

Newspapers

Radio and TV

Announcements

Meetings

Telegrams

Telephone

Builders

Housing Consumers

National Home Builders Registration Council (NHBRC)

(3)

32. **Give two examples of housing alternatives categorized by place of residence.**

Examples

Rural housing

Metropolitan housing

Non-metropolitan

Sub-urban

Urban (2)

33. **What do you understand by a shell house ?**

A shell house is a house where the outer shell is build and inside walls are added later.

(1)

34. **Name two disadvantages of renting a house.**

Consumers do not have the security of having a place of theirs.

No security of tenure

A consumer does not have freedom to sell, improve or alter the house.

There is no freedom of activities, beliefs and customs, like altering the house to accommodate culture.

Money is wasted

Paying continuously.

(2)

35. **What do you understand by tenure ?**

Tenure means the right to occupy a certain building by buying or renting.

Grant given to a person occupying / residing in a house.   (2)

36. **What is the difference between urban informal housing and squatter housing ?**

The difference is that urban informal housing is any unit over which legal tenure is held with access to at least basic services. Squatter housing is any housing unit over which no formal tenure is held and that is illegally erected.

Urban informal housing registered people.

Living without permission.

(2)

37. **Give two examples of pollution that can be detrimental to the lives of individuals in the home**

Air pollution

Noise pollution

Water pollution

Refuse

Sewage / toilet

Gasses / smoke inhalation   (2)

38. **Name two site characteristics that would increase the building cost of a house.**

Dolomite

Clay

Excessive slopes

Sand   (2)

[60]