Gender Bias in Technical Vocational Livelihood Program: A Qualitative Study on the Experience of Male Students in Home Economics Strand

Carla Pintor
Jeric Mondalo
Edward Encabo
Marielle Navor
Lexel Cansico
Jesce Carcasona
Francis Escandor
Joaquim Gloriane
Richard Capulong

March 2019

Correspondence:

Lexel Cansico
Team Leader
University of Immaculate Conception
Annex Campus
Bonifacio St., Davao City 8000
Davao del Sur, Philippines
(082) 227 1573
(082) 227 3794

Abstract

This study examined whether male students dominated classroom interaction in home economics lessons and whether other classroom processes sustained gender divisions in this subject in schools. The sample included 4 males home economics students in the two classes. Data were collected during five-minute observation sessions in each class and semi-structured interviews with all the students. Results were examined using thematic content analysis (Ezzy, 2000), illustrate this method of data analysis as a process of analyzing data by systematize in into categories based on themes, concepts or similar features. The researchers have come to know that Gender Bias or Gender Inequality refers to unfair rights between male and female based on different gender roles which leads to unequal treatment in life.

Keywords: *Home Economics, Thematic Content Analysis, Gender Bias*

INTRODUCTION

Background of the Study

Gender bias turned shows itself either when stereotyped qualities, roles and actions are appointed to males/females or when pre-judgment happens prompting gender separation which happens such that lean towards on sex over the other. This hinders fairness and results in segregation. Indeed, certain subjects are still seen as being either female or male oriented in this way supporting a sex e. g. Home Economics is typically considered as a female subject while Technical structure is viewed as male subject. (N.Y. essays 2016).

Tijani and Rosaline (2019), stated that one of the modern resolutions siding our community, involves notable changes in sex roles. Changes are well known in the undertaking by which conclusion are made in all areas of family living. A greater extent of women is now finding jobs outdoors, and men being question with such crucial concerns and activities of the family as feeding, clothing and housing the singles, the family, the management of resources, the development and care of the children, the protection of health, the care of the sick, and the everyday social relationships of people. With the expanding relationship of individual and families, the social, political and financial conditions which influence an individual's life have happened to increase significance of home financial matters. Remember that the Filipino culture currently in a transitional period, and much of the time, the jobs of males and females have not been unmistakably reclassified.

Home economics courses were first meant to improve a woman's lot in life by legitimizing domestic work. But they also reinforced attitudes entrenched since the dawn of the industrialized age: that while middle-class white men's destinies lay in the public and professional sphere, middle-class white women's duties were in providing those male wage-earners a comfortable home and well-raised children. As one New Hampshire pastor explained in 1827, "It is at home, where man ... seeks a refuge from the vexations and embarrassments of business." A woman's role was

to maintain that refuge, a task from which there could be no freeing end: "There is more to be learned about pouring out tea and coffee than most young ladies are willing to believe," proclaimed the nineteenth-century women's magazine *Godey's Lady's Book*.

Home Economics is a subject whose content contribute to decreasing gender bias within schools, since it's syllabus has been broadened enough to cater for everyone's needs. Azubuike O.C (2012), stated that there are contemporary issues in real zones of Home Economics aspects instruction however for this paper, the social and sexual orientation parts of it will be manage as it influences Home financial matters Home Education Economics aspects ought to be similarly open to male and female understudies. Yet, is stunning that as these guys and female enter post and tertiary instruction, substantial number of them tend lose enthusiasm for Home Economics matters. Guys are narrowing the sexual orientation hole in Home Economics matters Education. In endeavoring to close the sex hole, (Gender holes truth sheet 1997) accentuated that the over enlistment of understudies into other science courses like drug, PC and so forth, has ascended in these zones except for Home Economics aspects in endeavoring to address this issue, the reason for the errors among guys and females in Home financial matters Education should be built up in attempting to answer a portion of these inquiries.

Purpose of the Study

The purpose of this phenomenological study is to point out the Gender Bias among Male Students in taking Home Economics Strand. The researchers would expect that this study will focus not only on the Gender Bias among Male Students in taking Home Economics Strand but also the effects and the consequences of Gender Bias. We also want to change the vision of the society that men and women should be treated equally in social, economic and all other aspects of society, and to not be discriminated against their gender.

Research Question

These research questions aim to answer the experiences of male students in Gender Bias in Home Economics Strand. Prior to that it is very important to know what the different experiences of male students in gender bias are.

1. What are the experiences of gender bias among male students in Home Economics strand?
2. How do these experiences affect the academic performance of male students in Home Economics strand?

Theoretical Lens

This phenomenological study is tied up on several theories such as, theory of gender bias of male students in Home Economics strand and effect of male's students engaging such gender bias in their academic performances.

Rebecca Traister (2014) stated that argues in New Republic that "we need home economics to make a comeback: rebooted, tweaked, and taught to both boys and girls, across classes and at younger ages than ever before." Like those of the 1980s, Traister's proposal is gender-neutral, in the sense that it does not treat genders differently—both boys and girls, she says, should receive the same instruction. Traister argues that this kind of gender-neutral program could benefit women by increasing the availability of male caregiving labor to families.

According to Agusiobo, O. N. (1998), one speculation is that boys simply approach Home economics differently. Some point to parental influence, some blame teachers and the overall educational institution. Still other ideals lay the origins of this gap at role models or lack of role models. Another cause of the gender gap in Home economics is believed to be the society. Although the most common point to a combination of all the factors, each of the major influences will be discussed individually.

The Theoretical Perspective of Gender Inequality Sociologists view gender inequality in different ways. Some see the gender inequality basically as stable and ongoing entity. Some sociologists see gender inequality as composed of many groups in conflict, competing for scarce resources. Other sociologists, gender inequality is produced and reinforced through daily interactions and the use of symbols. To still other sociologists analyzes gender inequality through the intersection of gender, race, and class (Schaefer, 2007). These three views, the ones most widely used by sociologist, are: 1. The Functionalist Perspective; 2. The Conflict Perspective; and 3. The Interactionist Perspective

First, the functionalist perspective, which also emphasizes the way in which the parts of a society are structure to maintain it stability. Functionalist suggest that gender inequalities exist as an efficient way to create a division of labor, or a social system in which a segment of the population is clearly responsible for certain acts of labor and another segment is clearly responsible for other labor acts (Giddens, 2001). Theoretical Perspective of Gender Inequality according to Functionalists, is any given element of social structure contributes to overall social stability, balance, and equilibrium. In this view point gender inequality maintain overall social stability, balance, and equilibrium in pre-industrial society as well as contemporary society. Pre-industrial society Functionalist suggested that in preindustrial societies social equilibrium maintain by assigning different task to men and women. In their assigned hunting roles, men were frequently away from home for long period and centered their lives on the responsibility for bringing food to the family. It was functional for women-more limited by pregnancy, child birth and nursing- to be assign to domestic roles near the home as gathers and subsistence farmers and as caretakers of children and household (Mill, 1869).

Thus, conflict theory explains that gender inequality came to exist because the men are trying to maintain power and privilege at the cost of the women's benefit. Men have become powerful in industrial times because their size, physical strength, and freedom from childbearing duties allowed them to dominate women physically (Schaefer, 2007). In contemporary societies such consideration is not

so important, yet cultural beliefs about the sexes are long establishment, as anthropologist Margaret Mead (1973) and feminist sociologist Helen Mayer Hacker (1974) both stressed. Theoretical Perspective of Gender Inequality in conflict theory is If we use an analogy of Marx's analysis of class conflict, we can say that males are like the bourgeoisie or capitalist; they control most of the society's wealth, prestige, and power. Females are like the proletariat, or workers; they can acquire valuable resources only by following the dictates of their bosses. Men's work is uniformly valued; women's work (whether unpaid labor in the home or wage labor) is devalued (Schaefer, 2007).

Lastly, the interactionist Perspective in gender inequality. While functionalist and conflict theorists who study gender stratification typically focus on macro-level social forces and in institutions, interactionist researchers tend to examine gender stratification on the micro level of everyday behavior. From a symbolic interactionist perspective, gender inequality is produced and reinforced through the socialization process as well as daily interactions and the use of symbols. In response to this phenomenon, the sociologist Charles H. Cooley's developed the theory of the "looking-glass self" (1902). In this theory, Cooley argued that an individual's perception of himself or herself is based primarily how society views him or her. In the context of gender inequality, if society, that man will consider himself as masculine. Men and women are expected to perform their gender to the point that it is naturalized, and thus, their status depends on their performance.

Review of the Related Literature

Recently, there has been a rapid increase in the number of males involved in home economics course work. A review of the literature reveals that male participation in home economics administration and instruction is greatest in higher education, but to a lesser degree, males are involved in home economics at the secondary level (Davis, 2018).

Gender Gap between Males and Females

In the study of Home economics, there exist a gender gap between males and females. One of the evidences of this gender gap started at home. Models within the child can identify was one of the children first experiences provides at home. There are values system which basic to special roles, and the parents also provide a range of materials for home play. Children quickly learn that the roles of men in the family are different from the role of women. This differential role of boys and girls constitute a serious problem to Home economics studies as it affects the male students from undertaking the course.

Often, subtle message was sent to girls and boys about expectations for their behaviors, attitude, perception and other aspects in their lives. It is important to note that this not always the case nor is necessarily intentional. Many parents, educations and the society out there are indeed very sensitive to the issue of gender. They are making great strides to create equity in all areas for males and females. On the other hand, there are those parents, educators who are shocked and surprised to realize that they are unintentionally separate signals about expectations for girls and boys. Differential treatment by educators and parents divert boys from the study of Home economics.

Teachers and educational system are believed to influence the gender gap in the study of Home economics Teachers may treat girls differently than boys causing differing expectations for instance; boys and girls are often approached differently when dealing with inappropriate physical and verbal attacks on others. As such boys may want courses that are more tasks oriented that girls (Miller, Chaika, Gropper, 1996).

Home Economics starts at Home

The lack of strong male role model is believed by some experts to be yet another reason for the gender gap in the study of Home economics between males and females (Swanson, 1999) suggested that providing children the opportunity to see quest speakers from both genders in nontraditional communication careers.

Sense tells us that we find possibility or lack of possibility in what we experience. Females who see and develop communication with other females who have 5careers in science and technology field will be more likely to have these high expectations for themselves. These males will perceive Home economics plausible career for themselves.

(Canter, 1991), said it best that parents are the most important influential people in a child's life. Parental views on gender roles, belief system regarding genders, and actions towards both sexes will inevitably influence children. Children are sent strong signals about the world around them more specifically about men and women, from parents. Parent's actions and words send messages about the parents' beliefs. Parent should closely examine what they say with their action or words.

Okorie and Ezeji (1988), state that some parents are not guiding their male children well to develop interest in the study of Home economics courses. They would want their children to develop interest in Law and Medicine rather than Home economics.

Ossai (2006), emphasized that the influence of parents on the male's interest in the study of Home economics is unquestionably one of the strongest and most persistent factors determining what the child interest in school would be. The socio-economic status of parents can influence students in their choice of course of study to a great extent. Parents from poor socio-economic background would always have greater expectation from the male child and as such would not go them to study Home economics.

A recent court decision in Illinois that prohibited the sex discrimination in the assigning of students to the home economics, indicates that more and more males may be taking to home economics in the future. Education for home living and homemaking has become extremely important in a democratic society (Tijani, 2017). Life's greatest satisfaction and dissatisfaction for most people are intimately tied up with life within home. Whatever happens all there influences all other

relationships. Learning the way of democracy begins in family living. A desire that life be rich and full for everyone that people living together be concern for group well-being, demands fine and wholesome family life. Ideals and standards of values and ways of meeting one's daily needs are learned in the home (Rosaline, 2016).

According to Yovonie (2016), learning to live in the world begins early and is concerned with such elementary things as food, clothing, social habits and customs, and ways of living with other people. Because each person must be concerned with these basic elements in order to live, many people take it for granted that the necessary learning will be accomplished as needed. It does not need keen observer, however, to see that many people have problems connected with this basic need. Life changes for the individual, their world widens, social changes produce different condition of living and call for new ways of meeting situations. this broadening and changing of the environment would call for new learning regardless of how effective the early learning held.

Thus, Home economics is concerned with all aspects of personal and family living. It is concerned with food, clothing and housing; with the rearing of children; with the management of resources; with the protection of health and care of sick; and with personal and family relationships. The problems with home economics concern itself and largely those of all individuals (Burnham, 2017). Males have selected home economics courses in many schools for a period of ways (Jones,2016). Special home economics courses have long been offered for males and females at both the junior high school and senior high school levels (Chamberlain, 2018).

The short sightedness of the students is compounded by the decision of their parents about their careers. Parents are often more interested in occupations or profession which will bring money and prestige to the family, then in suitability of their children for a career (Okoh, 2006). It is therefore imperative that parents always set aspirations of their children hence they would not want their male children to study what they regard as woman's subject.

Consequently, the name given to the course tends to discourage females and males mostly males in studying the course. They would rather prefer if the name given to the course be changed since it will motivate them to study the course. Since the name Home economic makes the course as if it is exclusively for women alone. Thus, women are known to be mostly involved in home domestic works or activities.

The makes interest in the study of Home economic started from home (Ferry 1988) stated that the “root causes of gender gap in Home economics is from home”. The home provides the materials for playing role difference which create gender differentials among the children of the home. To curb this problem, the researchers stated that parents should not give room for anything that should create gender difference among the children since this tends to make the children loose interest in some areas of life particularly males that would not want to fall the line of Home economic as a course of study. APU (1998) emphasized that parent should guide and educate male children on the importance of Home economics in societal building since it is going to help the males to Home economics as a course.

In a similar vein another issue causing males are not keen on the investigation of Home economics aspects is poor oriented. On the off chance that guys still in auxiliary schools are given great orientation about the investigation of Home economics aspects as a course in tertiary organizations the male students will think about it, especially when the male are more likely not educated about it benefits and bad mark and profession regions that are accessible to a Home financial matters it will stir the male students enthusiasm for them to realize that Home financial matters isn't only about cooking or residential works. Embankment (2006) recommended that if profession days are composed by schools occasionally, it will help rouse and animate the enthusiasm of understudies as the understudies hear some out specialists in the different territories. Home economics aspects this on the grounds that some male understudies would need to ponder Home economics aspects, but since such understudies where to modest far from

the course while it is a course which the understudies would have improved in than different courses.

Gender and Home Economics Students' Academic Achievement.

The relationship between gender and home economics achievement of students has been contemplated in different cultures throughout the worlds. Some of the measures which have come under investigation include cognitive styles achievement (Lynn, 1972; Okeke & Wood-Robinson, 1980; Siann & Ugwuegbu, 1980), and ability to perform tasks (Hanson, 1966, Ogunyemi, 1972; Onocha & Okpala, 1986). The general conclusion from these studies is in the direction of male superiority over female. It is only Ogunyemi's study that indicated that the achievement of females and not males improved from teacher-supplied information about a science related situation (Ogunyemi, 1972). He mentioned that girls included in their answers find details which showed evidence of understanding. The performance of the boys is superior rather girls. Okpala (1986) opine that males are likely to be more effective in planning and implementing activities, oriented investigations than females. He reported that a large percentage of male pre-service teachers in his study demonstrated the ability to use formal reasoning patterns in problem solving situations than their female counterparts. There are other researchers (Hanson & Brembeck, 1966) who have also seen women teachers as having a predominantly literary bent or at least antiscientific and anti-technological bent. In other words, men are seen to be more practical, more scientific and more technologically, oriented than women.

What could be responsible for the male superiority over female which had manifested into what Fromm (1968) called "a war between sexes"? Are these biases or is it a calculated propaganda against the female gender? Answers to questions such as those have led to various explanations about the differences between the genders. Several dimensions range from natural (Fromm 1968 & Lynn 1972) to socio-cultural. They have pointed out that the characteristic differences between males and females are derived from anatomical and physiological differences. Lynn (1972), thinks that nature combines with the usual process of

acquiring feminine identification to produce a style of thinking and learning for females that differ measurably from the style characteristics of males. But Hodges (1974) contends that what society regards as masculine and feminine is essentially rooted in cultural conventions rather than biology. Also, Siann & Ugwuegbu (1980) feel that the different patterns of abilities seen as sex-appropriate in any culture are related to the expected stereotypes which the culture holds about sex roles. They asserted with specific references to technical task, that social rather than physical variables account for sex has a difference in achievement.

The relationship between gender and home economics achievement of students has been observed in different cultures throughout the world. Some of the measures which have come under investigation include cognitive styles achievement (Lynn, 1972; Okeke & Wood-Robinson, 1980; Siann & Ugwuegbu, 1980), and ability to perform tasks (Hanson, 1966, Ogunyemi, 1972; Onocha & Okpala, 1986). The general conclusion from these studies is in the direction of male superiority over female. It is only Ogunyemi's study that indicated that the achievement of females and not males improved from teacher-supplied information about a science related situation (Ogunyemi, 1972). He mentioned that girls included in their answers fine details which showed evidence of understanding. The performance of the boys was superior to those of girls. Okpala (1986) opines that males are likely to be more effective in planning and implementing physical oriented investigations than females. He reported that a large percentage of male pre-service teachers in his study demonstrated the ability to use formal reasoning patterns in problem solving situations than their female counterparts.

There are researchers (Hanso and Brembeck, 1966) who have seen women instructors as having an overwhelmingly artistic twisted or possibly antiscientific and against innovative bowed. As such, men are believed to be increasingly reasonable, progressively logical and more 543mechanically, situated than women. What could oversee the male predominance over female which had showed into what from (1968) called "a war between genders"? Zone these

predispositions or is it a determined promulgation against the female sexual orientation? Answers to questions, for example, those have prompted different clarifications about the contrasts between the sexual orientations. A gathering measurement extend from common (Fromm 1968 and Lynn 1972) to socio-social. They have called attention to that the trademark contrasts among males and females are gotten from anatomical and physiological contrasts.

Lynn (1972), imagines that nature consolidates with the standard procedure of obtaining female like recognizable proof to create a style of reasoning and learning for females that vary quantifiably from the style attributes of males. In any case, Hodges (1974) battles that what society views as male and female is basically established in social traditions instead of science. Additionally, Siann and Ugwuegbu (1980) feel that the distinctive examples of capacities seen as sex-proper in any culture are identified with the normal generalizations which the way of life holds about sex jobs. They stated with explicit reference to specialized undertaking, that social as opposed to physical factors represent sex contrast in accomplishment. The socio-social measurements for sex contrasts appear to hold influence.

Researchers (Mbilinyi, 1970; Hoftman, 1972; and Pringle, 1974) have focused on the component of socialization in the nature-culture discussion over gender contrasts. Mbilinyi (1970) traits what is viewed as the scholarly inadequacy of females in specific zones to instilled mentalities, predominant in socio-social practices in youngster raising among societies. Also, as Hoftman (1972) puts it, female socialization accentuates the significance of affinitive propensities (the shaping of warm close to home relations) instead of the accomplishment thought processes progressively stressed for males.

Pringle (1974) clarifies that parental frames of mind and desires are diverse as indicated by the sex of a youngster. Kids develop in conditions which plainly recognized conduct expected young men and young women, the proximate justification for implementing the correct jobs is communicated as far as what establishes manly and womanly conduct (Komarousky, 1962). There has been a

reestablished discussion on the dubious issue of sexual orientation contrasts on Mathematics and home financial aspects accomplishment. This discussion current spotlights on why female understudies are not looking for vocations in data innovation occupations. The most exhaustive surveys of the exploration in the region of sex contrasts have appeared couple of contrasts among arithmetic and home financial aspects capacities between female understudies (Halpern, 2000). Truth be told, the exploration has indicated two sexual orientation contrasts in explicit sub-zones of spatial and fitness capacities, the dimensional mental turn (support males) and family the executives (support females).

Research led by Fennema and Sherman (1976) has likewise demonstrated a decrease in the contrasts between the sexual orientations in the previous couple of decades on state administered test, proposing that the more introduction that ladies are getting to science and home financial matters classes, the better their scores. Even though this exploration put into inquiries whether sex contrasts still exist in scholastic accomplishment, numerous specialists are as yet discovering contrasts in execution just as general intrigue territories identified with arithmetic and home financial aspects. Accordingly, accomplishment alone can't be the sole purpose behind females as they settle on their vocation decisions. Jacob, Lanaz, Osgoat, Eccles and Wigfied (2002) found that ones' idea of capacity and incentive in science decay for both sex among first and third year with no genuine contrast among male and female understudies' directions after some time. By the third year in junior optional school, young women esteemed home financial aspects more than young men while controlling ones' idea capacity.

This research may recommend that females ought to be simply spoken to in family the executives. Even though females have made extraordinary investigations in the law, medicinal and sociology callings, not many can be found in alumni software engineers or callings in Mathematics, Computer Science, Physics, Engineering or Information Technology employments (Eccles, 2001). Numerous thoughts have been advanced on why high accomplishing females may not be entering these callings including separation, sexual orientation types,

socialization, one's concept of capacity in these zones, and the esteem and intrigue that females have in these callings (Eccles, 2001). The distinctive jobs young men and young women accept amid youthfulness and the diverse ways by which they are mingled may render young women helpless against osmosis of the antagonistic personality and conduct ethnographers regularly find numerous adolescents. Societies keep on stamping family socialization rehearses opposite young men and young women. It keeps on being a culture in which young women get more family supervision and assurance through youth and pre-adulthood than young men do. Guardians will in general be significantly increasingly worried about the negative impact of culture on their female kids than the male youngsters. This will influence their scholarly accomplishment in home financial matters (Portes and Rumbant, 2001; Suarez-Orozeo and Suarez-Orozeo, 2001). Gathering out of a feeling that young women modesty and notoriety must be secured and safeguarded and halfway in light of the fact that young ladies are seen as more physically and sincerely subordinate young women will in general be raised with an a lot shorter and more tightly vein than young men, who in numerous occurrences, are urged and expected to wander out into the universe of works, sentiment, governmental issues and so forth (Gibson, 1989; Suarez-Orozeo and Suarez-Orozeo, 2001).

Young ladies are frequently compelled to take an escort dates, young men can go unsupervised as well as are at present celebrating for their sentimental endeavors. Much of the time, these limitations may stretch out to such noble, peer culture customs. Indeed, even dozing over at a companion's houses is disheartened for kid would be unfathomable for young ladies. Guardians regularly authorize these limitations on young ladies to dodge gossipy tidbits and casual approval from network individuals who see these sorts of training as question. Scholastic accomplishment will be impeded by guardians who decide not to unbendingly implement these principles and are frequently seen as helpless to control their youngsters, issues verging on dating, dress style and friend connection are additionally of famous significance to guardians (Gibson, 1989; Suarez-Orozeo and Suarez-Orozeo, 2001). Indeed, even among less conventional families, young

ladies are bound to hold fast to guardians' standards and desires (Sofelo, 1994; Kibria, 1976).

This pattern is bolstered by research on kids, which recommend that young ladies will in general stay more socially uncensored in their local culture as confirmed by there is a lot of more elevated amounts of home language familiarity (Porles and Rambout, 2001). This may result somewhat from the way that young ladies invest more energy with guardians, as they have a larger number of duties at home than their siblings (Valenzue, 1999). Thus, young ladies are aided their school work and they will in general perform preferable in school over their young men's partners. The sort of school-culture maintenance that outcomes from higher rates of introduction to the message and desires for parental, old-world view may shield young ladies from acclimatizing oppositional perspectives and conduct at change with those of their folks and home culture.

These joined messages and good examples of devotion and exertion work well for the young ladies as they settle the pressure between following the companion culture and following the way to accomplishment in and through school. If nothing else, the relative confinement forced on young ladies serves to shield them more from taking part in the sort of criminal and group related exercises in which young men are increasingly identified with draw in (Smith, 1999). Henceforth young ladies give more regard for scholastics and accomplish preferable evaluations and scores over young men (Smith, 1999).

Diminishing Gender Bias Inclination

To diminish gender bias inclination, its source ought to be recognized. Through diminishing sex predisposition guys and females would be given similarly available opportunities. Gender predisposition is inserted in the educational modules, the educator and the showing styles, in course books, in understudy instructor communications, in conventional sexual orientation jobs and in the understudies themselves. The National Minimum Curriculum has attempted to lessen Gender inclination and advance sexual orientation equity in schools,

through guaranteeing that young men and young ladies pursue a similar educational program.

It could be much better if the curriculum is modified in order to satisfy the student's learning needs and preferences, which vary due to gender. The NMC also ensures that students have equal access to the same educational experiences. However even though students have the chance to choose the subjects they like, Home Economics is sometimes still not chosen, since it is considered as a female-oriented subject. This mentality could be discouraged by introducing Home Economics as a compulsory subject to Form 1 & 2 students, thus giving boys, girls and their parents a chance to realize what this subject really consists of.

Including some food work might also stimulate a boy's interest to take Home Economics. Traditional gender stereotypes affect the teacher's opinion and expectations regarding the behavior of a specific sex. In fact, girls who are usually portrayed as being neater and quieter than boys, may be praised more often whilst the latter may be highly criticized for their behavior, particularly if teachers find them too noisy, aggressive and boisterous. Students' attitudes, which vary according to the value given to gender roles within their household, may also contribute to gender bias.

Households strictly adhering to traditional gender roles pass on these traits to their children. This may cost the latter, their freedom of career choice³ apart from limiting their ability to learn, develop talents and succeed. In order to decrease gender bias and create a more equitable learning environment for students, teachers should be made aware of their gender biased teaching behaviors before being provided with strategies and resources that could be used to alter this behavior.

Males tend to get most of the teacher's attention in coeducation schools by speaking more and for longer periods of time, leaving women alone. Lack of attention causes women to begin to doubt their abilities. As a teacher, I would try

to devote the same amount of time to both sexes by treating everyone in the same way when talking to students, without developing prejudices, responding to questions and correcting the work done when talking to students. It is also important to choose examples that are related to the interests of both boys and girls. I would also talk to students about gender bias and gender equity to increase their awareness. The result of these discussions could be new ideas on how to fight gender bias that could be tested, hoping to create gender - neutral classrooms.

The teacher would get a better idea about the language to be avoided in class by asking students to locate gender inequities in what they read, view, hear, say and write. Teachers should also make an effort to call everyone, not just the boys in the classroom. In addition, the atmosphere in the classroom should encourage, support and challenge boys and girls alike. Often one of the genders may suffer educationally when a teacher uses the same lesson plans for both boys and girls, as the lesson would not meet their different learning needs. By adapting the lesson to the group of students being taught, this could be prevented. Furthermore, the use of various activities and tasks to evaluate students gives them equal opportunities to do well, as both boys and girls usually do better in some tasks rather than others.

Girls prefer collaboration, open-ended and organized activities, while boys prefer individualism and competition. While preparing lessons, these characteristics should be kept in mind. It is possible to use activities such as multiple choice, fill-in, practical sessions, experiments and essay-type questions that motivate and keep students interested in the lesson. During their lessons, the use of textbooks and resources by teachers is very important as they affect both instructional means and knowledge taught in schools. The language and photographs used in books sometimes tend to promote bias between the sexes.

To be free from gender orientation inclination, instructive assets and reading material ought to be comprehensive, certifiable, delegate, exact and coordinated, in this way weaving together the encounters, needs and interests of the two guys

and females. sex neutral⁵ language ought to be utilized in books, in class and when giving models e. g. expressing "s/he" when alluding to specific issues which could be completed by the two guys and females or utilizing "you" when alluding to both young men and young ladies. Gifts ought to incorporate data about both female and male sentiments and encounters.

This will furnish understudies with a decent perspective on specific issues, which helps in diminishing job stereotyping. Besides, words, for example, "fathering", "laundress", "needle worker", and "housewife" ought to be dodged as these fortify stereotyping. Also, pictures and data in books should demonstrate the two contrasts and similitudes of guys and females, in this manner urging understudies to acknowledge and value their qualities and those of the contrary sex, further diminishing segregation. how females and guys are tended to inside writings may likewise send certain messages e. g. alluding to a working lady as "Ms." rather than "Mrs." reinforces the possibility that ladies should quit working after marriage.

In some cases, contrasts between genders ought to be disregarded with the goal that the words picked for writings, would see no difference among genders e.g. through composition 'single-parent families' understudies would comprehend that the parent can be both a male or a female, "life partner misuse" thus determines that the two guys and females, instead of females just, can endure misuse. Sexual orientation balance is essential when utilizing pictures amid the exercise, especially if these depict men as specialists, architects, pilots, or transport drivers and ladies as Careers.

Home Economics as a Subject

Home Economics aims to help develop the wellbeing of people branching out to their families. As a subject, the teachings and learnings accessed promotes equality on all genders. It drives away the stereotypical vision of women limited only to be home workers and gives men a chance to break off from their own stereotype as well. Through this, students particularly boys, would be informed of

roles and responsibilities of a member of a family to the household and may encourage them to help on different chores.

The subjects truly demolish common role labels on genders, giving students various options on educational and career choices. The point is proven more by proof of witnessing several men employed as chefs, as well as women hired as bus drivers. Stereotyping would be further decreased by the help of joined parenting, which enables both parents to be a part of their child's life as he or she is growing up. Home Economics can strip off the common belief that childcare is a mother's responsibility. Fathers nowadays do not leave all the childcare to the mothers, but rather aid in it, like bottle-feeding their babies or changing their diapers.

The common imagery that only little girls can play with dolls and only little boys can play with cars are also what Home Economics can help break off. Using words like "dual-earner families" and "dual obligations of parents" can help establishing gender equality in the workplace or the comfortableness of your home.

Discussion about the student's roles and responsibilities that can be organized the lessons in order them to think critically about the certain social issues, to help them realize that the cooking and chores is not only for women. The latter 6 can be reinforced during experiments and practical sessions, since recipe book portraying the both genders whilst they are cooking, change the notion that cooking is a female job. practical sessions that male have the right to experience housekeeping whilst cleaning up their working spot. Teachers should not help males so that they would learn how to be cope with new situation on their own.

When teaching about diet related disorder an illustration shown should portray both genders of different ages and races e.g photographs of both genders suffering from anorexia must be used so that none of the students would feel inferior to the other, particularly since females are the ones who mostly suffer from this disorder.

Home economics is a subject that contribute to decreasing the gender bias within school, since its syllabus has been broadened enough to cater for everyone's needs. The subject content could not eliminate the gender bias.

This can affect the teaching styles, educational resources and curricular that the gender favoritism would be removed over time. This will never be occurred unless the parents of the students are informed about the gender bias. A typical gender biased picture.

METHODOLOGY

This chapter asses the methods that has been used by the researcher in conducting this study to investigate the Gender Bias experiences of male students in Home Economics Strand.

Research Design

In this study, the researcher employed research design specifically in phenomenological study approach. According to Meriam Webster Dictionary (2017), the phenomenological study attempts to set aside biases and preconceived assumptions about human experience, feelings, and response to a situation.

The phenomenological approach concerns the understanding and interpreting focuses on qualities of human behavior (Ferreira, Mouton, Puth, Schruriuk, 1988). The aim of this method is not only to generalize but also to understand and explain the meanings and the purpose that underlie everyday human actions (Bailay, 1987; Bogdan&Taylor, 1975; De Vos, 1998; Ferreira et al, 1988).

Sampling Method

In this study, the researchers used purposive technique which involve handpicking subject. This technique in which the researchers rely on their own judgment when choosing member of population to participate in the study. According to Black K (2010), purposive sampling is a non- probability sampling method and it occur when “elements selected for the sample are chosen by the judgement of the researchers. Researcher believe that they can obtain a representative sample by using purposive technique which will result to a good sampling method.

Participants

After intended participants were identified, the researchers approached and invited them to participate in the study. They presented information and consent sheet for them to be informed about their right to refuse or accept the participation in the study. When they agreed to participate, the researcher make sure that the participants were aware of their right to withdraw in the interview. The researchers also informed the participants that the information that they will provide during the interview will be handled confidentially. They are not permitted to disclose their classified details as well.

The participants consisted of three (3) males' students from grade 11 St. Martha and one (1) male student from grade 11 St. Veronica ages of sixteen (16) and eighteen (18) who are under Technical Vocational Livelihood Strand. All participants have agreed to do the interview on the said study

Research Instrument

In this phenomenological study, the research questions were made by the researchers. It is assessed and approved by the researcher's instructor Mr. Joseph

Dave Pregoner. After the assessment, the questions will be pilot tested. The instrument which will use in this subjective phenomenological study in interview questions and the researchers will record for authenticity reason. The questions are composed and asked in English and the members can utilize the language serenely for them to transparently convey themselves.

Data Collection Method

The method used for data collection is face-face individual interview schedule. (Ferreira at al,. 1998) states that the most important data collection instrument is interviewing. One method of interviewing is the semi-structured interview, wherein the interviewer does not completely follow a certain script when interviewing a participant resulting in much flexible and satisfying answer. The interviews were semi-structured, preparing a set of questions and discussion of issues before the interview began, but providing impromptu questions that are still in line to the topic. The method of semi-structured interviewing is advantageous in trying to get as much information needed, a few clarifications, and on-the-spot answers that may occur as the interview goes on. Face-face interview may result to a much better transcription and analysis of data for the researchers, as it is taped and recorded, and genuine reactions of the interviewer can be observed. More open-ended questions will be asked in contrast to a straightforward question-and-answer format as it allows elaboration and discussion from the interviewee. A list may exist, but the interviewer may not follow through it all in sequence, but rather dabble in some and using it only to guide the conversation. There are cases in which the interviewer may only create an interview guide as opposed to a more detailed one (Doyle, 2018). In an interview guide, a list of general topics and questions will be prepared only, formulating adlibs as the interview continues.

Data Analysis method

Results were examined using the thematic content analysis (Ezzy 2000), illustrating this method of data analysis as a process of analyzing data by systematizing it into categories based on themes, concepts or similar features. The procedures applied are primarily delineated to minimize and categorize a massive quantity of data into more purposeful units for explanation (Singleton, 1997). The steps in growing themes were informed by Marshall and Rossman (1989) in DeVos (1998) and contains the following procedure.

Organizing data

The transcribed data was read thoroughly for the researcher to familiarize the data which can be used as a perusal for future studies.

Generating categories, themes and patterns

In this stage, will be needing a creative and analytical thinking. The researcher will be recognizing the most significant themes, reappearing ideas, and patterns of belief, which assisted with the conjunction of the results. The process of category generation includes noting patterns in the research participants. As classifying of meaning becomes visible, the researcher searched for those that were primarily consistent but distinct from each other. Patterns, themes, and categories were exposed.

Testing emergent hypothesis

Whenever classifications and examples between them are clear within the info, the researcher at that time assessed the validity of these creating speculation and testing them against the knowledge. This enclosed assessing the information for his or her informational adequacy, credibility, quality and centrality.

Searching for alternative explanations

As the classes and patterns between them rose within the data, the analyst occupied with testing styles that gave the impression to be obvious. Elective

clarifications were looked and represented till the researcher achieved the clarifications that are top of all.

Report the results

By reporting the results report, the researcher provides form and interpretation intending to the amount of information.

Trustworthiness of the Study

As this qualitative study research was conducted, the researchers presented a letter to the four (4) participants. Contained in these letters are the agreement that whatever data gathered will be used only for the aim of the study and will be managed with utmost confidentiality. In order to determine the trustworthiness, we researchers should have transferability, dependability and affirmativeness. In terms of rationality, it was positive that this research is valid since they were able to identify correct operational measures for the methods being studied. (Pandy and Patnik, 2014) which in this case the interview is very agreeable in terms of getting the background of the participants and it can provide in-depth data about the topic. (McNamara, 1999). The purpose of dependability in a subjective request is to help disputes that the discoveries are "worth focusing on" (Lincoln and Guba, 1985). Dependability includes setting up: Credibility, Transferability, Solidness and Affirmativeness. To build up transferability, the scientist will give a thick portrayal: by Geertz (1973) states that an exploration ought center around data as well as in analysis and clarifications. To set up constancy as indicated by Willan M.K (2001). The analysts guarantee to the degree in which the examination can be traded to various settings; this portion is portrayed by explorers of the investigation. To build up Affirmativeness, the scientists' discoveries are bolstered by the information gathered. This is a procedure to build up whether the scientist has been one-sided amid the examination; this is because of the suspicion that subjective research enables the exploration to convey a one of a kind points of view to the investigation. An outside

scientist can pass judgment on whether this is the situation by concentrate the information gathered amid the first request. To improve the affirmativeness of the underlying end, and review trail can be finished all through the examination to show how every choice was made. Ultimately, we the analysts' guaranteed that the characters of the respondents will stay secret.

Ethical Consideration

Informed consent was first given to the participants after they agreed to participate. This was attained because the participants have read both informed consents of participation and tape-recording and by asking them to sign in order to permit their consent. The researcher informed the participants about the confidentiality clause. This confidentiality implies that the dignity of a respondent should be well mannered. Thus, according to (Ferriera at al., 1988), it was important that the participants is very sure that any identifying information provided would be confidential. The researcher and the supervisor were the only one who would access the confidential information of the participants. The participants were also not required to provide any identifying details, transcripts and the final report will not be considered on the subject's identifying data such as their names. Even though the participants were comfortable with their personal data being printed. The tapes were kept in a safe and confidential place after transcribing. Also, the tapes would be destroyed after the study has been completed and a report written.

Role of the Researcher

In this study, the researchers will guide the procedure in order to have a well process in our study. The researcher will contemplate to make sure that they will conduct study well and they will make sure that the researchers will have no biases. The researchers will conduct In-depth interview to discuss about the procedures in doing the information gathering. The researchers will analyze the

data being gathered in the study. The Researchers will do the information gathering accordingly and free from biased. In this study, the researchers will decide whether they will confirm or deny the findings of the researchers' participants. Lastly, at the end of this study the researchers will realized or reflect on the lives of our participants.

RESULTS AND DISCUSSION

This chapter has been formulated to answer the research question keeping the literature review and research findings from the interviews in consideration.

Research Question 1: *What are the experiences of gender bias among male students in Home Economics strand?*

The interviews seemed to act as a catalyst for recollection and reflection of personal experiences. Many participants initially stated that gender did not matter, but they later described various situations where they had noticed that gender aspects were significant. The heart of the students' discussions was on negative or problematic experiences. A recurring dimension in male students' descriptions was the experience of being dependent on teachers to obtain good training and to learn what they were supposed to learn. This dependent position contributed to feelings of vulnerability and affected their acting and reasoning.

In the presentation of the findings below, the themes are given as headlines in bold and the subthemes are marked in italics within the text. Quotations from the participants are interspersed to ground the presentation in the participants' accounts.

Meeting stereotyped expectations

The participants depicted a learning environment where men and women were met with different expectations regarding their *characteristics, traits* and ambitions for *family and career*. Male students were expected to be conscientious, hard-working and responsible, but were also assumed to be insecure and to put a

lot of pressure on themselves. They felt that it was often presupposed that they would take primary responsibility for family and children and they were, therefore, warned against certain specialties. Occasionally, teachers referred to physical strength to explain opinions about unsuitable specialties for men:

“A male classmate was told that it wasn’t appropriate for him to become a cook because it was not that hard physically, it was more of a woman’s job.”
(Participant A)

This preconception about male concurs to the findings of Cifre, Vera, Sanchez, and Pastor (2013). According to their study, there is a significant direct relationship between men’s characteristics and level of job difficulty. Because men are known to have muscular characteristics, their job should be physically hard. Furthermore, the study reported that if there is person-job mismatch, men are more likely judged by their employers and people around them.

According to the participants, norms about *proper behavior* were also gendered. Whereas women were mainly evaluated based on their skills and performance, men had other aspects of their behavior scrutinized as well, for example, they are more likely labeled as having violent and risky behaviors. They therefore often felt restricted:

“The scope of action for what men can do and what is considered okay is so much narrower than it is for women.” (Participant B)

This statement agrees with the findings of Brinkman, Isacco, and Rosen (2015), concerning the male experiences of gender prejudice. According to the participants, they were called or heard men called a derogatory name such as men are jerks, liars, cheaters. Furthermore, they felt they were always the target of an unwanted sexual comment or advance. These notions were the chief reasons why they felt restricted in all the things they do in life.

Gender also had implications for what participants were expected to do in terms of *care and emotional support*. Men were expected to be self-confident and forward, not emotionally competent individuals. All the participants agreed that in times of trouble while cooking such as accidental touching of student in hot utensils, men were not allowed to take care of the student. Furthermore, they

believed that female students were expected to take care of and give emotional support to students who are accidentally troubled in times of cooking.

Encountering discriminatory treatment

All the participants had encountered unfair treatment during their cooking trainings by *not getting the chance to participate* in certain training or not being offered the same opportunities for supervision as their female peers. Others talked about *not being taken seriously* or of *being made invisible*, like in this example:

“The teachers never wanted to acknowledge my presence. Even when I asked questions, the answers were directed to the female students.” (Participant C)

This statement agrees with the findings of Mong and Roscigno (2009), which reported that African-American men had received discriminatory treatment but not in school setting. The study was conducted during employment and found out that there is a prevalence of discriminatory firing, with on-going racial harassment and discriminatory promotional and hiring practices in the cooking industry.

Individual processing

The participants described their experiences of the gender climate and how attitudes and beliefs toward men and women came to the surface in the school as surprising or even shocking and feeling belittled or humiliated was a common reaction. Although being irritated and angry, the men often *blamed themselves* when they were subjected to unfair treatment or they *redefined or diminished* such incidents as a matter of individual interpretations and thereby renounced their own reactions. The male participants who had experienced bad or discriminatory treatment were also frustrated and angry. This student was disappointed when he was rejected from a certain cooking assessment:

“They judged me based on being a man, not on my personal characteristics.” (Participant C)

The male students were often *blaming others* when they felt neglected or mistreated. Some who had not been allowed to participate in some cooking events described how the teacher and female classmates contributed to their difficulties:

“She [the teacher] just looked at me and said, ‘You can watch while the female students do it.’” (Participant B)

Presented in Table 1 is the summary of the analysis of themes and sub-themes for research question number 1.

Table 1. Thematic analysis for research question number 1

Themes	Sub-themes
Meeting stereotyped expectations	Traits and characteristics
	Family and career
	Proper behavior
	Care and emotional support
Encountering discriminatory treatment	Not getting the chance to participate
	Not being taken seriously
	Being made invisible
Individual processing	Blaming themselves
	Redefining
	Diminishing
	Blaming others

Research Question 2: *How do the experiences of gender bias affect the academic performance of male students in Home Economics strand?*

In the presentation of the findings below, the themes are given as headlines in bold and the subthemes are marked in italics within the text. Quotations from the participants are interspersed to ground the presentation in the participants’ accounts.

Student’s attitude toward school

One of the participants urged that gender bias affects his academic performance as manifested in his attendance. He had diminishing interest to school because he does not feel the sense of *belongingness*. This resulted to absenteeism:

"I decided not to attend the lectures because I feel I don't belong to this school." (Participant A)

Several scholarly literatures studied the impact of absenteeism on academic performance of students. Ahmad, Ul-Saufie, Mohamed, Ahmat, and Zahari (2018) found out that there was a negative correlation between absence from class with the academic achievement. This means that as the frequency of absence from class increases, the academic achievement decreases. Another study conducted by Schmulian and Coetzee (2011) reported that gender has a negative effect on the relationship between class attendance and academic performance.

Another participant mentioned that gender bias greatly affects his performance in school by not adequately using the services given by the school. He felt unlucky to be a student of the school manifested in his statement about the *school image*:

"It is a privilege to study in this school ... but I wish I were a student of another school." (Participant C)

It is evident that negative attitudes of the people towards other people's capabilities greatly affect their eagerness. It is especially true to some of the participants who are *reluctant* because they felt their efforts are being overlooked. This decreased their interest to study:

"I feel as if I am out of the activities in most of the lessons. I cannot participate well." (Respondent A)

There were previous associations between reluctance and academic performance. Cameron (2009) found a strong negative association, which means that the two variables are strongly related with each other but as reluctance increases, the academic performance decreases. Most of the respondents in another study believed that they are reluctant because the teachers did not give the students the opportunity to dialogue and participate, thus, students perform less (Obeidat, Abdelrahman, Khaled, & Mansoor, 2011).

Student's self-efficacy

In the context of education, self-efficacy refers to the perceptions an individual has about his/her capabilities to perform at an expected level and achieve goals or milestones (Zhang et al., 2015). It is shown to influence learning, and achievement (Motlagh, Amrai, Yazdani, Abderahim, & Sourì, 2011; Yusuf, 2011). All the respondents mentioned that gender bias affects their belief on their ability to accomplish challenging tasks. As a result, they got failing marks. The effect of gender bias on the participant's *belief in personal ability* was manifested in this statement:

"When I'm struggling to accomplish something difficult in cooking lessons, I feel discouraged. I just don't feel that I will succeed in this career path." (Respondent B)

Another noteworthy effect of gender bias was the *belief that ability grows with effort*. The participants believed that no matter who they are, they cannot significantly change their level of talent. This resulted to underperformance in all aspects of their academic endeavors:

"I don't give my best because they [the female students] were given all the praise. I believe that the brain cannot be developed like a muscle." (Respondent C)

Self-efficacy and academic performance researches have gained attention in the recent years. A study conducted by Tiyyuri et al. (2018) revealed that there is a direct and significant relationship existed between research self-efficacy score and student's academic performance, thus, improving the research self-efficacy will also increase students' academic performance. On the contrary, as self-efficacy decreases as depicted in the previous statements, the academic performance would also decrease. Furthermore, the content analysis of interviewees' responses showed that students with high self-efficacy planned to study complex subjects in future while those with low level would most likely fail in the future (Triantoro, 2013).

Presented in Table 2 is the summary of the analysis of themes and sub-themes for research question number 2.

Table 2. Thematic analysis for research question number 2

Themes	Sub-themes
Student's attitudes towards school	Belongingness
	School image
	Reluctant
Student's self-efficacy	Belief in personal ability
	Belief that ability grows with effort

Conclusion

Based on our research being conducted about Gender Bias among Male Students in taking Home Economics strand, the researchers have come to know that Gender Bias or Gender Inequality refers to unfair rights between male and female based on different gender roles which leads to unequal treatment in life. The term gender inequality has been widely known and practiced in human history. In Home Economics Strand, males experienced prejudice upon taking the said course since it is considered as a female-oriented subject. The society that said so. This misperception comes originally from the wrong understanding about the position of each gender in life that was being strictly taught in our household at a very young age, adhering to traditional gender roles pass on these traits to their children, that a certain gender performs a certain task at home; boys should do manly things and girls do the women's stuff for that matter. These practices may cost their freedom of career choice, apart from limiting their ability to learn, develop talents and succeed in the future. This kind of stereotype among others are proven wrong by proof of witnessing several men employed as chefs, flight attendants and many more, as well as women hired as bus drivers, engineers, welders etc. Gender inequality has effects on the scale of population. It leads to some problems in education as well. Education is an important tool, is the key to the growth of every human being and no matter what gender a person is, he has right to expose to education like others, thus Home Economic Strands. As a subject, the teachings and learnings accessed promotes equality on all genders. It drives away the

stereotypical vision of women limited only to be home workers and gives men a chance to break off from their own stereotype as well. Through this, students particularly boys, would be informed of roles and responsibilities of a member of a family to the household and may encourage them to help on different chores. Home Economics can strip off the common belief that childcare is a mother's responsibility. Fathers nowadays do not leave all the childcare to the mothers, but rather aid in it, like bottle-feeding their babies or changing their diapers, it also aims to help develop the well-being of people (regardless of gender) branching out to their families. The subjects truly demolish common role labels on genders, giving students various options on educational and career choices.

This kind of inequality has existed for a long time and in every area of the world, no matter where it is. Gender Bias is obviously an urgent problem in the world. Even though its volume much decreases, it still exists and makes a lot of people suffer its consequences every day. And there are many reasons leading to gender discrimination which cannot be solved easily. However, with education and progressive thoughts of people, there are also reasons to trust in the future of gender inequality being stopped. Then, hopefully, people can live in fairness no matter what gender they are. Now it's time for the world together make this out-of-date conception fade away and it must start in schools and practiced it at our very own home. Society cannot reach democracy and peace unless we wouldn't give equal rights for everyone.

Recommendation

These are the following recommendations for the students, teachers and future studies:

1. The researcher should give more time on observing the gender bias in home economics class.
2. The researcher must invest more time in finding some related topics about their study.

3. The researcher must be serious in conducting their research and also their study.
4. The teacher in Home Economic Strand must establish clear criteria for Evaluation on his/her students work.
5. Linked to teachers' classroom instruction and include analysis of instruction.
6. Include opportunities for teachers to collect and analyze data on their students' learning.
7. Offer opportunities for collaboration.
8. To resolve issues that arise during data collection, the researcher should set aside enough resources to maintain an ongoing program of methods research.

References

- Ahmad, N., Ul-Saufie, A. Z., Mohamed, S. A., Ahmat, H., & Zahari, M. F. (2018). The impact of class absenteeism on student's academic performance using regression models. *AIP Conference Proceedings*, 1974(1), 050012. doi:10.1063/1.5041712
- Alipio, M. (2020). Predicting Academic Performance of College Freshmen in the Philippines using Psychological Variables and Expectancy-Value Beliefs to Outcomes-Based Education: A Path Analysis. <https://doi.org/10.35542/osf.io/pr6z>
- Alipio, M. (2020). Academic Adjustment and Performance among Filipino Freshmen College Students in the Health Sciences: Does Senior High School Strand Matter?. <https://doi.org/10.35542/osf.io/xq4pk>
- Azubuike O.C (2012). Page 38. Retrieved from (<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.656.4328&rep=ep1&type=pdf>) Plummer P. Focus group methodology. Part 1: Design considerations. *Int J Ther Rehabil* 2017;24:297301 doi:10.12968/ijtr.2017.24.7.297 Google Scholar
- Agusiobo, O. N. (1998), Teaching of Home Economics for effective Result. London; John Wiley and Sons. American Heritage Dictionary (1986). Dell Publishing co.inc.
- APU, (1998) Effective Teaching management Home Economics for schools and Colleges. Onitsha, African Feb Publishers Ltd.
- Anozie, G. O. (2006) Entrepreneurship skill and occupational Area of Home Economics, Home Economics Research Association of Nigeria (HERAN) Vol. 7 (special Edition)
- Brinkman, B. G., Isacco, A., & Rosen, L. A. (2015). College Men's Experiences of Gender Prejudice. *The Journal of Men's Studies*, 24(3), 312-325. doi:10.1177/1060826515600882
- Bound & Hopson (1989). Sources of occupational information and Education: New York McGraw Hill-Book Co. Chiaika, M. (1999): Ethical considerations in Gender Oriented Entertainment Technology. Cross road, Association for computing Machinery.
- Cameron, C. A. (2009). Associations Between Shyness, Reluctance to Engage, and Academic Performance. *Infant and child development*, 18(3), 299-305. doi:10.1002/icd.626

Canter L. & Canter M. (1991): Parents or side. A comprehensive parent involvement programmed for teachers. USA. Lee Canter and Associates.

Cifre, E., Vera, M., Sanchez, A., & Pastor, M. (2013). *Job-person fit and well-being from a gender perspective* (Vol. 29).

Dowell, J. H. & Green wood, B. B.(1975). The Masculine focus in Home Economics. USA. HEEA Publication. Dike, I. E. B (2006). Women Education in Nigeria, career Days as a means of motivation for self-reliance in Journal of Academics Ekpoma: association of Nigeria Academics Ekpeyong, F. N. (2008). Eastern Journal of Teacher Education COEASU Vol. (1)

FERRY, N. (1987) How women figures in science. New scientific, page 10 Gender gap fact sheet (1997) Gender bias issue American Association of University Women.

Greppe, L. (1996). Girls preference in software design: insight from a focus group. Centre for teaching and learning and centre for research on parallel computations, interpersonal computing and Technology. An Ethnic Journal for 21st Century.

Iloeje, C. I. (1999). Incorporating Entrepreneurship skills into Home Economics Curriculum for Nigeria Tertiary Institutions. Journal of curriculum studies (Njocs) 6 (1) 121 -127

Lawson, R. J. (1977) Tigers amongst the roses: An historical review of Home Economics' for secondary Boys U.S.Illinos Teacher, xx5: 215 -225

Mong, S., & Roscigno, V. (2009). *African American Men and the Experience of Employment Discrimination* (Vol. 33).

Motlagh, S. E., Amrai, K., Yazdani, M. J., Abderahim, H. a., & Sour, H. (2011). The relationship between self-efficacy and academic achievement in high school students. *Procedia - Social and Behavioral Sciences*, 15, 765-768. doi:<https://doi.org/10.1016/j.sbspro.2011.03.180>

Nwankwo, J. N. (2004) An introduction to Home Economics Education. Delta: Eddy Joe publishers, Nigeria.

Obeidat, H., Abdelrahman, M., Khaled, A., & Mansoor, A. L. A. (2011). *The Effect of Students' Reluctance of Studying History on Their Level of Historical Culture* (Vol. 7).

- Okorie F. & Ezeji, C. A. (1985) Elements of Guidance in vocational and career Education: Onitsha, summer Education publishers Ltd.
- Okoh, B. O. (2006). Re-packaging vocational and Tactical Education for a great and dynamic economy in journal of Qualitative Education. Benini Association for Encouraging qualitative Education in Nigeria Vol. 2 No 4
- Osuala, E. C. (1992) The importance of vocational Training in the socio-economic of Nigeria: vocational Technical Education and manpower development. Pacific Publishers Ltd.
- Swanson, J. (1999): what we can do to get Girls Involved in Technology American Association of University Women.
- Schmulian, A., & Coetzee, S. (2011). Class absenteeism: reasons for non-attendance and the effect on academic performance. *Accounting Research Journal*, 24(2), 178-194. doi:10.1108/10309611111163718
- Tiyuri, A., Saberi, B., Miri, M., Shahrestanaki, E., Bayat, B. B., & Salehiniya, H. (2018). Research self-efficacy and its relationship with academic performance in postgraduate students of Tehran University of Medical Sciences in 2016. *Journal of education and health promotion*, 7, 11-11. doi:10.4103/jehp.jehp_43_17
- Triantoro, S. (2013). *Effects of Self-Efficacy on Students' Academic Performance* (Vol. 2).
- Yovonie-Tijani, Rosaline S. The Significance of Male Participation in Home Economics Programs in Public Schools, thesis, May 1979; Denton, Texas.:accessed (March 1, 2019), University of North Texas Libraries, Digital Library, digital.library.unt.edu; .
- Yusuf, M. (2011). The impact of self-efficacy, achievement motivation, and self-regulated learning strategies on students' academic achievement. *Procedia - Social and Behavioral Sciences*, 15, 2623-2626. doi:https://doi.org/10.1016/j.sbspro.2011.04.158
- Zhang, Z.-J., Zhang, C.-L., Zhang, X.-G., Liu, X.-M., Zhang, H., Wang, J., & Liu, S. (2015). Relationship between self-efficacy beliefs and achievement motivation in student nurses. *Chinese Nursing Research*, 2(2), 67-70. doi:https://doi.org/10.1016/j.cnre.2015.06.001