

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

STUDENTS' MOTIVATION AND PREFERENCE FOR HOME ECONOMICS
SUBJECTS IN SENIOR HIGH SCHOOLS IN ASHANTI REGION, GHANA



AUGUST, 2016

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A Thesis in the Department of HOSPITALITY AND TOURISM EDUCATION,
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Studies, University of Education, Winneba in partial fulfilment of the
requirements for the award of the Master of Technology
(Catering and Hospitality) degree.

AUGUST, 2016

DECLARATION

STUDENT'S DECLARATION

I, **GLORIA ANNORBAH-SARPEI**, declare that this Thesis, with the exception of quotations and reference contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....

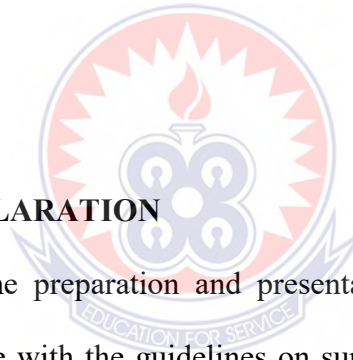
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the project report were supervised in accordance with the guidelines on supervision of Thesis laid down by the University of Education, Winneba.

SUPERVISOR: **DR. MRS. ELLEN OLU**

SIGNATURE:.....

DATE:.....



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I acknowledge my sponsors, parents, siblings, and loves ones whose contributions either directly or indirectly results in the success of this study.

To all, I say a big thank you.



DEDICATION

This manuscript is dedicated to the unforgotten God for the many wisdom and blessings bestowed on me to undertake this study. My sponsors and love ones for their financial, physical and emotional support during my course of study. I say God bless you.



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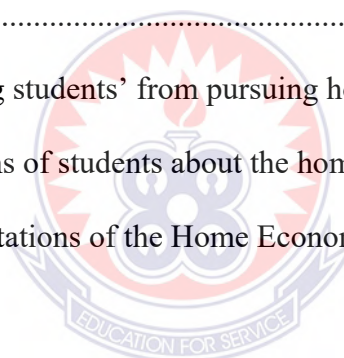
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ABSTRACT

The study was students' motivation and preference for home economics subjects in Senior High Schools in Ashanti Region, Ghana. The target population was the second and third year Senior High School students in three selected schools in the Ashanti Region, their teachers were sampled for the study. In all, 3 teachers, and 86 students, were engaged in the study. The researcher used both questionnaire and interviews as the main instruments for data collection. The data collected were analysed using descriptive statistical analysis, which involved the use of frequency and percentages in analysing the data collected. Findings from the study indicated that the female students outnumbered the male counterparts in the pursuit of Home Economics Education in the schools selected: 6 students were males (representing 6.16%) and 80 were females (representing 94.84%). The study also indicates that the majority of students perusing Home Economics were helped by their parents and teachers in selecting the Home Economics program. Student's preference for the various Home Economics programme options ranges from 16 students (representing 18.6%) for Clothing and Textiles, 18 students (representing 20.9%) for Management in Living and 5 students (representing 5.8%) for General Knowledge in Arts. Factors influencing students' choice of Food and Nutrition over other Home Economics Options include Job opportunities available to the food and Nutritionist compared to other career opportunities in the Home Economist Options. The fact that the students' choice of programme options was not influenced by family, gender, religious factors, Career Guidance and Counselling activities can be developed and carried out by the Guidance and Counselling Coordinators with little or without paying attention to the various sex and age groups as there were no statistically significant sex and age differences among factors with regard to their influence on students' programme choice.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter outlines and explains the background to the study, the problem statement, the objectives to be achieved, the research questions that will help in achieving these objectives, the scope of the study and the importance of the study.

1.1 Background to the Study

Home Economics is one of the vocational subjects taught in the Ghanaian Education system and it is designed to promote health in the home and society (Obanya, 2005). Lemchi (2001) defend Home Economics as the study of the relationship of people and aspects of their environment such as clothing, housing and finance. Okpalaand Ellis (2005) described Home Economics as a skill-oriented, decision-making subject, that equips learners with skills and knowledge which will help them to be self- employed and at the same time, contribute effectively to the socioeconomic development of the family and society. Home Economics is taught at the Senior High school level of the Ghanaian education system under the Education Reform programme, as an integrated subject, which comprises Food and Nutrition, Clothing and Textile, and Home Management. At the senior secondary level, Food and Nutrition, Clothing and Textile, and Home Management are taught as separate subjects.

Olaitan (1996) noted, is to enable students to explore a vast array of occupations in the field before making a career choice. Anyakoha (2002) added that the essence of separating the components of Home Economics is to ensure that students specialize in the fields of their choice.

Food and nutrition is one of the basic needs of man, which influences an individual's health, wellness and status (Molokwu 1990; Arubayi 2003; Ukpore 2006). Food and nutrition are among the elective Home Economics subjects which students are expected to study at the senior secondary school level of education. Arubayi (2003) implied that the aim of food and nutrition is to help learners acquire knowledge, skills and techniques for meeting personal and societal food and nutrition needs.

The aim of the food and nutrition curricula in the secondary schools is to teach the learners how to strategically plan and use available resources in his/her environment to improve his/her home, family and societal Food and Nutrition needs (Osisefo, 2004). Food and Nutrition in school curricula also provide students with an apprenticeship Nutritionist, caterer which, if properly carried out will equip them with strategies for earning income in the future (Mberengwa & Johnson, 2004).

Through the subject, students would be trained for homemaking and employment in restaurants and Hotels (Redick, 1995). In addition, Food and Nutrition skills are needed not just for the home and classroom, but for the job market. Students are supposed to learn practical skills which would be useful to them in higher education or enable them get jobs in industries or other formal sectors of the economy. Hence, self-reliance and income generation activities were stressed in Food and Nutrition (Nhundu, 1997).

In another vein, Waudo (1993) asserted that with the increasing freedom of movement and of labour within the committee of Nations in the world, there is the tendency that the rate of acculturation will be enhanced by the study of Food and Nutrition. For instance, the massive increase in tourism has led many foreigners to have an interest

in buying traditional Ghanaian food (Molokwu, 1990). This is an advantage of the gross domestic earnings of the Nation.

Given these justifications for the study of Food and Nutrition, one begins to appreciate the feasibility and value in teaching the subject in schools. It, however, appears that issues such as students' attitudes, teachers' quality/quantity, instructional materials and curriculum hamper the study of Food and nutrition in Ghana. The effectiveness of the Food and Nutrition as a means for global survival would be compromised if the problems that plague the study of the subject in Ghanaian schools are not unveiled and tackled.

1.2 Statement of the Problem

Presently, Home Economics Senior High School students' interest and enrolment in food and nutrition as a subject is low. Lemchi (2001) noted that some students have no interest in the subject. Attitudes associated with Home Economics appear to affect students' enrolment in Food and Nutrition as a subject and impact performance in the subject. According to Owolabi et al. (1991) a serious disconnection exists between Food and Nutrition education in Senior High schools and the needs of the labour market, as students that do not proceed to higher education have been found to be incompetent in the field of work. There is also limited information on the student's motivation and preference for select Home Economics programme at the Senior High School level in Ghana.

Therefore, this study was therefore planned to examine students' motivation and preference for home economics subjects in Senior High Schools in the Ashanti Region of Ghana.

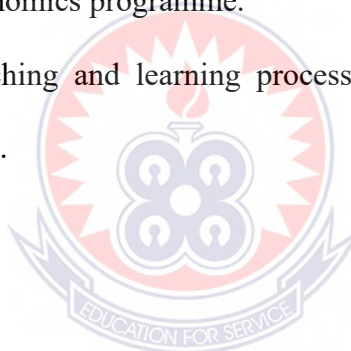
1.3 Main Objective of the Study

The main aim of this study was to examine how students studying Home Economics select their elective subjects. The study focused on Home Economics programme in four selected schools in the Ashanti Region of Ghana.

1.4 Specific Objectives of the Study

The specific objectives were to:

1. identify and describe the factors that influence the choice of the various subjects in the Home Economics programme.
2. study the perception of students selecting food and nutrition over other areas of the Home Economics programme.
3. examine the teaching and learning processes involved in the education of Home Economics.



1.5 Research Questions

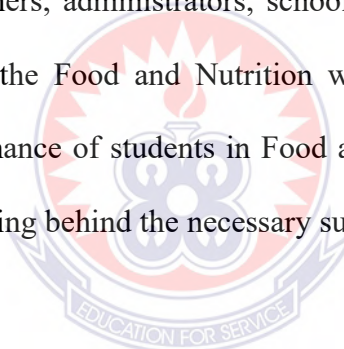
The research questions guiding this study were:

1. What factors influence the choice of the various subjects in the Home Economics programme?
2. What is the perception of students selecting food and nutrition over other areas of the Home Economics programme?
3. To what extent is the teaching and learning of Home Economics supporting students' academic performance?

1.6 Significance of the Study

This study will be of help to its readers in the following ways:

1. It serves as a database for information on the need to evaluate the teaching and learning of Food and Nutrition in the Senior High Schools.
2. District Directors and Heads of the schools can have cause to intensify their request for better resources and material to support their schools to increase the academic performance of students in the Home Economics programme.
3. It identifies effective, useful and functional methodologies to be used to enhance the teaching and learning of Food and Nutrition in all Ghanaian Senior High Schools.
4. Educational planners, administrators, school heads and teachers who are the implementers of the Food and Nutrition will realise the differences in the academic performance of students in Food and Nutrition in the schools so as to give those lagging behind the necessary support.



1.7 Delimitations

The following were delimitations of the study:

1. The study was limited to four purposively selected Senior high schools offering home economics in the Ashanti Region of Ghana.
2. The study was limited to the time period of April, 2015 to April 2016.
3. Face validity of the questionnaire was established by using a panel of home economics teachers currently teaching in other senior high schools apart from the four selected ones for the study.

1.8 Abbreviations/Acronyms

B.Ed.	:	Bachelor of Education
GES	:	Ghana Education Service
MOE	:	Ministry of Education
NAGRAT	:	National Association of Graduate Teachers
NGO	:	Non-Governmental Organisation
SHS	:	Senior High School
SSSCE	:	Senior Secondary School Certificate Examination
WAEC	:	West Africa Examinations Council
WASSCE	:	West Africa Senior Secondary Certificate Examination
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

1.9 Organisation of the Dissertation

Chapter Two covers the review of literature relevant to the topic. Chapter Three deals with the strategies adopted in data collection, the sample and sampling technique, research design, administration of research instruments and data analysis plan. Chapter Four presents the discussion and analysis of the main findings while Chapter Five presents the summary, conclusions drawn from the study and recommendations for improving the situation in the schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature seeks to examine scholastic works done in the field of study. It will capture the definitions of terms and concepts, and specifically examine the reasons for the choice of subjects in the Home Economics programme.

2.1 Meaning of Home Economics

Home Economics is a subject as well as a group of related disciplines that addresses the everyday world of individuals and families by focusing on the provision of food, shelter and clothing within the domestic economy (Grundy and Henry, 1995).

The mission of home economics is the promotion of individual and family wellbeing. The family is the main focus. There are five main core areas that are commonly known as the main components of home economics. These are: food and nutrition, clothing and textiles, human development, family studies, and housing and environment.

The definition of home economics adopted during the fourth Lake Placid conference in 1902 was: "Home economics is the study of the laws, conditions, principles and ideas concerned with man's immediate physical environment and his nature as a social being" (Williams, 1994).

The content of home economics is non-static and multi-dimensional in order to provide for adequate knowledge to cope with changes in the family as well as the environment at large.

Home Economics is a unique area of study because it requires the integration of knowledge drawn from the arts, the pure sciences as well as from the social sciences in order to be able to solve the various issues facing the family. In view of this, Henry (1995) defined home economics as “a multi-faceted, interdisciplinary, integrated field of study drawing from a multitude of disciplines including sociology, psychology, anthropology, chemistry, physics, architecture and the arts.”

2.2 Home Economics Education

There are a number of issues which have been identified as affecting home economics as an area of study. The nature of the subject as an interdisciplinary and integrated field of study makes it difficult to portray the subject as a unified whole. Since its foundation as an area of study, home economics have constantly changed its name, and even today home economics programs continue to be known by different names. Nearly two decades ago, Fleck (1980) noted that even when one home economist described the field to another, there was no complete agreement.

This problem still persists. Istre & Self (1990) noted that: At the core of the problems facing home economics is a lack of a unified identity and name; difficulty in articulating a common perspective to students and the public; and limited attention to refining a conceptual framework for the subject.

Although there appears to be a general consensus among home economists that the 'improved wellbeing of the families' is the ultimate goal, very few specifics have been advanced to clarify further on the focus of the subject (Istre & Self, 1990).

Changes in academia have supported subject specialisation in a quest for more detailed knowledge. These changes have influenced the trend for home economics specialists to look outwards towards their related disciplines rather than towards their common focus (Vincenti, 1990). This has created another problem in that it has resulted in the fragmentation of home economics in sub-specialities.

Each component has pursued its own knowledge based on the root discipline with which it is most closely aligned (Brown, 1980; Horn, 1988). Many professionals have expressed their concern over this, arguing that it has resulted in home economics losing its integrative perspective. It has also been argued that increased specialisation in the quest for depth has resulted in home economists that are less effective in their work (Brown, 1985; Horn, 1988; Ley & Webb-Lupo, 1988; McCallers, 1987; Vincenti, 1990). This problem is based on the understanding that a home economist must be able to integrate knowledge from many sources in order to be able to fulfil its mission of assisting individuals and families in solving complex practical problems of everyday living.

Brown (1980) argued that the perception of science as the only source of real knowledge has contributed to the weakening of integration in home economics. Brown observed that most of the early home economists such as Ellen Richards Swallow (1842-1911) viewed science as the answer to all questions.

They supported technical education in the management of social issues and advocated for social engineering whereby families and the public were to be manipulated by technical scientific methods. This philosophy was embedded in the historical context

of the Industrial Revolution and the prevailing view that empirical science was the only way of knowing.

Home economics is concerned with what people think and do regarding the day to day matters of the family, and with the resolution of practical questions which have bearing upon the quality of life. Because of this, most scholars have argued that the subject's ability to meet these goals is reliant upon not only use of technical action gained through the empirical sciences, but also through the use of practical and emancipative action (Baldwin, 1986; Brown 1980). The technical approach to home economics curriculum relies on control of the natural environment to make it more productive and habitable.

It is derived from empirical-analytic science (Baldwin, 1989). Baldwin (1986) argued that this approach in home economics leads to a focus on a technical orientation to the definition and resolution of family problems which is contradictory to the aims of home economics:

Assumptions underlying this view give rise to certain beliefs and practices in home economics education. For example, they lead to a focus on management, a focus which reinforces a technical orientation to the definition and resolution of problems of the family and to family life which is contradictory to the aims of home economics. For, if those aims relate to the resolution of practical or moral questions the focus should be on interpretation, reflective critique of conditions underlying problems, and dialogue to determine collective action, rather than on the means-end rationality of management (Baldwin, 1986). The technical approach to home economics curriculum is limited by its focus on prediction and control. This focus creates a mechanical-

engineering orientation to problem solving which is not always appropriate for the resolution of family problems.

The practical (also called interpretive) approach enables individuals to uncover factors which influence their beliefs, values and practices; factors originating in personal, family and social history or stemming from contemporary concerns (Baldwin, 1986). The practical approach unlike the technical one, involves developing the cognitive skills used to solve problems and make decisions (Smit, 1992). The practical approach, however, is limited in that it does not incorporate emancipatory action to problem solving. The latter action is necessary in order to make improvements in most family issues.

The emancipatory approach to home economics curriculum incorporates knowledge of the interpretive approach which is extended to include a critique of ideology and social action. The central focus is on emancipation of the society.

For instance, in home economics the focus could be on identifying underlying social issues of concern to the family, and then empowering the family members to be able to take appropriate action. An emancipatory approach seeks to penetrate the surface issue: in order to identify underlying causes of problems and determine action to be taken to eliminate them. Such a theoretical base is what has been argued as necessary in order to develop a home economics curricular which is rationally and morally defensible (Baldwin, 1986; 1989).

Home economics programs in Africa have been criticised as being irrelevant to the life and needs of the local people (Eghan, 1989; Waudu, 1993). African countries inherited their educational systems from their former colonialists.

In many cases, the educational systems, principles, values and practices are reflective of these colonialists. Eghan (1989) observed that in most home economics programs, people look down upon the local traditional practices as being inferior and tend to dwell mostly on western concepts which are not necessarily relevant to the African context. Furthermore, Waudu, (1993) identified several other constraints facing home economics education in Africa.

These included: (1) use of irrelevant curriculum usually adopted from their colonial masters; (2) lack of qualified staff at every level; (3) lack of funds to support programs; (4) lack of classrooms, teaching resources and equipment; (5) Negative attitudes towards the subject; (6) lack of training facilities such as colleges and equipment, research, documentation, and communication related to home economics subject areas; (7) little networking or collaboration within Africa; (8) lack of impact on women's programs; (9) conflict of values among the educated home economists; (10) shortage of time allocated to the subject; and (11) lack of involvement of the community. Such is the nature of home economics. With so many problems, how do those in the field view the challenge of effective and competent practice in the subject? Before this can be explored, there is need to examine the meanings of effective teaching and competent practice.

Home Economics is a field of knowledge and services primarily concerned with strengthening the family life through educating the individual for family living, improving the services and goods as used by families, conducting research to discover changing needs of the individual and families and the means of satisfying these needs (Fleck 1974 cited in Unomah, 2005). Ogbone (1998), Home Economics is a dynamic field of study whose central theme is hinged on the improvement of the lives of everyone in the society.

Looking at the aims of home economics' the benefits of home economics 'skills cannot be overemphasized. I embraced in all African state educational system and individual education students will attain these home economic skills, thus every individual that under goes through the home economics' education is automatically empowered all round, to be self-reliant and African states especially Ghana will not be necessarily dependent on other nations for her economic needs and development. These skills when acquired, provide job opportunities for individuals after graduation such as in fashion designing, interior design, tailoring, dressmaking, catering, tie and dye, craft work, clothing manufacturing, baking, laundry, hotel management, nursery school management and so on. This will assist in making individuals self-reliant and will reduce unemployment within the African states.

If half of the African populace is equipped with vocational home economic skills, African states/Continent will have enough manpower and achieve her goal of nation building which is concerned with bringing about widespread literacy, modern scientific methods, technological innovations, social, cultural and economic development of the nations. Knowing full well that Education is the aggregate of all

the processes by means of which a person develops abilities, attitudes, and forms of positive value in the society in which he lives (Ayanniyi, 1997).

2.3 Aims and Objectives of Home Economics Education

The Home Economics Programme is designed to provide training for students to enable them to teach the following subjects; Catering and Sewing, Foods and Nutrition, Management in Living and Family Life Education.

The proposed Home Economics elective subject promotes the well-being of individuals, families and societies through the study of the provision of basic human requirements for food, clothing and effective resources management.

Well-being is a dynamic phenomenon, incorporating every aspect of human experience, including the physical, social, cultural, emotional, spiritual, economic, political and environmental dimensions of life, all of which are ever changing and differ across different communities, countries and cultures.

The Home Economics (Senior Secondary) curriculum will provide students with opportunities to understand basic human necessities and to study the well-being of individuals, families and societies, building up their awareness of the various dimensions affecting well-being.

The curriculum at the senior secondary level will prepare students for further studies, for work or both. The curriculum at this level will therefore aim to strike a balance between breadth and depth and to respond to current social, economic and technological developments, both globally and locally. To this end, two areas of study

important for lifelong learning are proposed: food, under the title of “Food Science and Technology” and clothing, under the title of “Fashion, Clothing and Textiles”.

2.4 Curriculum Aims

The aims of the Home Economics curriculum are to enable students to:

- a. Be responsible citizens and informed consumers willing to contribute to the well-being of individuals, families and society in terms of meeting basic human needs.
- b. Demonstrate best use of management and organizational skills in handling physical and socio-economic resources for self, family, community and society.
- c. Analyse contextual factors contributing to the well-being of individual, family and society with application of knowledge from the food science and technology strand or fashion, textiles and clothing strand
- d. Devise and implement strategies to solve complicated problems in technological contexts, in particular, food / fashion, using a range of appropriate techniques and procedures
- e. Evaluate critically the impact of social, cultural, economic, scientific and technological developments on the wellbeing of individuals, families and society as a whole further their studies and lifelong learning in food or fashion-related fields.

2.5 Curriculum Framework

Around the world, there are many different modes of organizing or structuring the Home Economics curriculum at senior secondary level depending on local contextual factors and on different understandings of the value of Home Economics to the school curriculum and its contribution to society. The following are possible modes:

- (i) Anin-depth study of a specific area of study in Home Economics such as food or clothing (in some cases, the subject is renamed to avoid past connotations and reflect the new orientation)
- (ii) A broad-based study, including all major areas of study in Home Economics.

Given the various modes of curriculum structure, two alternative frameworks are suggested for the proposed new senior secondary Home Economics curriculum for consultation. The two alternative frameworks differ mainly in what and how the learning elements regarding family living and family issues are structured. Schools and other stakeholders are encouraged to discuss the two curriculum frameworks with a view to determining which one will better prepare students to meet the challenges of the future. Details of each framework are described on pp. 271-276 in this document.

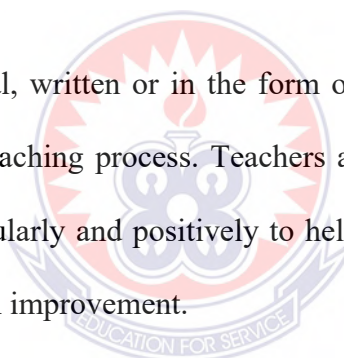
2.6 Learning and Teaching in the Home Economics

As students have different abilities, learning styles (e.g. Mastery, interpersonal, understanding, self-expressive) and each may possess various combinations of multiple intelligences (e.g. Verbal-linguistic, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, intra-personal, naturalist, etc.), Teachers are encouraged to adopt a variety of learning and teaching strategies and provide differentiated instruction to cater for student differences, to facilitate effective learning of abstract concepts, and to develop higher order thinking skills.

The learning tasks and activities designed should be thought provoking and meaningful to students, with a view to motivating them, and to consolidating or enhancing their understanding and their ability to put theory into practice.

They should be so designed as to strengthen their skills in planning, organizing, managing and using physical and social resources effectively in a range of contexts, and to further develop transferable skills such as problem solving in novel situations. Demonstration, discussion, questioning, case studies, games, projects, laboratory work, simulation exercise, debate, role play, visits, field-trips, etc. can all be considered whenever appropriate.

Feedback, whether verbal, written or in the form of body language is crucial in the everyday learning and teaching process. Teachers are encouraged to provide quality feedback to students regularly and positively to help them understand their strengths and weaknesses, and plan improvement.



2.7 Motivation

Motivation refers to “the reasons underlying behaviour” (Guay et al., 2010). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something. Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviours. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social and cognitive forces that activate behaviour. In everyday usage, the term *motivation* is frequently used to describe *why* a person does something

2.8 Types of Motivation

Attitudes cannot be dissociated from motivation. Biggs and Teller (1987) as cited in Ardord (2006) have categorized motivation under four headings: instrumental motivation, social motivation, achievement motivation, and intrinsic motivation.

Instrumental motivation: this type of motivation is purely extrinsic and it is seen where students perform tasks solely because of what may happen or because of some consequences. For example, receiving a reward for what you have done or being punished.

Social motivation: students who fall in this category perform tasks so as to please those they admire, respect, or whose opinions are of some importance to them.

Achievement motivation: with this motivation, students learn with the hope of success. Three elements have been identified under this type of motivation, namely: cognitive drive – the learner attempts to satisfy a perceived “need to know”, self enhancement – the learner tries to satisfy the need for self-esteem, and affiliation – the learner seeks the approval of others.

Intrinsic motivation: under this motivation, the task is undertaken solely for the pleasure and satisfaction it brings to the student. Curiosity and the desire of the student to meet challenges may characterize the learning.

Information on these types of motivation is important in understanding how students are motivated to learn and how teachers can contribute to student motivation.

2.9 Maslow's Hierarchy of Human Motivation

Cherry (n. d.) States that the hierarchy suggests people are motivated to fulfil needs that are basic to the individual before moving on to other needs. According to Cherry, Maslow displayed the hierarchy of needs in the form of a pyramid with the most basic needs at the lowest levels and the most complex needs at the top of the pyramid. According to Ardord (2006), the hierarchy is as follows:

Physiological needs (such as hunger, thirst, leading to a desire for food and water, shelter, and sleep).

Safety needs (such as security, protection, and stability).

Belonging needs (such as friendship, love, and family).

Esteem needs (such as success, approval from others, responsibility, and reputation).

Self-actualization needs (such as desire for self-fulfilment and personal growth).

The needs are hierarchical because high level needs will be attended to only after low level needs are attended to. Viewing this theory from Maslow's perspective, learning will not take place until the basic needs of the student are met. The students will first have to have their physiological needs met along with an assurance of safety and they must experience a sense of belonging both at school and at home. A student who is hungry will never work well, likewise a student who has been made to feel inferior at school or in his environment. If the basic needs are met, motivation to learn and excel will be present.

The implication is that teachers need to understand how the students' needs affect their attitudes and motivation to learn. This knowledge is essential to encourage positive attitudes and perceptions that students can carry through their education and life in general.

2.10 Students Subject Preferences

Preference indicates a positive attitude toward stimuli and has been theoretically or psychologically associated with “personality development, exploratory behaviour, and adaptive capacity”. An assessment of children’s imagery preferences identifies critical information on which children base their aesthetic judgments. From a constructivist perspective, such information can be used to provide meaningful art learning experiences.

Why do we like some forms of art and not others? Are our individual art preferences formed just from miscellaneous aesthetic experiences? The enduring presence of art in human history suggests that its connection to humanity is deeper than merely an arbitrary medley of random aesthetic inclinations. Moreover, understanding the psychological determinants of art preferences is likely to offer a number of benefits to society. For instance, knowing what types of art resonate with different personality traits can be useful to promote art in the community, inspire individual learners, and appeal to individual consumers. Likewise, knowledge of generic art preferences (what most dislike or like) can be used to create common environments that appeal to all individuals rather than providing pleasure to some and causing dislike in all others. Finally, from a more theoretical standpoint, any connection between psychological dispositions (such as personality traits) and artistic preferences is likely to enrich our understanding of the psychological consequences of individual differences, that is, what makes one person different from another.

In light of the above questions it is unsurprising that for the better part of the last century, researchers investigated the connection between personality and visual art preferences (Carroll & Enrich, 1932; Child, 1962, 1965; Eysenck, 1940; Juhasz).

2.11 Factors Affecting Subject Choice and Preferences

Various researches on students' preferences suggest that, partly, preference is formed through personal characteristics and aspirations and partly through institutional influence. Institutional influence on the pattern of subject choice was reflected in differences between single sex and co-educational schools. Gender differences in subject choice largely reflected observable background factors, including advice received. However, the strength of these differences has been declining over time. It was also found that, greater inter-school variability in student subject preferences amongst older students suggesting that school related factors become more important with age. School size was also found to have an effect on post 16years students' subject choices. Likewise, other researchers identified substantial variations between schools in the proportion of students studying different subjects.

2.12 Perception

Etymologically, the word —perception originates from the Latin word, *percipere*, (to perceive). Perceiving ideas and concepts are viewed from two dimensions – first is the conscious recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning, and knowing or for motivating a particular action or reaction. The second is the result or product of the act of perceiving.

Instinctive knowledge has been used to define or explain the term perception. These include awareness, understanding, sense, impression, idea, taste, notion, recognition, observation, consciousness, conception, apprehension, discrimination. Putting the semantic connotations together, Fazio and Williams explain perception as:

Those subjective experiences of objects or events that ordinarily result from stimulation of the receptor organs of the body. This

stimulation is transformed or encoded into neural activity (by specialized receptor mechanisms) and is relayed to more central regions of the nervous system where further neural processing occurs.

According to them it is the final neural processing in the brain that underlies or causes perceptual experience; and therefore perception-like experiences can sometimes occur without external stimulation of the receptor organs.

2.13 Perception of Students on the Study of Home Economics

The student some awakened perception towards the study of Home economics this is as a result of the misconceptions about Home economics. Students prefer medicine, law, and engineering courses as being suitable for males rather than Home economics. Students perceive Home economics as a preparatory course for becoming good housewives. Students perceive Home economics as a domestic affair, hence it a course for females. From the colonial era till date, Home economics was mainly done by women and as such students see it as a female's course. Dike (2006) expressed that wrong perception of Home Economics dated back from the colonial era making it difficult for this perception to change. Bound and Hapson (1989) stated that boys are more concerned with careers that will make quick money while girls tend to pay more attention to future family improvement.

Student perceived Home Economics has to do with the home, since it deals with different food preparation and serving of meals, decoration of the home and its surroundings, making clothes, child care, as such the students do not see as a course for males since it deals with domestic affairs. Males perceive Home economics as a

course which makes a person servant and not a master. Males look at medicine, law, engineering as being suitable for them, because the males feel is a lucrative and notable profession for reliable and successful men. These make men to be proud, have prestige and become wealthy; men from these fields are masters and directors not servants if the males should study Home economics.

Boys and girls should have a practical interest in home planning, budgeting, production of and preparation of food for home use.

It is not surprising that students are not interested in Home economics subjects/courses. Osuala (1994) emphasized that, at the heart of our society and economics problem is a national attitude that implies that vocational subjects (Home economics) are designed for somebody else's children and is meant primarily for the children of the poor, for the dropout, and the less intelligent. This attitude is shared by students. Hence, it makes them to lack interest in the study of the course. Ghana has promoted the idea that the only good education is the Education capped for a period of time.

2.14 Basis for Elective Subject Preferences

The following sections explain the various factors that the respondents consider when choosing elective subjects.

Food and Nutrition: The teachers teach well and make their lessons interesting. The materials and tools are also readily available for executing the assigned practical exercises. Although the process is tedious anyone who has patience, dexterity and the right environment can work with the material. The respondent also states that the teachers offer much encouragement and inspire students to work hard.

Food is one the basic needs of man. Without good food, an individual would not be able to function properly in all spheres of life. Good food and Nutrition promotes health and therefore it is important that students are exposed to ways of selecting, preparing and cooking wholesome food for themselves and others. Foods and Nutrition as a vocational subject prepares students for the world of work. It also encourages the creative use of local foods and associated food service to meet the nutritional needs and other demands of consumers.

Clothing and Textiles Options of the Home Economics Programme

A major objective of the Ghanaian educational system is to equip individuals with employable skills to enable them contribute meaningfully towards the development of the nation. Consequently, the main aim of teaching Clothing and Textiles is to train students to acquire knowledge and skills in clothing production and management. Thus the Clothing and Textiles Syllabus aims at providing students with experiences that will develop their competences in textile selection and use and clothing production and management. By the end of the year 4, students will:

1. Become aware of career opportunities in textiles and clothing.
2. Acquire basic scientific knowledge in textile fibres.
3. Recognize the significance of clothing and its management.
4. Develop skills in the selection, use and maintenance of equipment for sewing.
5. Appreciate the creative use of fabrics in clothing production.
6. Develop clothing production skills.
7. Develop appropriate work ethics in the textiles and clothing industry.
8. Acquire skills in the repair and renovation of clothing and care of clothes.
9. Acquire skills in selecting appropriate clothing for different occasions.

The Clothing and Textiles programme has been designed in such a way as to offer skills that are terminal and can be put into immediate use. The programme at the same time provides the foundation for further studies in areas of Clothing and Textiles,

Clothing and Textiles covers the following areas:

1. Career Opportunities in the Textiles and Clothing industry
2. Study of fibres and fabrics
3. Selection, use and care of clothing and furnishing
4. Sewing processes
5. Repair and Customizing
6. Clothing design and construction
7. Creative crafts
8. Consumer Education
9. Entrepreneurship

Clothing and Textiles demand well sewing skills which many girls do have, its teaching is interesting and stimulating; those who have the skills, enjoy the clothing and Textiles lessons and excel in the exercises assigned them. According to the respondents the teachers often show them inspiring art works in the clothing and Textile and encourage them to work hard. Other concerns raised by the respondents were the collapsing Textiles industry in Ghana. The respondents consider will affect their career options in the Clothing and Textiles Industry.

It also involves skills in crocheting, dyeing, printing and designing which come easily to girls. These lead to occupations that can be practised virtually anywhere with minimal investment. The topics and related practical activities tie in perfectly with the knowledge and skills demanded by the fashion industry that most girls in Visual Arts desire entry. The making of clothing and fashion accessories is a very lucrative job

that is enticing and because girls have delicate hands, they are able to manipulate fabric easily and transform it into garments and other creative articles. Girls have the patience to work the details required in Textiles.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research method employed in exploring the students' motivation, participation and preference for home economics subjects in four senior high schools in the Ashanti region, Ghana. It spells out the research approach, research design and sampling technique. These are followed by the description of instruments, the primary and secondary data, administration of instrument, data collection procedures and data analysis plan. Data for the study were collected from 18th to 28th May, 2016.

3.1 Research Design

The study employed both qualitative and quantitative research methods and instruments to elicit data. Descriptive research design was selected for the qualitative research approach. The qualitative research approach provides an inside perspective as well as in-depth insight into the phenomenon under study. According to Rubin and Babbie (2001), qualitative research has the ability to provide the researcher a comprehensive perspective resulting in a deeper understanding. For Bell (2004), qualitative approach offers the researcher insight and understanding into the individual's perceptions of the world.

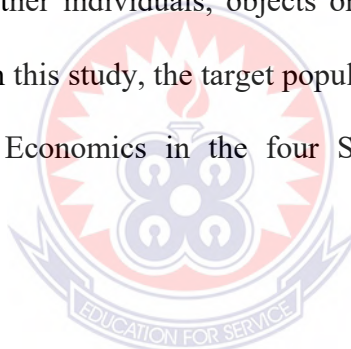
According to Denzin and Lincoln (2000), qualitative approach focuses on how social experience is created and given meaning. This means that qualitative research paradigm has a high tendency to achieve both in-depth and insider perspective of the phenomenon under study as well as to provide answers to the research questions. The

qualitative research method was adopted for this study to ensure that the research is enriched by the strength of the approach as well as answer the research questions guiding the study.

These approaches were adopted because they offered the best means of obtaining valid data for the study. The advantages of the research methods and tools far outweighed their disadvantages in sourcing and analysing data from the field.

3.2 Population for the Study

The population has been defined by McMillan and Schumacher (2001) as a group of elements or causes, whether individuals, objects or events that conform to specific criteria in the research. In this study, the target population was made up of all teachers and students of Home Economics in the four Senior High Schools in Kumasi metropolis.



Fraenkel and Wallen (1996) assert that a population is the group to which the research findings are intended to apply. The accessible population for the study was 92 respondents from three selected public in the Kumasi Metropolis because it was not possible to extend the study to cover all the SHS in the Kumasi Metropolis.

Studying the whole population would have greatly enhanced the outcome of the study. However, this is often most impracticable owing to the limited academic period for the study. Sampling therefore became the only effective means for conducting the study.

3.3 Sampling Techniques

The researcher, upon arriving at the schools, firstly introduced herself to the staff members and later the students of each of the schools she visited. She also made it clear to them the main purpose of visiting their schools so that it may not be anything new to them. The research dealt with the analysis and the interpretation of the data collected.

The researcher used the Home Economics Programme in three Senior High Schools within the Metropolis. All three schools were public. This yielded a population consisting of 92 respondents consisting of 6 teachers, 86 students. The selection which took care of the two different categories of schools was also guided by factors such as convenience and accessibility.

The purposive and simple random sampling techniques were used simultaneously to identify and select a number of schools, teachers and students on whom to base the study. The purposive sampling technique ensured that only schools, teachers and students of Home Economics were selected. The simple random technique ensured that all class levels in the selected schools had equal chances of been selected for in-depth study.

3.4 The Sample

The study respondents consist of 6 teachers and 86 students. Each participating school therefore provided 2 teachers.

Designation	Quantity
A	31
B	25
C	30
Total	86

Eighty six 86 students using the simple random sampling method from year one to three were sampled. In line with much qualitative research, the sample schools are named only as schools A, B, and C to conceal their identity since permission was not sought to disclose them in the report. The data collected by the researcher has been assembled in the form of tables, figures and discussions.

Leedy (2005) states firmly and clearly that for quality research, at least, thirty percent (30%) of the population for the study, is a fair representation for an acceptable accuracy of results. The researcher used, all students who were present in each day of her visit to the selected schools as her sample. This sampling method gave room to the researcher to conveniently select the various schools.

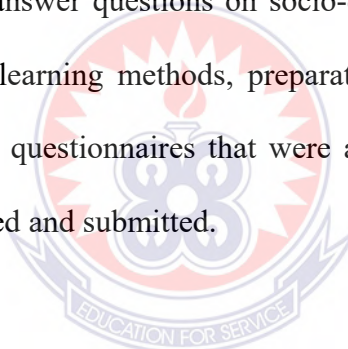
3.5 Data Collection Instruments

The most appropriate research instruments considered and employed were observation, which falls in the category of researcher-completed instruments; questionnaire and interview, which are informant-completed instruments (Frankel and Wallen, 1996). Data from multiple choice sources were collected with the aim that all would converge to establish a particular theory or an opinion (Leedy and Ormrod, 2002).

1. Questionnaire

In view of Leedy and Ormrod (2005), questionnaires offer participants the advantage of answering questions with the assurance of anonymity for their responses.

Questionnaires are fast and convenient and given the level of education of both the teachers and students in the schools, it was not likely for them to misinterpret the questions and give misleading answers. The use of questionnaires ensured that quantifiable responses were obtained for the purpose of establishing relationships between the identified variables and the responses. The closed-and open-ended questions were used. Closed-ended questions were used to control responses and open-ended questions to supply in-depth information relevant to the study. The questionnaire sought to answer questions on socio-demographic data, availability of resources, teaching and learning methods, preparation before, during and after the examination. Of the 178 questionnaires that were administered in the four schools, 160 (99%) were completed and submitted.



2. Interviews

The researcher found out that, interviews were more appropriate for this research because, most of the students were very good enough to express themselves in both writing and speaking. Questionnaires and the other instruments were used for the teachers. This method gave room for a more friendly relationship with the interviewees/ respondents and it helped the researcher immensely in gathering the needed information for the research work.

For the purpose of this study, the researcher utilized both the “open ended” and “semi structured” type of interview. The researcher also interviewed some of the students inside and outside the classroom. The Home Economics teachers were interviewed

whilst they were given about a day's notice before their interview, which was held in their offices and their classrooms. Best (1998) states that an interview is, in a sense, an „oral questionnaire“. Respondents in this case gave the needed information verbally in a face-to-face, instead of writing down responses as in the case of a questionnaire. The interview allows the interviewee to give out the best of what he or she knows since special rapport is built between the interviewer and the interviewee before the interview commences.

Nkpa (1997) also states that an interview is a face to face interaction in which questions were asked by the interviewer to obtain oral responses from the interviewee. He further said that the interview is interaction within the interview situation; the interviewer and the interviewee; and the interview schedule. Therefore, for maximum success in the interview, the interview situation must be comfortable and permissive as possible; again the schedule must be flexible and acceptable to the interviewee.

Some questions were just „yes or no“ answers. Silverman (1993) as cited in Leedy and Ormrod (2005) makes it clear that interviews can yield a great deal of useful information. The researcher found out that, interviews were more appropriate for this research because, most of the students were very good enough to express themselves.

3. Observation

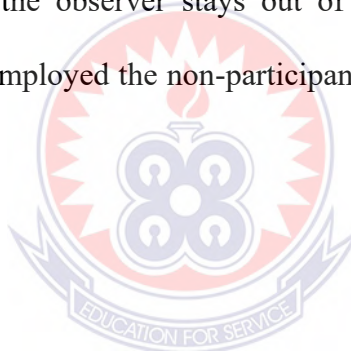
Observation involves retrieving information, data or impressions in the field of research with the use of the researcher's senses. These senses may include looking, listening, smelling, feeling and any other in the quest to investigate a phenomenon, according to Leedy and Ormrod (2005). Observation is a powerful research

instrument because in most cases it validates the data gathered in an interview. For example, in this study, the researcher observed both the practical and theory works of students.

3.6 Types of Observation

Structured and unstructured observation. The observation is wide and unstructured in the early stage: it gets restricted and structured as the investigation proceeds.

Participant and nonparticipant observation. In participant observation, the observer works his way into the group she is to observe so that as a regular member, she is no longer regarded as an outsider against whom the group needs to guide itself. In non-participant observation, the observer stays out of the confines of the group. The researcher in this study employed the non-participant observation and an unstructured observation approach.



3.7 Types of Data

The primary data were collected using questionnaires and guided interviews. The secondary data collected for the study were from books, journals, internet source, reports and records from 2006 to 2011 WASSCE results from the various schools.

3.8 Reliability and Validity of Data

To a very large extent, the data collected and used in the research can be said to be reliable and valid. Best (1981) states clearly that validity is the quality of an information gathering instrument or procedure that makes it able to measure what it was intended to measure. Leedy and Ormrod (2005) agree with Best (1981) by

stipulating that the validity of a measurement of an instrument is the extent to which the instrument measures what it is supposed to measure.

On reliability, Best (1981) does not only agree with Leedy and Ormrod (2005), but explains further that reliability is the quality of consistency that the instrument or procedure demonstrates over a period of time. From the information provided by these two authors, the researcher is of the view that validity is the quality or fineness of the data gathering instrument and reliability is the ability of the instrument to produce determined results on a consistent basis till some time.

3.9 Data Collection Procedures

A questionnaire each was designed for both home economics teachers and students. On the questionnaire administered to the teachers, some were answered and returned immediately, while teachers who could not return theirs immediately were given time for collection. To the students, the questionnaire was administered to them by appointment and they were returned immediately. In all, the researcher, distributed the questionnaire personally. The researcher had a schedule with the various teachers for the interview section.

3.10 Data Analysis Plan

Data collected using the questionnaire sheets were carefully scored and transferred for analysis. A statistical analysis and interpretation of the data gathered was made and discussed using tables, cross-tabulations, graphs and other types of illustrations from the Statistical Package for Social Sciences (SPSS).

The interview guide which was stated based on variables developed under the conceptual framework was also analysed. Voice recording done in the process of the interview was transcribed into a word document. The recorded interviews were transcribed and kept safe for use by the researcher. Any information provided by participants was used with confidence. At the end of the day, the researcher subjected all the data collected for analysis.

A detailed discussion of the findings was analysed. The analysis followed a write-up and discussions based on the findings from the study. The study finally presented recommendations and conclusions.



CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter presents an analysis of the data collected from respondents, who were either staff or students of the study setting. The outcome of the thesis was based on both the quantitative and qualitative approaches of investigations used. As was mentioned in chapter three, the sample size of the study respondents was 86. The first section of the analysis will contain the analysis of the socio-demographic characteristics and background information of the respondents. This is then followed by main objectives of the survey. Finally, the last section discusses the summary of overall views of the respondents. Then, the second section of the analysis will discuss the responses of the study.

4.1 Demographic Characteristic of Respondents

Table 4.1 shows the distribution of respondents according to gender. The study's respondents constituted both male and female students. Out of the 86 respondents selected, 6 students were males (representing 6.16%) and 80 were females (representing 94.84%). This shows that female outnumbered the male in the pursuit of Home economics education in the schools selected. This distribution, therefore indicates a gender inequality in favour of female. The implication is that among the Senior High Schools studied, many young ladies acquire Home Economics education as compared to boys.

Table 1: Descriptive Statistics of Demographic Characteristic of Respondents

Variables	Characteristics	Frequency	Percentage (%)
Gender	Male	6	6.9
	Female	80	93.1
Name of School	School A	31	36.1
	School B	25	29.1
	School C	30	34.8
Age of students	12-15 years	12	13.9
	16-19 years	70	81.3
	20 years and above	4	4.6

Source: Author's fieldwork, 2016

The issue of gender inequality which was realised among the student respondents could also be seen among the teacher respondents. Out of the 6 teacher respondents, 1 was a male teacher (representing 17%) and 5 were female teachers (representing 83%), indicating a clear gender imbalance in favour of female teachers. This means that, there are more female teachers handling Home Economics education than male teachers at the SHS level. The chart below shows the distribution of the teacher respondents according to their gender.

Home Economics Teachers' Gender

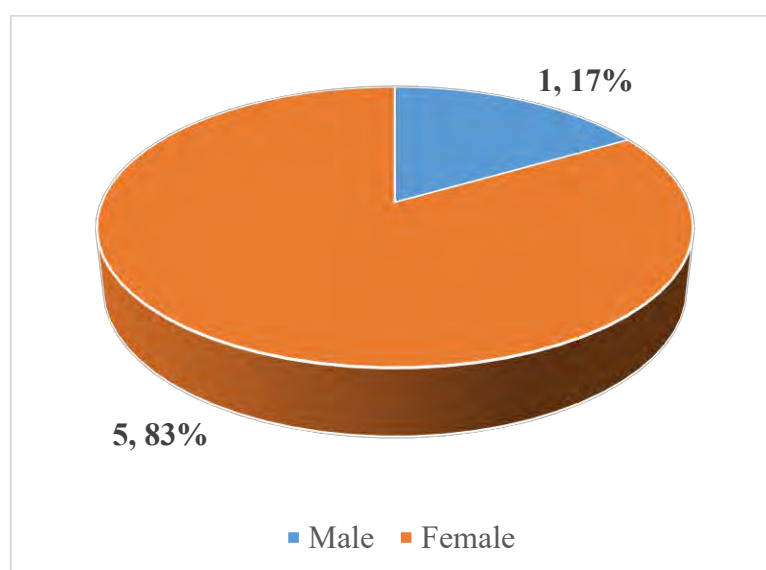


Figure 1: Home Economics Teachers' Gender

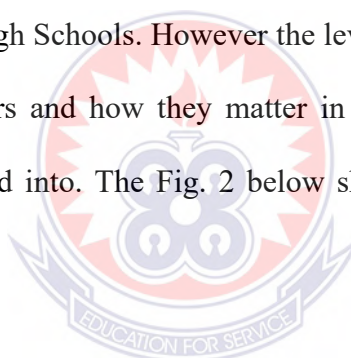
Source: Author's fieldwork, 2016

From Table 1, respondents from School A were 31 (representing 36.1%), School B were 25 (representing 29.1%), and School C were 34 (representing 34.8%). This distribution shows that the data collected from the respondents have a clear representation of all the study schools since the researcher collected data from a fairly equal number of students. This implies that among the schools studied, enrolment levels in the public schools are fairly equal.

With regards to the age distribution of respondents (Students) the ages comprised of 12 (13.9%) of relatively young aged between 12 and 15 years. While 4 students (4.6%) out of the total respondents were aged 20 years and above. The data also show that 70 (81.3%) of the total respondents were aged between 16 and 18 years. This is the typical age distribution expected of Senior High School students in Ghana. This distribution indicates that there is the presences of many young adolescents who could

further their education at the tertiary level after they have completed SHS. Thus, should there be any school dropouts, the cause will be attributed to other reasons rather than the ages.

The ages of teacher respondents also comprised a dominant number of 3 (representing 50%) of relatively young teachers aged between 31 and 40 years and only 1 teacher aged 51 years and above (representing 16.6%). The study also shows that 2 teachers (representing 33.3%) of the total teacher respondents were below the age of 30. This distribution shows the presence of relatively young teachers aged below 50 years and below, with many years of active teaching service ahead of them before retirement. The presence of these young teachers could serve as role models for many younger students in the Senior High Schools. However the level of experience and competence of these younger teachers and how they matter in teaching is another researchable area that could be looked into. The Fig. 2 below shows the distribution of teachers according to their age.



Teachers by Age

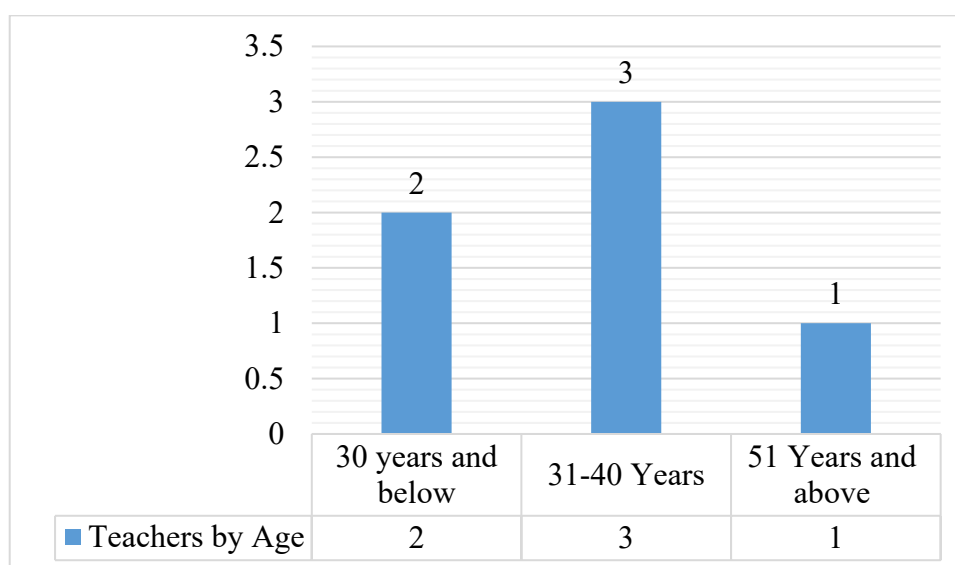


Figure 2: Teachers by Age

Source: Author's fieldwork, 2016

The students under this study comprised all students in form 2 class. Form 1 students were not included in the study because they were a new batch of students who had just entered SHS and had not been introduced to the Home Economics options yet. However, observations were made in the Form 2 classrooms to assess how they were being taught and learned in the schools.

Table 2 also shows a distribution of students into the various Home Economics subjects. It can be noticed that the most popular Home Economics subject that students offered was Food and Nutrition (represented by 68 respondents or 79.1% of the 86 sampled respondents) and Clothing and Textiles (18 respondents or 20.9% of the total). Management in Living and General Knowledge in Arts are compulsory subjects for all Home Economics students at the SHS level. The table also shows that, 2 out of the three schools selected to offer all Home Economics options while 1 school offered just one option. Schools A and B offer all options. School C offers only Food and Nutrition. It can be seen that, some Senior High Schools in the country do not offer all Home Economics options as required of them.

This does not give the students the ability to choose their preferred option, thus students who find themselves in such schools are disadvantaged. The implication is that students in such schools would be limited in skills and knowledge acquisition since they do not have enough subject options. This limits the motivation of students and their interest to study the subject. The study also revealed that Food and Nutrition was common among schools that offer just a single option; This implies that among the three schools some students have no choice in the subjects because the schools do not offer them exposure to all the disciplines; thus denying the student the opportunity

to explore his/her hidden potentials and talents. This places a limitation on the creative development of the student's full potential towards a future vocation in the Home Economics subject areas.



Figure 3: Descriptive Statistics of students and Teachers Response According to Home Economics Subject Being Learnt and Taught

Source: Author's fieldwork, 2016

The study area constitutes a dominant number of teachers (5) who had a minimum of a first degree qualification; while only 1 teacher (representing 7.7%) had master's degrees. This attests to a generally high standard of education for the teachers. The presence of many teachers with higher education qualifications also suggests the students are receiving effective teaching, but further research will have to be conducted to verify this assertion.

Table 2: Descriptive Statistics of Teachers' Response According to the Educational Background/Classroom Teaching Experiences of Teachers

Qualification	Frequency	Percentages (%)
1 st Degree	5	83.3
Post Graduate Degree	1	16.7
Total	6	100%

Classroom Teaching Experiences Of Teachers		
4 – 10 years	1	16.6
11 – 20 years	4	66.8
21 years and above	1	16.6

Source: Author's fieldwork, 2016

Table 2 shows that most of the teacher respondents have classroom teaching experiences that range from less than three years to more than 20 years. The table also indicates that only 1 of the teacher respondents (representing 16.6%) had 4 to 10 years teaching experience, 4 respondents (representing 66.8%) had acquired between 11 to 20 years of teaching experience, 1 teacher (representing 16.6%) also had 21 years teaching experience and beyond.

The implication is that teachers handling various subjects in some of the schools have the needed experience enough to provide effective teaching and learning in the Senior High Schools.

4.2 Selection of Home Economics Options

Table 3 indicates that 24 respondents (representing 27.9%) of the total 86 responded that the Home Economics options they were offering were selected for them by their parents and teachers only. 17 out of the 86 respondents (representing 19.7%) responded that they were assisted by their friends. 45 of the respondents (representing 52.3%) constituting the majority responded that they chose the option together with their parents and teachers.

4.3 Assistance in the Selection of Home economics Option

Table 3: Descriptive Statistics of students' Assistance in the Selection of Home Economics Option

Assistance in the Selection of Option	Frequency	Percentage
My teachers and parents	24	27.9
My friends	17	19.7
Myself	45	52.3
Total	86	100

Source: Author's fieldwork, 2016

This distribution indicates that majority of respondents were helped by their parents and teachers. This shows that both parents and teachers are fully committed to ensuring the academic excellence of their students.

On the part of the teachers participating in the selection of Home Economics options for the students, 4 or 66.7% of the teachers responded that they did not participate in selecting options for their students while 2 or 33.3% of them responded that they participate in selecting options for the students.

Again, 61.5% of the teachers responded that they invited the parents to also participate in the option selection while 38.5% claimed that they did not invite parents to participate. The implication is that when it comes to deciding on which option students desire or require in choosing and studying, a greater percentage of the decision goes to the students themselves. Parents and teachers have lesser involvement in deciding the options for the students. Responses of some teachers interviewed in the study area show that, some parents and teachers suggest the Home Economics options for the students based on the creative abilities they identify with the students. However, some few students do not become so happy about those suggestions, but since they are considered as minors, according to one of the teachers interviewed, it is sometimes best to decide for the students. Some other teachers, however did not agree to this arrangement.

Orientation for Pupils before Selection of Home Economics Options

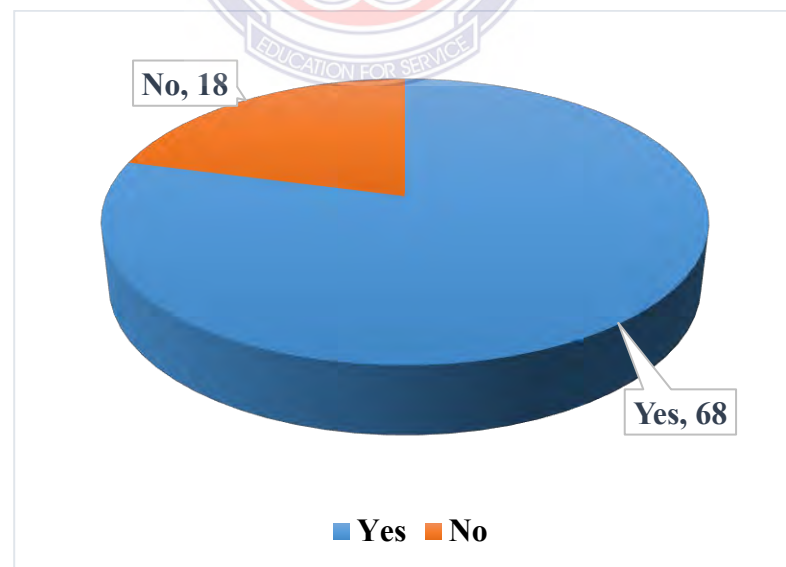


Figure 4: Orientation for Pupils before Selection of Home Economics Options

As can be seen in figure 4 above, 68 students (representing 79.1%) of the total student population responded “Yes” indicating that they had orientation exercises whereas 18 students (representing 20.9%) of the total student population responded „No“ which indicates that they were not taken through orientations before selecting their options. The implication is that majority of students in the Senior High Schools receive guidance and directions prior to the selection of their Home Economics options. However, the data also reveals that some students in the selected Senior High Schools choose their Home Economics subjects without having proper knowledge and understanding about where their strengths and interests in these subjects may be. They may also not be well informed about the future prospect of those subjects if they should decide to pursue vocations or careers in those areas.

4.4 Most Preferred Home Economics Subject Options

The researcher was also interested in finding out from the respondents which Home Economics subject options do they prefer. The findings are presented in table 4:

Table 4: Shows the home economics subject preference by the study respondents.

Home Economics Subjects options	School A Freq.	School B Freq.	School C Freq.
Clothing and Textiles	7	4	5
Management in living	6	7	5
G.K.A	1	2	3
Food and Nutrition	13	8	12
Biology	2	1	2
Chemistry	1	1	1
Economics	1	2	2
Total	31	25	30

Table 4 indicates that, majority of the student's preference for the various Home Economics programme options ranges from 16 students (representing 18.6%) for Clothing and Textiles, 18 students (representing 20.9%) for Management in Living and 5 students (representing 5.8%) for General Knowledge in Arts.

4.5 Factors Influencing students' choice of Food and Nutrition over other Home Economics Options

In order to answer the objective one of this study, the researcher asked respondents (Students = 86) using the "Yes" or "No" options to indicate respondent's agreement, and disagreements to various factors that influence their Home Economics subject options. The results are presented as follows:

4.5.1 Financial/Economical demand of Home Economics Options.

The students in the study were asked whether economic or financial demand are factors in choosing and perusing Home Economics options, the responses are presented in table 5.

Table 5: Economic or financial demands are factors in choosing and perusing

Home Economics programme options

Variable	Food and Nutrition		Clothing and Textiles		Economics	
	Freq.	%	Freq.	%	Freq.	%
Yes	30	34.8	60	69.7	11	12.7
No	56	65.2	26	30.3	75	87.3
Total	86	100	86	100	86	100

Findings in table 5 indicate that a significant number (65.2%) of students indicated that financial issues were not factor that deter them from perusing Food and Nutrition option of the Home Economics while 34.8% of the students said Yes in that economic circumstances are factors preventing them from perusing the Food and Nutrition option of the Home Economics programme. The findings show that the students at the study Schools opt for the Food and Nutrition option of the Home Economics programme over other options because they do not perceive economic circumstances as factors preventing them from perusing Food and Nutrition option of the Home Economics Education.

4.5.2 Job Opportunities Available to the Food and Nutritionist Compared to other Career Opportunities in the Home Economist Options

The researcher was interested to find out whether the availability of jobs to the food and Nutritionist compared to other career opportunities in the Home Economist Options in the home economics sector was a factor that influence student option choices of the Home Economics. The findings indicated that 10 respondents (representing 25.0%) strongly disagree with the statement that the Job opportunities available to the food and Nutritionist compared to other career opportunities in the Home Economist Options while the 75% of the respondents said yes to the statement that the available jobs in the food and Nutritionist are much more compared to other career opportunities in the Home Economist Options available in Home Economics.

From the analysis, it can be concluded that Job opportunities available in Home Economics options are factor that influence students in the study setting to perusing Home Economics programme options.

4.6 Teaching and Learning Process in the Home Economics Department

The Teaching-learning process is the heart of education. On it depends the fulfilment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students (Laurillard 1994). In observing teaching and learning processes in the sampled schools, the following indicators were used: teaching methods versus learning styles, instructional periods for Home Economics lessons, and frequency of practical lessons.

4.7 Teaching Methods versus Learning Style

The study revealed that out of 86 students responses, 23 (26.7%) did not have any idea as to how they learn while 63 (73.3%) knew how they learn best through practical means, cooperative, lecture and independent learning. This 26.7% of students could probably excel if they apply their best learning styles to what is taught them. This is supported by Giles et al (2003) who indicate that once a person's learning style is ascertained, accommodation can be made to increase academic achievement and creativity, as well as improve attitudes towards learning.

On how a teaching strategy can be used to instruct a learner and influence the learner's learning style, the questionnaire administered, revealed that teachers in the sampled schools preferred using class discussion, demonstration and brainstorming to deliver the Home Economics lessons. Observation during Home Economics lessons in Schools B and C indicated otherwise. The Lecture method was used in some Home Economics lessons observed in the classrooms. This suggests that students who are not auditory learners may be put off by long lectures and may not benefit from the lessons. The planners of the Home Economics syllabus (CRDD, 2008) recommend

that 40% of instructional hours should be given to the teaching of practical skills at the SHS level. From the findings, it can be said that it is unhealthy for Home Economics teachers to use the lecture method as the main strategy in teaching this practical subject. This lecture method of teaching does not fulfil the rationale for the programme which is to equip the students with the necessary creative skills and acquire competency (CRDD 2008).

4.8 Instructional Periods for Home Economics Lessons

Three out of six teacher respondents reported that the period allocated to all options of the Home Economics lessons is not adequate to teach all the topics listed in the syllabus. The responses obtained indicated that School A operates seven periods, School B has five periods and School C has six periods per week. This indicates that respondents are not complying with the stipulated number of periods recommended by the syllabus and therefore being unable to complete the syllabus. The implication is that those with enough instructional periods have more time for both practical and theory lessons if the time is utilized well.

4.9 Practical lessons per Term for Home Economics Options

In accordance with this aim, the teaching syllabus instructs that five periods per week be allocated to the practical component of the course (CRDD, 2008). However, Fig 5 indicates that the teachers do not adhere to the periods allocated to the practical aspect of the subject in the syllabus.

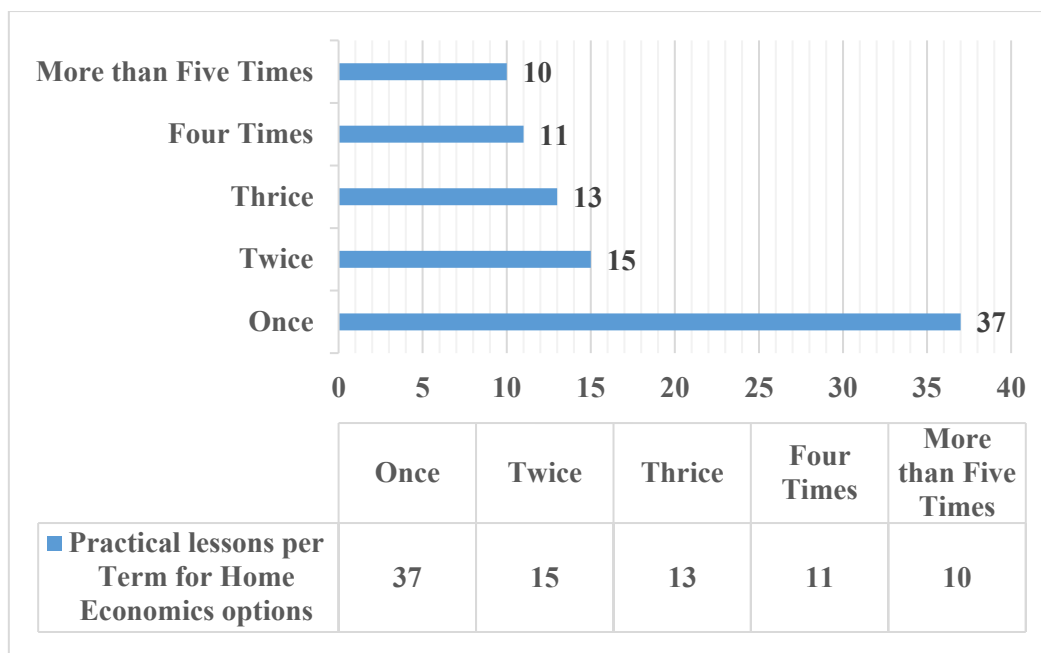


Figure 5: Practical Lessons per Term

A critical look at Fig 4 shows that 49 (56.9%) of the responses indicated that the students have between one to three practical lessons per term with 37 (29.1%) of the students indicating that they have practical lessons only once in a term. This shows that practical lessons are inadequate. Given the importance of practical lessons in Home Economic education (40% as specified by CRDD, 2008), this finding has the potential to negatively affect the performance of the students. However, almost a quarter 29 (24%) of the students indicated that they have more than five practical lessons in a term. The data further show that the tendency for students to have a single practical lesson per term is highest in School B with 51.5% response.

4.10 Availability of Teaching and Learning Resources for Home Economics

The fieldwork revealed a relative lack of resources in the three selected schools. This was measured by the availability of resources, including art studio, working table, funding for practical works, and the supply of textbooks. The observation and

interview showed the existence of some working tables, working studio, textbooks, and funding in some of the schools. School A had greater access to resources than Schools B and C.

1. Working Studio for Home Economics

The study revealed that Schools B and C had no Home Economics working studio. In dealing with the lack of studio, the alternative resources used by the students in Schools B and C for practical works include the classroom, school compound, dormitory, hostel and home space. 51 (65%) out of 86 students use their classrooms for practical works. This is followed by the use of the school compound (13.8%), hostel space (10%), home spaces (6.2%) and dormitory space (5%). This makes it quite difficult for the students to execute their practical works and for them to display such works for appreciation and exhibition.

None of the teachers in Schools B and C worked at home as an alternative to the absence of a working studio. The most used alternative among the teachers was the classroom space. As many teachers indicated they use their classrooms in the absence of art studios for practical lessons. School A on the other hand has a studio with working tables and benches. The studio has a small room that is used as a departmental library where books are kept for student reference. Adedeji & Owoeye (2002) point out that attractive facilities such as laboratories, libraries, instructional materials and studio are a major contributing factor to high academic performance.

2. Working Tables for Home Economics

A significant majority of 65 (71%) out of 85 of the student respondents indicated that they do not have working tables in their schools. On the contrary, 5 (55.6%) out of

teacher respondents reported they had working tables in their schools. The data seem to suggest a mixed perception of the availability of working tables in the schools under study. In coping with the lack of working tables, the students reported they resort to doing their work on classroom desks, and the dining hall tables. The majority of the students (81%) use their classroom desks for practical works. Classroom desks also came up as the most used alternative (100%) by the teachers for practical classes. Like the students, dining hall tables came up as the second most important alternative to working table. This shows that teachers and students frequently use classroom desks for practical lessons but personal experience shows that the desks are uncomfortable, rough and not suitable for art purposes hence no quality work will be produced at the end.

3. Supply of Textbooks for Home Economics

The study revealed that the Home Economics Textbooks supplied by the government are not enough. School A keeps theirs in the departmental library. This suggests that students lack enough reading materials. All the teachers in the sampled schools under study were not satisfied with the content of Home Economics textbook. According to the teachers in the sampled schools, the book was published in 1991, the teaching syllabus has been revised at least three times while the book remains unreleased. These indicate that the Home Economics textbook should be revised immediately since the present one does not conform to the current syllabus.

4.11 Factors Deterring Students from Pursuing Home Economics

In order to answer the objectives of this study, the researcher asked respondents (Students = 86) using the scale rating to indicate respondent's agreement, Neutrality

and disagreements to various factors that deter them from pursuing Home Economics.

The results are presented as follows:

4.11.1 Economic Situations of parents

The students in the study were asked whether economic or financial circumstance of their parents are factors deterring them from choosing and perusing Home Economics at their respective schools, the responses are presented in table 6.

Table 6: Economic Situation of parents as a factor deterring them from pursuing home economics

Variable	Frequency	Percent
Strongly Agree	4	4.8
Agree	15	17.4
Neutral	6	6.9
Disagree	40	46.5
Strongly Disagree	21	24.4
Total	86	100.0

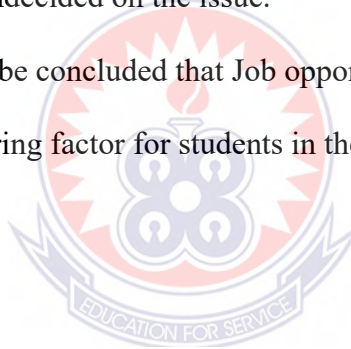
Findings in table 6 indicate that 6.9% of students were neutral and indecisive about whether economic circumstances of their parents are factor that deter them from perusing Home Economics while 46.5% of the students disagreed that economic circumstances of their parents are factors preventing them from perusing Home Economics. The findings show that the students at the studied School do not perceive economic circumstances of their parents as factors preventing them from perusing Home Economics Education. This factor was measured because the researcher believes that the financial status of the parents will determine if students have

resources to do their practical work since the home economics program demands a lot of practical kits which hitches on the success of the program.

4.11.2 Job Opportunities Available to the Home Economist as a Deterring Factor to Students from Pursuing Home Economics

The researcher was interested to find out whether the availability of jobs in the home economics sector was a factor that prevents students from perusing **home economics**. The findings indicated that 50 respondents (representing 58.1%) strongly disagree with the statement that Job opportunities available in Home Economics deters them from perusing the programme. This is against 10.0% of the respondents who strongly agreed and 31.8% was undecided on the issue.

From the analysis, it can be concluded that Job opportunities available in Home Economics is not a deterring factor for students in the study setting to perusing Home Economics education.



4.11.3 Other Factors deterring students from pursuing home economics.

Table 7: Factors deterring students' from pursuing home economics

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My Family is an influencing factor in my choice to perusing Home Economics.	8	9	8	16	45
Negative societal attitudes towards Home Economics is a deterring factor for me in perusing Home Economics.	45	15	6	9	11
My Gender is a deterring factor in my choice to pursue Home Economics education.	8	7	5	25	41
Religious beliefs is a deterring factor in my choice to pursue Home Economics education.	5	5	2	4	70

From Table 7, it can be observed that 45 or 52.3% of the respondents strongly disagreed that their Family is an influencing factor in their choice to perusing Home Economics. This is against 8 or 9.3% of the respondents who strongly agreed and 9.3% were undecided on the issue.

Also 45 or 52.3% of the respondents strongly agreed that Negative societal attitudes towards Home Economics is a deterring factor for them in perusing Home Economics Education whilst 12.7% strongly disagreed.

On the issue of Gender of students being a deterring factor in the choice and persuade of Home Economics education, 41 or 47.7% of the respondents strongly disagreed as against 8 or 9.3% of the respondents who strongly agreed on the issue.

The findings also indicated that Religious beliefs are not factors deterring in the choice and pursued of Home Economics Education in the Ashanti Region of Ghana. This was justified by 70 or 81.4% of the respondents who strongly disagree to the accretion of Religious beliefs being a factor that deter students in their choice and pursuit of Home Economics as against 5 or 5.8% of the respondents who strongly agreed to the issue. From the analysis, it can be concluded that Family, Economics, Gender and Religious beliefs are not factors that deter students from pursuing Home Economics Education while Negative societal attitudes towards Home Economics is a deterring factor perusing Home Economics among students in the study setting.

It is surprising to note that the respondents indicated that all the factors identified were not deterring factors towards their pursuit of Home Economics Education. This finding supports Scanlan & Darkenwald (2000) findings where they identified Negative societal attitudes towards Home Economics as a deterring factor to pursue of Home Economics at the public government schools.

This also suggests that Intrinsic factors are more important than Extrinsic and Interpersonal factors in influencing student programme choices. This finding is in consonance with the theories of Donald Super and John Holland. Super's self-concept theory thinks of vocation in terms of self-perception cited in (Cobb, 2001). The individuals' self-concept plays a central role in their programme choice.

4.12 Perception of Students of Home Economics Programme at the Selected

Schools

The research revealed that most students perceived that the Home Economics programme is easy to learn because it is all about cooking and taking care of the home. Responding to the question: what programme is the most difficult among the following programmes been done in your school? (Visual Art, Home Economics, Agric), the majority of respondents (73.5%) indicated Agric and Visual Art as the most difficult subjects to them while citing Home Economics as the last.

Respondents also maintained that Home Economics is easy because it is the only subject that people who do not have very good grades at the SHS level are forced to peruse. Other perceptions of students about the home economics program are presented in table 8.

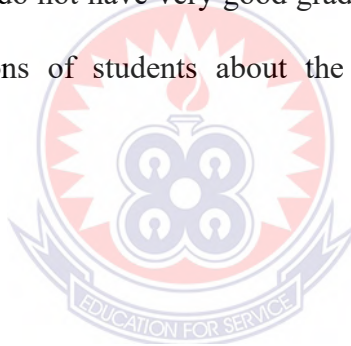


Table 8: Other perceptions of students about the home economics program

Perceptions	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Home economics is a course that deals with domestic affairs, hence a course for females.	50	20	8	5	3
Most aspect of home economics depends on direction and rendering of services to others.	48	23	6	4	5
The society, both educated and uneducated look down on any people studying home economics	27	21	26	11	7
Males are more concerned with careers while females tend to pay more attention to future family improvement.	67	12	1	4	2
There is low level awareness among the populace of the areas of home economics.	22	26	5	12	21
Most males see providing of services in the area related to home economics as befitting only girls.	59	19	2	5	1

The major findings in table 8 show that Home economics is perceived by many as a course that deals with domestic affair, hence a course for females; the society, both educated and uneducated look down on any student studying home economics, males are more concerned with careers while females tend to pay attention to future family development, All the findings are in line with the thought of Agusiobo (1988) when he stated that societal perception of home economics as women's subject or course

hinged on the environment. He went further to say that society usually laughs at any students studying home economics. Dike (2006) echoed this notion when he said that the notion dates back to the colonial era hence the perception is difficult to change.

4.13 Students' Expectations of the Home Economics Program

What are the expectations of students about the home economics program? This question is very important when it comes to evaluating a perception of the students perusing the home economics program and thus very important in this study. As indicated in Table 9, (27.9%) students enrolled in the program with the hope of acquiring in-depth knowledge in foods and nutrition.

Table 9: Students' Expectations of the Home Economics Program

Students' Expectations	Frequency	Percentage
Acquire adequate skills for employment	21	24.4%
Gain In-depth knowledge in Foods and Nutrition	24	27.9%
Gain more experience in catering	14	16.2%
Develop important skills vital for life	16	18.6%
Gain knowledge in nutrition related courses	11	12.7%
Total	86	100%

Twenty one (about 24.4%) of the students hoped to acquire requisite and adequate skills that would prepare them well for gaining better employment; 16 (about 18.6%) of the remaining hoped to acquire skills and knowledge necessary for good home living and life, while 12.7% (n=11) hoped to gain broader knowledge about other home economics related courses.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

5.0. Introduction

This chapter represents the final chapter of the study. It first provides a summary of the findings of the study. It also continues with a brief conclusion that was deduced from the study. Based on what came out, some recommendations have been made

5.1 Summary

The study examined how students in Home Economic select their elective subjects that the Home Economics programme in four selected schools in the Ashanti Region of Ghana. The population comprised adolescent boys between fifteen and nineteen years of age in the selected school. The sample was made up of eighty six students selected from the three schools.

Instruments used for collecting the data included: questionnaires, interviews and observations. The questionnaires were administered to the students while the staff were interviewed. Descriptive analysis and cross-tabulations were used for the analysis. The quantitative analysis of the data was supplemented with the results of the interviews conducted.

The findings show that the students at the study Schools opt for the Food and Nutrition option of the Home Economics programme over other options because they do not perceive economic circumstances as factors preventing them from perusing Food and Nutrition option of the Home Economics Education.

The findings indicate that, majority of the student's preference for the various Home Economics programme options ranges from 16 students (representing 18.6%) for clothing and Textiles, 18 students (representing 20.9%) for Management in Living and 5 students (representing 5.8%) for General Knowledge in Arts.

5.2 Major Findings

The present study, though limited in scope, clearly shows that:

1. The facts that the students' choice of programme options was mostly influenced by Intrinsic factors suggest that their choice will be effective if their internal values are well shaped.
2. The fact that there were less significant relationship between sex and gender, family, religious beliefs and economic status among students.
3. The study revealed that most of the Home Economics students chose the programme options themselves. It is also good to note that the Home Economics programme is as competitive as non-Home Economics programmes. It is good for students to make a personal decision of pursuing Home Economics without any influence as students who choose the programme personally are creative thinkers (Moga, Burger, Hetland and Winner, 2000).

5.3 Conclusions

Although only 92 respondents in three schools constituted the population studied, the study points to education in the Home economics being hampered by inadequate information on the nature and demands of the SHS programme, limited number and combination of elective subjects offered by the schools, and ineffective teaching and

learning environment that does not motivate students to excel on the programme. The perception that Home Economics is a programme for girls have affected the choice of the programme. Food and Nutrition is the most preferred subject because it offers “female -oriented” vocations and requires little start-up capital for entrepreneurship. Chemistry is less preferred because of perceived complex calculations involved in the teaching and learning of the subject. Preference for and participation in Home Economics subjects seem to depend on teachers and parental influence, rather than the quality of teaching offered by the teachers, previous learning experience, target career choices, intrinsic and extrinsic motivation. Nonetheless, building the capacity of School teachers to effectively teach would enable more students to benefit fully from the SHS Home Economics programme.

5.4 Recommendations

The responses gathered in the research indicated that the choice of students' programme options was not significantly influenced by the family, religious beliefs gender and teacher attitudes. This was based on the findings and the conclusions drawn. The following recommendations were made:

The fact that the students' choice of programme options was not influenced by family, gender, religious factors, Career Guidance and Counselling activities can be developed and carried out by the Guidance and Counselling Coordinators with little or without paying attention to the various sex and age groups as there were no significant sex and age differences among factors with regard to their influence on students' programme choice.

Guidance and Counselling Coordinators are to become a full time staff. This will give them ample time to help students solve their problems or make informed decisions because most of them are classroom teachers.

Ministry of Education (MOE) and Ghana Education Service (GES) should organise regular workshops and in-service training to introduce all teachers to more effective teaching strategies. The Heads should not just oversee the schools, but also effectively monitor their teachers to ensure that they put new knowledge and skills acquired to use.

School authorities and GES should continue making the necessary resources and facilities available to the department so that they can execute their work properly.

The researcher will be available to any school that will need her services as a Home Economics professional to deliver talks on Home Economics Education and its career prospects.

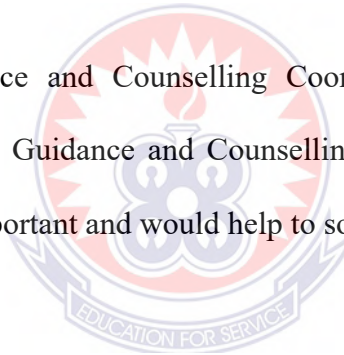
MOE and GES should ensure that Heads of schools do not deprive the Home Economics programme of the necessary resources and materials needed for effective teaching and learning. They should also make it mandatory for all schools operating the Senior High School system to run all the Home Economics subject options to give room for students to have a choice. This requires organising workshops, conferences and seminars at which the heads can learn about the respective subject areas offered in their schools.

GES and the National Association of Graduate Teachers (NAGRAT) should ensure that graduate teachers teach their respective specialised subjects so that their students will understand what they are taught. GES should also ensure that private schools employ teachers who are trained and qualified to teach at the SHS level.

5.5 Suggestions for Further Studies

It is being suggested that a similar study be carried out in all International Schools in the country so that a comprehensive research document would be presented. Again, a follow up survey should be conducted bi-annually to check the changes in the factors that influenced the students' programme option choice.

The training of Guidance and Counselling Coordinators in each school or the appointment of qualified Guidance and Counselling Coordinators, especially in the basic schools, is very important and would help to solve students' programme needs.



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QUESTIONNAIRE FOR STUDENTS

STUDENTS' MOTIVATION AND PREFERENCE FOR HOME ECONOMICS SUBJECTS IN SENIOR HIGH SCHOOLS IN ASHANTI REGION, GHANA

This is a study which seeks to find out STUDENTS' MOTIVATION AND PREFERENCE FOR HOME ECONOMICS SUBJECTS IN SENIOR HIGH SCHOOLS IN ASHANTI REGION. Please tick the appropriate box or provide answers to the spaces provided. Your responses will be treated as confidential and used only for research purposes. Your identity is not required hence respond to the items as truthfully as possible.

BACKGROUND INFORMATION

Please tick (✓) the responses that is/are most appropriate.

1. Name of your institution.
.....
2. Which SHS/class/Level are you? SHS 1 () SHS 2 () SHS 3 ()
3. Gender Male () Female ()
4. What is your Age range? 11years - 15years () 16years -20years () 21years - 25years () 26years and Above ()

Objective 1: To identify and describe the factors that influence the choice of the various subjects in the Home Economics programme.

5. Did you choose the Home Economics programme by yourself? Yes () No ()
6. Do you have any problem in your selection of the Home Economics discipline?
Yes () No ()
7. Are you pursuing the Home Economics course that will lead you to your preferred career? Yes () No ()

8. Will you have preferred any other programme apart from the Home Economics?

Yes () No ()

Please tick (√) the responses that is/are most appropriate

Factors that Influence the choice of the various subjects in the Home Economics programme.	Yes	No
The inspiration from a role model Influenced my choice of the Home Economics subject .		
I was forced by the school to choose the Home Economics subject		
I was influenced by my peer to choose the Home Economics subject		
I was Influenced by my parents to choose the Home Economics subject		
My career goal influenced my choice of the Home Economics subject.		
My gender influenced my choice of the Home Economics subject.		
My teachers influenced my choice of the Home Economics subject		

9. Are some of your friends unhappy about their options? Yes [] No []

10. Do some students request for a change of option? Yes [] No [] If yes, did the school comply? Yes [] No []

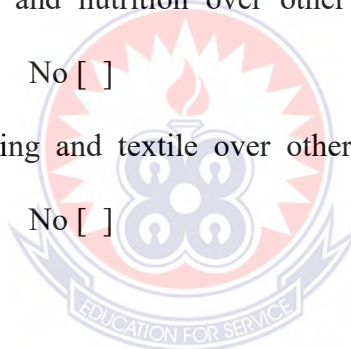
11. Are your parents happy about your choice of option? Yes [] No []

Objective 2: To study the perception of students selecting food and nutrition over other areas of the Home Economics programme.

12. Which of the following subject areas in home economics programme are you offering

Food and Nutrition () Clothing and Textiles ()

13. What prompted you to choose the subject area stated in question 10 over other subject areas of the Home Economics?
14. Were you taken through orientation before you selected your options?
Yes[] No[]
15. Are you satisfied with the option you were given? Yes[] No[]
16. How do your friends perceive the Home Economics Programme?
Good [] Bad [] Neutral []
17. Are your parents happy about the Home Economics Programme? Yes[] No[]
18. If you have the opportunity to change your programme will you? Yes[] No[]
19. Do your colleague persuade you to change your programme? Yes[] No[]
20. Do you prefer food and nutrition over other areas of the Home Economics programme? Yes [] No []
21. Do you prefer clothing and textile over other areas of the Home Economics programme? Yes [] No []



Objective 3: To examine the teaching and learning processes involved in the education of Home Economics.

22. How many periods do your teacher the Home Economics subject in a week?
.....
23. Does your Home Economics teachers come to class on time? Yes[] No[]
24. Does your teacher use all the periods? Yes[] No[]
25. Are you able to complete your topics before the term end? Yes[] No[]
26. How is the attitude of Home Economics subject teachers towards lessons? Not encouraging [] Fairly encouraging [] Very encouraging []
27. Do you have Home Economics practical? Yes[] No[]

- a. If yes, how many times? Very often [] Once in a while [] when the topic demands [] we had it just once [] others times (*please specify*)
.....
21. When was the last time you had practical with your teacher?
22. How do you grade your Home Economics teacher's practical competence?
Poor [] Fairly good [] Good [] Very good [] Excellent []
23. How would you describe your teacher's preparedness and readiness, when it's time for Home Economics? Not encouraging [] Fairly encouraging []
Very encouraging []
24. How would you grade your teacher's level of comfort and confidence in the subject he teaches? Poor [] Fairly good [] Good [] Very good []
Excellent []
25. How would you grade the attendance of your Home Economics teachers in class? Poor [] Fairly good [] Good [] Very good [] Excellent []
26. How would you rate your Home Economics teacher's teaching and performance? Poor [] fairly good [] Good [] Very good []
Excellent []
27. Do you enjoy learning Home Economics subjects? Yes [] No []
28. How interesting do you find Home Economics lessons? Not interesting []
fairly interesting [] Very interesting []
29. Do your parents give you money or items for practical when you ask them?
Yes [] No [] a. If yes, how often anytime I ask [] Not all the time []

Availability of Logistics

30. Does your school have a studio/workshop for Home Economics?
Yes [] No []

- a. If is yes, is it adequately equipped? Yes[] No[]
- b. If No, where do you have your practical work? In the classroom []
under a shed[] behind the school block[] on the veranda[] under a
tree[] on the school compound[] others(*specify*)
31. Do you have adequate facilities in your school to learn Home Economics?
Yes[] No[]
32. How do you get your tools and materials for your practical work?
The school provides all[]
the school provides part, while students provide the rest[]
students provide all[]
33. Does your school have a library? Yes[] No[]
34. Do you have enough Textbooks in the library for Home Economics subjects?
Yes[] No[]

