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Examining Factors That Influence Gender on Choosing Home Economics Option: A Case in Ekumfi District, Central Region of Ghana

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Abstract:

It is the desire of every government to ensure effective and quality education for all citizens of the nation to meet the manpower requirement. In Ghanaian schools, educating the Ghanaian youths is in two dimensions, liberal education and vocational/technical education. Vocation education is that type of education designed to prepare skilled personnel at lower level of qualification for one or groups of occupations, trades or jobs. Succeeding Government from the colonial era through pre-independence era, to post-independence era had proclaimed of ensuring improvement and expansion of vocational education. They claim that vocation education is very important to shape the trainees into effective leaders of tomorrow. Hitherto, vocational subjects were regarded as female domain programmes as such male students normally shun vocational programmes.

Of late, a good number of male students opt for Home Economics as an option subject of study for their final examinations. Choosing programmes is at times influenced by many factors. Some researchers are of the view that gender position present in Ghanaian homes and the society's culture at large influence the practice of choosing home economics education in the Ghanaian Schools. The attitudes of some parents towards the teaching and learning of Home Economics influence the choice of the subjects. There are cases where some parents impose their post-independence preferred subjects for their wards particularly at the Junior High School and SHS levels. The aim of the study was to find out whether culture and parental control actually influence students' choice of programmes in schools and colleges. The researchers used Quantitative techniques as a method for the study. The instrument used for data collection was questionnaire administered to the students to solicit their responses. The researchers conducted this study in two Senior High Schools (SHS) in Ekumfi District in the Central Region of Ghana. Sixty (60) respondents were selected from each of the SHS making a total of 120 respondents. The results revealed that, culture and external factors influences students in choosing Home Economics as an optional subject. It further revealed that, the perceptions and beliefs of students also influence students' attitudes in choosing Home Economics as an optional subject. Finally, expensive nature of home economic practical work also poses a challenge to both parents and students.

Keywords: Perceptions, attitudes, influence, beliefs, stereotype, personality, capability, responsive and culture

1. Introduction

Choice of subjects among Ghanaian youth has been influenced by gender stereotyping since formal education started in the country. This stereotyping system of selection requires the intervention of counsellors to help alleviate the problem. Commenting on importance of guidance to the selection of Home Economics as optional subjects, Buku, in 2016 says that. Vocational guidance helps students to address gender issues in occupation which will complement the effort that will help eliminate stereotypes from the society. The informal education that existed long before the introduction of formal education in country was fully influenced by gender. The mentality developed from the informal was carried to the formal education of which energy demanding roles attracted males and others of less energy demanding attracted females. When learning a trade, the females were compelled to go in for careers such as sewing, hairdressing, bakery, selling, weaving,

pottery and many more. The males were expected to opt for driving, carpentry, fishing, hunting, farming and the likes. The same is said about the formal education. There have been traditional courses for boys as well as girls in Ghanaian schools and colleges since the introduction of formal education in Ghana. For instance, Technical/science-based courses such as physics, chemistry, biology, electronics, engineering, mechanical and others were previously male dominated and no-go area for female students while courses such as Home Economics (secretariat, catering and sewing) was predominantly female courses. Home Economics has been branded names such as; Home Science (catering and sewing), Domestic Science, Life Skills and all these are female dominated. Now at the basic school's level Home Economics has been integrated with a technical skills and visual arts to newly introduced course Basic Design and Technology (BDT). This course is made up of Visual Art, Technical and Home Economics with their various sub-disciplines. The Junior High Schools students are expected to choose a course from the list of BDT courses. At the second cycle and the tertiary institutions BDT is referred to as Technical Vocational Education and Training (TVET). Home Economics has been a field of study that equips individuals with skills such as management in living, catering, sewing, food and nutrition, hospitality management, entrepreneurship and many more.

Edjah, Janhonen-Abruquah, Posti-Ahocas and Amu (2017) indicated that, in Ghana, gender inequalities are recognised as a critical societal problem and discussed in relation to educational policies. These include setting target for equal access and enrolment for male and female students. Teachers and other opinion leaders have been discouraged from using gender insensitive words as examples in their classrooms. For instance, 'policeman' Kofi is playing football 'Efua is sweeping'. These influences are so strong that, certain academic decisions are a universal phenomenon. In Ghana, the first female secondary school 'Wesley Girl High School' (W.G.H.S.) was started as a home science institution with 18 female students McWilliam & Kwamena-Poh (1978).

This artificial distinction created by gender stereotyping has become an international concern that is being addressed in all policies world over. T-TEL (2016) advised that, colleges take deliberate steps to be gender responsive so as to ensure equality within all aspects of the institution's practice. There are four areas of concern which include 'Gender Responsive, Academics, Programming and Pedagogy'. With this, college authorities are expected to include female student teacher in every group or committee formed in the colleges.

In the days of Middle School Leaving Certificate (M.S.L.C.) Examination male students wrote history as part of their final year examination while female students wrote home science. This may be due to the fact that Ghanaian culture at that period considered domestic work such as cooking, cleaning cooking utensils, sweeping and childcare as duties reserved for women. These perceptions of the Ghanaian culture were carried over to the school cultural environment during that period. Edjah, Janhonen-Abruquah, Posti-Ahocas and Amu (2017) supported this view that, gender position present in Ghanaian homes and the societies' cultures at large influence the practice of choosing home economics education in the Ghanaian Schools.

Formerly, the education of the girl child was relegated to the background. We at times see and hear of teenage marriages in some Ghanaian philosophies. In some Ghanaian cultures, females were previously not allowed to contribute to public discussions. Edjah, Janhonen-Abruquah, Posti-Ahocas and Amu (2017) indicated that, in Ghana, the gender division of labour is still prevalent in many communities and cultures. In some Ghanaian homes, some parents even select courses for their wards. These at times lead to some confusions among the parents and the children. These situations require the service of counsellors.

This is however in contrast with the view of Udonwu (2015) who argued that, gender has got nothing to do with students' academic performance and achievement of students offering Home Economics as a subject of study. This might be attributed to how people in her society perceive Home Economics as a subject of study. The discernments of the people in the society and other environmental factors play an important role when it comes to choice of subject of study. Manwa and Motsi (2010) indicated that the attitudes of parents towards the teaching and learning of Home Economics influence the choice of the subject. They found out that 60% of the parents had negative attitudes towards the study of Home Economics while 40% had positive attitudes towards the subject. This might be due to the gender role stereotypes that give clear dichotomy between career choice for male and female. In some Ghanaian homes in the absence of females, the male may not be able to prepare food for himself, an attitude which is very unfortunate.

Manwa and Motsi (2010) stated that, when it comes to the provision of teaching and learning resources for Home Economics practical work, parents with negative attitudes towards the study of Home Economics feel reluctant to provide those materials to their wards while those who hold positive attitudes towards Home Economics readily provide the needed resources. Consequently, students whose parents have positive perception about the study of Home Economics were those who perform well in their examination and are able to demonstrate their achievement in Home Economics with the needed interest. Some female students also see mathematics and science related subject as an area reserved for the male students.

Farrugia (2016) stated that, currently, a good number of both male and female students opt for Home Economics as an optional subject to study for their final examinations. Farrugia (2016) further stated that both boys and girls chose Home Economics because they found it as a very useful subject as well. This is because they indicated their interest in careers related to Home Economics. In Ghana, many parents are now developing interest in the study of vocation related subjects which equip the students with employable skills in the wake of high unemployment rate in the country. Grima & Smith (2006) had a different opinion from what Manwa and Motsi (2010) indicated that more boys than girls were high participants in different classroom processes. Most of the students in the mixed kitchenette cooperated in almost all the activities. This is to the researchers not very strange because some male chefs are said to be very fast and good cooks.

The need for the study of Home Economics became very necessary as society started to grow. People have to travel from one country to another. The type of food prepared and consumed differs from one culture to another. The reasons why it is essential for mankind to eat has both Physiological and biological connotations. The function of the body can only take place normally when both the internal and external factors are controlled within fairly narrow limits (Amoako-Kwakye (2010). Amoako-Kwakye (2010) further commented that, the physiological needs are used to denote the need to take in food to help maintain the constant environment necessary for the body to function appropriately while eating is a biological necessity.

The choice of a specific food also has some cultural implications Amoako-Kwakye (2010) claimed that for anything to be called food by a group, the said item must conform to the prejudices, cultures, beliefs and taboos of the people to whom it is presented so that they will be prepared and prefer to eat it so as not to reject it. The selected food should be available without restrictions by social or community barriers, which might prevent people reaching them. Therefore, cultures have great influence on the type of food produced and consumed. Amoako-Kwakye (2010) viewed culture as the sum total of ways of living, built up by a group of people and keep transmitting from generation to another. Cultural practices and nutrition are inter-related each has impact on the other. Therefore, with the study of Home Economics as a course introduce the students to the preparation of food consumed by different cultures. A Home Economics student in Ghana will be well equipped with the preparation of foods consumed in either China or America. This calls for the study of Home Economics as a paramount subject of study.

For every student to choose a subject from the basic school through to the tertiary has become a major concern to Guidance and Counselling. To choose a career needs a lot of consideration before the decisions are made. Buku (2016) in defining vocational guidance, referred to it as either occupational or career guidance as the process of helping an individual to choose an occupation, prepare for it, enter it and progress in it. This assertion made by Buku (2016) gives clear indication that before a student decide to take a course in Home Economics the one should be prepared to work, progress and develop interested in Home Economics related occupations. Students are therefore assisted through career guidance to come to terms with occupational realities with regards to vocation awareness and career choices. Through career guidance students are exposed to other realities in terms of socio-cultural, psychological and emotional impacts of assuming work role.

A person's choice of a course of study towards a future career depends upon so many factors and theories. Frank Parsons (1909) as cited in Buku (2016) indicated that, Trait-and-Factor Theory is based on a three-part model of career guidance as i). Personal analysis, ii). Job analysis and iii) Matching through scientific advising. This means one should consider one's capabilities, interest, personality physical abilities among others before selecting an occupation. For example, before enlisting into the military, the individual should be medically fit by military standards before getting into the career. On the other hand, to take a course in Home Economics the individual should analysis the job, his or her interest among others. There should be the intervention of the counsellor to assist the student to be aware of his or her capabilities. Ipaye (2000) supported this view by indicating that counselling is meant to assist individual to make some adjustment by relating his/her capabilities, achievements, interests and to adjust to the appropriate decisions he/she has made. Even when the choice of the subject has been made, counsellors need to assist them to adjust to the course requirements that would enhance their achievement. Therefore, for either boys or girls to offer Home Economics should be a major concern to the counsellor.

Arkhurst (2011) asserted that, as man continues to live in a changing world, his demands and problems continue to rise and become more complex. As the demands continue to be complex, the function to be performed to satisfy them also becomes increasingly complex. Arkhurst (2011) claimed that, vocational education is that type of education designed to prepare skilled personnel at lower level of qualification for one or group of occupations, trades or jobs. Vocational education includes general education, practical training for the development of skills required by chosen occupations, and related theory. Therefore, if the nation is to be in a position to produce enough to meet the local demands then vocation and technical (VOTEC) education is to be restructured to enhance productivity. Arkhurst (2011) concluded that, Ghana like most developing countries need very well formulated and implemented Vocational/Technical education policies to achieve meaningful development, economically and politically. It requires a political will of all government of the third world. This is because education policies are planned, formulated and implemented by the Government. Arkhurst (2011) was of the view that VOTEC will help develop the individuals, the families and the nation as a whole and to help reduce the army of graduate unemployed. The Government should help improve the poor and sinking image of VOTEC, train adequate teachers who have the practical skills to impart knowledge at the University and the Technical Universities (tertiary education level).

To ensure effective education to help youth fit appropriately into the society, series of educational reforms has been formulated and implemented. Among these was the Educational Act of 1987. This was aimed at turning the 1974 Dzobo Committee measures into reality. The interest to the researchers was the idea of introducing technical and vocation education into the Ghanaian School Curriculum for the first time as an examinable subject of study. The idea among others was to ensure students are equipped with employable skills. This 1987 education reforms recommended by Dzobo 1974, that people pay much attention to the study of general education at the neglect of technical and vocational education. To ensure that graduates from Ghanaian schools make appropriate choices towards their future career the following were some of the recommendations made to help equip the youths with the needed skills in the Dzobo New Educational Reforms in 1987:

- Guidance and counselling shall be offered to students at the JHS to enable them choose the right programmes to suit their interest and skills.

- After JHS there will be two parallel streams made up of general and technical education.
- Special attention will be given to the training of teachers in technical, vocational, Agricultural, Special Needs Education, Guidance and Counselling, ICT and French.
- TVET shall provide employable skills through the informal apprenticeship, vocational, technical and Agricultural Institutions; Technical Universities and other Universities.
- The Council for Technical and Vocational Education and Training (COTVET) shall be established to develop policy, co-ordinate and regulate all aspects of TVET.
- Industries shall play role in all aspects of TVET.
- Service conditions for TVET teachers shall be improved to attract qualified and experienced teachers from industries.

All these were aimed at making technical and vocation education attractive to both boys and girls yet different people have different opinion from the study of both subjects. In some instances, they look at technical and vocational education as a course for those who are not academically good. This assertion has become a serious misconception which is dissuading a lot from choosing a course of their interest. Even the few who do not favour this idea may expect the female to go in for vocational courses while the male counterparts go for technical.

Education is very important and vital to the development of every society. Technical and Vocational Education has the potential of improving the socio-economic sector of the country. The skills of the work-force make the economy of its country competitive. (thefinderonline.com) Ansah and Kissi (2017) indicated that the purpose of Technical and Vocational Education and Training (TVET) is to equip people with the Technical skills needed for socio-economic and industrial development of the country. They continued that, TVET provides a mix knowledge and career focus, hands-on and skill-based education that were needed to run the productive sectors of the economy and to build the nation (Government White Paper on Education 2004). This was particularly meant to provide avenues for skills development for the youth who complete the Junior High Schools and Senior High Schools. This was specifically, meant for those who want to acquire technical and vocational for employment in the world of work. (researchgate.com). Avoke (2008) supported this assertion that Vocation Education is a form of education that helps students to prepare for a job. This is done by helping students to learn the required vocational skills necessary for the job.

The researchers focussed on gender due to various argument about why gender studies. T-TEL (2017) argued that there have been unfair treatments of female based on false assumptions about what they can or cannot do. T-TEL (2017) commented that the unfair treatment could be related to race, class or gender. These unfair treatments are said to be completely unjust because it may be based on hugely false assumptions and misconceptions about intelligence, ability and that one group is vulnerable or superior to another. T-TEL (2017) concluded that the effects of unfair treatment based on gender may limit persons' aspirations, affects persons' achievement and limit the entire groups, achievement and representation to some career choices.

The researchers' pilot tested the questionnaire at Komenda Senior High Technical School. The school has three (3) classes for Home economics for the first years, three (3) classes for the second years and four (4) classes for the third years with an average student population of forty-five (45) and a total student population of four hundred (400). All these students are female students. In another S. H., all the three (3) year groups have three classes and a total population of four hundred and forty (440). This school had ten (10) male students with the rest as female dominated class. With these and other major questions about why such a disparity that prompted the researchers to search into why such discrepancies. These figures may not be very different from other senior secondary in the country. Is it because the students who do not want to pursue the vocation related courses such as home economics? Are its external factors that influence the students from choosing Home Economics?

1.1. Objectives

- To check if culture and external factors influences students in choosing Home Economics as an optional subject.
- To find out the perceptions and beliefs of students in choosing Home Economics as an optional subject.

1.2. Research Questions

- To what extend do the cultural and external factors influence gender and option for Home Economics?
- What are students' perceptions and beliefs about choosing Home Economics as an optional subject?

2. Methodology

The method that the researchers used for the study was Quantitative which was based on variables that are measured through numbers and were analysed by using statistical procedures. Creswell and Creswell in 2018 defined quantitative research as a method which involves the processes of collecting, analysing, interpreting and writing the result of the study. On the other hand, Leavy, 2017 claimed that quantitative approach to research has the purpose aimed at achieving objectivity, control, specific and precise measurement that rely on deductive designs that aimed at refuting or building evidence in favour of specific theories.

2.1. Instruments

The instruments used to collect data for the research was questionnaires adopted from Udonwu (2015). Pelham and Blanton (2007) wrote that questionnaire is standard set of written questions about their (respondents) attitudes,

moods, experience and background characteristics considered. Questionnaires are set of questions present predetermined set of stimuli to the respondents which, unlike interview questions, cannot be varied in the light of responses (Wittrock, 2005). Weiten (2007) and Castle (2010) saw questionnaires as devising a set of questions that are then disseminated to a sample of research respondents in order that the researcher receives clear responses to a given phenomenon, which seems to be straight forward and relatively pain-free.

Figure 1: Cultural and External Factors

Data from figure one aimed at responding to the research question one (1) which is 'What are the cultural and external influence on gender and option for Home Economics? The researchers used ten sub-questions to respond to that question. For 1.1. The researchers wanted to know if parents discourage students in choosing home economic as an optional subject. The response from 75 (agree) students representing 62% indicates that parents discourage them from choosing home economics. The second sub-question (1.2) the researchers wanted to know if 'Society looks down upon male students studying Home Economics'. A greater majority of 80 students (agreed) out of the 120 representing 67% were of the view that the society look down upon those who choose home economics. The sub-question 1.3 wanted to know if teachers encourage girls to offer home economics. 93 (agreed) representing 77% indicated that teachers encourage female students to opt for home economics as an option. The research question 1.4 wanted to find out if 'Boys do not feel free to express their opinions in a Home Economics class dominated by girls' as home economics class is usually dominated by girls. The findings were that boys in home economics feel free in the mist of the ladies. 70 students (disagreed) representing 58.3% male students feel free in the mist of female students. Sub-question 1.5 was very close as 55 students (agreed) representing 46% while 65 students (agreed) while 54% did not agree that male students do not feel uncomfortable among female dominated class.

With research question 1.6 that intends to check if boy are encouraged to become cooks in their culture. 84 students (agreed) out of 120 students representing 70% while 36 students (disagreed) representing 30%. This means boys are not encouraged to become cooks. With research question 1.7, was to check if the community's culture conflicts with boys opting for home economics. 87 students (agreed) representing 72.5% agreed that their culture conflicts with boys going for home economics while 33 students 27.5 disagreeing with cultural conflicting with boys opting for home economics. Research sub-question 1.8 wanted to know if boy are capable of offering home economics, 44 students (agreed) representing 36.7% with while 76 students (disagreed) representing 63.3%, this means boys are capable of offering home economics. The research sub-question 1.9 was to check if boys are expected to go for home economics, 53 students (agreed) representing 44.2% but 67 students (disagreed) with 55.8% were of the view that boys are also disagreed with boys offering home economics. With research sub-question 1.10 wanted to know if adult motivate the boys to opt for home economics as an option. 40 students (agreed) representing 33.3% while 80 students (disagreed) representing 66.7% disagreed with adults motivating boys to offer home economics as an optional subject. From the ten sub-questions, the respondents agreed with five of them and disagreed with the remaining five

Figure 2: Students' Perception and Believes

The research question two is to look at 'what are students' perceptions and beliefs about choosing Home Economics as an optional subject?' The researchers used ten sub-questions to respond to that question. The research question 2.1 is to look at if home economic as a subject meant for girls. Eighty-nine of the respondents constituting seventy-four-point two percent (74.2%) agreed that Home Economics is meant for girls. Research question 2.2 was to look at whether Home economics is not a challenging subject for boys, 73 respondents representing sixty-point eight percent (60.8%) disagreed that Home Economics is not challenging subject. Research question 2.3 was to check if boys see better future for Home Economics shows that sixty-seven (67) respondents representing fifty-nine point nine (59.9%) agreed that boys do not see better career in the study of Home economics. With research question 2.4 wanted to know if it was slow learner chooses Home Economics. Seventy-four (74) respondents sixty-one-point seven percent (61.7%) disagreed to this assertion. For research question 2.5 the researcher was to see if 'boys love other elective subject more than Home Economics'. Sixty-five (65) respondents representing fifty-four point two (54.2%) agreed that boys like other elective subject apart from Home Economics. To research question 2.6 the researcher wanted to know if individual students underestimate my ability to do Home Economics this did not show either agreement or disagreement this is because fifty percent (50%) for either sides. Research question 2.7 wanted to know if male learners in my school are willing to do Home Economics. This question showed negative response. This is because sixty-eight (68) respondents representing fifty-six-point seven percent (56.7%) disagreed to this assertion. With research question 2.8 is to diagnose to find if it is worthless to choose Home Economics in their culture. The response to this question was almost equal. Fifty-nine (59) respondents forty-nine-point one percent (49.2%) agreed with sixty-one representing fifty-point eight percent (50.8%) disagreeing to the question. Research question 2.9 was to assess if it is the students believe that it is a usual practice for girls to do Home Economics. The result indicated that seventy-nine (79) respondents sixty-five point eight (65.8%) agreed with forty-one (41) representing thirty-four point two (34.2%) disagreed. The final question 2.10 was to confirm if the practical activities in Home Economics makes it more expensive. Eighty-five (85) respondents representing seventy point eight (70.8%) agreed while thirty-five (35) representing twenty-nine point two (29.2%) disagreeing to Home Economics been expensive.

3. Summary of the Findings

- Parents discourage their wards to choose Home Economics.
- Society looks down upon male students studying Home Economics.
- Teachers encourage girls to take Home Economics but discourage boys.
- Cultural beliefs in my country conflicts with the option for boys to offer Home Economics.
- Home Economics is a subject meant for girls.
- My culture does not encourage boys to become chefs.
- Boys prefer other elective subject more than Home Economics.
- Believes that it is a usual practice for girls to do Home Economics.
- The practical activities in Home Economics make it more expensive for many students.

4. Discussion

The work was to examine if culture have any influence on gender and the choice of Home Economics as an optional subject. The results revealed that culture have great influence on students' choice of subject. This revelation gives credence to Edjah et al (2017) that gender position (such as cooking, sweeping washing etc.) present in Ghanaian homes and the societies culture at large influence the practice of choosing home economics education in the Ghanaian Schools by females. This gives credence to the reason why in many Ghanaian schools the number of female students offering home Economics far outnumbers the male students. In Komenda College of Education for instance during the 2018/2019 academic year out of one hundred and four (104) students admitted to pursue Bachelor of Education in Home Economics only two (2) were male with the remaining one hundred and two (102) students as female.

Further, the findings also pointed out that due to the negative perception towards Home Economics, parental control and attitudes play a major role in the selection of Home Economics by their wards and children. That is why in many secondary schools in Ghana students offer general course as against Home Economics. In Ahamadya Secondary in Ekumfi they have one class for Home Economics but three classes for General Arts. These support the findings from Manwa and Motsi (2010) that the attitudes of parents towards the teaching and learning of Home Economics influence the students' choice of Home Economics. They found out that 60% of the parents had negative attitudes towards the study Home Economics while 40% had positive attitudes towards the subject.

Farrugia (2016) had an opposing view about gender and the choice of Home Economics as an optional subject. Farrugia (2016) was of the view that both boys and girls chose Home Economics because they found it as a very useful subject as well. This is because they indicated their interest in careers related to Home Economics. These may be because of the overwhelming number of unemployed youths in the country many students are shifting to the study of practical subjects such as Home Economics, Technical and the likes which equip the students with employable skills.

Moreover, the research finding revealed that the practical demands for Home Economics are more expensive for some parents to manage. In situations where the students are not able to pay for practical fees, and the parents too are not willing to pay poses much problems for the students. These findings support Manwa and Motsi (2010) that when it comes to the provision of teaching and learning resources for Home Economics practical work, parents with negative attitudes towards the study of Home Economics feel reluctant to provide those materials to their wards while those who hold positive attitudes towards Home Economics provide the needed resources timely.

Finally, the finding also pointed out that students' interest attitude towards the profession lead to some students either choosing or not choosing Home Economics. This substantiates the Frank Persons (1909) 'Trait-and-Factor Theory. Frank Parsons (1909) as cited in Buku (2016) indicated that, Trait-and-Factor Theory is based on a three-part model of career guidance as i). Personal analysis, ii). Job analysis and iii) Matching through scientific advising. This means one should consider his/her capabilities, interest, personality physical abilities among others before selecting an occupation. What this means is that before an individual choose a career personality, interest and capabilities of the individual must be considered.

5. Suggestions

The researcher's suggestions are based on the findings from the research that:

- The government should ensure that the recommendations of the Dzobo (1974) Educational reforms are fully implemented. This when appropriately implemented will give the study of Home Economics a boost.
- Government should equip all Technical and Vocational Schools with requisite and adequate equipment, tools and machines for practical work.
- Funds should be made available for practical activities.
- Guidance and counselling should be strengthened in both JHS and SHS help the students adjust to their chosen course.
- Technical Universities should be expanded to train more tutors to teach at the JHS and SHS level.
- Scholarship should be given to students who would like to pursue Home Economics at the tertiary institutions.
- The Government should help improve the poor and sinking image of VOTEC, train adequate teachers who have the practical skills to impart knowledge at the University and the Technical Universities (tertiary education level).
- Gender advocator should campaign vigorously against the misconception of the study of gender issues.

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