

The Capacity of Maids Training Centres to Train House Maids for Infant Care in Lusaka, Zambia

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Abstract

The study aims at finding out the capacity of maids training centres in Lusaka to training housemaids for infant care. Using both qualitative and quantitative approach a collective case study was conducted. Questionnaires, interviews and document analysis were designed and used to collect data. The interviews were two types: in-depth interviews were held with ten housemaids randomly selected from the twenty maids training centres. The maids training centres were purposefully selected. The second interview was a focus group discussion where the remaining ten house maids took part. The discussion was recorded and later transcribed. This was subjected to thematic analysis. Document analysis was also conducted to establish the type curriculum and how it was implemented.

The findings from the data revealed that the housemaids were not trained to take care of infants and that there is need to include the component of infant care in the house maids training curriculum. It was clear from the findings that maids training centers are not registered, their curriculum is not approved by any organization and no quality assurance policy in place. These training centers are run by former housemaids whose educational levels are low. The instructional materials are inadequate, classes over crowded, and the training duration too short (averaging 2 weeks). It was established that house maids are not trained to take care of infants.

Keywords: *aids training centres, house maids, infant care, curriculum, capacity, training*

Introduction

According to Glăveanu and Gherghi (2014) the challenges of the modern-day society requires that mothers work long hours, upgrade themselves by attending training programmes in order to adjust to the professional demands. This trend has seen an increase in the number of women occupying executive positions. In addition many households, especially in Lusaka an extra income is needed to meet the sustenance needs of families. The women sell on the streets, run saloons, makes clothes, work in other people's gardens among other income generating activities. This situation makes it imperative for mothers with very young children to employ house maids to help them with infant care and house chores. Most working women in Zambia prefer to employ house maids from maids training centres as they are cheap and with traceable records. However, there have been no studies in Zambia on the capacity of maids training centre to train house maids for infant care.

This collective case study aims at understanding the capacity of maid training centres to train housemaids for infant care. In Zambia there are no crèches and nursery schools in places of work or in market places where nursing mothers could leave their infants to be cared for while they work. There are also very few crèches and nursery schools where mothers could leave their infants to be taken care of while they engage in income generating activities. Most of these crèches and nursery schools when available, are very expensive and beyond the income levels of most families. Many working mothers, therefore, find it cheaper and convenient to employ house maids. These housemaids take the place of the mothers and they inherit all the responsibilities of the mother in ensuring that the infant is healthy and thriving, developing and learning the right things a situation called alloparenting (Lombrozo, 2014).

There exists, in Zambia, public and private maids training centres. The public maids training centres are run by the Ministry of Local Government and Housing (MLGH). However, the extent to which they prepare house maids to take care of infants is unknown. The content of the curriculum, length of the program and the capacity of these maid training centre have not been documented and therefore of interest to this study.

Research questions

This collective case study aimed at answering the following research questions:

1. What is the capacity of maids training centers to train housemaids for infant care?
2. How relevant is the curriculum used by maids training centres for infant care?
3. How well do housemaids performance their duties after training?

Limitation of the study

This study was not without limitations. Some of the most outstanding ones were the lack of a platform to make comparison in methodology, procedures, designs, variables or literature as no similar study has been done in Zambia. There was no documented study on the capacity of maids training centres to train house maids for infant care in Zambia. Therefore, there were no studies to compare results with.

Methodology

In order to answer the research questions, quantitative and qualitative research approaches were used. The first four types of questionnaire were used in order to collect quantitative data. These were: 1) questionnaire for mothers; 2) questionnaire for trainers; 3) questionnaire for housemaids; and, 4) questionnaire for owners and managers of the training centres. The questionnaires had three main sections: a) background information; b) training; and, c) performance. The second instrument used to collect data was the interview. The interview was in two forms that is personal interview, in-depth interview in the form of focus group discussion. The FGD was recorded and later transcribed. Third in order to establish the ability of curriculum implementation, a document analysis was conducted. The different methods of data collection were used in order to triangulate the information obtained.

Results

Qualifications of trainers

A study conducted by Obe (2014) revealed significant difference between performance of students taught by professional teachers and non-professional teachers. It was considered important to point out the academic qualifications of the trainers of housemaids in this study in order to create an understanding as to the level of theoretical knowledge the trainee housemaids receive in the maids training centres. This was based on the understanding that the more academic qualifications a trainer has, the more capable they are in imparting relevant theoretical knowledge to trainee housemaids.

Table 1. Distribution of the highest level of education attained by trainers

	Frequency	percentage
Grade 7	3	5%
Form 2	4	6.67%
Grade 9	12	20%
Form 3	2	3.33%
Grade 12	21	35%
Certificate	15	25%
Diploma	3	5%
Bachelor degree	0	0%

Post graduate	0	0%
Total	60	100%

The numbers of trainers involved in this study were three per each maids training centre. This gave a total of 60 respondents in this category. The study revealed that out of 60 trainers 21 (35%) have grade 12 school leaving certificates, 15 (25%) have tertiary certificates, 12 (20%) have grade 9 school leaving certificates, 4 (6.7%) form 2 (an equivalent of the current grade 9), 2 (3.33%) have form 3 school certificate, 3 (5%) have diplomas and 3 (5%) have grade 7 school certificate. None of the trainers have undergone systematic training or studies in early childhood teaching methodology caregiver's training programmes. The implications of this is that lack of training, in both the theory of infant care and pedagogy in the courses offered in the maids training centres results in poor teaching. This, as Obe (2012) puts it, result in poor skill and knowledge acquisition by housemaids. The trainers with this academic background cannot impart relevant theoretical knowledge that can has significant impact on their practical care of infants.

Focus group discussion

The in-depth interview was conducted as a focus group discussion. Ten house maids randomly chosen from all the maids taking part in the study took part in this exercise. They were asked to meet at Graka Maids Centre in Presidential Housing Initiative (PHI) at 09:00 hours 16th April, 2016. The housemaids coming from far off places were given transport refunds. An introduction over the nature and confidentiality of the exercise was made. Focus group members were informed that all the discussions would be recorded and the recordings would be played for them to listen to. This process is called member check and is a strategy used for quality control in qualitative research (Harper & Cole, 2012). This was to ensure that the housemaids were comfortable with the exercise while they understood exactly what was taking place. It also gave them chance to review their statements for accuracy. The focus group discussion took 45 minutes and was recorded. The recordings were transcribed and the following were the main findings:

Many housemaids choose to become housemaids due to lack of education and a need for income for their sustenance. One house maid said, *"I needed money for my child"*. Another said, *"Working as a house maid is better than staying at home"*. Yet another put it this way *"At least I have money for my basic needs like soap and I can pay rent"*. *"I am not educated so the only job that I can do is that of the house maid"*.

The in-depth interview revealed that on average the length of training was one month and eight (40%) of the centres had more than 40 learner's per class and 120 per cohort. All housemaids agreed that they only required a National Registration Card (NRC) as an entry requirement for training. Most housemaids (65%) did their practical work in homes while 25% had theirs in lodges, guest houses and hotels and 10% in schools. The curriculum that was used for training was approved by the owners and certificates are also issued by the owners of the maids training centres. There is no government body that quality assures the curriculum or issues certificates except the Local Government and Housing Department of Social Welfare, which runs only two centres in Lusaka.

The curriculum content is: Home Economics; Housekeeping, Home Management, catering. None of the housemaids in the focus group discussion indicated that they had any training or lessons in infant management or care. But they were required to take care of infants when their employers have infant (s). This was supported by one mother who said, *"One doesn't need to train on how to take care of an infant. It is just interest in infants that matters"*. Another one said:

"All human beings naturally know how to take care of infants. They do not need theories or school to know how infants should be taken care off. Look at our parents and grandparents, they did a good job and here we are today very strong and hardworking".

However, the focus group discussion revealed that 90% of the House maids would have loved to be trained in infant care as this would have made them more knowledgeable and efficient. House maids indicated that they would normally do house chores first before attending to the needs of the infant. Their reason being that if their employers find the house dirty, clothes unlaundered and food uncooked they would “*shout at us*”.

Document analysis

The document analysis was conducted in order to establish the curriculum content as well as its implementation. Document or documentary analysis is a social research method and is an important research tool in its own right. It is a significant part of most methods of triangulation. It refers to the various procedures involved in analysing and understanding data produced from the analysis of documents and records applicable to a particular study (Robson, 2011).

Data was collected from attendance registers, examination/test papers and results, student practical/internship records, timetables, lesson plans, schemes of work, teaching files. Other sources of secondary data were affiliation documents, names of current and former trainees, records of placement of these trainees after training, inspection reports and other documents related to the qualifications of trainers; owners and centre managers. The analysis of documents included documents that show ownership of the centre buildings and financial records.

The document analysis revealed that 82% of the maids training centres visited do not have attendance registers and 90% did not have class lists. This notwithstanding, the owners, who also acted as accounts clerks, kept records of all the trainees who paid for the maids training programme. The timetables were not there and planning of daily activities was done in the morning of each day. The verbal plans were not segmented according to hours and subjects but a day could be allocated for just laundry and other days for cleaning windows or floors. There was no day set aside for learning anything in infant care nor were there any lecture notes showing theoretical knowledge being imparted. There was no evidence of trainees’ written work. There were no schemes of work, lesson plans, lecture notes or evaluation reports. No tests are written but they conducted orally and practically. The training is described as practical and hands-on.

The document analysis showed no evidence of theoretical work being carried out or assessed. Trainees confirmed that all teaching was verbal accompanied by demonstrations. The trainees were expected to repeat what the trainers demonstrated. In all the centres visited trainees passed and were allocated work places by the centres.

The document analysis displayed no lesson planning, no schemes of work and poor assessment and test preparation. Most of the assessment was done by giving oral instructions and trainees performed tasks practically. The trainers observed the performance and intervened with a demonstration if the trainee was failing to carry out a task satisfactorily. Most of the trainers found themselves into this career of training purely by chance and in pursuit of some income generating activities. With no strict regulation and monitoring in this sector, from either the Ministry of General Education or the Ministry of Local Government and Housing, the housemaids who graduate from these maids training centres are not trained for infant care both in theory and in practice but are expected to give age appropriate care and stimulate learning in the infants.

Document analysis also revealed poor record keeping as the records of previous trainees who had graduated from the centres were either absent or on pieces of unfiled papers. The continuous assessment records of the current trainees were not recorded. 90% of the maids training centres had no attachment reports and no records of the final examination results, inventory of teaching/learning resources which they had.

These findings were triangulated by finding out what housemaids, trainers and the owners and managers of the maids training centres thought were the qualifications of the trainers. In addition, documents such as school and college certificates, workshop participation and attendance certificates were looked at. The findings are summarised below.

Professional qualification of trainers

The trainers were asked to indicate their professional qualifications as this was considered to be very important in determining the quality and nature of training the trainees housemaids were receiving. The study conducted by the European Centre for the Development of Vocational Training (2013) confirms that qualifications play a critical role in determining the minimum level of knowledge, skills and competence required for an occupation or job. The results are presented below:

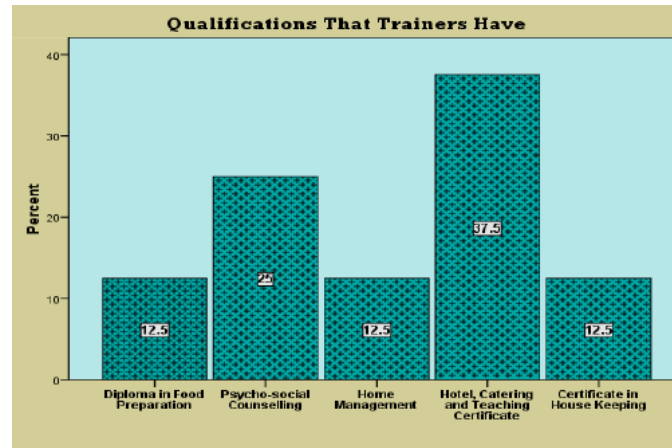


Figure 1: Professional qualifications of trainers

The graph in figure 1 clearly shows that none of the trainers/instructors in the maids training centres did early childhood education or child caregiver programmes or even nanny programmes. This shows that theories of child development and child pedagogy are not imparted to the learners who upon graduation are supposed to take care of infants of their employers. It is therefore, not surprising that these components are missing in the curriculum used to train maids.

Importance of training house maids

Sass and Harris (2008) observes that, it is generally acknowledged that promoting teacher quality is a key element in improving education. One of the primary goals of the *No Child Left Behind* law in United States of America is to have a “highly qualified teacher” in every classroom. Since learning starts immediately after birth, it can be said the quality of the caregiver, in this case the house maid is important in fostering infant development and learning. Training of housemaid was one factor used in this study to establish the theoretical knowledge acquired by or possessed by house maids. The theoretical knowledge in infant care is obtained through teaching and studying. The data on how housemaids perceive the importance of training as it relates to their work is given below.

Table 2. Ratings on the importance of training of house maids

	Very important	Important	Somewhat important	Not important	Extremely unimportant
Mothers	50%	25%	15%	10%	0%
Housemaids	45%	40%	0%	15%	0%

N=20 house maids

N= 20 Mothers

Both mothers and housemaids agree that training house maids was very important or important. Some mothers put it this way: “*training helps the maids to be more efficient.*” “*Helps them to know why they are house maids*”. “*It helps them to cook nutritious foods*”; “*They clean the house thoroughly well*”.

None of the mothers or housemaids mentioned training as predictor of good infant care.

Trained housemaids perform better than untrained housemaids

According Berument (2013), some of the maids when employed in homes do not have any kind of training but largely depend on the experience they have by doing house chores in their homes and also taking care of their children in their homes.

Mothers were asked to rate the level of agreement on whether trained maids perform better than untrained housemaids and the result were as follows:

Table 3. Rating on the level of agreement

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
30%	20%	0%	50%	0%

The results reveal that 50% of the mothers think trained housemaids perform better than the untrained ones while the other 50% disagree with the statement. One of the mothers said “It is not necessary to be trained in order to know how to clean a house”. None of the mother made reference to infant care.

House maids are sufficiently trained in infant care

Mothers were asked the rate their agreement with this statement and the results were as follows.

Table 4. Rating on sufficiency of training in infant care

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
0%	0%	0%	10%	90%

All the mothers disagreed with the statement that maids training centres sufficiently train housemaids in infant care. They said maids training centres focus on housing keeping and not on infant care.

Rating on the effectiveness of training of housemaids in enhancing the performance.

Mothers were asked to rate the effectiveness of the training on activities related to infant care and general house chore. The results revealed that training was very effective in preparing housemaids for carrying general house chores and not infant care as the results below show.

Table 5. Rating on the effectiveness of training of housemaids in enhancing performance

Task	Very effective	Effective	Fairly effective	Ineffective	Not sure	Total
Bath infant	0	0	0	20	0	20
Feed infant	0	0	0	13	7	20
Sing to the infant	0	0	0	20	0	20
Play with the infant	0	0	0	15	5	20
Change diapers	0	0	0	20	0	20
Talk to infant	0	1	4	15	0	20
Put infant to sleep	0	0	0	20	0	20
House chores	17	3	0	0	0	20
Total	17	4	4	123	12	160
Percentage	10.6%	2.5%	2.5%	76.9%	11.3%	100%

76.9% of the respondents felt the training was ineffective in preparing housemaids for infant care. This is a reflection of the fact that the programme of the maids training centres is not focused or designed for preparing housemaids to take care of infants but on house chores.

Rating on the frequency of application of knowledge acquired from training in selected activities.

The respondents were asked how frequently they applied the knowledge they acquired during training to their daily work and the result show that the knowledge was rarely applied to activities related to infant care. However, the results show that the knowledge was found useful and was always and often used by housemaids’ in house chores. The results are shown in the table below:

Table 6. Ratings on the frequency of the application of knowledge acquired from training in selected activities

Task	Always	often	sometimes	Rarely	Not at all	total
Bath infant	1	0	3	0	16	20
Feed infant	1	0	0	13	6	20
Sing to the infant	1	0	0	15	4	20
Play with the infant	1	0	0	15	5	20
Change diapers	1	0	0	0	19	20
Talk to infant	1	1	4	14	0	20
Put infant to sleep	1	0	0	0	19	20
House chores	17	3	0	0	0	20
Total	24	4	7	57	69	160
Percentage	15%	0.625%	4.375%	35.625%	43.125%	100%

The results revealed the majority (78.76%) of the respondents rarely or do not use the theoretical knowledge to assist them with the activities related to infant care.

Availability of instructional resources for training housemaids

Adeogun (2001) found that there was a strong positive significant relationship between teaching resources and academic performance of the learners. Training institutions endowed with more resources performed better than those with less. These results were in agreement with the study of Babayomi (1999) which discovered that schools with adequate teaching and learning resources performed better in national examinations in Nigeria. Adeogun (2001) further argued that effective learning cannot take place if basic instructional resources are not adequate.

The house maids, trainers and mothers were asked to indicate what type of instructional resources that were available, whether they were appropriate for training maids in infant care. Their aggregate responses are presented below.

Table 7. Availability of instructional resources

Facility	Very Adequate	Adequate	Inadequate	Very inadequate	Not available
Text books	0%	0%	40%	50%	10%
Stationery	0%	15%	53%	32%	0%
Teaching/Learning aids	0%	20%	60%	20%	0%
Computers	0%	0%	5%	95%	0%
Assorted toys	0%	0%	0%	70%	30%
Materials for infant care	0%	0%	0%	0%	100%
Ironing boards	0%	0%	0%	0%	100%
Cooking utensils	0%	0%	0%	5%	95%
Cleaning materials	0%	75%	25%	0%	0%
Furniture	0%	13%	80%	7%	0%

The results obtained indicate that the majority (90%) of the respondents said the text books were either inadequate or very inadequate. On the other hand 10% said they were unavailable. Learning and teaching aid were considered inadequate and very inadequate by 80% and only 20% thought they were adequate. The computers were said to be inadequate by 5% while 95 % said they were very inadequate. Overall the findings show that only cleaning materials were considered adequate (75%) as can be seen from the table. A follow up interview with the house maid indicated that 35% of the resources available were brooms, washing basins and mops, 25% indicated air fresheners, soap, cobweb removers and window cleaning materials, 15% indicated pressing irons and needles, 15% indicated stoves and fridges 10% indicated shining brushes and buckets. All the respondents indicated that there were no toys or infant care or feeding equipment. Most of the available resources have no relevancy to teaching, learning and infant care.

Appropriateness and adequacy of instructional materials refers to acceptable quality and quantities of material resources, physical facilities and human resources. According to DFID (2007), adequacy of instructional materials such as textbooks, which is the main instruction material is the most cost effective input affecting learners' performance. In this context, acquisition of theoretical knowledge by housemaids. The adequacy of supply is usually assumed to be a minimum of one textbook for every three learners. According to Padmanabhan (2001) adequacy of instructional resources determines the efficiency of the training institution. In order for learners to effectively learn and for instructors to effectively teach, textbook and resource materials are basic tools, their absence or inadequacy makes instructors or teachers handle subjects in an abstract manner resulting in poor performance by the learners.

From the obtained results, it is clearly evident that maids training centres lacked adequate facilities and learning resources. The status of instructional materials, equipment and facilities are inadequate, and unsuitable for preparing competent house maids for infant care. The state of affairs raises concern about the quality of house maids from these centres. The proliferations of maids training centres in such conditions are a manifestation of the ineffectiveness of the systems of monitoring and regulation of maids training centres. Inadequate instructional materials and resources for teaching and learning prevent the maids training centres from contributing to the production of up-to date and specialized knowledge for their trainees.

During the FGD the respondents indicated that due to financial difficulties or challenges that most of the centers are experiencing it is hard to obtain many of the required resources during the training of housemaids. For instance, the respondents indicated that it is hard to find some of the expensive learning resources needed such as washing machines, cooking appliances, electrical polishers, refrigerators and sometimes even simple resources needed like washing powder are usually hard to find. When they are available they are not enough to cater for the number of trainees available (Aruna and Rajah, 2011).

Curriculum used in maids training centres

According to Bilbao, Lucido, Iringan, and Javier (2008) the term curriculum means different things to different people. Here are some definitions of what constitutes curriculum as presented by different people: a) the total learning experience provided by a learning institution e.g. a school or training centre (Kelly, 2009). It includes the content of courses (the syllabus), the methods used (strategies), and other aspects, like norms and values, which relate to the way the school is organized. b) The total number of courses of study given in a learning environment (Braslavsky, 2003). The courses are arranged in a sequence to make learning a subject easier. c) Curriculum can refer to the entire program provided by a classroom, school, district, state, or country (Hancock, Dyk, & Jones, 2012).

A comprehensive curriculum is that which offers expanded daily support, guidance, and inspiration to instructors or teachers and housemaids as caregivers of infants. The curriculum in maids training centres should be adequate for preparing trainees to give holistic care and facilitate learning and holistic development to infants.

The maids and trainers were asked to say and write the curriculum content of the maids training centres and the results are presented below and in figure 4.3 below.

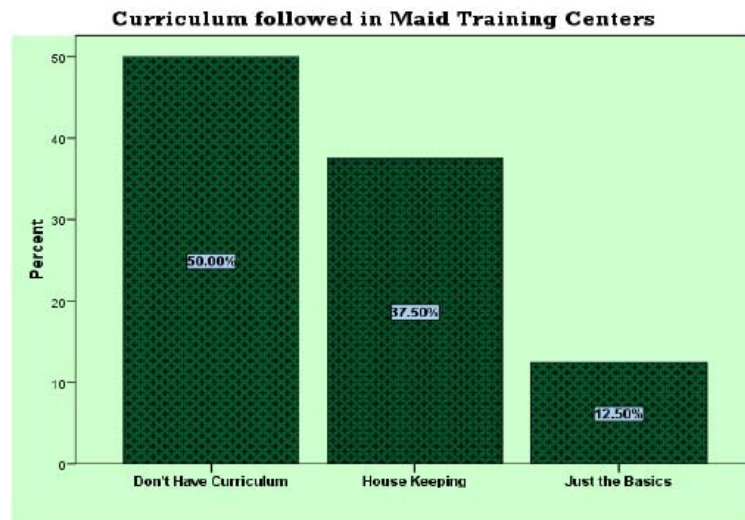


Figure 2. Curriculum used in maids training centres

The results obtained indicate that most (50%) of the maids training centres do not have a specific written down curriculum that they follow. For those that have (mainly an oral one) (37.5%), they focus mainly on housekeeping (Cleaning), which supports the earlier results presented where there were no instructional materials for infant care but only for carrying out house chores. The results also show that their no timetables or daily schedules displayed. The trainers do not write lesson plans or assessment reports.

Designing the curriculum used in maids training centres.

According to Taba (1962):

“Curriculum design is a statement which identifies the elements of the curriculum, states what their relationships are to each other, and indicates the principals of organization and the requirements of that organization for the administrative conditions for which it is to operate. A design of course needs to be supported with and to make explicit a curriculum theory which establishes the sources to consider and the principals to apply (p. 421)”.

Curriculum design takes into account not only the development of cognitive faculties of the learners but character development too. The curriculum design is always linked to selected philosophies of those who are involved in the design and development process. The developers of the curriculum for the maids training centres should have all these factors in mind as they embark on the task.

The housemaids and trainers were asked name the designers of the curriculum which they are using in the training programme for the house maids, the results are presented below:

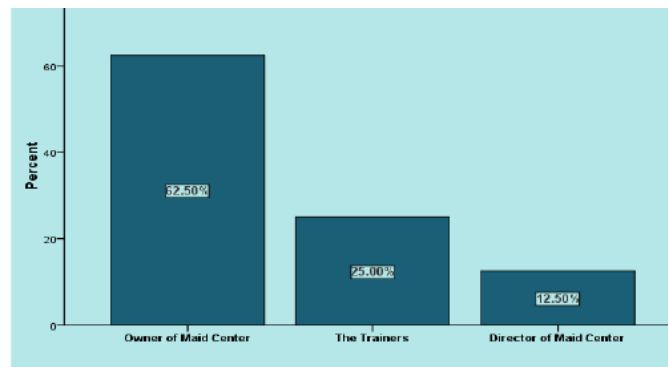


Figure 3. Curriculum designers for maids training centres

Most of the maids training centres do not have a specific curriculum that they follow 50%. However, for those that have, it is prepared by the owners (62.5%), trainers (25%) and the directors of the centre (12.5%). The content of these curricula are not subjected to quality control by any institution and the training centre have no internal quality control policies. Having in mind that 70% of the maids training centres visited are owned and run by former house maids, the just replicate what they went through while training. Most of the training centres (68%) do not follow written down curriculum and do not indicate the expected outcomes of the training or the numbers of hours that should be spent on each subject. The Lusaka City Council (LCC), the Ministry of Tourism (MOT) and Ministry of General Education (MOGE), do not inspect these centres nor quality assure the curricula.

It was difficult to generalise the extent to which the curriculum meets the intended outcome since the curricula are designed (and in most cases (89%) unwritten) for individual maids training centres and the intended outcome are also not written down anywhere.

The duration of the training

The trainers and trainee housemaids were asked how long their training was and the results displayed below.

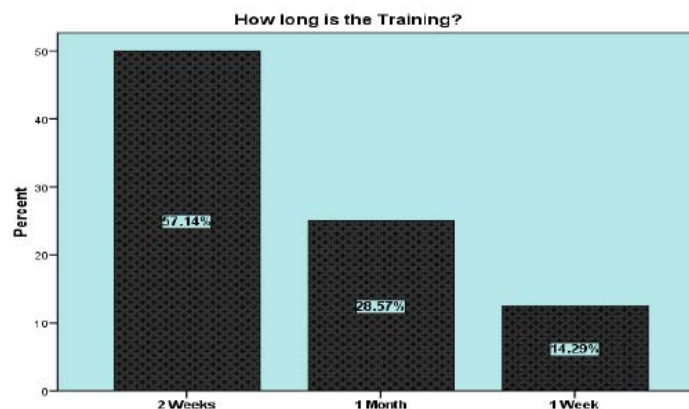


Figure 4. Duration of the training

The duration of the training is averages 2.3 weeks as given by 57.14% of the respondents. It is my considered view that this period is too short to cover the theory and practice of infant care, child development, Health Nutrition and safety, learn how to prepare daily schedules among other essential courses which helps the caregiver to give quality care. The justification for the short period of training was that most of the training was hands-on. It is can be, concluded then, that trainees in maids training centres do not receive theoretic knowledge in infant care.

This is also supported by lack of past examination papers, assignment questions or written notes given to students by the trainers. All the students testified to the fact that they spent only two days in class.

Ratings on the relevance of the curriculum to infant care

In training, a curriculum is generally defined as the sum total of learners' experiences that take place in the learning process. The term often refers precisely to a planned sequence of instruction, or to a view of the learner's experiences in terms of the instructor's or institutional goals. According to Reys, Reys, Lapan, Holliday and Wasman (2003) curriculum is a set of learning goals pronounced across grades that outline the intended content and process goals at particular points in time. Curriculum may include the planned interaction of learners with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

House maids, mothers and trainers were asked whether the curriculum in maids training centres was relevant to infant care. The result presented below.

Table 8. Rating on the relevance of the curriculum to infant care

Relevance of curriculum in terms of:	Very relevant	Relevant	Not sure	Not relevant	Very irrelevant	Total
Infant care	5%	10%	0%	70%	15%	100%
House chores	70%	30%	0%	0%	0%	100%

The results indicate that the majority of the respondents (85%) considered the curriculum not relevant and very irrelevant to infant care. This therefore, means that the training of housemaids does not give them theoretical knowledge infant care which could in turn influence infant care when they give employed. On the other hand, despite not having a comprehensive written down curriculum, the results indicated that the trainees benefit from the training in relation to house chores: cleaning, laundry, cooking.

Allocation of time for classroom, field work and practical work

According to Jones and George (2005) training is a planned method by which knowledge or skills are acquired for a definite purpose. The main aim of training is to change the behaviour of those trained. This means that the trainees acquire new manipulative skills, technical knowledge and skills on the job. (Archieve, 2008).

Grobler et al. (2006) described training as the use of specific means to instill specific learning, using techniques that can be identified and described. Training therefore is a deliberate effort to teach specific skills, knowledge and attitudes to serve a specific purpose (Archive, 2008).

According to Craig, Kraft and Plessis (1998) there are, programmes for teachers education that have worked well with a duration ranging from fifteen days as in the BRAC schools in Bangladesh, twenty-five days in the rural community schools in Egypt, two-year programs in Botswana. He argues that success depends on how the courses are structured and what support accompanies them. Since house maids are expected to care and educate infants, they can be considered as teachers.

The house maids and trainers were asked to rate the adequacy of time allocated for classroom, field work, and practical work. The result is presented below.

Table 9. Rating on adequacy of time allocated for classroom instruction

	Very adequate	Adequate	Fairy adequate	In adequate	Very inadequate
House maids	0%	0%	15%	75%	10%
Trainers	50%	15%	20%	15%	0%

The results show that time allocated for classroom teaching is considered inadequate by 85% of the housemaids but adequate (85%) from the perspective of the trainers. On probing each group further it was discovered that both the housemaids and the maids training centres wanted to work and off load house maids to the market quickly respectively. The maids training centres hire out the maids they train. This means the shorter the period the more maids they hire and the more money they make. The house maids also look forward to being hired out so that they can start earning a wage. This also explain why there are no trainees who fail in the maids training centres.

Time allocated for field work

Field work comprises activities which are done outside of the training centre and the classroom. This however, should relate to and add-on the content being taught in that course or programme. Field work includes observation in a classroom setting, tutoring trainees, taking care of infants, cleaning (hotels, restaurants, schools homes, banks) interviewing owners of these premises in a supervised setting. Field work ends with trainee working or on internship which should be completed during the trainees' final term of their training programme.

The house maids and trainers were asked to rate the adequacy of the time allocated for field work and the results are presented below.

Table 9. Ratings on the adequacy of time allocated for field work

	Very adequate	Adequate	Fairy adequate	In adequate	Very inadequate
House maids	20%	28%	10%	15%	20%
Trainers	66.7%	8.3%	8.3%	10%	6.7%

The trainers (73.3%) indicated that the time for the field work was very adequate to fairy adequate while the house maids (58%) think the time is very adequate to adequate. Probing those who thought the time is not adequate revealed that many areas like knowing the family cultural of the houses they were doing their internship needed substantial time for them to do a good job and learn at the same time. The same was true for those on attachment in restaurants, hotels, schools, and banks. The one that needed more time are those that found themselves on attachment in homes where there were infants. They needed to take care of the infants even when this was not covered in their training programme. They stated that they needed more time to establish a relationship with infant.

Table 10. Rating on adequacy of time allocated for practical work

	Very adequate	Adequate	Fairy adequate	In adequate	Very inadequate
House maids	80%	10%	10%	0%	0%
Trainers	83.3%	8.3%	8.3%	0%	0%

Analyzing the results show an agreement between the housemaids and trainers that the time allocated for practical work both at the training centre and the attachment period was adequate. This is in agreement with the earlier notion put across that the training of house maids was more practical approach than theoretical and was focused on house chore than on infant care.

From the results presented above, it is clear that the majority of the trainers have done hotel, catering and teaching courses at certificate level and psycho-social counselling. These are short courses mostly organised by extension studies of the University of Zambia and some NGOs. The certificate in teaching is at primary teacher education level that that does not include infant care. The implication is that they have not received systematic training in infant care, theories of infant development and learning. This therefore, makes them unqualified to impart skills and knowledge in this area to trainee house maids.

Conclusion

The main findings for the study on the capacity of maids training centres to train house maids for infant care in Lusaka have been presented. Questionnaires, interviews and document analysis were used. The different methods of data collection were used in order to triangulate data obtained. The results however, show that the maids training centres had no capacity to train maids for infant care. The human and instructional resources were found to be inadequate. The curriculum was found to be unwritten and was not quality assured. It also had no elements of infant care. The study revealed that the main focus of maids training centres was not theory and practice of infant care but housekeeping. This, therefore, means that the effect of theoretical knowledge on the practical care of infants could not be established.

Recommendations

1. The government should:
 - a) Provide policy guidelines for the registration and operations of maids training centres in Zambia;
 - b) Provide a standardized maids training curriculum for infant care;
 - c) Recognize infant care as a special field;
2. The maids training centres should:
 - a) Meet the minimum standards for training housemaids in infant care;
 - b) Have a library for students to study and improve their theoretical knowledge
 - c) Invest in instructional materials such as computers, printers, photocopiers, scanners, text books, overhead projectors, material for practical work, and communication gadgets among others;

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