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# Teachers' Reactions on the Curriculum Content in Consumer Sciences of Eswatini

**Dumisa Celumusa Mabuza**
Discipline of Consumer Science Education and Community Development, Faculty of Consumer Sciences, Luyengo Campus, University of Eswatini, Eswatini, Swaziland
dumisamabuza@gmail.com

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## Abstract

*The purpose of the research study is to explore teachers' reactions on the Eswatini Junior Secondary Integrated Consumer Sciences curriculum content with the intention of improving it. The curriculum is supposedly integrated, yet in fact, the curriculum is fully dictated by curriculum and examination bodies, thus leaving the teachers without a voice. Interestingly, reflection is the best system of learning that can transform teachers, assisting them to overcome emerging challenges and to investigate the past, present, and the future. The study, therefore, pursued teachers' reaction. This action research, rooted on a critical paradigm, was used to address the following research questions: a) what are teachers' reaction on the Junior Secondary Integrated Consumer Sciences curriculum content? and b) Why do teachers reflect in particular ways? This study, through an extensive literature review, concluded that, for teachers to be effective in any curriculum issue, three forms of reflection (personal, societal, and professional) must be employed as the lens through which to review the curriculum. Nine (9) participants were selected using convenience and purposive sampling. Findings indicate that contents in Consumer Sciences are dominated by influences from both professional reflections (knowledge, information, concepts, and theories) and societal reflections (skills, practical competences). Teachers are being controlled by these forces, thus lack clarity and a rationale for inclusion of certain content. Teachers believe that some content does not adequately represent the focus of the discipline in this modern age, recommending removal of certain content, while supplementing other. It is therefore recommended that research that actively engages teachers apropos of their scope of work be used frequently. Action research should be used in teaching Consumer Sciences. The National Curriculum Centre (NCC) should remove certain content, as per recommendation of the focus groups in this study.*

**Keywords:** Curriculum content, reactions, reflections, knowledge, skills, attitude.

## Introduction

The four approaches to curriculum theory and practice are curriculum as praxis, curriculum as body of knowledge − syllabus, curriculum as product, and curriculum as process. Content is the collection of the facts, concepts, principles and theories to be transmitted to the learner[1]. All arguments over curriculum will always revolve around the content or subject matter. This comes in the form of audio, text, and video; and it entertains or enlightens learners. The curriculum may then be viewed in the light of its being subject centred (in which it is believed that content represents the repository of accumulated discoveries and inventions of man down the centuries, owing to people's continued exploration of the world); or learner centred (in which knowledge or content is related to the individual's personal and societal worlds). Current literatures in curriculum studies suggests that that any curriculum be viewed relative to three viewpoints i.e. professional, societal and personal. This is because a curriculum is influenced by the three. This paper thus uses three theories to document teachers reaction of the Consumer Science curriculum content. These are the Tyler's objective model (professional), Stenhouse' process approach (societal) and Freire' critical pedagogy (personal). However, content must serve all three domains even though he is greatly informed by the professional viewpoint. Content must meet every one of the three distinct sources from which instructive designs are sourced[2]: "the learners themselves, contemporary life outside of school, and subject specialists".

**Problem Statement:** Consumer Sciences, traditionally known as a field for women, is faced with so many obstacles in its curriculum development and innovations. There have been attempts to replace the traditional curriculum with one that incorporated modern concepts. However, all these attempts are just arguments during or on workshops and professional meeting hosted by the Eswatini Association of Consumer Sciences. Adoption and incorporation in the curriculum demands involvement of all stakeholders who are the teachers, the students, the National Curriculum Centre, the ministry of education through the inspectorate and the tertiary institutions. The Eswatini JC Consumer Sciences curriculum is rather too lengthy, too broad and all covering home management, food and nutrition, health & hygiene and child development. A good school curriculum must focused on the competencies that will

best prepare students for their futures and based on a curriculum that prescribes fewer but more important outcomes[3]. Secondly, the curriculum content offered at elementary school, secondary school; and high schools in Eswatini is just the same in terms of scope. Curriculum objectives for each level have been outlined[4]. However, on practice the objectives seem to be the same. To this end, to achieve this responsibility we need to, as enjoined by scholars[5], to reflect and react on our practices and thus be able to anticipate the strategies that will make our services to be well-matched with the changes in the environment.

**Literature Review:** In many cases in which school-going children demonstrate wayward behaviour, parents jump to questioning the content their children are subjected to − "Is that what you learn at school?" Consumer Sciences is the only curriculum area that focuses on the family and prepares students for family and home living. This suggests development of personal reflection. When investigating the future of Consumer Sciences literacy, it has been observed that the focus of its curriculum content was the fundamental requirements of people and family in regular daily existence[6]. Additionally, the focus of Consumer Sciences was on the well-being of individuals and families[7].

This content therefore concentrated on the basic needs of the individual and families such as food, shelter, and clothing. The field of Consumer Sciences includes content such as consumer education, aid-resource management, housing, furnishing, equipment, interior design and care, individual and family development, nutrition and food, and textiles and clothing[8,9]. The importance of housing in the Consumer Sciences curriculum was then viewed as 'cooking and sewing'[10]. In Zimbabwe and Eswatini, Consumer Sciences was presented as Domestic Science, which was fundamentally intended to prepare women as household specialists of colonists. The principle emphasis was on basic cookery skills, attention to dress, general neatness, cleaning of the house, and basic mending abilities[11]. These studies presented Consumer Sciences as a discipline concerned with the well-being of individuals and families. However, the social orientation and needs of the family are constantly changing.

Furthermore, there is confusion in the direction which the Consumer Sciences curriculum should take[10]. They therefore recommended that the major factor in determination of the Consumer Sciences curriculum be the teacher. Also, the formulation of learner outcomes, the selection of content, the delivery of teaching/learning activities, and evaluation purposes and strategies should all be decided by the teachers who are, however, influenced by researchers who advocate an ideal curricular. It is, therefore, recommended that the societal values and needs of the learner must also be considered[11]. She further urged educational institutions to reflect some changes in ideological thinking. The Consumer Sciences curriculum content should be geared towards educating and alleviating the problems of the society, thus teachers must reflect on their own perceptions of the mission statement of Consumer Sciences. Literature explored in this study suggests that Consumer Sciences content or subject matter is better taught with greater influence from societal needs, which is where families [that we claim to be developing] are situated.

The multidisciplinary and interdisciplinary nature of Consumer Sciences has drawn a breadth of content from several other disciplines to enable teachers to impact and change the political, social, biological, monetary, and mechanical frameworks at neighbourhood and worldwide levels. Knowledge and skills from these subjects are incorporated into one interdisciplinary subject, formally known as Home Science, Domestic Science, Human Science, Home Economics, Consumer Studies, Consumer Sciences and Family and Consumer Sciences; a field that empowers the taking care of issues of regular living. This mandate of Consumer Sciences must reply to: "What educational experiences can be provided that is likely to achieve the curriculum purposes?"[2].

**Research Questions:** The intention of this article is to explore teachers' reaction on the curriculum content in the JC Integrated Consumer Sciences curriculum. Therefore, this inquiry addresses the following research questions: i. What are teachers' reactions on the content taught in the JC integrated Consumer Sciences curriculum? ii. How and why do Consumer Sciences teachers reflect in particular ways when teaching Consumer Science content?

## Methodology

This investigation applied qualitative research methods rooted on a critical paradigm. This technique laid down the rules and regulations that established and described the boundaries, giving readers a clear view on how to act within those boundaries, on the way to be successful. The critical paradigm has been selected due to its importance in this study on a two-fold basis: one its ability to explore matter under investigation and further transform participants to think critically. This method, therefore, enabled Consumer Sciences teachers to recognize their strengths and weaknesses. Literature holds that this research paradigm offers a powerful and influential framework for practitioners in social sciences by extending the interpretivist mandate to understand the society, subsequently appraising it and taking action[12,13]. Secondly, the critical research paradigm distinguish itself from others in a way that it liberates members from ancient and structural social phenomena, mostly because members feel free to present their personal views of the situation, and of the world they live in[14]. The critical paradigm consequently empowers them to take react critically on the content in the JC Consumer Sciences.

In addition, aside from enlightening the Consumer Sciences teachers and making a move, the critical paradigm has been utilized broadly by Consumer Sciences educational program contemplates[15]. This paradigm has illuminated Consumer

Sciences teachers through their reactions, to take action in the light of changing their practice in delivering content. Such an assessment is better accomplished by utilizing a self-reflective enquiry attempted by teachers in their social circumstances, so as to propel their very own social and instructive practices. The investigation hence utilized action research for the teachers to be effectively engaged with thinking about their practices, with the point of improving curriculum content in JC Consumer Sciences.

Furthermore, action research is used greatly in social sciences for its strength that it bolsters the utilization of numerous techniques, not simply one single perspective on activity[13]. This investigation along these lines, used the three data generation techniques i.e. one-on-one semi-structured interviews (discussion between the researcher and participants), reflection activity (open-ended questionnaires guided teachers' reflections), and observation (the researchers watched the setting unfolding towards them for the first-hand data). The action research took place in two stages, along these lines it challenged teachers to react on what content they are teaching and thus reason on why they are teaching that content.

Data from these sources gets dreary to catch, translate, and break down. Be that as it may, a guided analysis was utilized, which applied the standards of the framework to create and analyse data, subsequently framing the themes and/or categories emerging from the data[16]. Guided analysis was significant for this study since it is known for its strength of joining inductive and deductive procedures helped the researcher to comprehend societal and professional reactions, separately[17].

Lastly, guided analysis outlines a clear description and interconnection between stages of the action research and analysis, for presentation of findings[16]. A convenience and purposive sampling methods were used to select nine (9). Just like all other data from qualitative research, it was difficult to measure the teachers' reactions because data was from teachers' subjective opinions and researcher's observation. It therefore became paramount to observe trustworthiness to make sure that the findings reliably reflect the experiences of the Consumer Science teachers.

It is recommended that the trustworthiness of qualitative research be established by using four strategies: credibility (member validation was used, in which the teacher had the chance to assess, validate and revise the findings during the data-analysis process); transferability (an illustrative, in-depth description presented by this article provides reviewers with a database for making judgments on the possible transferability of the research findings); dependability (triangulation was conducted through use of multiple sources of data or techniques to confirm emerging findings); and confirmability (an assistant researcher was used to collect comparable data to minimize researcher bias and other influences[18]. Participants' direct quotations have been used throughout findings presentation.

## Results and discussion

**Knowledge and skills in Consumer Sciences:** All teachers reflected properly on the content, showing clear understanding of the content they are teaching, categorising it using the seven components/themes found in the curriculum policy document. For example, Teacher 7 extensively reflected on all the seven themes in Consumer Sciences and supported her view by describing what each theme entails. "I teach seven components of this curriculum from nutrition to Home Management. Nutrition, I teach all that concerns the nutrients found in food, their functions, food sources and deficiency disorders, food groups; Food preparation, I cover the principles of measuring food and methods of cooking; Clothing and textiles, I teach concepts of fibres and clothing construction processes such hand stitches, seams, disposal of fullness, pockets, sleeves, collars; Family studies, is concerned with the types of homes/houses, puberty, roles and responsibilities of family members, types of families, banking, budgeting; Child care content that includes conception, pregnancy, child care, child development; Health and Hygiene covering accidents in the home, first aid, teeth, skin; and Home management where waste disposal, choice care and cleaning of stoves, windows, glassware, plastic ware, chinaware, stoneware, aluminium and wooden equipment are studies within the JC curriculum. I think I am competent in teaching this curriculum and that's my motivation" Similarly, Teacher 3 noted that her motivation comes from the external examination results: "although there is too much work in Consumer Sciences but, I am competent in the content knowledge, particularly the clothing and textile sections". All others agreed that they are teaching the same aspects, although they would leave out one or two themes. They cited that they teach such themes because they have developed competence from university training. However, during the one-on-one interviews it transpired that teachers are teaching all the seven concepts as demanded by the curriculum document. The Exams Council serves as the government watchdog and as an independent body that examines learners at the end of the programme, reporting feedback as grade symbols. Furthermore, Teacher 5 added that these contents are what makes Consumer Sciences: "I teach the materials dealt with in Consumer Sciences; nutrition, food preparation, clothing & textiles, family studies, child care, health and hygiene and home management".

Furthermore, Teacher 1 added that she, as a teacher, is the one who is an expert on the curriculum and thus responsible for selecting and sequencing the content: "I teach the syllabus, content is the syllabus documented by the Exams Council and it must be taught in totality. So, my task as an expert in the subject is to organise it and sequence the way I feel it will be manageable".

Reflecting from the certified viewpoint, the curriculum as a body of knowledge syllabus, is the collection of the facts, concepts, principles, and theories to be transmitted to the learner[1]. Reflection by these teachers confirms the assertion by

studies that the field of Consumer Sciences includes content such as Consumer Education; Aid Resource Management; Housing, Furnishings, Equipment, Interior Design and Care; Individual and Family Development; Nutrition and Food; and Textiles and Clothing[6,8,9]. Teachers were cognisant of content knowledge taught in Consumer Sciences. This is clearly outlined in the curriculum policy documents, and categorised as teachers conceptualised it (themes). It is also recommended that the 'major factor in determination of the Consumer Sciences curriculum is the teacher'[10]. Studies also confirm that, at secondary level, the curriculum content was dominated by two main areas, namely, cookery and needlework[19,20]. The curriculum included aspects of Home Management, Laundry and Child Care. In conclusion, the teachers are au fait with content knowledge in Consumer Sciences. Other studies agree with the teachers that teachers are key in the teaching process rendering them as sources of knowledge[21,22]. Their competence is likely to yield good academic performance of students. Teacher 3, Teacher 2, Teacher 5 and Teacher 8 confirmed that they are the best teachers in their schools when ranked with others according to JC external results. Summing up the reflections of these teachers, this practice of teaching themes and topics on facts, concepts, principles and theories that the learner will use to further studies for professional qualifications is well rooted in Tyler's objective model (certified reflections). Figure 6.3 depicts such.

During the face-to-face interview, teachers revealed that their practice is not only limited to the content knowledge above. They further implied that each of the Consumer Sciences themes or topics lead to a practical aspect in which they now impart a skill as application of the knowledge or information taught during a theory lesson. This was evident as three teachers during the observation session were found giving practical lessons. For example, Teacher 4 taught a lesson on a plain seam and would now and again make reference to what she had taught learners in the theory lesson: *"you remember what we said is the importance of neatening a seam and the steps in neatening them last week?"* Teacher 3 was also teaching Form 3s on the preparation of meals for diabetics. She first asked students to recall the principles to follow when preparing food for diabetics and the convalescents. This is a topic under food preparation. All other teachers during the one-on-one interview believed that it would not be Consumer Sciences were there no application of skill. *"We teach a practical subject and we are skill oriented, so a Consumer Sciences teacher must be competent in food preparation and clothing and textile in particular. Without these you are not a Consumer Sciences teacher"*, Teacher 1 commented.

Teacher 2 also emphasised that, owing to the subject being practically oriented, she, as a teacher, ought to be resourceful or competent in such skills: *"the content I teach in consumer is wide from Food and nutrition, housing and interior, the consumer, and clothing. I teach theory lessons delivering information and knowledge to students. Most of the contents in Consumer Sciences are practical oriented that is why we are known as a practical subject. So, I ought to be resourceful in imparting skill or applying the knowledge practically where students now sew own clothes, develop skills in healthy food preparation and keeping the home".* The skills the teachers teach are to be demonstrated by students in their societies and home. This is also carried in Teacher 4's reflection point *"I also foster skills particularly in food preparation, clothing or dress making and home making. This is what the society expects from our students"*. The teachers were motivated by public reflections to teach skills that the society and everybody else identifies with, or associates with Consumer Sciences.

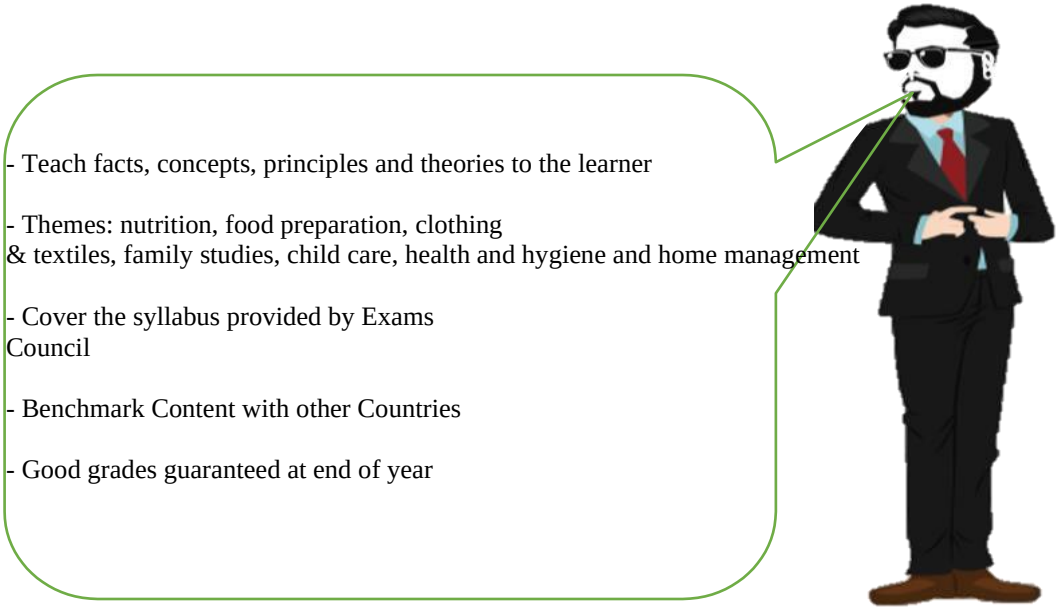


**Figure-1:** Tylerian reflection of the Consumer Sciences content (knowledge).

However, these teachers teach the skills within the frame of the themes provided in their curriculum document. Even the practical skills conducted or taught are suggested or recommended in the curriculum. This is confirmed by Teacher 3 with own reflections on her practice in the application of skills: "*Consumer Sciences as a subject is refreshing particularly when teaching something you like. But, the curriculum somehow makes it boring, e.g. the expectation to do the same practical year after year. In this arrangement I no longer learn anything or develop as a teacher. So the curriculum is oppressing me. I feel like I am in a box where I am limited that I cannot go beyond this. For example, there is some information that I gets from internet but that information is not in prescribed book. So, I cannot use it because during external assessment it will be marked wrong as it may not appear in standard mark scheme to be used".*

Teachers thereafter, through reflections, created a picture that this subject is practical, skills- oriented, and that whatever content knowledge they have in Consumer Sciences eventually develops into a skill. These skills, according to the teachers, promote their reputation in the community, society knowing the skills they teach. Teacher 3 added that some parents would buy sewing machines for their children just to make sure that they extended their skills outside the classroom. *"My school is in the rural areas and most parents cannot afford but some are really interested in the subject when they see what their children are sewing and go on to buy the sewing equipment for their children".* This recommendation is in agreement with Siyakwazi, that the societal value and needs of the learner must be considered in the Consumer Sciences curriculum content, further recommending that it must focus on educating and alleviating the problems of the society[11]. This is also explicitly enshrined in the curriculum document that "*this syllabus is designed to meet the requirement of the Eswatini National Education Policy on formal education. It enables candidates to meet the needs of a changing society by being self-reliant, being observant and specifically equipped with entrepreneurial skills*"[23]. A competent Consumer Sciences teacher at secondary level must enable learners to acquire skills and knowledge to explore actions that can improve their well- being. Others can apply critical-thinking and problem-solving approaches in addressing current social issues. Correspondingly, it has been observed that pioneer teachers in Eswatini were first trained by South African teacher trainers were believed to be competent in developing Consumer Sciences-related skills, particularly on issues of diet, nutrition, and sewing skills[19]. Correspondingly, Stenhouse's conscientization would expect these teachers to develop principles of selecting worthwhile activities, socially constructed, experimenting in class along with learners[24]. Using his ideology, Figure depicts such conscientization being driven by public reflections.

Furthermore, the reflection of teachers, particularly Teacher 2 and Teacher 5, that teachers are known by these skills in their society and even at school where most teacher do not understand their content knowledge but see the skills. This therefore confirms that Consumer Sciences as a body of knowledge has its own culture in which the school serves only as a "distributor of the knowledge and not manufacturer"[24]. This content is not fully socially constructed. Teacher 4 and Teacher 3 observed that these skills are limited by what is provided in the curriculum document. However, it still fits well into Stenhouse's process model, in which Tyler and Stenhouse meet, both agreeing that content (worthwhile activities) is external from school and is independent, governed by the principles of each body of knowledge. The Consumer Sciences curriculum document thus provides practical activities deemed worthwhile. Teacher 3, being driven by own reflections, reflected sadly that the curriculum somewhat bored her, owing to *"the expectation to do the same practical year after year. In this arrangement I no longer learn anything or develop as a teacher. So the curriculum is oppressing me. I feel like I am in a box where I am limited that I cannot go beyond this".* This therefore points to teacher attitudes and beliefs about the curriculum (own reflections).

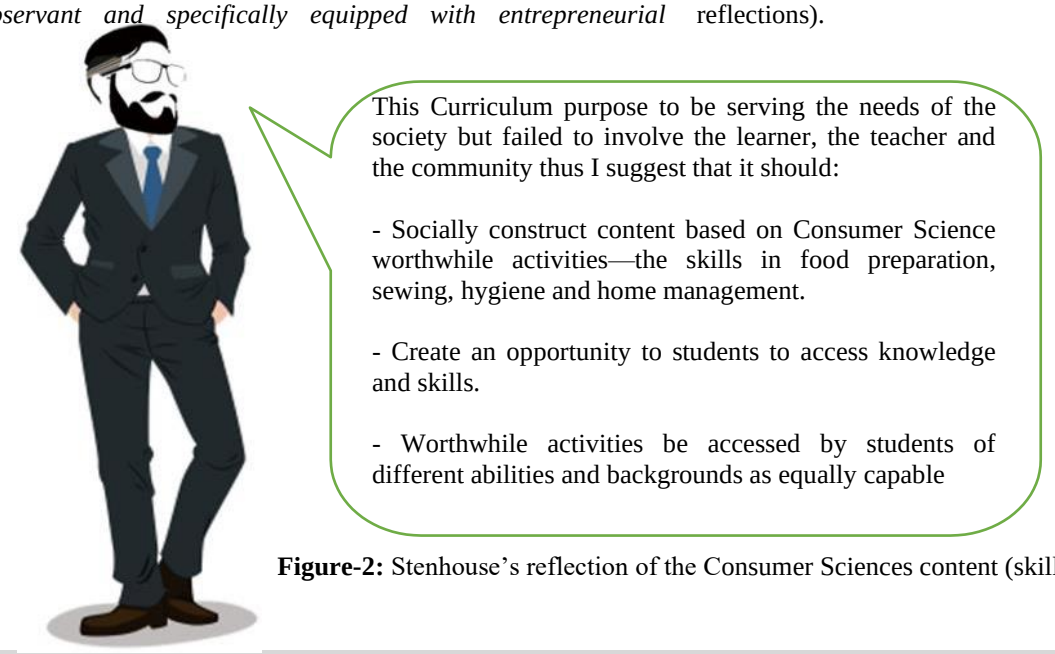


**Figure-2:** Stenhouse's reflection of the Consumer Sciences content (skills).

**Teachers' attitudes towards and beliefs about the content:** Interestingly, all teachers reflected on content coverage issues that they believed were challenges preventing them from giving their best on what they were trained to teach or what they think must be achieved with regard to content. All reflected complaints that the curriculum is too broad, all-encompassing, therefore limiting them from exposing students to many activities and teaching methodologies.

For example, Teacher 4 believed that she is teaching so many things that are not even necessary, pointing out that it is the very curriculum coverage that has made it impossible for her to finish the syllabus, yet she is concerned that if they do not finish it, her students will not get good grades on the external national examinations: "*The JC curriculum is just too much. There are contents that cause stress for no reason. This makes it difficult for the students finish it or master the content. Child care is one content that we really don't need. They [students] don't need this because it is for the adults. Useful contents are from the nutrition, food preparation and the sewing and textiles. Health and hygiene must not be that deep. Family resources must go. Family living and the pests must not be part of a curriculum some of the pests even myself as a teacher, I can't even identify. Other content are there and do exist but they are just general knowledge and thus should not be taught"*, lamented Teacher 4.

Another challenge concerned intentional repetition in the curriculum content offered in Grade 7, junior secondary and senior secondary. *"Our content in Consumer Sciences; I have noticed a repetition of so many things. In other cases you find that it can be better covered in career guidance or through life skills sessions. This create an overload and thus the curriculum becoming too much. For example, there is some content from accounts. Yes they do need that but the accounts teacher can tackle it better than we do. And, it is hard to find that information from our resource books. Another one is drugs and substance abuse. It is being taught in natural sciences. This makes the syllabus to be lengthy",* Teacher 5 noted. Teacher 3, Teacher 8 and Teacher 1 agreed. Teacher 6, however, acknowledged this challenge, but expressed that there is little that can be done about it. The repetition of the syllabus was intentional, allowing students to enrol in the subject at any phase: *"But you can't avoid that when teaching about an egg you can talk about the structure and uses. That too can also be taught in secondary and in high school. But that is not a problem because you can do the subject in secondary even if you did not do it in secondary. And, you can also do it in high school even if you did not do it in secondary or primary".* However, all other teachers felt this is a serious challenge as they have to teach the same content on several levels. Teacher 2 gave the example that she was teaching the same content in Form 2 (JC) and in Form 4 (Senior secondary Phase): *"This is boring seriously, I was teaching digestion and absorption' in Form 2 yesterday and today I am teaching the Form 4s same stuff. What makes it funny is that I was the one who taught these Form 4s in junior secondary…..so this was a repeat"*, Teacher 2 exclaimed.

Thirdly, Teacher 9 reflected with similar concerns as the others in terms of wide coverage and repetition of content within the discipline. She also indicated that this repetition extends across other subjects where content from Agriculture, Science and Commercials is taught in Consumer Sciences. "*The content is broad, nutrition, home management, textiles. I think some content is out-dated. Some of the things we not supposed to teach it e.g. budgeting. They may be necessary but they can always take it from the commerce department. Some of these contents such as types of accounts are irrelevant. It needs to be redesigned".* Teacher 3, Teacher 7, Teacher 8 and Teacher 1 also agreed with Teacher 9 that some content is either out-dated or irrelevant, and thus must be traded for appropriate subjects within the school curriculum. This leads to the question of 'What content is most appropriate for Consumer Sciences?'

The teachers are losing interest in the subject although they have laid down good and positive educational purposes for the curriculum. At one point they revealed that the curriculum is out-dated, suggesting that they are teaching certain content that was relevant some decades ago. This confirms complaint that the curriculum content has stayed broadly the same over the decades[25]. Professionals in the discipline are resistant to accept change with regard to what society needs, particularly for the development of young adults. The question must be asked who is responsible for the change and development. Teachers keep referring to unknown authorities that are not doing enough reviews by saying "they need to change it…" I observed then that stakeholders other than the teachers comprise the curriculum officer at NCC, the examiner at ECOS, and the inspectorate. Surprisingly, the senior inspector is also a participant in this study. She also articulated the same concerns and is, however, waiting for teacher reflections before taking action. These teachers must be empowered to understand their role as stakeholders of the curriculum.

Another explanation may be that Eswatini has adopted this curriculum from the West, therefore it still reflects such but from a pre-industrialisation era. This confirms that teachers took over from missionaries' wives, whose content had emphasised the training of women to be good employees[26]. The researchers further observed that such curricula fail to take into account the Eswatini development needs and problems, thus teachers find the curriculum irrelevant.

These are contents mostly from Home Management [concerned with cleanliness in home, cleaning windows, stoves etc.], Laundry [washing] and Child Care. These criticisms therefore open room for the basis of curriculum reviews in Eswatini. Judging from Paulo Freire's humanistic approach, these contents do not benefit the learner, and thus Figure 6.5 outlines serious concerns and attitudes the teachers have developed.

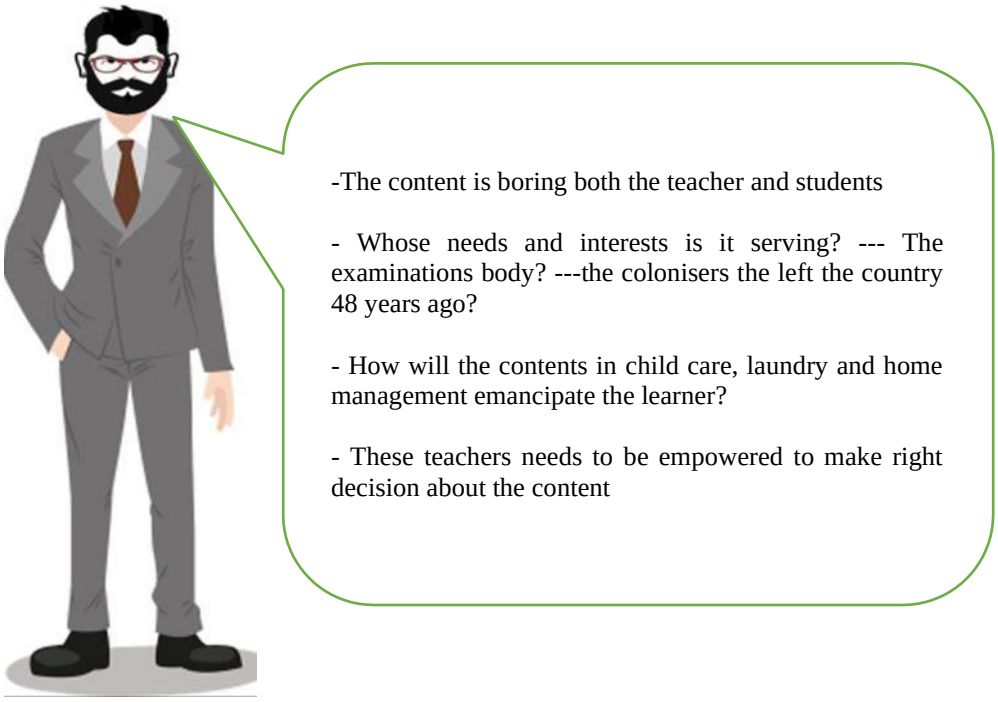


**Figure-3:** Freirean reflection of the Consumer Sciences content.

The teachers acknowledged that this content is necessary; however, Stenhouse asserts that the school cannot transmit the entire culture[24]. The selection therefore must be based on what is relevant, or interesting, and that guides students towards the ultimately worthwhile. This challenges teachers to take action. Teachers, having learnt that they have the power to select content that is relevant and that serves the needs of the learners, is interesting to teachers and internationally recognised, eventually reflected on content best befitting Consumer Sciences in Eswatini. This move sits well in terms of Freire's humanistic view on the content, in the bureaucratic presentation by Tyler (knowledge), and with Stenhouse (skills and competence). Content needs to be of interest to the student/teacher and thus develop love and good attitude.

## Conclusion

This paper presented the reaction of teachers on the contents (knowledge, skills and attitude) using the objective approach, process model and the critical pedagogy as lenses for viewing the curriculum. The contents in Consumer Sciences is integrated, drawing knowledge from science, arts and social studies and the way it is structured clearly show that it is dominated by influences from both professional reflections (knowledge, information, concepts, and theories) and societal reflections (skills, practical competences). Teachers are being controlled by these forces, thus lack clarity and a rationale for inclusion of certain content. While teachers accepted this curriculum without questioning it, action research has helped them critique the curriculum and leant that they are stakeholders and have greater influence in changing it to suit the need of the learner, the society and that of experts in the discipline. Teachers believe that some content does not adequately represent the focus of the discipline in this modern age, recommending removal of certain content, while supplementing other. The teachers are losing interest in the subject although they have laid down good and positive educational purposes for the curriculum. It is therefore recommended that research that actively engages teachers apropos of their scope of work be used frequently. Action research should be used in teaching Consumer Sciences. Also, the ministry of education through the National Curriculum Centre is challenged to review this curriculum so that it reflect the new direction of the 21st century.

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