UNIVERSITY OF EDUCATION, WINNEBA

AN EXPLORATION OF INNOVATIONS FOR TEACHING HOME ECONOMICS: THE VIEWS AND EXPERIENCES OF HOME ECONOMICS TEACHERS AND STUDENTS IN TEACHER EDUCATION UNIVERSITIES IN GHANA.

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DECLARATION

STUDENT'S DECLARATION

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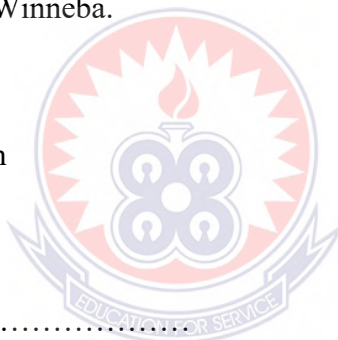

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SUPERVISOR'S DECLARATION

We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Professor George Kankam

(Principal Supervisor)

Signature :……………………………….

Date:………………………….…………

Professor Frederick Sarfo

(Co-Supervisor)

Signature :…………………………………

Date:…………………………………………

DEDICATION

Dedicated to the cherished memory of my beloved son

MICHEAL NII TETTEY KWABENA AFRASHANG ASHONG

who slipped away too quickly to eternity

and

My grandchildren, Daryl, Dylis and Delisa

and

To the students I taught, to those I teach and to those I will be teaching.

ACKNOWLEDGEMENTS

My family, (mother, Mama Eunice), sister (Sarah), daughter (Kueki), niece (Martha), nephew (George) and all other nephews and nieces) my two brothers(Joejoe and T.T), my auntie(Sisijoe and Gill) and my uncles(Bra Amatey, Dr. Amanor Dseagu and Bitei) I thank you all for your prayers, encouragement and support in so many diverse ways, may God richly bless you. To my niece Rosemary, you were able to take charge and stay alone whenever I was away to hide and write all night and day. May this motivate you also to aspire to soar higher academically.

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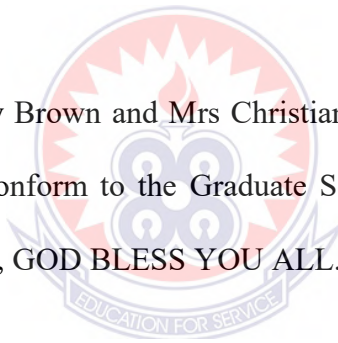
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ABBREVIATIONS AND ACRONYMS

AHEA	American Home Economics Association
BDT	Basic Design and Technology
CPD	Continuing Professional Development
CRDD	Curriculum Research and Development Division
C&T	Clothing and Textiles
EFA	Education for All
ESP	Education Strategic Plan
FCS	Family and Consumer Sciences
fCUBE	Free Compulsory Universal Basic Education
F&N	Food and Nutrition
GES	Ghana Education Service
MoE	Ministry of Education
MDGs	Millennium Development Goals
MGL	Management in Family Living
UEW	University of Education, Winneba
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United State Agency for International Development
HE	Higher Education
H/E	Home Economics
IFHE	International Federation for Home Economics
OECD	Organization for Economic Cooperation and Development
SSA	Sub Saharan Africa

ABSTRACT

The study explored innovations in teaching from the perspectives of Home Economics teacher educators in teacher education universities in Ghana. The study provides the avenue to help bridge the gap between theory and practice in Home Economics since such studies are rare as compared to Mathematics and pure sciences. The study examined innovative practices employed in teaching Home Economics, ways in which the approaches adopted promote the learning of Home Economics, and the barriers to innovative teaching of Home Economics. A qualitative study using the case study approach was adopted. Using the purposive maximal variation sampling technique, a total of twenty-two (22) participants were sampled, comprising eight (8) lecturers (two males and six females) and fourteen (14) students (five males and nine females). Data were collected using semi-structured interviews and observations, and data analysed thematically. The study revealed that Home Economics teacher educators use a combination of strategies to make the lessons innovative. Furthermore, integrating innovative pedagogical technologies promote the learning of concepts in Home Economics. Also, intermittent power outages, internet connectivity fluctuations and difficulty in reading from projected slides in large classes were found to be barriers to innovation integration. The study concluded that Home Economics teacher educators were aware of the importance of innovation integration in teaching and learning however, they lacked the expertise for its integration to enhance learning. The study proposed the establishment of technology and technical support units to provide the needed support for lecturers to upgrade their knowledge and skills in innovative pedagogy integration.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter gives the basis or the rationale for the study, which has been organised under the following sub headings: the background to the study, followed by the problem statement and the purpose for the study. The objectives and the research questions that directed the study, followed by the significance of the study. It further discusses the scope and context of the study and defines specific terms related to the study. The chapter ends by describing the way the whole thesis has been organised for presentation.

1.1   Background to the Study

Quality education in a country is the key role of teacher education institutions, which involves adequate preparation of quality and dedicated teachers to provide knowledge and skills required by the human resource of a nation. One key element for preparing effective and reflective teachers is the quality of the curricula for teacher education. In Ghana the Education Strategic Plan 2003-2015 of the Ghana Education Service (GES) highlights the role of teachers in the human capacity building of a nation (GOG, 2003). The Anamuah-Mensah Committee Report (2002) also stressed the view that the quality of human capital of any nation depends upon the quality of education it offers, and the quality of education given is also determined by the quality of teachers who teach. Effective teacher education programmes are not only the task of specific teacher educators or university education but are a cross-curricular concern of all university professionals (Merri & Maraneen, 2002). Teachers‟

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instructional practices, however, are influenced by numerous personal factors, including their personality and belief systems.

Teacher thinking and classroom behaviour are deeply influenced by teachers' knowledge and beliefs. Thus, an important component of professional development needs to be the expansion and elaboration of teachers' professional knowledge bases. Studies on teacher training and teacher development identified the complexity of professional commitment with teacher efficacy, which is a bonded characteristic where a teacher is committed to teaching the subject matter and continued professional growth (Darling-Hammond, Hyler, & Gardner, 2017; Ross & Gray, 2007). The most powerful influence on students' learning is the quality of the curricula they are exposed to and the quality of teaching that students experience in the classroom from their teachers (Hawley & Valli, 2000).

The Home Economics curriculum in the teacher education universities is one that is designed to help students develop the needed knowledge, skills, competencies and attitudes for developing families, family bonds, vocations and life-long learning skills for societal development and sustenance. It needs emphasising that good teaching comes as the result of the teacher integrating different types of knowledge to create teaching scenarios that make their students understand what they are taught (Bunyi, Wangia, Magoma, Limboro & Akyeampong, 2011). Therefore, high quality professional teacher training contributes significantly to a teachers" effectiveness. This recognition, coupled with the belief that comprehensive school reform requires changes in structure, culture, and capabilities, has led to investments in the Continuous Professional Development (CPD) of teachers.

Most teacher trainers are concerned about how well their trainees are prepared to meet daily challenges in the classroom. The quality of a teacher"s teaching among

other things, hinges on the quality of education received through the curricula during his/her training period. It is the expectation that the teacher trainees are able to blend the methods/strategies of teaching in unique ways in addition to the subject content knowledge and pedagogical content knowledge during the instructional delivery for learners to understand and grasp concepts in novel ways. In this way, the teacher is seen as being innovative in teaching (Hawley & Valli, 2000).

Similarly, Achor, Samba and Ogbeba (2010) are of the view that one becomes innovative in the classroom when a more facilitative approach in teaching a concept or topic is employed. This implies that the strategy itself may not necessarily be new, but how it is used for that particular topic, concept or theme may be novelty. More specifically, the combination of various teaching strategies that are appropriate for the learners in order to ensure more effective teaching and learning can be termed as an „innovation".

Innovations in teaching are key to providing adequate means by which educational practices can meet inherent diverse roles at any point in time. They are aimed at having dynamic educational practices that are not at variance with the changing values and aspirations of the society in which the school exists. Broadly speaking, these practices would include general pedagogical knowledge, subject matter knowledge, and pedagogical content knowledge and would address such areas as classroom management, conceptions of teaching a subject, and students' understandings and potential misunderstandings of subject matter (Hawley & Valli, 2000). Being an innovative teacher therefore, implies seeing the learner as a partner in the teaching learning process and remembering that the learner is the recipient of the teaching process. It is a general knowledge that teachers who go the extra mile in their lesson delivery endear the hearts of their learners and concepts learnt from their

lessons remain with them long after school. Over the years, my observations during teaching practice supervision of Home Economics students seem to indicate that trainees" do not readily demonstrate teaching skills that extend learner"s knowledge.

Most developing countries and especially in the Sub Saharan Africa (SSA) region, research related to teacher practices, curriculum changes and integration of new curricula concepts in teaching are readily available in science related subjects such as Mathematics and pure science subjects (Sarfo, Eshun, Elen & Adentwi, 2014); than vocationalized subjects like Home Economics. While there has been substantial research on the impact of curriculum change on teacher practices in Ghana, there is a dearth of investigation on teaching and learning in Home Economics. There seems to be no research that explores practices of Home Economics teachers" in the face of national curriculum changes as in the recent curriculum reforms in 2007. The current study fills that gap by focusing on practices of Home Economics teachers in higher education in relation to the incorporation of innovations in teaching and learning.

1.2   Statement of the Problem

Debates on quality education have often resulted in the implementation of several reforms by governments in the Sub-Saharan African region with the aim to improve teaching and learning in their countries. A key component of improving the quality of education in any country stems from the quality of teacher training and teacher development programmes put in place. Governments, all over the world, are interested in the type of curricula that trainees are exposed to and linked to continuing professional development for lifelong learning. It is therefore not surprising that Twenty First Century educators are interested in pedagogical approaches that are innovative and can groom learners to be able to cope in an ever-changing world.

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Therefore, many countries, including Ghana are developing new education curricula and policies aimed at reforming and restructuring existing ones to suit the dictates of the Sustainable Development Goals (SDGs) with reference to goal 4 on quality education for all, and to enhance their educational systems, to meet the demands of the current trends in teaching and learning. However, standards in education appear to be falling continuously in Sub-Saharan Africa (SSA), especially in Ghana, and the blame is always shifted on to teachers. Debates about these falling standards in education, question the quality of training programmes at the initial teacher training colleges and other educational institutions (Akyeampong 2003a). In order to address the falling standards in education, the curricula have been reviewed and several workshops have been organised for teachers to help them teach relevant subjects effectively (Akyeampong 2017). Akyeampong (2003a) and (2017) argued that in spite of all these, it seems teaching is not effective and the seeming standards that are falling has since not been addressed.

The United Nations Sustainable Development Goals on quality education requires innovations in institutional arrangements (UNESCO, 2014; 2016). Innovation provides structure and support for all teachers, from the strongest and most creative to the least qualified and experienced (UNESCO, 2014). The 21st Century teacher educator needs to be proactive in the adoption of innovations during the teaching and learning process to exhibit general pedagogical, subject matter as well as pedagogical content knowledge.

In Ghana, there seems to be limited literature on how teachers understand innovation, how innovation is programmed into teaching and the associated constraints, as well as the implications for teacher education. It needs emphasizing here that the integrated, collaborative and problem-solving nature of Home Economics as an academic

discipline demands innovative strategies or approaches for teaching. Within the field of Home Economics education, the value of such exploration lies in the fact that there seems to be a general dearth of knowledge on the significance of pedagogical innovations as compared with vigorous studies in Mathematics and the pure sciences(Sarfo et al. 2014).

Teachers and students' perspectives on the importance of innovations, and the outcomes that they bring to their pedagogical and curricula practices in teacher education remains largely unexplored in terms of how they might result in the transformation of the teaching of Home Economics in schools in Ghana. Thus, the rationale for this study is to explore how Home Economics education is conceptualised and practised by teacher educators and to generate substantial knowledge to add to the existing literature on innovations in teacher professional practice. This study specifically explored innovations from the perspectives of Home Economics teacher educators in teacher education universities in Ghana with respect to the conceptualization of the curricula and the innovative teaching practices adopted to help trainees acquire the needed knowledge and competencies. The study is also interested in the barriers to innovative practices to assess teachers" understanding of the ways they perceive and navigate the opportunities and constraints in the teaching of Home Economics in teacher education universities in Ghana.

1.3   Purpose of the Study

The purpose of this study was to investigate how Home Economics teacher educators and students in teacher education universities in Ghana conceptualize the Home Economics curricula and the innovative approaches adopted in the teaching of Home Economics. It examines innovative practices adopted by Home Economics

teacher educators for teaching to help trainees acquire the requisite knowledge, skills and competencies for the 21st Century Home Economics classrooms.

1.4   Objectives of the Study

Specifically, the study sought to:

1. examine the general views of Home Economics teacher educators about the Home Economics curriculum in teacher education universities in Ghana.

2. explore the knowledge, competencies and skills trainees are expected to gain from the curricular in teacher education universities in Ghana.

3. examine the innovative practices employed by Home Economics teachers in teaching Home Economics in teacher education universities in Ghana.

4. assess ways by which the innovative practices adopted by Home Economics teachers in teaching promote the learning of Home Economics in teacher education universities in Ghana.

5. examine the assessment strategies employed in the teaching of Home Economics in teacher education universities in Ghana.

6. explore the barriers to innovative approaches employed in the teaching of Home Economics in teacher education universities in Ghana.

1.5   Research Questions

The study sought to find answers to the following research questions:

1. What are the views of Home Economics teacher educators about the Home Economics curriculum in teacher education universities in Ghana?

2. What are the knowledge, competencies and skills expected to be gained from the exposure to the Home Economics curricula by the trainees in teacher education universities in Ghana?

3. What innovative practices are employed by Home Economics teachers in teaching Home Economics in teacher education universities in Ghana?

4. In what ways do the innovative approaches adopted in teaching Home Economics promote the learning of Home Economics in teacher education universities in Ghana?

5. What assessment strategies are employed in the teaching of Home Economics in teacher education universities in Ghana?

6. What are the barriers to innovative teaching of Home Economics in teacher education universities in Ghana?

1.6 Significance of the Study

This study is significant theoretically, practically and methodologically, and each of these is discussed in this section.

1.6.1 Theoretical Significance

With the increasing relevance of education in the national development agenda in Ghana, the role of tertiary education cannot be overemphasized. That also means teacher preparation and development programmes in teacher training institutions have to embark on a concerted effort to train the trainees to be competent and effective in the classrooms. One aspect of this process will be to expose trainees to curricula that link their training to continuous professional development for lifelong learning. It is expected that the 21st century educators adopt pedagogical approaches that will help prepare their learners to cope with expectations of this ever-changing world.

This study contributes to the theoretical literature in three main ways. First, the nature of the study, by default calls for different theoretical frameworks to be brought to bear on data collection and the ensuing analysis. Therefore, by drawing on the literature on innovations and diffusion, for example, the study is able to interrogate

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the teaching of Home Economics in a context of innovation when it comes to teacher education and training in the Ghanaian context.

Second, the study also is sensitive to the history of Home Economics in Ghana and draws on that history to not only analyse the present, but also speculate on the future trajectory of the discipline. This is a useful strategy if the national educational policy object remains educating the trainees to better train learners in the future. The third, the study examines policy documents, collects qualitative data from teachers and learners. The varied data sources make it possible to ground the analyses in a nuanced and informative way.

1.6.2 Practical Significance

An exploration into innovation integration into the teaching of Home Economics in teacher education universities in Ghana will allow investigations into how teacher educators understand the concept of innovations and how they incorporate innovations in the training of teachers. The study also highlights the barriers or challenges to innovation integration and strategies that Home Economics teacher educators adopt to integrate innovations within their practices in the learning environment for trainees to have the exposure to varied strategies of teaching that will ensure positive learning outcomes in their future classrooms.

Another practical significance of this study is that, it will serve as a guide for the Colleges of Education in Ghana, who will be training first degree Home Economics teachers in line with the current curriculum reforms at the teacher training colleges, to pay particular attention to the dynamics of innovation integration and its effect on the quality of teaching and learning of Home Economics.

This study will also offer insights on the re-conceptualisation and restructuring of the Home Economics teacher education programmes. Specifically, this study will

have immediate significance in the two teacher training universities since I fortunately play a key role in the training of Home Economics teachers. The main point here is that, the concept of innovation integration has been an underutilised concept in the teaching of Home Economics over the years in Ghana. However, with the upsurge in Information Communication and Technology (ICT) integration into education in developing countries it becomes important to develop a greater understanding of the innovation integration process if teacher education institutions are to improve teacher preparation in Ghana. This step could help bridge the gap between theory and practice, a process that will ensure positive teaching and learning outcomes in future classrooms. In effect, the study also makes significant methodological contributions.

1.6.3 Methodological Significance

As stated earlier, the study utilizes a qualitative approach, relying on both primary and secondary data. The methodological contributions of the study are therefore, substantive for three main reasons. In the first place, the study provides insights on who to collect relevant primary data in educational research in Ghana. In doing that, the study clearly shows how to deal with any limitations to maximize data quality. In adopting an "insider-outsider" position, the researcher probed the primary data and situated the data in a proper context. Secondly, adopting various methodological approaches in data collection therefore, demonstrates good practices both in pursuing any research agenda and the teaching of a course on educational research methods. Finally, the eclectic methodological approaches align the various theoretical orientations underpinning the study. The resultant synergy between methods and theory informs data quality and analytical depth.

1.7 Scope and Context of the Study

The study sought to explore the views and experiences of Home Economics teacher educators in teacher education universities in Ghana focusing on their understanding of how the Home Economics curricula was conceptualised, knowledge, skills and competences students are expected to gain by their exposure to the curricula and innovative strategies employed in the teaching of Home Economics. The scope of the study also focuses on the assessment strategies employed in assessing students and how they promote learning and the barriers to innovative approaches in the teaching of Home Economics in universities in Ghana.

The context of the study is based on the premise that students' performance in their chosen fields depend on the quality of teaching and learning that goes on in the classroom. The implication is that school or education has the responsibility to shape students" life and equip them with adequate skills to enable them fit into the society and to become employable. Smith and de Zwart (2010) argued that Home Economics is the only subject area that focuses on everyday life, practical and critical thinking skills that equip students to handle the increasing complexities of daily life.

However, Home Economics programmes all over the world are being eroded systematically as a result of curriculum reforms at the pre tertiary and tertiary levels, with the subsequent loss of higher education programmes, which ultimately, creates the vacuum for dedicated professional Home Economists (Ma & Pendergast, 2011). The twenty-first (21st) century educator is to adopt a paradigm shift from existing pedagogical approaches to innovative practices that will help groom their learners to be able to cope in this ever-changing world. To meet the demands and to satisfy the Sustainable Development Goals(SDGs) and Education for All (EFA), the concept of innovation has been a main theme of education policy in Ghana, given many

criticisms of the quality of teaching and the quality of teacher training (Akyeampong, & Furlong, 2000; Akyeampong, 2003a; 2017; T-TEL, 2016).

The emphasis on the provision of quality education and access to life-skills programmes led the government of Ghana in 2009 especially to re-organise the curriculum for pre-tertiary education to meet the demands of the reforms in ways that are consistent with the SDGs (MOE, 2010; 2012). Consequently, the restructuring of the education system also involved teacher education and innovation. Currently, there seems to be no literature that focuses on the perspectives of Home Economics teachers on educational innovations in Ghana, their implementation process and challenges.

In Ghana, teacher education programmes are mainly offered in Colleges of Education and at the university level in a wide range of specialties including Home Economics. At the university level, Home Economics is offered in two institutions under the names Home Economics Education (where students offer all three main areas- Food and Nutrition, Clothing and textiles and Management in Living) and Vocational and Technical Education (students have Management in Living as a compulsory component with options in either Food and Nutrition or Clothing and textiles). Practices in the incorporation of innovative strategies in teaching Home Economics at the teacher training institutions in Ghana are explored and deconstructed, rather than looking for a particular universally acceptable model to be adopted. The study, therefore, explored the new approaches or innovations in teaching with a particular focus on teacher education and the teaching of Home Economics in teacher education universities in Ghana.

1.8   Background of the Researcher

I had both my basic and secondary education in the Greater Accra Region of Ghana. I later enrolled into the Teacher Training College at Aburi in the Eastern Region to train as Home Economics teacher in 1980. I began my teaching career as a Home Economics teacher after post-secondary in 1983. After some years of teaching, I gained admission to read a diploma course in Home Economics at the Specialist Training College, Winneba, after which I was posted to a Teacher Training College as a tutor to teach Home Economics and that began my profession as a Home Economics teacher educator. After about four (4) years of teaching in the training college, I gained admission to further my education to the 1st degree level at the University of Education, Winneba and after graduation; I had the chance to work as a Teaching Assistant in the academic department in the same University. My work as a Teaching Assistant included assisting with tutorials for undergraduate Home Economics students in several departmental courses including preparation of students for peer and microteaching for both on and off campus teaching practices.

I had the chance again to upgrade myself to the second degree, Master of Philosophy (M.Phil.) in Home Economics, which enabled me to be grafted into the mainstream university teaching as a lecturer in the Department of Home Economics Education. Experiences from my teaching at the training college and the university coupled with readings about teacher education and teacher practices gave me broader insights to the concept of Home Economics teacher practices and innovative ways of teaching to enhance more meaningful understanding and learning of Home Economics. I therefore, approached this study based on my direct involvement in teacher preparation; however, I have no direct relationship with the selected participants for the study.

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1.9   Definition of Terms

For the purpose of this study, the following operational definitions were used:

Teacher Education: Teacher education is a programme designed to equip prospective teachers with all the formal and non-formal knowledge, attitudes, behaviours and skills that are related to the development of proficient and competent teachers that would enable them meet the requirements of the profession and face the challenges in the classroom, the school and the wider community. It concerns the initial teacher training, induction and continuing professional teacher development.

Teacher educator: A teacher educator is a professional who engages in the training of prospective teachers with essential knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community. A teacher educator should be abreast with current trends in education and training.

Teacher Education University: An institution of higher learning that offers degrees and certifies the competencies of the trainee teachers by organising hands on teaching experiences both on campus and at the real working environment (schools) to help them develop their attitudes and sharpen their teaching skills.

Higher Education: The terms higher education and tertiary education are often used interchangeably in Ghana. It represents all forms of organized educational learning and training activities beyond the secondary level. These may be at universities, technical universities, colleges of education as well as in all forms of professional institutions (Mohamedbhai, 2008). However, in this study, higher education specifically refers to the universities.

Innovation: Innovation is explained as the injection and infusion of new ideas, skills, teaching strategies, methods, knowledge, approaches and materials into the wheel of

the educational system (Obih, 2008). Innovation is mainly described as relating to the introduction of something new or making a change that results in an improvement. According to Loaiza, Andrade and Del Cisne,(2017), innovation can be a product, process or method. These above views imply that innovation is mainly described as a process relating to the introduction of something new or making a change that results in an improvement. These include new techniques or approaches in educational practices, to meet the changes, which have taken place. Thus, for this study, innovation implies the integration of more facilitative teaching and learning strategies with or without technology or ICT integration.

Innovative teaching: A teaching process, which identifies and applies a more facilitative approach in teaching a concept or topic. The strategy itself may not necessarily be new but its use for a particular subject, topic, concept or theme may be novel. Innovative teaching also involves creativity on the part of the teacher. The combination of teaching strategies in a particular lesson, development of creative strategies to facilitate easy understanding of concepts that enhance creativity and devising strategies in teaching practical components to large classes. The primary motive of innovative teaching is encouraging students to engage more in the learning process (Loaiza, et al., 2017).

Home Economics: A discipline or a field of study essential for the running of a home and learning about individual and family relationships for better living. It is a life skill or vocational oriented discipline with a focus on the individual, family and the society. The discipline has the following branches or units: Food and Nutrition, Clothing and Textiles, Management- In -Family Living, Population and Family Life Education.

1.10   Organization of the Study

The thesis is organised into six chapters- Chapter One, the current chapter, deals with the introduction: background to the study, statement of the problem, purpose of the study, research objectives and questions. It also outlines the significance of the study, scope of the study, limitations of the study and finally the organization of the various chapters of the study. Chapter Two focused on the relevant literature that illuminates and contextualized the study. Chapter Three focused methodology. It discusses the research design, the population, the sample and sampling techniques, instrumentation, data collection procedure, data analysis and ethical considerations for the study. Chapter Four presents the analysis of results gathered from the field whilst Chapter Five discusses the findings to help build a logical chain of evidence and Chapter Six presents the summary of the findings of study, conclusions drawn, recommendations and the areas for further studies.
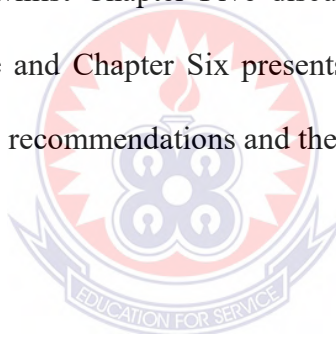
CHAPTER TWO

LITERATURE REVIEW

2.0   Overview

This chapter critically examines and interrogates the relevant literature for the study drawn from secondary sources on what researchers and experts in teacher education and those involved in the teaching of Home Economics have documented. The chapter also outlines the theoretical framework and conceptual framework of the study. The review focuses on the historical development of education in Ghana, development of Home Economics education in Ghana, and teacher training in the Sub Saharan Africa (SSA) and   Ghana. Also discussed in the chapter are the and the training of Home Economics teachers, and finally the innovative practices teacher educators employ in teaching Home Economics in teacher training universities and the barriers to these strategies in the teaching of Home Economics.

The literature review is presented as follows: Section 2.1 presents the Concept of Curriculum Development while section 2.2 is devoted to a discussion on the Historical development of Education in Ghana. Section 2.3 examines Teacher education development in Ghana and section 2.4 offers a critical account of the Emergence/ development of Home Economics in Ghana. Further sections explore the Educational policies and initiations that promoted Home Economics education in Ghana in section 2.5 whereas section 2.6, focuses on the scope and nature of Home Economics. The concepts assessment and innovation are discussed in 2.7 and 2.8 respectively. In section 2.9, the Theoretical framework for the study is explored whereas 2.10 examine the Conceptual framework for the study. Finally, the chapter summary is in section 2.11.

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2.1 The Concept of Curriculum Development

Curriculum is a contested and often misunderstood concept (Alexander & Flutter, 2009; Ornstein & Hunkins, 2009; Thomas, Hassaram, Rieth, Raghavan, Kinzer & Mulloy,2012; OECD, 2020). Notwithstanding the contestations, the concept of curriculum simply means or refers to a course of study. The word is derived from the Latin word meaning racecourse or race, and has come to mean a general course, conveying the notion of going somewhere in a predefined direction. Indeed, the definition of curriculum as a course of study is common in many textbooks, when in schools, where the curriculum is seen largely as the glossy booklets that contain the content to be taught.

The curriculum is a foundational platform, which assists nations to reduce poverty, project economic growth and sustain national development through the acquisition of knowledge and education with the aim of achieving quality-learning outcomes (OECD, 2016). The curriculum therefore, represents conscious and systematic selected national educational goals that are linked to the socio-cultural systems, educational systems, curriculum and educational policies with specific teaching /learning and assessment strategies to meet specified educational targets. That is why to UNESCO (2015), the curriculum represents a conscious and systematic selection of knowledge, skills and values: a selection that shapes the way teaching, learning and assessment processes are organized by addressing questions such as what, why, when and how students should learn.

The curriculum is implemented and in the process is transformed, as "teachers and students interpret, modify and add to the meaning" embodied in the official specification (Westbrook, Durrani, Brown, Orr, Pryor, Boddy, & Salvi, 2013). Teachers‟ pedagogic approaches, strategies and practices are geared towards the

needs or requirements of the curriculum. In practical terms, the teacher combines the selected educational goals and content (which is the macro curriculum) with the art and act of teaching and assessment in the classroom/school (which is the micro curriculum) to meet the standards and expectations of national educational goals. Alexander, (2009), affirms this idea as follows, "the curriculum is best seen as „a series of translations, transpositions and transformations" (pg. 16).

Depending on how broadly educators define or employ the term, curriculum classically, refers to the knowledge and skills students are expected to learn. This includes the learning standards or the learning objectives that they are expected to meet. There are also issues such as the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher"s curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

2.1.1 Curriculum development and its relevance to nation building

The curriculum consists of what a society intends to impart to its citizens such as attitudes, knowledge and skills through the school system and other socializing agencies. The curriculum is also determined by the wealth or poverty of a nation (Okoro, 2001). Curriculum development cannot be discussed wholly without referring to Tyler"s (1949) classical work which has relevance for contemporary arguments on the curriculum that, "a curriculum should be dynamic and should be under constant evaluation and revision" to make it worthwhile or valuable. Tyler explains how educators can critically approach curriculum planning, studying its progress and

restructuring where necessary for efficiency and raises four basic fundamental questions:

1. What educational purposes should a school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can these purposes to be attained be determined? (Tyler, 1949; Ornstein & Hunkins, 2009).

The curriculum reflects officially and ideologically selected knowledge (Apple, 2019), but is also a vehicle for change - what the society wants to be in the future. Thus, "curriculum adjustments often go hand in hand with and reflect social change".

Education is a vital investment for human and economic development, which is influenced by the environment within which it exists. The recent changes in technological advancement, the needs of the labour market patterns and general global environment, all require policy responses. The culture and traditions of a people also reflect curriculum demands, which have a direct influence on education and national development. Education is a very powerful instrument for social change and transformation and innovative teaching practice is the only way to enhance the quality of our education (Vijayalakshmi, 2019). That means, according to the same author that education adds rational thinking, knowledge ability, self-sufficiency, and not merely making a student literate. In this 21st century where the whole world is being driven by innovation and technology, the demands for curriculum relevance to national development is paramount. The dramatic and fast changes in the society are creating complexities and uncertainty with heavy tolls on education. The demands of

this era in education hinges on creativity, novelty, critical and analytic thoughts, research and integration of knowledge at all levels to be able to compete in the world of work.

To be able to meet the standards to churn out people to be able to cope with the present situation demands a curriculum that will help develop analytical and critical thinking skills and attitudes that would make learners more flexible and innovative to deal with uncertainties and crises at national and global levels.

2.2   Historical Development of Education in Ghana

Education began in the castles during the colonial era in the Gold Coast. The earliest contacts with Western Education in the Gold Coast were through the forts and castles built by the European slave traders (Portuguese, Dutch, Danish and British). McWilliam and Kwamina-Poh (1978) documented that these forts and castles had schools from time to time but only few of them became permanent because the survival of the schools depended on the officials and merchants at that time. After the abolishing of the slave trade came the missionaries. McWilliam and Kwamina-Poh (1978) explained further that the provision of formal education was not the main idea, but rather to convert the locals into Christianity and later to give some reading and writing skills to the Africans to fill vacancies in their services. The schools were primarily opened to educate the "mulatto" children born to them by African wives and not for the education of the broader African children. The Basel and Wesleyan missionaries established several schools including Presbyterian Training College (PTC) in Akropong, Presbyterian Boys School (Presec) in Odumasi, Mfantsipim School (Cape Coast) and the Wesley College in Kumasi just to mention a few to expand the education of Africans beyond the "mulatto" children.

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After the overthrow of the Kwame Nkrumah regime in 1966, a committee was appointed to find immediate steps to restructure the educational system and develop a standard curriculum in all schools. At the time the committee was appointed there were 38 teacher training institutions which offered four different types or categories of teachers such as Certificate „A‟ 4-year course, Certificate „A‟ post- B, Certificate „A‟ Post-Secondary and Certificate „A‟ in Vocational and Technical skills subjects (Akyeampong, 2003b)

Home Economics (previously known as Housecraft and later Home Science) was seen as one of the vocational subjects where girls and young women were taught needlework, childcare, housewifery and cookery skills (Leepile, 2009; Kunkwenzu, 2007). Home Economics as a field of study originated from the United States of America (USA). According to East (1980) and McGrath and Johnson (1968), the first record of a course in Home Economics came from Iowa State College in 1869. The primary purpose of the course was to prepare women for work in the home. On the African continent, Home Economics programmmes were largely imported by the European missionaries (Atkinson, 1972 cited in Kanyongo, 2005; Molokwu, 1990; Owolabi, Peterat, & Arcus, 1991; Kwawu, 1993; Waudo, 1993). Thus, the beginnings of Home Economics in the USA during the middle nineteenth century to early twentieth century coincided with the Scramble for Africa (period when European countries competed to colonize African countries). Christian missionaries therefore, set the trend and pace for Home Economics and other educational programs.

2.2.1 Higher Education in Ghana

Ghana was a British colony until its independence on the 6th of March 1957. Nevertheless, before independence the Colonial Government was concerned about higher education in the Gold Coast. Daniel (1996, p.649) stated that in August 1943,

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the Asquith Commission was appointed by the Government of the United Kingdom to "consider the principles which should guide the promotion of higher education, learning and research and the development of universities in the colonies; and to explore means whereby universities and other appropriate bodies in the UK may be able to co-operate with institutions of higher education in the colonies in order to give effect to these principles".

Higher education in Ghana can be traced to the establishment of the University College of the Gold Coast (now the University of Ghana- Legon) in the mid-20th Century by the British Colonial Administration in 1948. This was the beginning of higher education in Ghana and the affiliation of the university college to the University of London to provide for and promote university education, research and learning (Daniel 1996).

The University College of the Gold Coast was renamed the University of Ghana by an Act of Parliament of 1961 (Daniel, 1996). Other outcomes from the international commission on higher education in the Gold Coast included the confirmation of the College of Technology at Kumasi in 1951 as a second university, which was formally launched in 1961. The new university was renamed in 1966 as the University of Science and Technology (UST), Kumasi (Daniel, 1996). Currently the university is known as the Kwame Nkrumah University of Science and Technology (KNUST) named after Dr. Kwame Nkrumah, the first president of Ghana. The University College of Cape Coast was the third university established in 1962 to produce science graduate teachers. The university college has since 1971 become the University of Cape Coast, still committed to training teachers but as comprehensive in its programmes as the other universities.

Teachers in higher education are slowly accepting the fact that they must become more professional in their approach to teaching, matching their professionalism in research. To increase access further, the University College of Education at Winneba was established under PNDC Law 322 in 1992 under the tutelage of the University of Cape Coast "to provide higher education and foster the systematic advancement of the science and art of teacher education." The University College of Education admitted its first batch of Bachelor of Education degree students in 1993. The University College of Education at Winneba was an amalgamation of seven (7) previously independent diploma awarding institutions including the Advanced Teacher Training College, the Specialist Training College and the National Academy of Music, all at Winneba. The rest were the School of Ghanaian Languages, Ajumako; the Advanced Technical Training College at Kumasi; the St Andrews Agricultural Teachers' College at Asante-Mampong; and the College of Special Education at Mampong-Akwapim, The University College of Education, Winneba gained autonomy from the University of Cape Coast in 2004.

Other universities established in recent years are the University for Development Studies at Tamale (1992), University of Mines and Technology (2001), University of Health and Allied Sciences (2011) University of Energy and Natural Resources (2012) and the University of Professional Studies (1965) formerly Institute of Professional Studies which was given a presidential charter in 2008 as a university. Besides universities and university colleges, there are also ten(10) polytechnics that have been upgraded into technical universities, which are seen as constituting one more strand of higher education.

2.3   Teacher Education in Sub-Saharan Africa

Teacher education and training has received a lot of attention due to calls on quality education from the Education for All (EFA) and the Sustainable Development Goals (SDGs) in recent times (UNESCO, 2014; OECD,2015). Teacher training is a very difficult task, which places several demands on teacher practices. Training forms part of the requirement to the teacher"s profession but the extent of the impact on teachers practices need to be critically examined. One major issue emerging from empirical studies indicates that the achievement of universal primary education is dependent on teacher development at both pre-service and in-service levels (Akyeampong, 2003a; Dembele & Mario-II, 2003; Verspoor, 2005; Maclure, 1997). The preparation and training of teachers, therefore, needs to be critically examined to establish the extent to which knowledge obtained from training impacts on teacher practice.

Dembele and Mario-II (2003) reviewed the training pattern of the African teacher, lamented that there is an immense body of knowledge that teaching practices are informed by ideas, beliefs, and images which suggests that;

- teachers begin to develop these attributes well before embracing teaching as a career;
- traditional teacher preparation (if there is one) is not successfully challenging these beliefs and ideas.

Views expressed by Feiman-Nemzer (2001) corroborate with Dembele and Mario-II (2003) that attempts have not been made to challenge these ideas, beliefs and images by teacher preparation, probably because teacher educators seem to hold the same values themselves.

Teacher training patterns in the SSA region seem to provide more of the subject content knowledge as well as the basic pedagogic skills in the training curricula to enable trainees to prepare lesson notes for their teaching. This means that the opportunity for teacher educators to engage student teachers in some form of critical reasoning on his/her classroom practice is almost absent in the training process. It therefore becomes obvious that classroom practices of teachers in the SSA region follow a pattern of low and unchallenging practices, which are virtually stereotyped and ritualized. Teachers are unable to engage fully with their learners in meaningful learning opportunities in the classrooms because they are ill prepared for their job due to the training pattern. Maclure (1997) in agreement to the above, bemoaned that this situation may arise because teachers" preparation in the colleges is insufficient or irrelevant, or sometimes both.

Despite all the efforts in the SSA to shape teacher training and development to make it effective, the fact still remains that there is a low performance of teachers on the job in the sub region. The MUSTER Project Country Report documented by Akyeampong (2003a) like other forms of research on teacher education in the SSA, (Dembele & Mario-II, 2003; Verspoor, 2005) shows that the curriculum and the pedagogy of teacher education in the SSA remains inappropriate and still has some inherent weaknesses which do not enable the trained teacher to be innovative in their practices in the classroom.

The project report identifies for example that, the minimum examination pass for the Institute of Education in Ghana is a cut-off score of 35%, yet the majority (84%) of beginning trainees who have weak grades (classified as D, E, 5, 6) fail the specially designed mathematics achievement pre-test. Only 2% of those with stronger grades (classified as A, B, 1, 2. 3) passed and 34% achieved a test score above 60%.

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In the same study, a post-test score analysis showed that about 58% of the trainees with weak grades failed the test and only 4% achieved scores above 60%. However, the study revealed that about 97% of the first year trainees with stronger grades passed the post-test (Akyeampong, 2003b). Drawing attention to the report, Akyeampong (2017) pointed out the need to raise the academic entry requirements to be able to improve upon the quality of the teaching force, but also was quick to note how such an attempt could also threaten the much-needed supply of teachers for the country. This therefore glaringly remains an enormous challenge facing pre-service teacher training in Ghana and SSA as a whole.

2.3.1 Teacher education development in Ghana

Teacher education is a profession developed to empower students for their profession. Turkki (2005) intimated that teacher education programmes are designed to produce educational and subject-related knowledge to educate teachers for all levels of the school system. It is the training that students undergo to qualify them for certification.

The emergence of teacher training in Ghana dates back to the 19th century when the Basel Mission established the first teacher training college in 1848 at Akropong-Akwapim. This step by the Basel Mission set the pace for other missions to contribute to teacher education and so they began the training of teachers to teach in their schools (Akyeampong & Furlong, 2000; McWillam & Kwamina-Poh, 1978). History traces the development of teacher training programmes after independence in Ghana as inconsistent. These facts were documented by Akyeampong & Furlong, (2000) when they intimated that;

....strong government commitment to developing human resources, more

teacher training colleges were opened to cater for the increase in demand for

teachers created by the expansion in school enrolment rates. The history of the development of teacher education in Ghana is a chequered one, often based on ad-hoc programmes to meet emergency situations and needs of the education system (Akyeampong, & Furlong, 2000, p. 24).

As the requirements of basic education have changed especially with educational reforms over the years, it has become essential for teachers to undertake more institutional training to upgrade their performance on the job. Based on this background, the Ghanaian educational system has built a progressive teaching force, which comprised different categories of teachers. These were: Certificate "A" 4-year teachers training which was established in 1930 to train middle school leavers to teach in the primary and middle schools.

- Certificate "B" 2year post middle teachers training was introduced in 1937 to meet the demands for teachers due to the expansion of the education system in the country.

- Post-B Certificate "A" teachers training was introduced after the Accelerated Development Plan (ADP) in 1951 to upgrade Certificate "B" teachers who have been teaching for some time.

- Certificate "A" Post-Secondary teachers training introduced in 1950 when secondary education was expanded in the country for secondary school leavers to train as teachers to teach in the middle schools (Akyeampong, & Furlong, 2000, p 25).

After the running of these initial teachers training programmes, the two-year Specialist courses in Home Science, Physical Education, Music and Art were rolled in, which were later upgraded to three-year diploma courses. The diploma courses, therefore, embraced other subject areas such as English, Mathematics and Science,

which were as introduced in 1962. Teachers with certificate "A" with several years of experience in classroom teaching were admitted to pursue such courses.

From this background, it could be seen that there is a concrete effort in Ghana to harness and develop teacher education to help achieve the SDG desired goals for education. However, Akyeampong and Furlong (2000) point out that one of the most serious problems with basic teacher training in Ghana is the quality of instruction where approaches to teaching and learning have been largely teacher centred. As they put it:

> This method of teaching has become an entrenched culture and change-resistant because new approaches are perceived as more time consuming. Moreover, it favours the examination culture that requires regurgitation of textbook knowledge without sufficient demand on thinking and application of skills (Akyeampong & Furlong, 2000, p. 32).

This type of didactic pedagogy could be a significant obstacle to incorporating innovations in the training strategies in teacher training colleges in Ghana. Teachers set the tone in the classrooms to make their lessons friendly and with the background that children spend up to a third of the day, five times a week, in the school environment. Based on the above, Akyeampong (2017) opined therefore that teaching and learning should be transmitted in a friendlier manner to sustain learner"s interest and understanding of concepts. Hence, teacher education also needs to embrace methods that will make learners the focus to reflect the desired type of education outlined in the SDGs (OECD, 2018). Research also shows that teachers in other countries have undertaken substantial changes and revised their practices, contributing to improved education quality in their schools (Aina, Olanipekun, & Garuba, 2015; Altinyelken, 2010; Anderson, 2002). Although substantial resources have been

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invested in pedagogical renewal, recent studies show that teaching and learning in African classrooms (for that matter Ghanaian classroom) continues to be characterized by traditional, teacher-dominated instruction (Chisholma & Leyendecker 2008; O'Sullivan, 2002).

Every student in a teacher education programme is expected to do practice teaching as a mandatory course. Teacher education and training for Home Economics teachers is organised to develop both their theoretical content (subject matter) and practical skills relating them to how issues affect the individual, the family and the society. This combination according to Turkki (2005) gives the subject an advantage over other academic disciplines or specialisations. Practice teaching serves as the pre-service teacher's initiation into the real-life world of the school. Teacher education has gained special importance because teacher quality is a decisive factor for students" outcomes. OECD (2005) acknowledges teachers as the school variable that influences students" achievements.

Marrow (2007) refers to the teaching profession as an activity field guided by the intention to promote learning. Similarly, Olson (1992) analyzed teaching as a moral enterprise, which aims at developing and exercising the virtues of the group to which students and teachers belong. As teaching is characteristically viewed as a moral enterprise, it becomes a values-led profession where the practitioners are characterized by the behaviour, which shows dedication and commitment (Day, 2004). Teaching is a complex and challenging work and teachers need in-depth knowledge of the subject areas they teach, how students learn that content and an understanding of classroom environments that optimise learning.

Marrow (2007) posits that teachers shape the daily life of the classroom and are expected to implement endless changes advocated by outsiders like

administrators, politicians and researchers. They need access to ongoing high quality professional learning opportunities to develop and enhance the necessary skills and understandings (Eurydice Report, 2006). Like the members of other professions, teachers need to be continuous learners who see their own learning as being fundamental to membership of the profession rather than something that is incidental or optional. Coherence in courses is the pointer to a good teacher education program (Darling-Hammond et al., 2017).

This implies that it has an idea about what effective teaching is, and therefore organizes the course work and all the clinical experiences around that vision of teacher education. It does not just look at sorting courses and experiences for people, rather courses that are seen to be connected to practice just as they do to theory. Such programs allow students in the classroom to work constantly with expert master teachers who serve as mentors.

The University of Education, Winneba (UEW) is one of the two teacher training institutions whose sole aim is to train teachers for all pre-university educational institutions in Ghana. The type of training organized by UEW over the years included an „On Campus‟ teaching practice in the third year of the four-year programme followed by a four week long Off Campus teaching practice on the field. Amedeker (2005), however, pointed out that after ten years‟ experience with the on campus and off campus teaching practices organized by the university without yielding the desired results, a new teaching practice programme was introduced in UEW. Factors that made this change or restructuring plausible were like the proposal by Campbell, Murphy & Holt, (2002) for a curriculum restructuring or change. The arguments of both Campbell et al., (2002) and Amedeker (2005) were compelling forces that pushed UEW to implement a new idea for teaching practice in which

students spend the final year of their four-year Bachelor of Education programme in selected schools. This programme was referred to as the IN-IN-IN- OUT programme called the Student Internship Programme (SIP). However, after the SIP was tried out for about ten years, reactions from teacher educators again triggered the need to inculcate into students more content and pedagogical skills to make them innovative. In 2011, the one-year internship programme for students was reduced to one semester (from August to December) with students coming back to campus to complete the second semester of the fourth year.

Teachers are responsible for all the activities that go on in the classroom making it (teaching) a demanding job. Apart from planning and implementing instructions, teachers are also expected to be managers, psychologists, counsellors, and entertainers to make their classrooms conducive for learning. Integrating innovations into teaching in order to get high-quality learning has been justified from the very beginning of the last as one of the many professional responsibilities of the teacher.

2.3.2 Teaching specialised subject areas

According to Fisher and Webb, (2006), policy initiatives have been resolute on the development of subject specialist pedagogy for the Learning and Skills Sector (LSS) in England. They explained further that, higher education programmes preparing teachers in recent times must follow these initiatives to be able to churn out graduate teachers with competencies to perform in the classrooms. However, for graduate teachers to be able to teach specialised subjects there is a need for specific training to make them competent enough to perform creditably in the chosen specialty. For example, a UK Department for Education and Skills (DfES, 2003a) discussed how professional development in subject areas might be better supported

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and developed through interactions in the real school environment. The document argued that the combination of in-depth subject knowledge and a wide variety of appropriate teaching and learning techniques makes great interactions between teachers and pupils (DfES, 2003a).

From the Ghanaian perspective, Akyeampong (2002) reflected on several approaches used in teaching the contents of the various subjects: tutors lectured their students (knowledge transmission); students are engaged in debates and discussions on topical issues with tutors acting as facilitators (student-centred teaching) and tutors asked questions with students answering to develop the lesson- question and answer approach (Akyeampong, 2002,p.51-52). Other identified methods tutors use in teaching trainee teachers are discovery learning process, brainstorming method, individualized method, project method, and problem solving method. Apart from these, tutors also used role-play and demonstrations (simulation methods), educational visits and field experiences, and deductive and inductive methods in their teaching (Ghana Education Service, TED, 2004). Expository teaching process, drills, teacher-led discussion, and case studies were also seen as other methods student teachers were exposed to during their training. Despite the array of methods of teaching used by the tutors in a variety of ways, "the dominant pedagogical stance remains one where trainees are largely regarded as „empty vessels," with little knowledge or experience of teaching" (Lewin & Stuart, 2003, p. 171).

2.3.3 Home Economics as a specialised subject in teacher training colleges

Teacher education and training for Home Economics teachers is aimed at imparting both theoretical content (subject matter) and practical skills relating to how issues affect the individual, the family and the society. This combination according to Turkki (2005), gives the subject an advantage over other academic disciplines or

specialisations. Practice teaching serves as the pre-service teacher's initiation into the real-life world of the school. Teacher education has gained special importance because teacher quality is a decisive factor for students" outcomes. OECD (2005) acknowledges teachers as the school variable that influences students" achievements.

With respect to subject culture, Home Economics teachers share an interdisciplinary emphasis on knowledge and skills across three major areas, which are Food and Nutrition, Dress and Design, and Family Studies. Due to the practical nature of Home Economics and its relationship to everyday life, it is important to teach it in ways that reflect societal trends to make learners versatile in exhibiting their skills after training (Keane, 2002).

2.4   The Emergence and Development of Home Economics in Ghana

The earliest schools developed for girls in the Gold Coast were schools of domestic science, introduced by missionaries in the nineteenth century. The subject according to East (1980) was first conceived as a multidisciplinary area to deal with four main issues: population explosion, environmental degradation, social inequality and economics (household management). During this time Home Economics was defined as:

> …..the study of laws, conditions and principles and ideas
>
> concerned with man"s immediate physical environment and his
>
> nature as a social being, and especially the relationship
>
> between those two factors (AHEA, 1902, cited in East
>
> 1980,10).

Over the years, the focus of Home Economics has changed considerably because of changing perspectives of the subject. Various models or perspectives of Home Economics have emerged and each had a varying area of focus. According to East (1980), the four dominating perspectives over the years have been Management

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of the household (also known as Economics); Application of science for improving environment (Human Ecology); Inductive reasoning (Cooking and Sewing); and Education of women for womanhood (Homemaking).

The nature of Home Economics courses vary depending on the dominant model being used in the curriculum. Owing to the competing models that have existed, names of the subject have also changed repeatedly which varied from place to place (country or sub region). The subject was introduced to Ghana and other African countries as Housewifery, House Craft, Domestic Science, Home Science and then Home Economics. Kunkwenzu (2007) also indicated similar names that Home Economics courses have been labelled. They include Human Ecology, Human Development, Home and Family Life, Consumer Services, Technical and Industrial Education, Applied Sciences, Business and Resource Management, Domestic Science, Home Craft, Home Economics, Cookery, and Home Management.

Home Economics developed a reputation as a „stitch and stir" subject. This same model was transferred from the Western countries to the developing nations in the post-independence period as part of development assistance efforts (Eghan, 1990). This reflected in the curriculum, textbooks and teaching resources, designed to teach girls and women European lifestyles, values, norms and standards of life. Although much of the school curriculum content has changed in many countries, the subject still has a low status in the curriculum, which is perceived only as a domestic science and is gender stereotyped. The subject has feminine inclination therefore, in sub-Saharan Africa; schools were established for girls based on British ideology of "good" marriage and the domestic role for women.

Home Economics (which was then called Home Science), offered a broad avenue for channelling women‟s aspirations while addressing social concerns and

pressing national needs. Kunkwenzu (2007) argued that Home Economics shifted from its perspective on ecology and now centred on the aesthetic and functional relationships, primarily in the context of western middle-class households. There was an emphasis on household technologies and on traditional values related to home, motherhood and the ideology that these were women's primary vocation.

The subject drew heavily on nutrition and the general wellbeing of the family-food, clothing and shelter. To this effect, diet and the science of household management and the influence of scientific techniques permeated the subject reflecting the background of its founder- Ellen Swallow Richards. The picture was not different from the Ghanaian perspective because most of the practitioners were people trained by the expatriates. Scientific approaches were then employed in the teaching of domestic skills. Simerly, Penny, Harriman and Taylor, (2000) pointed out that due to the emphasis on science, nutrition and sanitation, the preferred name for the discipline was domestic science. Several debates concerning the identity and purpose of Home Economics came up strongly until it was formalized as a profession from 1899 to1909 (Richards, 2003). Home Economics suffered so many misconceptions about its mission and vision, especially its worth in education. It was perceived as a feminine field because mostly, women are the bulk of the professionals. The subject was not recognized as a viable discipline as it was associated with cooking and sewing with just a few male involvements. To this effect, the profession was criticized for separating and creating male and female spheres of activities.

Home Economics was introduced into formal education in Ghana as Domestic Science with Achimota College now Achimota School presenting eleven students at the General Certificate Examinations (GCE) O'levels in 1933. The training of teachers in the field to teach the subject at the elementary schools followed this. The

subject with Physical Education and Fine Art was moved with the teachers" college at Achimota to Kumasi in 1960/61 to the present site of Kwame Nkrumah University of Science and Technology (KNUST) for just a year. In 1962, the subject was relocated to Winneba at the Specialist Training College (the present site of the North campus of the University of Education, Winneba) when the Cornell-Ghana Project took off. From this humble beginning, the subject gradually gained a lot of favour in the eyes of the society and parents encouraged their daughters to opt for the course.

In Ghana, the Home Science programmes in the 1960s were meant to be more scientific and oriented towards secularized Western values and its acceptance as a legitimate area of study and research at the teachers' college and the university level projected the subject. The United States Agency for International Development (USAID) sponsored training workshops to sensitize women about the subject. One of such workshops was in West Africa (Ibadan, Nigeria) in the early 1961 and on the theme "Problems of Education of African Women and Girls" (Glotzer & Engberg, 2000). This workshop attracted thirty-seven African women educators from fourteen (14) countries. Subsequent visits by sixteen African women to the United States (including Ithaca, New York) led to a formal request from Ghana's Ministry of Education for assistance from the Faculty of Home Economics in Cornell University in late 1961, to develop a post-secondary level curriculum for teachers. The Cornell-Ghana Project, as it was to be known, made several faculty members of Cornell University undertake short visits in 1962 and 1963 to Ghana to assess planning, curricular and staffing needs for the new project.

The project site was the Specialist Teachers Training College at Winneba. Central to developing a new teacher-training curriculum for Home Science at Winneba, was the need to gain a detailed knowledge of Ghanaian family practices

because of the nature of the subject and the fact that all teachers teaching the subject were expatriates from the UK, USA and Canada (Glotzer & Engberg, 2000). History had it that Cornell University was very instrumental in the foundation of the subject in Ghana. Funds and scholarships were granted to young Ghanaian lady teachers in the field to study at universities in UK, USA and Canada and to come back home to teach at the School of Home Science in Winneba as well as the University of Ghana, Legon.

2.4.1   Educational policies that developed Home Economics in Ghana

Research in the social sciences and sociology has proven that the family, home and community remain central institutions of the society. The focus of Home Economics is on the individual, family and the community. This therefore, makes it an ideal discipline in which to train teachers who, through teaching, demonstration, and research, could introduce new practices in child development, food preparation, nutrition, and home management, as well as encourage favourable views towards social change. Many factors have shaped the focus of Home Economics education in Ghana over the years.

The classical educational policies in Ghana were the Accelerated Development Plan (ADP) for Education in 1951, which gained the legal backing of the Education Act in 1961 and helped to project Home Economics (Home Science) (McWilliams & Kwamena-Poh, 1978). The Dzobo Committee"s Report in 1973 and the New Structure and Content of Education Plan in 1973 and 1974 respectively, highlighted the importance of Home Science with the introduction of the Continuation School System where Home Science was made compulsory for all girls in the Middle School system (Ghana Human Development Report, 1998). The report added that with the Continuation School System, workshops (for woodwork, metalwork and basketry) and Home Science centres were to be constructed for clusters of schools.

This led the government in 1974, to put into operation the first major, post-Independence, reform in pre-university education. This reform was generally referred to as „The New Structure and Content of Education" (NSCE). The education Plan in 1974 also saw the restructuring of the training colleges by making three of the female colleges Home Science biased colleges (Kandindi, 2005; MOE, 1987, 1996, 1997). As a result of the 1994 review, a further major reform, the Free Compulsory Universal Basic Education Programme (FCUBE) was a constitutionally mandated education policy of the 1992 Constitution.

In addition to the new philosophical foundations and knowledge within Home Economics and education in general, changes in the society, changes within the family, and schools influence the Home Economics curriculum. Current changes especially affecting the subject include the changing characteristics and needs of families, the move towards results-oriented learning and the smooth transition from school to work and future learning with focus on lifelong learning. Lifelong learning is concerned with promoting skills and competences necessary for developing general capabilities and specific performance in work situations. Skills and competencies developed through lifelong learning programmes proves vital in tackling specific job responsibilities, how well to adapt general knowledge and competences to new tasks.

The Ministry of Education (MoE) in Ghana has the overall responsibility for the education sector policy, planning and monitoring (MoE, 1997). The mission of the Ministry of Education is to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential, to be productive, to facilitate poverty reduction and to promote socio-economic growth and national development. The Ghana Education Service (GES) under Ministry of Education (MoE) is an agency that implements and monitors the basic, senior

secondary, technical and vocational education components while the other sectors such as the higher education and functional literacy education is monitored by National Council for Tertiary Education (NCTE) now the Ghana Tertiary Education Commission (GTEC) and the Non-Formal Education Division (NFED) respectively. Many reforms and policies in education have been put in place to this effect over the years from the colonial times up to the Free Compulsory Universal Basic Education policy dubbed the FCUBE.

Article 38 of the Ghanaian 1992 Constitution mandates the government to provide access to Free Compulsory Universal Basic Education (FCUBE) and, depending on resource availability, to senior secondary, technical and tertiary education as well as life-long learning. The Ministry of Education (MoE) launched the FCUBE policy in September 1995 with the main aim of improving access to quality basic education over 10 years (1995 to 2005) (Akyeampong, 2009). The policy was guided by four broad strategic objectives, which were to improve the quality of teaching and learning, improve management for efficiency within the education sectors, improve access and participation and decentralise the education management system. As the 20th century was closing up, it became apparent to seek ways to improve education to meet the challenges of the 21st century.

2.4.2 The Scope and nature of Home Economics

Home Economics is a field of study essential for the running of a home and learning about individual and family relationships for better living. The American Association of Family and Consumer Sciences (AAFCS) formerly the American Home Economics Association (AHEA) defines Home Economics as "a field of knowledge and service concerned primarily with strengthening family life" (East, 1980, p.5). The International Federation for Home Economics (IFHE) according to

Dixon (2016) defines Home Economics as "a field of study and a profession, situated in the human sciences that draws from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities" (IFHE, 2008, p.1). The Ghanaian concept of Home Economics is not different from both definitions quoted above. The Ghana Home Economics Association in 1975 at Axim defined Home Economics (then Home Science) as "an applied science concerned with the development and effective use of human and material resources to meet the needs of the individual, the family and the community for a better quality of life" (Nsarkoh, 1976). The content of the subject is embodied in four main areas namely:

- Food and Nutrition

- Clothing and Textiles

- Management in Family Living

- Population and Family Life Education (Nsarkoh, 1976, p.10)

Apart from the above four content areas, the subject integrates knowledge, concepts and principles from other subject areas into a composite whole to help solve individual, family and societal problems for better quality living. Home Economics relies on the integration of knowledge from a broad spectrum of other disciplines, including Psychology, Sociology, Art, Anthropology, Economics, Education, Chemistry, Physics, Biology and Mathematics (Lamer, Miller, & Ostrom1995).

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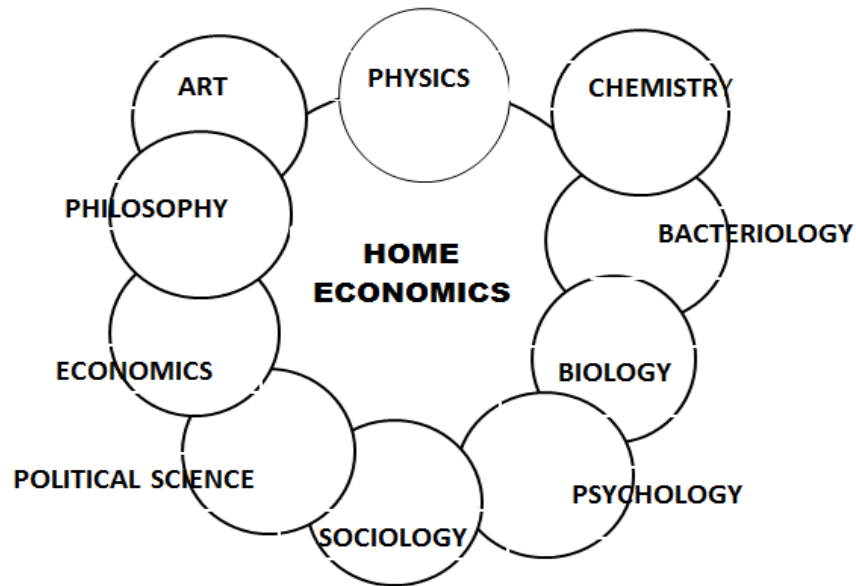
Fig.1: The Integrative Nature of Home Economics based on Lamer, Miller & Ostrom (1995)

Source: Author's own construct, 2012

The discipline is distinguished by trans-disciplinary scholarship with human well-being at its centre. Researchers in Home Economics have their focus on individuals and families as physical-biological and social-psychological organisms interacting with each other and their environment (McGregor, 2010b). The discipline"s collaborative and problem-solving foundations have influenced 21st century audiences facing such concerns as physical and social well-being, family life and transitions, education, workforce development, and globalization. Various aspects of the subject were taught at the primary, middle, secondary schools as well as teacher training colleges and in the tertiary institutions in Ghana.

The main areas of study within Home Economics in the Ghanaian curriculum are: Food and Nutrition (F&N); Clothing and Textiles (C&T) and Management in Family Living (MGL). Food and Nutrition incorporates food science, food technology, nutrition education and food preparation and service. Clothing and

Textiles incorporates textile science, care and maintenance of clothing, pattern making, processes in garment construction, costume design and, clothing construction. Management in Family living comprises family finance and resource use, population and family life education, physical environment of the home and the community, family and interpersonal dynamics and the effects of social and technological changes on the family (CRDD, 2007).

Based on the nature and scope of the subject, the approach used in teaching which makes Home Economics different from other subjects is the use of demonstrations in practical lessons. Demonstration is often used as a teaching approach in Home Economics in the Food and Nutrition (F&N) and Clothing and Textiles (C&T) areas to teach psychomotor skills and to put theory into practice. In typical Home Economics lessons in Ghana where practicals are involved, lessons will normally involve demonstrations conducted by the teacher. Students are subsequently allowed to perform the same task as demonstrated with directions from the teacher. Although practical in its approach, Home Economics is based on sound theoretical principles, which are applied to practical problem solving associated with family living.

2.5   Contemporary issues in Home Economics

Currently, Home Economics as a discipline in the international circles has reorganized and outlined the concepts and ideals in line with current trends in global education. Pendergast (2006) identifies this period as a „convergent moment", or „opportunity phase". Explaining the concept of „convergent moment" Pendergast (2006), pointed out that it is when opportunities for professional modification are aligned with important societal and historical factors. Pendergast contends that these convergent factors are seen as mechanisms for major reforms, which can be a defining

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moment for the discipline. Opportunities in this regards is evident in the wide spread educational reforms cutting- across all nations around the world, with the aim of finding appropriate strategies to harness equitable education for the twenty first century and beyond (OECD/UN, 2001; Anderson, 2004; Dewhurst & Pendergast, 2010).

Home Economics is referred to as Consumer Studies with Consumer Sciences as a related subject area in Higher Education in the UK educational system. As a recently introduced interdisciplinary degree subject area it has limited published research on either the subject heritage or its disciplinary identity. Bailey (2010) in a study to explore the contemporary trends about the subject area over the years in the UK, found out that the approach to teaching that identifies the learner as the centre of focus is the most suitable in sustaining learner"s interest and skill development.

Home Economics focuses on improving the quality of life for the individual, family and community. These areas are constantly changing and developing due to post industrialization, globalization and internationalization. These forces now drive the subject further into an era of „**New Times'** bringing with it challenges and implications to all areas of the field of Home Economics Education (Pendergast, 2006). To present the future scenarios that encompass all three areas of importance to the subject, Home Economics as a field of study is at a „convergent moment" (Pendergast, 2006) with the opportunity to re-align, re-form and re-vision what the subject is now (what practitioners are doing now) and what and where it will be in the future (where we are going).

The world of education is fluid, lending itself freely to changes in teaching and learning as well as educational philosophy due to advancement in science, technology and globalization. Future scenarios suggest that by 2028, the traditional education

system will fade away and will be predominated by lifelong and e-learning supported by technology even beyond the classroom (OCED, 2003). Using the systems approach, Home Economics analyses the behaviour of individuals and families and interactions between and amongst them as they act and make decisions in the context of their daily lives. Problems are viewed at three levels of environments: (a) human built; (b) physical-biological; and (c) socio-cultural (Pendergast, 2006). The discipline"s collaborative and problem-solving foundations influence 21st century audiences facing such concerns as physical and social well-being, family life and transitions, education, workforce development, and globalization.

2.5.1   The concept of paradigm and ideology in Home Economics

A paradigm includes unquestioned, even unconscious, assumptions which tend to shape the general approach and the subsequent choices of theories, models and concepts, possibly even choice of problem to investigate and the research technique and strategies in carrying out that investigation (McGregor, 2010b, 2010c). It has been observed that three main paradigms have or are shaping Home Economics practice over the period of its inception and over the last one hundred years. McGregor (2006) identified such paradigms to include the scientific, organismic and, the emerging, contextual paradigms. Clarifying their distinctions, McGregor (2006) explained that paradigms evolve over time with one paradigm eventually being replaced by another. This means that several paradigms may co-exist at the same time but may take place over decades although change is happening at a more rapid pace all the time, she added.

The idea of paradigm shift can be attributed to the scientific revolution explained by Kuhn in the 1970s based on that concept of how the knowledge base of a discipline grows and evolves. He argues that, while slow and steady increments of a
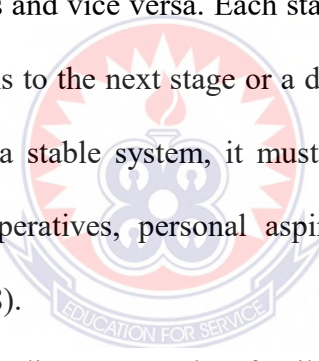
knowledge base play a role in the advance of science and related disciplines, the truly major changes come because of revolutions. In effect, a paradigm in place stirs up several competing schools of thought, each seeking pre-eminence as the dominant paradigm, then it begins to decline due to a few anomalies or scientific proofs which gives rise to a different dimension and gradually a new paradigm. It should be borne in mind that new paradigms do not necessarily replace the old rather, the radical changes, which are often the opposite of what is currently being done, can capitalize on what has already been done rather than replace it (McGregor, 2006).

Further explanations pointed out that, contending paradigms "stir things up" as they advance a discipline through reshaping what is on the agenda for research and what constitutes a problem. The new paradigm suggests new research strategies or methodological procedures for gathering evidence to support the assumptions of the paradigm. Ideas gathered from the studies would thus indicate whether the new paradigm would be able to answer questions, which the preceding one could not.
As most of the practices of Home Economics from the scientific paradigm were losing their grounds, others were taught and embraced the organismic paradigm which perceives relationships between individuals and family members as developmental towards a final goal.

McGregor (2008) stated that by the mid-1970s, families were perceived as active agents or organisms in control of themselves and active participants in the construction of their micro-macro environments. The organismic paradigm assumes that people are living organisms who do not respond to stimuli from their environment, as is assumed by the scientific paradigm; instead, they gain intelligence as they shape relationships between themselves and their environments and the resources exchanged in this transactional exchange process. The scientific paradigm

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views family members as passive objects who respond to stimuli and hence can be moulded by others using appropriate data and skills.

The organismic paradigm assumes that families, as active living organisms, progress through predictable stages of life learning new tasks at each stage towards goal directed behaviour. This paradigm accounts for changes in the family system over time and for changes in patterns of interaction over time (McGregor, 2008). Three basic constructs of this paradigm include sequential life cycle stages, task development at each stage, and relationship changes as family members interact with each other at each stage. It assumes that growth responsibilities and tasks arise at each stage and that successful achievement of the task as presented leads to success at later stages as well as happiness and vice versa. Each stage is a distinct period with certain events triggering transitions to the next stage or a different stage. For a family unit to continue to grow and be a stable system, it must satisfy, at each stage, biological requirements, cultural imperatives, personal aspirations and values of individual members (McGregor, 2008).

The contextual paradigm states that family growth and development occur within the context of a changing environments and to a changing individual due to life events and age cohorts. This paradigm, contended McGregor (2008), assumes that relationships are perceived between individuals and families and families and their environments as evolutionary, a never-ending phenomenon which occurs in context rather than predictable and developmental. It recognizes the multidimensionality of human functioning and the importance of studying all its aspects. These paradigms and ideologies propelled the advancement of Home Economics since its inception about hundred years ago.

2.5.2   The changing paradigms in teaching Home Economics

There are three main paradigms in the field of Home Economics: - scientific, organismic and contextual. The scientific phase of home economics was called domestic science (McGregor, Pendergast, Seniuk, Eghan, & Engberg, 2008). Historically, Home Economists have been trained from the **Scientific Paradigm** and often, were taught to see relationships between individuals and family members as predictable, measurable and controllable. McGregor et al., (2008) added that the scientific paradigm is also known as the mechanistic, empirical, or positivist paradigm. The curriculum of Home Economics, for the past seventy- five (75) years was based on this scientific or technical approach (McGregor, 2010c).

The Organismic paradigm which is the second paradigm perceives relationships between individuals and family members as developmental towards a final goal (McGregor et al., 2008). Families are perceived as active agents or organisms in control of themselves and are active participants in the construction of their micro-macro environments (IFHE, 2012). As stated earlier, the organismic paradigm assumes that people are living organisms who do not respond to stimuli from their environment, as assumed by the scientific paradigm but instead, they gain intelligence as they shape relationships between themselves, the environment, and the resources they exchange in this transactional exchange process. This approach to practice and research to McGregor (2010d) entails concern for the evolution of the development of people towards ultimate goals, as they remain active participants in constructing their own environments rather than having them constructed for them. The developmental perspective is an inherent part of the organismic paradigm assumes that families, as active, living organisms, progress through predictable stages of life, learning new tasks at each stage towards goal directed behaviour. This

paradigm accounts for changes in the family system over time and for changes in patterns of interaction over time. Growth responsibilities and tasks arise at each stage and that the successful accomplishment of each task leads to its success at a later stage because some events trigger transitions to the next stage or a different stage.

From the above two categories of paradigms discussed, there is a shift towards a third direction called the **Contextual Paradigm,** which builds on parts of the scientific and organismic paradigms with logical extensions for home economics practice. This new direction has become evident in the literature during the last ten to twenty (10-20) years and goes by a variety of labels. McGregor (2008) contended that based on ideologies that prevailed at that period, the paradigm was named as global and eco-centered, practical problem solving among others as documented by McGregor. Human Ecology is another label for the subject as associated with Bubolz, (1990) and Bubolz & Sontag, (1993) cited in McGregor (2010c) .Human ecology has become one of the popular labels that has tagged the subject in the recent past especially in the developed countries.

The contextual paradigm assumes that family growth and development occur within the context of changing environments and to a changing individual due to life events and age cohorts. This paradigm assumes that relationships can be perceived between individuals and families; and families and their environments as evolutionary without an ending happening in context rather than predictable and developmental. It recognizes the multidimensionality of human functioning and the importance of studying all of its aspects. The simple mechanistic paradigms have now given way to "contextualism" which is all encompassing for the tackling of complex problems facing families in today"s world McGregor (2010c). Under the third paradigm, the subject (Home Economics) can function from a global perspective, by relating things

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to each other rather than the assumption that each person is an island acting alone. Based on this paradigm, actions taken currently affect the future, others yet to be born and people in other countries as well as the environment (Smith & de Zwart, 2010; McGregor et al., 2008). McGregor (2020) explains that a global perspective helps in understanding the family or the household as an ecosystem, which is an environment where decisions taken lead to better quality of life for all.

The eco-centric approach (*eco*logy) which is also one of the perspectives under the third paradigm challenges the *ego*-centred, which is the "me – oriented" perspective pervasive in today's society. The eco-centric approach draws the attention to the recognition that all things are related to each other conceptualizing the world as a living organism, which requires humans to think holistically and act ethically. In contrast, the egocentric paradigm is preoccupied with individualism and technology, has less concern for, or not concerned about the well-being and security of others, the environment and society. The human ecology perspective from a home economist standpoint entails a shift from the established paradigm of perceiving the family as a system to the broader perspective of perceiving the family as a human ecosystem, in a larger ecosystem (McGregor, 2015). The human ecology perspective enables the appreciation that the family ecosystem interacts reciprocally with its near environments (natural, human built and socio-cultural) to access, generate, use, and restore resources to meet basic needs. This two-way relationship to McGregor (2015) is the key to the human ecological perspective.

2.5.3 Home Economics and lifelong learning

In contemporary times, promoting lifelong learning is a strategy for enhancing a nation‟s human capital, which is seen as a necessary determinant for achieving rapid economic, macro-economic growth, technological development and expansion.

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Lifelong learning offers people the opportunities to update their knowledge on activities they had either laid aside or always wanted to try but did not have the opportunity. Developing attributes of lifelong learning in students is recognized internationally as a common goal for current education systems and the field of Home Economics is no exception. It can be inferred from the above analysis that a highly educated and skilled workforce will contribute to a more advanced and competitive economy.

The International Federation of Home Economics (IFHE) during its centennial celebrations released a Position Statement titled *Home economics in the 21st century*, in which the following connection with lifelong learning was made explicit:

> Home Economists are concerned with the empowerment and well-being of individuals, families and communities, and of facilitating the development of attributes for lifelong learning for paid, unpaid and voluntary work; and living situations (IFHE, 2008, p.1).

Pendergast, Flanagan, Land, Bahr, Mitchell, Weir, Noblett, Cain, Misich, Carrington & Smith, (2005) intimated that due to the nature of Home Economics, lifelong learning is the core that shapes its curriculum to suit the trends in current issues in education. Aspin and Chapman (2001) asserted that many countries support initiatives for developing the views related to lifelong learning. OECD members maintained that their future citizens must be equipped with the skills of 'the knowledge economy' (OECD/UN, 2001). These include wide-range and thorough bases of content knowledge and cognitive competences such as communication, numeracy, computer literacy, team building and cooperation. Other competencies identified as enhancing knowledge base and cognitive developments are research ability and 'learning how to learn', interpersonal skills judgment, imagination and creativity.

Istance, (2003) believes that bringing together foundational and compulsory education into this broader concept of learning needs and the emergence of a "cradle-to-grave" stance towards lifelong learning is paramount to equitable education delivery. To meet the needs of students and the society in the twenty-first century, Istance (2003) reiterated the provision of lifelong learning experiences through a well-developed school curriculum as a policy priority. The follow up of the policy is the need to prepare student teachers with the competencies and capacity to impart learning to enhance lifelong learning attributes, and to serve as lifelong learning role models. Governments over the world believe that strategies to promote these skills and extend knowledge need to be developed and are committed to developing the policies to put such strategies into place. The aim of these strategies is to achieve change at all levels and sectors of education, while providing for an integrated, multi-faceted approach to the provision of learning opportunities throughout their citizens' lives (Aspin & Chapman, 2001).

Since the mid-1990s, there has been a refinement of the concept of lifelong learning to include all learning processes, which enhance and contribute to knowledge and skills. The Organization for Economic Cooperation and Development (OECD) (2000) together with the United Nations Educational, Scientific and Cultural Organization (UNESCO) maintained that lifelong learning is an essential component of social and economic well-being of the people of the world (Aspin & Chapman, 2001). The activities of the two organizations have been highly influential in establishing a broader sense of lifelong learning and a focus on identifying key competencies and abilities of the lifelong learner.

Lifelong learning is a public good, for the benefit and welfare of everyone in society, not just the preserve of a few. Proponents of education for a socially inclusive

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and democratic society now also claim lifelong learning as a public good (Aspin & Chapman, 2001). The notion of education as a public good provides the basis in many countries for making education 'free and compulsory" for all. Society has an interest in securing, providing and safeguarding those conditions and services required by the citizenry to participate in democratic life. Chapman and Aspin (2002) stated that individuals could only develop as autonomous agents capable of participating fully in society if they are sufficiently informed, prepared and can engage in communication with their equals, enjoying the same autonomy as they have themselves.

In Ghana, Home Economics is perceived as a multidisciplinary and integrated subject whose main aim is to promote family wellbeing. As such, the discipline adopts an ecological perspective in dealing with problems using practical problem-solving approaches. Secondary school Home Economics in Ghana includes concepts in areas of Food and Nutrition, Food Security, Family Studies, Clothing and Textiles, Human Development, Housing and Environmental Management issues and Population and Family Life issues including HIV/AIDS.

The policy document, Education and Competencies for Life (year?) stated among others the challenges facing the education sector in terms of meeting the needs of appropriate learning and skill training. The major diversity in the curriculum due to the 1987 reforms of education was to provide equipment and adequate skills for the personnel to train the youth. The Education Strategic Plan 2003- 2015 (MOE, 2003) introduced a new paradigm for secondary education for the 21st century. In the senior secondary school curriculum review in 2007, Home Economics is one of the career subjects geared towards population education (CRDD, 2007). The subject is therefore diversified and multidisciplinary in content.

Secondary education has been the point from where students move to professions of their choice. In sum, the effects of the 1987 reforms since the 1980s and the perceived challenges of the twenty first century have brought about changes in the programmes pursued by students. The structure of secondary education courses has been grouped into programmes as follows: General Science, General Arts, Business, Agriculture, Vocational Education which comprised Home Economics (with subdivisions as Food and Nutrition, Clothing and Textiles and Management Living) Visual Arts and Technical Education (CRDD, 2007). Therefore, the policy goal is for the teaching and learning of Home Economics in the secondary schools as one of the professional paths for students.

2.6 The Concept Assessment

Assessment is a crucial area in any teaching and learning situation. The concept of assessment has long been established in literature and an integral part of teaching and learning in education and other disciplines (Leepile, 2009). As a familiar concept in education, it refers to a wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Erwin (1991) defined assessment as "the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development". Huba and Freed (2000) said "assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences"(p.8). Assessment is a systematic basis for making inferences about the learning and the development of students which could be done internally, externally, or sometimes by both (Biggs, 2003; Buhagiar, 2007).

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Leepile, (2009) is of the view that educators in terms of quality assurance are charged with the responsibility of assessing students on a daily to make their teaching and learning authentic and also stated that assessments include various forms such as continuous assessment, teacher-based assessment (TBA), coursework assessment and school-based assessment (SBA). Davison and Leung (2009) emphasised that both TBA and SBA are policy-supported practices in several educational systems nationally and internationally among the developed and some developing countries such as South Africa, Ghana and Zambia (Cumming & Maxwell, 2004; Pryor & Lubisi, 2002).

These concepts in other contexts may have different meanings. For the purpose of this study, assessment is defined as an evaluation where tasks are set and marked by lecturers or teachers internally against the departmental criteria enshrined in the universities assessment protocols. Senior members in the department enhance quality assurance at the departmental level through peer review of the various course assessments and moderation.

Assessment in the classroom may include reflections by teachers themselves on their teaching with the view to improving the instructional methods. Generally, educators spend a considerable time on the assessment process with the aim of integrating it into teaching therefore it is important to understand the concept and how it contributes to the effectiveness of teaching and learning (Leepile, 2009). However, Smyth and McCoy (2011) indicated that there have been diverse views and international discourse about what evidence counts for assessment of students and what is measured to guarantee quality. The insights gained by making assessment a regular part of instruction enable teachers to meet the needs of students who are ready

for more challenges and to provide intervention for those who are struggling to grasp the concept.

Assessment, plays a pivotal role in the curricula of educational institutions as a system that provides meaningful feedback for teachers and to improve teaching and learning. Classroom assessment is generally divided into three types: assessment **for** learning, assessment **of** learning and assessment **as** learning (McNamee & Chen, 2005). As a teacher there is the need to have adequate knowledge about assessment, which will direct the choice of the right type of assessment for the students. That knowledge according to Campbell, et al., (2002) and Mertler (2009) is termed as **assessment literacy**. Assessment literacy is knowing what is being assessed, why it is assessed, how best to assess it, how to make a representative sample of the assessment, what problem can occur within the assessment process, and how to prevent them from occurring (Stiggins, 2014).

Researchers in assessment (McNamee & Chen, 2005; Burns, 2005; Boud & Falchikov ,2006) affirmed that assessment has multi-faceted parts such as "assessment **for** learning", "assessment **of** learning" and "assessment **as** learning". Assessment **for** learning is an ongoing assessment that allows teachers to monitor students' learning on a day-to-day basis and modify their teaching based on what the students need to adjust their learning strategies to be successful.

McNamee and Chen (2005, p.76) explained the concept "assessment **for** learning" by exploring its philosophical background:

The philosophy behind assessment for learning is that assessment and teaching should be integrated into a whole. The power of such an assessment does not come from intricate technology or from using a specific assessment instrument. It comes from recognizing how much learning is taking place in

the common tasks of the school day – and how much insight into student learning teachers can mine from this material (McNamee & Chen 2005, p. 76). This type of assessment provides immediate feedback for timely adjustments on students' learning. Burns (2005, p. 26) threw more light on the concept as follows:

After teaching a lesson, we need to determine whether the lesson was accessible to all students while still challenging to the more capable; what the students learned and still need to know; how we can improve the lesson to make it more effective; and, if necessary, what other lesson we might offer as a better alternative. This continual evaluation of instructional choices is at the heart of improving our teaching practice. (Burns, 2005, p. 26).

Burns (2005) explained "assessment **of** learning" is a holistic view of students" performance within a period that allows the teacher, students and their parents know how well each student has completed the learning tasks and activities. Earl (2003) indicated that assessment of learning is used to compare students" progress and report for motivation and award. Burns (2005) argued further that though assessment of learning provides useful information for reporting progress, it often has little effect on learning.

Assessment as learning nurtures and supports students' high-level cognitive skills development. It focuses on teaching students' the metacognitive processes to evaluate their own learning and make the necessary adjustments. As students engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning. This form of assessment is vital in helping students become lifelong learners. (McNamee & Chen, 2005; Burns, 2005; Earl, 2003).

In everyday classroom, assessment can be either summative or formative. Summative is when assessment is used to predict overall performance against a benchmark or formative when used to monitor students learning to provide feedback to improve teaching and learning. Harlen (2009) maintains that in summative assessment „the concern is to judge achievement against broader indicators, such as level descriptors or grade level criteria‟. The intended purpose for summative assessment to McSweeney (2014) is to indicate what students know and understand at a given point in time which is usually at the end of a period of learning.

Formative assessment uses day-to-day formal classroom interactions to explore learners' comprehension and how the teachers could guide them to develop the understanding of concepts taught. Formative assessment is used to predict learners‟ progress. Black and William (2018) explained that when assessment is used to make decisions about the subsequent steps of instruction based on evidences gathered about student achievement then such assessment is classified as formative. While the focus of assessment is on individual students, the problem is the nature of assessment in terms of project work and practical examinations (Leepile, 2009).

2.6.1 Assessment in Home Economics Education

Assessment in Home Economics in general involves practical and written components. Most universities run the continuous assessment (C/A) type of assessment, which are usually 40% continuous assessment and 60% end of semester examination. As with a skill development-oriented subject like Home Economics, both C/A and end of semester examinations have both theory and practical components, which map up to the 40% C/A and 60% end of semester examinations (UEW, 2016).

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Assessment arrangements include projects in all three areas of the subject, practical designing and sewing for clothing and textiles, practical food and culinary skills development for food and nutrition and practical skills development in home improvement for Management in living. Albums such as folders, journals, recipe folders/cards are used for assessment depending on the course demands and assessment protocols.

In Home Economics as a practical based subject, coursework assessment becomes very important as it contributes to evidence of assessments, which include projects, practical tests and investigations that culminate for final grading of courses (Leelipe, 2009; McSweeney, 2014). For this study, coursework will include any assessment given to students in relation to the specifications in various coursework that counts for their final grade and certification. Coursework assessment is very important and often compulsory for practical oriented subjects like Home Economics (Leelipe, 2009). Explaining further, Leelipe added that because the coursework is beneficial and important in the final grading of students, the challenges are that it is time consuming for both teachers and students. These could also stifle creativity where students have deadlines to meet in the submission of coursework.

2.7 The Concept of Innovation

Innovation as explained by Hornby, Wehmeier, McIntosh, Turnbull, & Ashby (2007) connotes the introduction of new things, ideas or ways of doing something that has been introduced or discovered. The Organization for Economic Co-operation and Development (OECD) also defines innovation as "the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organisational method in business practices, workplace organisation

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or external relations" (OECD, 2005). For the definition to be all embracing, OECD clarified the place for educational sector that:

> "Educational organisations such as schools, universities, training centres, or education publishers could introduce 1) new products and services, such as a new syllabus, textbooks or educational resources; 2) new processes for delivering their services, such as the use of ICT in e-learning services; 3) new ways of organising their activities, such as ICT to communicate with students and parents; or 4) new marketing techniques, e.g. differential pricing of postgraduate courses. These new practices are intended to improve the provision of education in one way or another, and therefore should be regarded as improvements" (OECD, 2016, p.16).

Obih (2008) opined that innovation is injecting and infusing new ideas, skills, teaching strategies, methods, knowledge, approaches and materials into the wheel of the educational system. It implies that the sole aim of innovation is to find new or improved ways of doing things, Embracing innovations includes using new techniques or approaches in educational practices, to meet the current educational changes.

Innovation is geared towards what can be described as the "implementation" or the "deliberate introduction and application" of a novelty, which aims to improve a particular situation (OECD, 2003; 2005; West & Richards, 1999). Innovation, therefore, is not an "accidental" affair but a deliberate, well-conceived undertaking with a definite purpose that is beneficial to both the school and the community. Innovation seeks to transform or alter a condition of practice, which is considered somewhat deficient and to introduce something better that ameliorates the identified deficiency. Naz and Murad (2017, p. 2) understand innovation as "a technology which

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improves educational outcomes, improves working relationships or processes within the school system or reduces the cost of education without significantly reducing the quantity of desire done, a departure from time status quo, but aids in dimension of cost benefits". The driving force for innovation is the needed improved condition, which is sustained as long as this driving force remains potent.

2.7.1 Key Assumptions of Innovative Teaching Strategies

The traditional classroom teaching methods are gradually becoming ineffective in achieving current learning standards. Conversely, technological approaches alone may not be able to provide students with deeper and meaningful learning experiences. However, the combination of the two can make a teacher more efficient and creative among his or her peers. As already pointed out, an innovative teaching strategy involves a method in which teaching methods and the classroom environment can be managed effectively in a „novel' or new way. The essence of innovation in education is to create or evolve something new in the school curriculum. Innovative teaching strategies encapsulate transformation or modification as it relates to teaching and learning in the educational sector. It is, therefore, the science and art of using teaching as a tool in achieving the purpose of the teaching-learning process in and outside the classroom setting.

The key elements to effective and efficient teaching of students from diverse backgrounds are: to know and respect their students; offer students flexibility, variety, and choice; make expectations clear; use accessible language; scaffold students learning; be available and approachable to guide student learning; and be a reflective practitioner (Naz & Murad, 2017). Smith (2012) in a study to synthesize literature on the diffusion of innovative teaching practices in higher education corroborated the work of several researchers (Obih, 2008; Wolff, 2008; Hannan & Silver, 2000)

especially, with the argument that, although the term innovation is contested, it is consistent with the idea of a new technology.

Higher institutions of learning and universities all over the world are experiencing continuous and rapid changes in education delivery and thus teaching and learning through innovative methods (UNESCO, 2013; Romanovskyi, Romanovska, Romanovska & Makhdi, (2021). Hannan and Silver (2000) and Romanovskyi, et al. (2021) argued that some universities have chosen to embrace this culture of change to enable them to respond flexibly and rapidly to the new demands. Teaching is the implementation of methods and pedagogies, and of curricula and contents. Any kind of teaching which addresses creativity and applies it to methods and contents is innovative teaching. An innovative teaching strategy would include teaching methods and the classroom environment that has been managed in such a way as to introduce new or reconstruction of an already existing ideas, methods, and equipment. Innovative teaching therefore implies identifying and applying a more facilitative approach in teaching a concept or topic (Achor et al., 2010; Smith, 2012; Loaiza, et al., 2017).

Since the essence of innovation in education is to create or evolve something new in the school curriculum, innovative teaching strategies encapsulate transformation or modification as it relates to teaching and learning in education. By implication therefore, the strategy itself may not necessarily be new but its use for teaching a particular topic or concept may be novel. Innovative teaching and learning strategies according to Vijayalakshmi (2019), increases learners" participation, perception and cognitive development through the transfer of textual learning contents to visual learning content making teaching more effective and learning enjoyable.

However, there is very little knowledge about how these are achieved by teachers in their various subject areas (Winks, Green, & Dyer, 2020).

There are global concerns about how to integrate innovations in teaching as both developed and developing countries are grappling with challenges that continuously disrupt the effectiveness of teaching in higher education. (Winks, et al, 2020). Innovative teaching can include virtual laboratories: learning activities based on real-life problems; learning environments with equipment, furnishings, materials, and audio-visual resources; and learning guides for students and the teacher (Anderson & Neri, 2012). The skilful combination of these resources and strategies with methodologies promote active teaching techniques that help teachers to develop learning abilities in their students. Methods using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of the core objective of teaching.

Innovative teaching strategies are very important in that they provide adequate means with which educational practices can meet up their inherent diverse roles at any point in time. They are aimed at having dynamic educational practices that are not at variance with the changing values and aspirations of the society in which the school exists. Hawley and Valli (2000) identified innovative strategies to include general pedagogical knowledge, subject matter knowledge, and pedagogical content knowledge, which address such areas as classroom management, conceptions of teaching a subject, and students' understandings and potential misunderstandings of subject matter.

These innovative strategies take different forms based on the subject matter/content to be taught. The effort to improve the teaching-learning process is a continuous one. This effort has led to the various innovations in the teaching-learning process. Obih

and Ekomaru (2011) viewed innovative teaching strategies as "those strategies, techniques, skills and methods that are primarily designed to meet the demands, needs, interests and capabilities of the learner as it relates to the teaching and learning process". Expanding on the theme Obih and Ekomaru (2011) further added that these teaching strategies have been suggested and approved by philosophers and psychologists, as an improved teaching method, capable of handling or tackling the concept of individuals" differences, which bottleneck the free flow of effective teaching and learning processes.

The search for innovative teaching strategies is important since different situations (such as teaching topics, learners" cognitive readiness, concepts being taught, skills intended to be developed in learners) demand different teaching approaches. Strategies may not necessarily be new but their use in novel ways in terms of the combination of various teaching methods and the appropriateness for the learners" characteristics and their understanding of concepts can be termed innovative.

According to the Organisation for Economic Cooperation and Development (OECD), a holistic concept of effective teaching involves five dimensions: knowledge of substantive curriculum areas and content. There is also the pedagogic skill, including the ability to use a repertoire of teaching strategies; reflection and the ability to be self-critical; empathy and commitment to the acknowledgement of the dignity of others; and managerial competencies (OECD, 2018). These competences provide teachers with the skills to teach and do assessment for deeper understanding of concepts related to pedagogy and to develop students" metacognitive skills. Effective professional learning focuses on developing the core attributes of an effective teacher. It enhances teachers" understanding of the content they teach and equips them with a wide range of strategies that enable their students to learn that content with ease.

Being an innovative teacher, therefore, implies seeing the learner as a partner in the teaching learning process and remembering that the learner is the recipient of the teaching process. Lessons therefore should focus more on the learner considering the characteristics and the total attitude of the learner in making lessons more learner-centred. Teachers must attract students' interest and attention in new ways therefore the need to develop creative approaches to teaching to motivate and sustain learners" attention and interest during lesson delivery.

Technology is essential to the challenges faced by educators in the current education systems. For instructional technology to be successfully implemented, Lawless and Pellegrino, (2007) and Hartman, Townsend and Jackson (2019) are of the view that teacher beliefs and values need to be shaped at the training level to integrate instructional technology in education on a broader scale. Technology has been mostly limited to the use of Information Communication and Technology (ICT) in the teaching and learning process rather than the notion that it embraces all the materials and resources used to enhance teaching and learning. The integration of technology in the teaching process can be regarded as an innovative practice, which has the potential to increase teaching and learning outcomes. The rationale behind this scheme appears to be that the training process should incorporate adequate opportunities for relating theory to practice, and the best way to achieve this, is to situate a substantial part of training in the school context.

Cetin (2016) examined science teachers" usage of technology (computers) in teaching in Turkey, and found out that most of the teachers who participated in this study lacked appropriate training, knowledge, and skills necessary for efficient use of computer technology as an instructional tool in the classroom and therefore, they had concerns about using computers widely in teaching. Other studies have argued that

the best practices associated with technology are linked with student-centred approaches in teaching - e.g., collaborative, authentic, situated learning, problem-based work (Lawless & Pellegrino, 2007; Almekhlafi, & Almeqdadi, 2010; Hartman, et al., 2019). Although technology has the capacity to "make it quicker or easier to teach the same things in routine ways," it also makes it possible to "adopt new and arguably better approaches to instruction and/or change the content or context of learning, instruction, and assessment" (Lawless & Pellegrino, 2007, p. 581). Researchers in technology integration in the classroom (Almekhlafi, & Almeqdadi, 2010; Hartman, et al., 2019) agree with Lawless & Pellegrino, (2007"s) suggestion for technology integration by teachers.

In a United States national education survey on the use of technology in the classroom as shown in (CDW-G, 2006), a bright picture was painted about how technology integration supports students learning. Although the survey data may suggest that teachers are implementing best practices (CDW-G, 2006; Project Tomorrow, 2011), current data from classroom observations (Hartman, et al., 2019) do not support this view. Among teachers who reported using student-centred practices, technology integration has not been described as particularly powerful or innovative (Cuban, Kirkpatrick, & Craig, 2001; Hermans, Tondeur, van Braak, J. & Valcke, 2008).

On the contrary, in another study conducted by Abbot and Fouts (2001) cited in (Redmann & Kotrlik, 2009) in the US, among 1,666 schools, over half of the teachers did not routinely use technology in teaching and learning. Cuban, et al., (2001, p. 813) found in a study of high school teachers, administrators, and students that access to technology by itself ". . . seldom led to widespread teacher and student use". They added that the lack of technology use in teaching and learning might be

related to the adoption of innovations. Rogers (2003) averred that promptness to the adoption of change is related to how much value the individual places on the new approach when compared to the existing one. Fullan (2010) also indicated that teachers need time to merge their improved knowledge into their instructional practice as a basis for the acceptance of innovations.

Palak and Walls (2009) in an investigation of teachers" technology use established that teachers:

- use technology most frequently for preparation, management, and administrative purposes;
- use of technology to support student-centred practice is rare even among those who work at technology-rich schools and hold student-centred beliefs;
- technology-rich schools continue to use technology in ways that support their already existing teacher-centered instructional practices (Palak & Walls, 2009).

These findings are in line with Cetin"s (2016) suggestion that the reason for the lack of student centeredness is that "many teachers and schools are in the "adoption" stage of this model – that is, they are now integrating Information Technology (IT) into their existing teaching practices."(p.276)

2.7.2 Barriers to innovations in the teaching of Home Economics

Technology integration in the classroom has become an important aspect of successful teaching. This has consequently triggered many researchers to investigate different aspects of this issue (Lawless & Pellegrino, 2007; Palak & Walls, 2009; Almekhlafi & Almeqdadi, 2010; Cetin, 2016). The perceptions of teachers towards technology education and its implementation can be understood by influences of experiences, attitudes towards change, teacher involvement and preparedness to take

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risks. Almekhlafi and Almeqdadi (2010) contended that technology allows schools to focus on global learning environments and students to learn more in less time if used appropriately. They explained further that technology could be an effective teaching tool when used to engage all students in the learning process.

Curriculum developments in technology and teacher education in many developed countries have reflected on the perceptions of teachers (Keane, 2002; Lawless & Pellegrino, 2007; Palak & Walls, 2009). Changes in the curriculum in relation to technology and teaching and learning have largely been influenced by ideologies which Paechter (1995) described as subject subcultures and reflected views about the nature of the subject, the way it should be taught, the role of the teacher and the expectations from the learner.

The rapid adoption of information and communication technology (ICT) in modern communities and workplaces requires that there should be related changes in the knowledge and skills possessed by school leavers. Based on the nature and scope of Home Economics, and its relationship to everyday life, Keane (2002, p. 43) identified the importance of teaching the subject in ways that reflect societal trends, including the application of ICT. Keane reiterated further that, with the continuous increase in use of technology in instruction, Home Economics professionals should "… grasp these latest concepts for use in their classrooms."

Croxall and Cummings, (2000) are of the view that there is the need for teacher educators in the 21st century to incorporate basic computer teaching skills into the training at the university level. They stressed that FCS teacher educators at the university level particularly, should see the urgency to incorporate teaching with computers into the methods of the classes students take during their teacher preparation. Research into the integration of ICT in Home Economics, now known as

Family and Consumer Sciences (FCS) in the United States of America, revealed that the rates of adoption increased over the years (Keane, 2002; Dewhurst & Pendergast, 2008; Dixon, 2016).

Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur (2012) identified some challenges (barriers) with the integration of ICT in teaching and learning and classified them in two broad groups as first and second order barriers. He opined that first-order barriers are those challenges that are extrinsic to teachers and include resource-linked issues such as lack of technical support and inadequate skills. The second order barriers he added are intrinsic to teachers which include attitudes toward teaching, beliefs about computers, and willingness to change.

Agreeing with Ertmer et al.‟s (2012) second order barriers, Gilakjani (2013) specified factors contributing to the successful use of computers in Family and Consumer Science (FCS) classrooms as the type of computer training teachers were exposed to, personal characteristics of the teachers, and the characteristics of the school. He added that teachers who received more training and participated in FCS-related workshops were more likely to use computers in their classrooms and to involve students in the use of computers in their learning. Croxall and Cummings (2000) in a study of New Mexico Home Economics teachers found that they tended not to incorporate ICT regularly for teaching because they lack resources such as hardware and software and Internet access in their classrooms, however, they were willing to incorporate technology when given access to equipment and facilities.

Lokken, Cheek & Hastings (2003) are of the view that technology training of FCS teachers will reduce their anxiety and improve their confidence and attitude in using ICT. The importance of technology in FCS is reflected in Keane‟s (2002, p. 43) statement "Curriculum in the field of Family and Consumer Science will continue to

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be in a constant state of revision because FCS teachings will have no validity if they do not reflect current societal trends." Furthermore, Reichelt and Pickard (2008) argued that technology is an appropriate tool to be used to teach the FCS content and recommended that the ICT pedagogical strategies be included in the teacher preparation courses so that teachers are better prepared to engage students in a technology-rich driven environment.

In Mugliett"s (2009) study on ICT integration in Home Economics classrooms findings indicated that the 'how-to do' knowledge is what teachers need most when an innovation is being diffused into set practice. The study however, identified barriers including, participant attitude and new practice, to lack of equipment and resources or technical support. Dauvarte (2015) concluded that Home Economics teachers should be self-motivated and passionate in the continuous acquisition of knowledge to ensure systematic improvement of their competences, skills and attitudes for quality teaching in the 21st century classroom. These studies signify that there is a need to integrate ICT in the FCS curriculum so that students will be able to remain competitive in this changing world.

2.8 Theoretical Implications for the Study

This study adopted three (3) concepts related to teaching pedagogies that illuminate the potentials of both teacher and learners in the teaching and learning process. The first concept is the Pedagogical Content Knowledge (PCK), which are the wheels that drive every teacher education programme in order to prepare competent teachers in both pedagogy and content knowledge. The second is the Zone of Proximal Development blended with the concept of Scaffolding, which proposes that learning takes place between what learners can do, and what they cannot do. These concepts bring to mind the use of the hands on skills acquisition and

development in activity based subjects. Its incorporation is appropriate for the study as Home Economics is a practical oriented subject area. To become a competent Home Economics teacher, there is the need to develop valuable hands-on skills that will aid the teaching of the practical aspects. The third concept, which is compatible with the first two, is the Innovation Diffusion Theory and helps to situate the study in the concept of innovation integration in the teaching and learning process. All three concepts are discussed in the sections that follow respectively.

2.8.1   Pedagogical Content Knowledge (PCK)

The quest for improving teaching and learning to enhance learners' understanding of concepts, points to the need for pedagogical models or frameworks that assert the combination of the teacher‟s pedagogy and subject matter (content) knowledge. One model that stands out clearly is Shulman‟s (1987) Pedagogical Content Knowledge (PCK) concept. The concept refers to the overlap of information about subject or content knowledge (knowledge of the subject being taught) and pedagogic knowledge (knowledge of how to teach the content of the subject which involves planning, presentation, assessment etc.). PCK is grounded in the beliefs and practices of the teacher. It also includes conceptual and procedural knowledge, a repertoire of varied techniques or activities (which meet different learning styles or preferences) knowledge of techniques for assessing and evaluating, and knowledge of a variety of resources which can be easily accessed for use in the classroom.

Shulman (1987) asserted that having knowledge of the subject matter and general pedagogical strategies, though necessary, are not sufficient for capturing the knowledge of good teachers. PCK is a special kind of knowledge that distinguishes teachers from lay people and other educators. The distinction according to Shulman (1987) includes:

"for the most regularly taught topics in one‟s subject area, the most useful forms of representations of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations in a word, ways of representing and formulating the subject that makes it comprehensible to others. It also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to learning" (Shulman, 1987, p. 9).

Pedagogical Content Knowledge (PCK) makes it possible to build bridges between the teacher‟s sophisticated understanding of the subject matter and the student‟s developing understanding, and to adapt instruction to the variations in ability and background. Shulman (1987) added that a salient component of the agenda of teacher education is dependent on the development of this special kind of knowledge during the training period. It can therefore become important that content knowledge be integrated with pedagogical knowledge during the training programme to enhance teachers‟ performance and make them innovative in their lesson delivery after training.

Although Shulman‟s PCK seem very convenient, there have been arguments about the interrelationship between the concepts. Segall (2004) contended that content and pedagogy are already interrelated but „powerful teaching‟ (classified as learning how to teach) is what is needed to identify or recognise the interrelationship. Segall added that the focus of teacher education should go beyond teaching students how to pedagogize pedagogically free content to helping them recognise the inherently pedagogical nature of content and its implications for (and in) teaching.
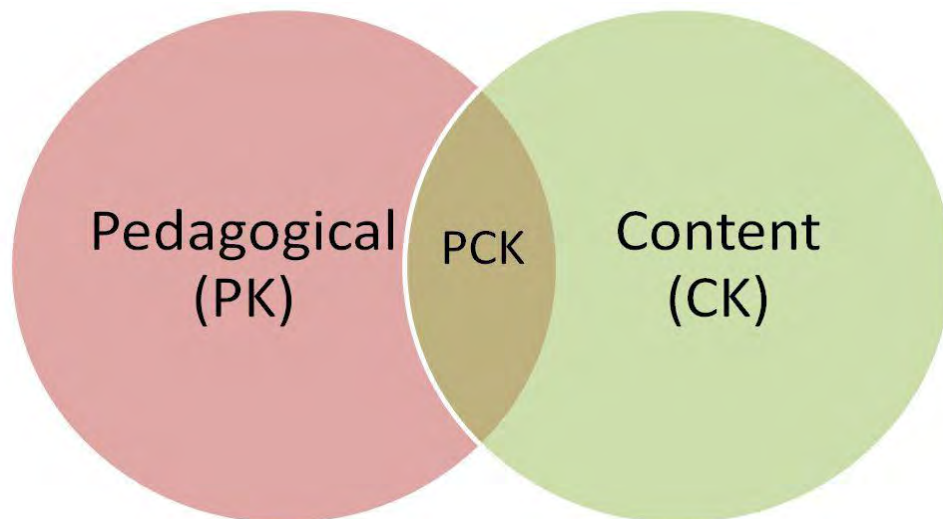
Figure 2: Pedagogical Content Knowledge (PCK). (Shulman, 1987, p. 9)

The conceptual framework has its basis in Schulman‟s framework on Pedagogical Content Knowledge (PCK). It proposes that a competent teacher should have full grasp of his/her subject Content Knowledge (CK), at the same time, knowledge and understanding of the teaching strategies that will be employed in reference to the learner (knowing the learners, their characteristics, level of understanding and content selection to suit the learner) Pedagogical Knowledge (PK). Both the Content Knowledge and Pedagogical Knowledge should be able to groom the teacher to combine content and pedagogy in a holistic manner -Pedagogical Content Knowledge (PCK). These three types of knowledge described above are very important in effective teaching and are linked to high quality teacher preparation programmes.

2.8.2 Scaffolding and Zone of Proximal Development (ZPD)

Another concept that relates to pedagogy, content, teacher education, and training and is relevant for my current discussion is scaffolding. Scaffolding is a strategy that is often used alongside other educational tools to aid understanding and learning. The idea behind scaffolding is that new information and skills are easily

learned in building on previous experiences and when there is support from teachers. Scaffolding involves the provision of resources and support to students as they learn new concepts and develop skills in those areas, the supports are gradually removed and so the student can accomplish a task with no assistance.

The concept of scaffolding was actually developed by Jerome Bruner, a psychologist who employed the logic of Zone of Proximal Development (ZPD) conceptualized by Lev Vygostky a social psychologist in 1978. ZPD is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance (Geerson, 2006). This suggests that learning takes place in a „sweet spot‟ between things a learner can do alone and things they can do with some help. Essentially, there exists a distance or a gap between what is known and can be practiced or exhibited independently or unaided and the ultimate potential expected at the end of exposure. For this gap to be rolled over smoothly to blend the known with the unknown there is the need for guidance from an experienced person or a facilitator to give cues, ask leading and probing questions to move the learner to the next stage. As the child begins to learn and master the skill, the support provided by the teacher decreases, until eventually learners can begin to do the task on their own. Essentially, scaffolding is the help, support or assisted performance that takes place in the Zone of Proximal Development.

The implication of scaffolding is not different from its use in building construction as a framework mounted to give support to workers and materials from one level of the construction to another (Dodge, 2008). These supports, the scaffolds, are removed when the building is completed. Though the scaffolding theory has been used widely as a guide in teaching language development, it can also be applied in the teaching of practical related subjects such as Home Economics.
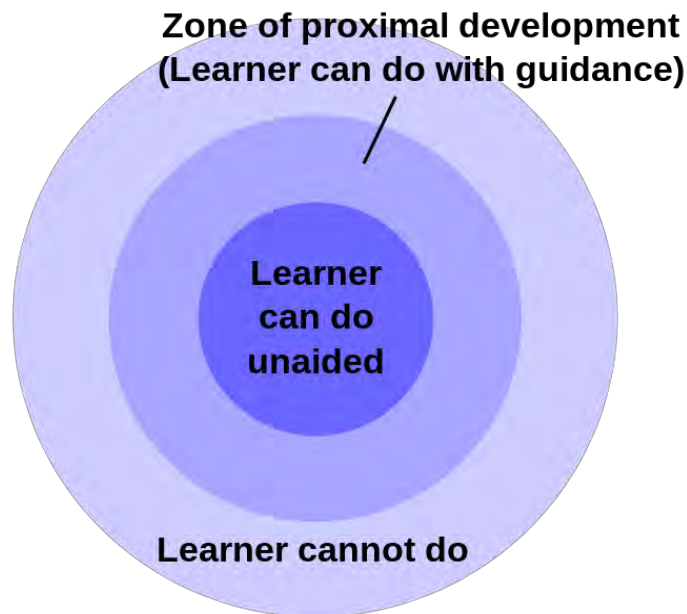
Fig. 3: The Zone of Proximal Development (ZPD) Theory - Lev Vygotsky

Barnard and Campbell (2005) citing Van Lier (2000 p. 196) identified six principles formulated in guiding scaffolding as:

- Contextual support – a safe but challenging environment: errors are expected and accepted as part of the learning process.

- Continuity – repeated occurrences over time of a complex of actions, keeping a balance between routine and variation.

- Inter subjectivity - mutual engagement and support: two minds thinking as one.

- Flow – communication between participants is not forced, but flow in a natural way.

- Contingency – the scaffolded assistance depends on learners" reactions: elements can be added, changed, deleted, repeated, etc.

- Handover – the ZPD closes when the learner is ready to undertake similar tasks without help.

The advantages of using scaffolding as clarified by Geerson (2006) and Mckenzie (2000) are that; scaffolding provides clear direction, therefore, the teacher is able to foresee and make provision for learners. They further show that scaffolding is able to keep learners on track. This is because there are guidelines to follow so that learners can do an independent work until they need help. In addition scaffolding offers assessment to clarify expectations of learners by outlining the standards for each task and finally, scaffolding reduces uncertainty, surprises and disappointments because the teacher tests each step of the projected assignment and so the teacher is able to give feedback to learners as they progress.

2.8.3   The Innovation Diffusion Theory

The third relevant concept is the innovation diffusion theory propounded by Everett Rogers in 1995. In his book Diffusion of Innovation, Rogers (2003) defines innovation as an idea, practice or object that is perceived as new by a person, and diffusion as a process by which an innovation makes its way through a social system. This theory has since been used extensively in many studies related to technological innovation, adoption and acceptance behaviours. This theory is compatible with the first two concepts (PCK and Scaffolding) since this study is about exploring the adoption of innovative approaches in the teaching and learning process.

Rogers identified four elements that influence the spread or the acceptance of innovation which include the innovation itself, the communication process, time or duration, and the social system, which he added, relies heavily on human capital. The elements are explained as follows:

1. Innovation: - An idea, practice, or object that is perceived as new by an individual or any other unit of adopters. Five characteristics were also identified as determinants to the adoption rate of innovation: (a) relative

advantage, (b) compatibility, (c) complexity, (d) trialability, and (e) observability. Innovations that are perceived as having all these elements will be adopted more rapidly than other innovations.

2. Communication channels: - How messages are transferred from one individual to another. Mass media channels are more effective in creating knowledge of innovations, whereas interpersonal channels are more effective in forming and changing attitudes toward a new idea, and thus in influencing the decision to adopt or reject it.

3. Time: - The three-time factors are: (a) innovation-decision process; (b) the time in which an innovation is adopted by an individual or group; (c) innovation's rate of adoption.

4. Social system: - A set of interrelated groups of people that are engaged in joint problem solving to accomplish a common goal.

2.8.4 The Conceptual Framework for the Study

This study is based on the insights from the three conceptual discussions on pedagogy, content and innovation: Pedagogical Content Knowledge (PCK) Schulman (1987), the Innovation Diffusion theory propounded by Rogers (2003) and the Zone of Proximal Development (ZPD) conceptualized by Lev Vygotsky from which Jerome Bruner, a psychologist later developed the scaffolding mode. Literature search and close reading research findings on teacher education, innovations in education and teacher practices triggered the combination of the three concepts as the core concepts for the study. The proposed combined conceptual ideas will enable this study to identify and describe the experiences, practices and the views of Home Economics teacher educators; how they are coping with innovations and changes within the curriculum and how trainees responded to lessons (Bandura, 2001). The

core concepts about teaching and learning when placed within the combined context can provide rich contextual components to address the questions underpinning this study.

The Conceptual Framework and related formulations are stated as follows: a competent Home Economics teacher should have full grasp of his/her Subject Content Knowledge (CK). This is the knowledge and understanding of the teaching strategies that will be employed in reference to the learner (knowing the learners, their characteristics, level of understanding and content selection to suit the learner), which is the Pedagogical Knowledge (PK). These are then blended skilfully during interactions with innovation diffusion to have Innovative Pedagogical Subject Content Knowledge (InPSCK). InPSCK becomes the weapon for the Home Economics teacher in the 21st century classroom. He or she blends this with the ideas from the scaffolding model of teaching where the learner's first exposure to a task becomes difficult and needs to be guided. With innovative strategies employed by the teacher, the learner is then guided to perform the task and the assistance is gradually reduced or removed until the learner performs the task unaided.

Figure 4 provides a visual representation of the conceptual framework for the study.

The Conceptual Framework for the study
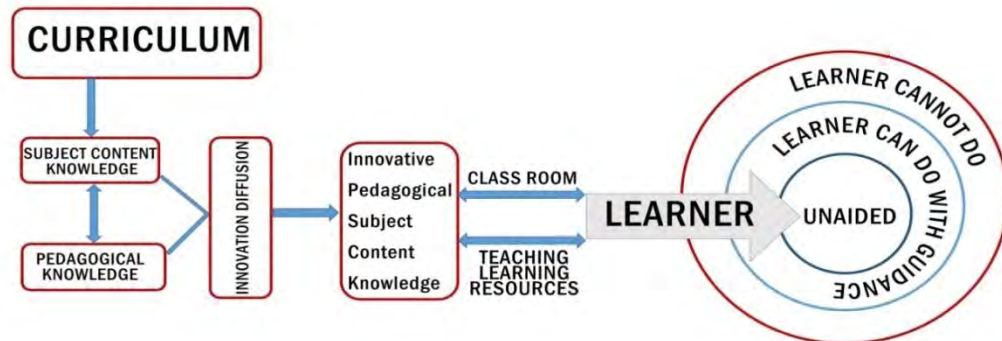
Figure 4: Innovative Pedagogical Subject Content Knowledge framework (InPSCK)

Source: Author's own construct, 2019

The linkage between the various aspects of the framework in relation to the objectives and the research questions are:

- It emphasises the curriculum as the core for any structured educational institution/sector, which defines what should be included in its programmes and how it is translated into achievable sections. The first research question examined how participants conceptualised the Home Economics curriculum in teacher education universities in Ghana. Understanding what the curriculum entails will help the teacher to breakdown concepts and how to teach it at the specific level it is intended for.

- It is expected that the teacher should have adequate content knowledge in the subject he/she will be teaching to adopt appropriate instructional (pedagogical) skills to suit the learner to bring a change in behaviour. This aspect relates to the second research question that sought to find out the knowledge, competencies and skills expected to be gained from an

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exposure to the Home Economics curricula by the trainees in teacher education universities in Ghana.

- The third research question is about innovative practices of teacher educators while the fourth assessed the effectiveness of the teacher educators" practices in promoting the learning of the subject. The concept of innovation diffusion came in to address how content and pedagogy could be blended in ways to make teaching and learning innovative in conducive classrooms with appropriate and relevant teaching and learning resources where the learner becomes the focus of the lesson.

- Home Economics as a skills oriented subject focuses on how to impart both content and practical skills on the learner using the scaffolding concept. At the initial exposure to a particular task, the learner will have difficulties and cannot perform the task. The innovative teacher then gives guidance or support where there will be trial and error until the time when the support is withdrawn gradually and the learner becomes confident to perform the task alone without support. Within the trial-and-error sessions, the teacher assesses the progress of the learner, which helps to answer the fifth research question on assessment practices and gives support or direction where necessary. In the same way, the teacher continuously upgrades his/her knowledge and skills in the integration of innovations in order to teach effectively and confidently.

Summary of the Chapter

The chapter has reviewed relevant literature on the historical development of education in Ghana, the emergence of Home Economics in formal education and contemporary issues in Home Economics. Furthermore, literature was reviewed on the development of teacher training, the concepts of assessment and innovation, assumptions and barriers to the adoption of innovations. The review helped to shed more light on critical issues about the Home Economics teacher training, the assumptions and challenges to the adoption of innovative teaching. A close engagement with literature also illuminated deeper understanding of Schulman‟s Pedagogical Content Knowledge (PCK), Vygosky‟s Zone of Proximal Development (ZPD) and Scaffolding and Rogers Innovation Diffusion theory and the close relation between the theories, teaching and learning, which guided in developing the conceptual framework for the study.

The next Chapter discusses the methodology and methods adopted in collecting data for this study.
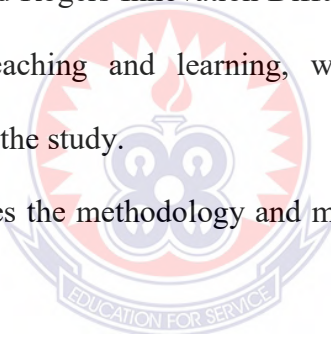
CHAPTER THREE

METHODOLOGY

3.0   Overview

The study explored the views and experiences of Home Economics teacher educators in the use of innovations in teaching the subject. This chapter discusses the methodological and theoretical perspectives in research and how they influence the methodological choices adopted for the study. It further explains the justification for the choice of interpretivist paradigm, rationale for the adoption of a qualitative research approach and the philosophical underpinnings for the choice of this approach for the study. It continues with the description of the research design adopted, population and sampling issues, methods of data collection, and data analysis. Finally, measures taken to ensure adherence to power relations, reflexivity and other ethical issues are also discussed.

3.1   Ontological and Epistemological Underpinnings

According to Dunne, Pryor & Yates (2005) and Pryor (2010), it was essential to clarify the theoretical and methodological perspectives underpinning the adoption of the research approach for this study. Cohen, Manion & Morrison (2011) asserted that social reality could be seen from varied points of view and constructed in different ways. This influences decisions about the choice of research approaches, methods and approach of analysis that would give direction to the research process. These viewpoints are identified as the ontological and epistemological positions.

Ontology and epistemology are to research what „footings" are to a house, thus, they form the foundations of the whole edifice (Grix, 2004). Ontological and epistemological positions, even when tacit, elaborate the complexities of research in the social sciences. Ontology relates to the nature of being, or what exists which is

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concerned with reality and is often presented with questions, such as, „what is the meaning of being?" or „what can be said to exist? Jupp, (2006) defines ontology as "a concept concerned with the existence of, and relationship between, different aspects of society such as social actors, cultural norms and social structures…. ontological issues are concerned with questions pertaining to the kinds of things that exist within society" (p. 2). Richards (2003) explained ontology further as the assumptions about the kind and nature of reality and what exists.

Objectivism and subjectivism are identified as the two main ontological positions (Scotland, 2012; Don-Solomon & Eke, 2018). Objectivism also referred to as positivism relates to the realist school of thought with the belief that social reality exists externally without the influence of the researcher. The second ontological position also referred to as interpretivist or constructivism related to the nominalist school of thought believes that reality is constructed through the interaction between subjects and the researcher (Scotland, 2012; Don-Solomon & Eke, 2018; Young & Babchuk, 2019). In other words, social reality does not occur externally, which could be accessed objectively; it is rather as the results of human thoughts. For the subjectivists, the perspectives of researchers are embedded within the research process. Therefore the need to have close contact with the subjects in the research to generate multiple realities. The present study was underpinned by the second ontological position(interpretive) which informed the methodological decisions in gathering valid data with the aim of making valid interpretations to create valid knowledge (Creswell, 2014). The ideas of ontological positions points to epistemological perspectives.

Epistemology on the other hand, is concerned with the creation of knowledge, focusing on how knowledge is obtained and investigating the most valid ways to

reach the "truth". According to Gall, Gall, & Borg (2003), epistemology is the branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated. It deals with questions such as "what is knowledge", "what counts as knowledge", how knowledge claims are justified and nature of explanations. In other words, epistemology deals with theories of knowledge. Epistemology essentially determines the relationship between the researcher and reality, which is rooted in the ontological assumptions (Cohen, Manion &Morrison, 2018).

Researchers (Gall, et al., 2003; Richards, 2003; Cohen, et al., 2018; Don-Solomon & Eke, 2018) have identified three epistemological positions (objectivist, constructivist and subjectivist). The first position – the objectivist epistemology claims reality exists independently of the individual"s mind and so research aims to discover such truth through scientific approaches. Constructionist epistemology, the second position, rejects the objectivist idea that „truth‟ exists waiting to be discovered. They believe that „truth‟, or meaning is constructed through our engagement with the realities in our world but not discovered. As such, subjects construct their own meanings in different ways even under the same condition. The third position subjectivist epistemology agrees to the idea that individuals have the ability to construct and express knowledge; however, people impose their own meanings and interpretations in ways that make sense to them.

Based on the expositions on the three epistemological positions, the constructionist epistemology has a link to the nominalist ontological position, which informed the choice of the research paradigm for this study.

3.2 Research Paradigms

The term paradigm in educational research is used to describe a researcher‟s „worldview‟ (Mackenzie & Knipe, 2006). This „worldview‟ is the perspective, or thinking, or school of thought, or set of shared beliefs that inform the meaning or interpretation of research data. Positivism, Interpretivism and Critical theory approaches are the most common paradigms in educational research (Gall, et al., 2003; Richards, 2003; Patton, 2015; Cohen, et al.,2018). Positivism assumes that reality exists independently of humans, not mediated by our senses but governed by immutable laws to understand the social world like the natural world (Rehman & Alharthi, 2016) and realism is their ontological position. Positivists believe there exists a cause-effect relationship between phenomena which when established, could be predicted with certainty in the future (Richards, 2003; Rehman & Alharthi, 2016). Many scholars including (Richards, 2003, p. 37) have criticized the positivists assumptions, that by applying scientific methods to social phenomena it will lead to discovery of laws that govern them is "naïve." The argument here is that the complexity of laws governing individuals, their characteristics, their relationships with each other, institutions and with the entire society are in complete contrast with the order and regularity one finds in the natural world. Scientific and objective methods are suitable for the study of natural objects but not with social phenomena.

Critical theory is a school of thought that stresses the examination and critique of society and culture, drawing from knowledge across the social sciences and philosophy (Giarelli, 1992; Patton 2015; Thompson, 2017). The ontological position of critical theorists is that reality exists, but has been shaped by cultural, political, ethnic, gender and religious factors, which interact with each other to create a social system. Epistemologically, critical theory is subjective with the assumption that no

object can be researched without being affected by the researcher. The aim of critical educational research is not merely to explain or understand society but to change it (Patton, 2015).

Interpretivism according to Grix, (2004) is a

"….response to the over-dominance of positivism". Interpretivists believe in socially constructed multiple realities with the sense that truth and reality are created, not discovered. Reality is not known as it is but rather judged by our senses, which make interpretive epistemology very subjective. Again, it is not possible for observers to encounter external reality observers without adulterations by their worldviews, concepts, backgrounds etc. The goal of interpretive research is not to discover universal, context and value free knowledge and truth but try to understand the interpretations of individuals about the social phenomena they interact with….Grix concluded, "interpretive researchers are inextricably part of the social reality being researched, that is they are not „detached‟ from the subject they are studying" (Grix, 2004, p. 83).

When these three paradigms are juxtaposed, it could be concluded that, studies leaning towards a positivist paradigm assume that reality exists independently of humans and the social world is understood like the natural world with realism as their ontological position that makes it inappropriate for this present study. Studies also informed by critical paradigms are also not convenient for this present study because critical theorists usually expose inequalities, injustices, exploitations in society in order to make changes in the system. The purpose for this study therefore aligns itself to the interpretive paradigm, which follows in the next section.

3.2.1   Justification for the choice of Interpretivist Paradigm

Interpretive paradigm is in line with constructivist epistemology (Cohen,et al., 2018). Interpretive research paradigm assumes that social reality is not singular or objective, but rather shaped by human experiences and social contexts (ontology), which is best studied within its socio-historical context through the reconciliation of participants" personalised viewpoints (epistemology). Flick (2004, p. 89) also indicated that, "perception for the interpretivists is seen as an active constructive process of production but not as a passive-receptive process of representation."

However, the interpretive paradigm has been criticized among other things for, being "soft", incapable of yielding theories that could be generalized to larger populations and the involvement of the researcher with participants which leads to lack of objectivity (Grix, 2004). Richards (2003, p. 6) disagreed with this misconception and argued that qualitative inquiry is not "soft…….. it demands rigour, precision, systematicity, and careful attention to detail". It could be further argued that, interpretive researchers interpret social reality as being deeply rooted within the social settings, which is impossible to dissociate from. This is because they "interpret" reality as a "sense-making" process rather than a hypothesis testing process.

I am inclined towards an interpretivist paradigm that sees knowledge as socially constructed and shaped by human experiences which is interpreted within the social contexts rather than being objectively determined and perceived. I also agree with Grix (2004) that interpretive researchers cannot be separated from the subjects they are studying. From an interpretivist perspective therefore, I avoided the rigorous frameworks as seen in positivist research and adopted more flexible and personal research frameworks, which can capture meanings and make sense of what is perceived in human interaction as reality (Cohen et al., 2018). During the study, I saw

my informants and myself as collaborators, which allowed me to remain open to new knowledge throughout the study since I was tapping into their worldviews and experiences. Interpretive researchers accept the feelings, behaviour, language and viewpoints of the researched. Therefore, they collect data verbally through one-on-one interactions that are richer in language and observations of participants and situations making them more prone to qualitative methodology (Flick, 2004; Grix, 2004; Richards, 2003; Cohen, et al., 2011).

3.2.2   The Rationale for Qualitative Research Approach

Given the theoretical orientation of the study, a qualitative research approach was adopted because I sought to understand multiple realities. The main purpose for the study was to explore teaching innovations from the perspectives of Home Economics teacher educators in teacher training universities in Ghana. Such study would require a research approach that will identify and understand the innovations employed by Home Economics teacher educators in teaching, innovative practices and experiences adopted in teaching. In addition, it will unravel how   the innovative approaches adopted promote the learning of Home Economics, the challenges encountered in the adoption and incorporation of the innovative teaching approaches, and how opportunities and constraints faced during the adoption of such strategies are addressed.   Answers to these research problems from my view, would require an orientation that reflects participants" perspectives. In the view of Solomons (2009), qualitative interpretive researchers may use interviews to find out how educators experience teaching and what it means to them. From these perspectives, it is very essential to hear teacher educators talk about how they conceptualise innovations in teaching and see or observe how they integrated such in the training of their students, which makes the qualitative approach appropriate.

The second reason why I find a qualitative approach suitable for this study stemmed from the realization that a research approach that goes down to the roots to have a closer relationship with the study site is more likely to understand the research problem than approaches that do not delve below the surface of issues (Patton, 2015). Yin (2011) also argued that qualitative research has the characteristics, among others, that it studies the meaning of people"s lives and experiences under real-world conditions and represents the views and perspectives of participants. Therefore, it was very important to be in constant contact with the research participants and to have adequate interaction with the setting to understand the issues associated with the system that the research seeks to unravel. Qualitative studies therefore, allow researchers to approach the study from the discursive world of participants, to be engrossed in the everyday life of the setting for the study and seek participants" perspectives and meanings through dialogic interactions (Silverman, 2011; Yin, 2011; Creswell, 2013). I therefore adopted the qualitative approach using interviews and observations to determine how Home Economics teacher educators in teacher education institutions perceive and experience innovations in their teaching. In doing so, I was able to construct reality by creating a flexible atmosphere, which initiated dialogue between the research participants and myself.

My third consideration for choosing the qualitative approach was the intention to point out possible changes based on findings from the study that would help improve the teaching and learning of Home Economics in Ghanaian schools and Colleges of Education. This however, would mean paying attention to the perceptions of those directly involved in the teaching and learning of Home Economics and using the results to suggest changes that are responsive to actual needs and concerns. In this respect, the research could be described as "responsive evaluation"(Stake, 2005) since

it sought to uncover and address the concerns of participants towards the improvement of practice. In this study for example, it is essential to consider Home Economics teacher educators" capabilities and motivators in adopting innovative approaches in teaching to support trainees grasp adequate knowledge, competencies and skills towards their preparations for 21st Century Home Economics classrooms.

Finally, I considered a qualitative approach because there is minimal or near absence of rigorous research into Home Economics teacher practices in Ghana, which is essential to context, and reflect „insider" accounts or participant experience of Home Economics programmes and teaching innovations. The lack of such research is a problem in the wider educational research culture in Ghana, which seems to place more emphasis and value on quantitative research approaches than on its qualitative counterpart (Agyeman, 1991). Home Economics is one of the important skill oriented vocational subjects with the potential of equipping learners with employable skills (Akyeampong, 2002). There is the need to have rigorous research to understand the experiences and practices of teacher educators in the teacher training universities to equip them with requisite skills to groom the future Home Economist.

3.3   Case Study Design

The study adopted the case study research approach to explore innovations in teaching Home Economics from the perspectives of Home Economics teacher educators in teacher education institutions in Ghana. Creswell (2013) explained case study as a problem to be studied that reveals in-depth understanding of a "case" or bounded system, which involves understanding an event, activity, process, or one or more individuals. Creswell (2013) explained further that case studies give clues that can lead to understanding the system in which the problem was found. Yin (2009) also views a case study as an empirical inquiry that investigates a contemporary

phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident. In describing case studies, Denzin and Lincoln (2005) indicated the reliance on interviewing, observation and document analysis for better understanding of the situation, event or process.

Based on the above explanations, the fundamental elements and close readings of research articles that employed case study approaches, the following definition by Creswell, Hanson, Plano Clark, & Morales, (2007) seems to best capture the picture:

"Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audio-visual material, and documents and reports) and reports a case description and case-based themes" (Creswell, et al., 2007, p. 245).

In simple terms, a case study is a research approach used to generate an in-depth understanding of a complex issue event or phenomenon of interest, in its natural real-life context. It is also used to explain, describe or explore events or phenomena in the everyday contexts in which they occur. Case study research has been a contentious approach among researcher because variety of research and evaluation reports following procedures, methods and style has come to be generally referred to as „case study" (Bassey, 2000; Cohen, et al., 2011). Despite these views, the strengths of a case study approach in this present study are valuable since it helped me to understand the research problem from the perspectives of the participants under the study. In trying to identify the types of case study approaches, different researchers (Stake, 2005; Cohen, et al., 2011; Yin, 2014) categorised them in different ways, however,

Ebneyamini and Sadeghi Moghadam, (2018) argue that there are two main types of case study- single case study and multiple case study.

In a typical case study, the researcher comes close to study area, observes the characteristics of individuals and interacts with them with the view of understanding the research context. For this study, I chose the multiple case study approach where inferences were derived from my interaction with the different categories of Home Economics teacher educators and students (both males and females with the diverse characteristics) that they might bring to bear on the study.

3.3.1 Study Site

The study was conducted in two teacher education universities/institutions in Ghana. The two institutions were purposively selected because they were the only teacher education universities that train Home Economics teachers for pre-tertiary institutions in Ghana. The first, I will call institution A, was established in 1992 through the amalgamation of seven (7) erstwhile diploma-awarding institutions with the nucleus in Winneba and satellite campuses at Kumasi and Asante Mampong. The institutions were the Specialist Training College (STC), Advanced Teachers Training College (ATTC), National Academy of Music (NAM) in Winneba; School of Ghanaian Languages at Ajumako; College of Special Education (COSE) at Akuapem-Mampong; Kumasi Advanced Technical Teachers College (KATTC) at Kumasi and College of Agricultural Science at Ashanti - Mampong.

The Specialist Training College (STC) comprised three (3) schools- School of Physical Education, School of Art Education and the School of Home Science Education (now the Department of Home Economics Education). The school of Home Science education was established in 1963 to train Home Science specialist teachers for the award of Teacher‟s Diploma to enable them teach in the secondary schools and

initial teacher training colleges. The department currently offers a Bachelor of Science degree in Home Economics Education, focusing on all the three areas of Home Economics (Food & Nutrition, Clothing & Textiles and Family Resource Management). It also offers postgraduate programs –Master of Education (M.Ed in Home Economics Education and Master of Philosophy (M.Phil. in Home Economics Education) with specialization in Food and Nutrition, Family Resource Management and Clothing and Textiles. Currently, the total number of lecturers in the department stands at fifteen (15), which is made up of four (4) males and eleven (11) females.

The second institution selected for the study was established in 1962 as the first university to train qualified and skilled educationists for second cycle institutions in Ghana, and has been training the bulk of the graduate teachers in many disciplines including Home Economics/Vocational Technical education. The department was established in 1993 with the assistance of the United Nations Development Programme (UNDP) and the Government of Ghana. Its vision was to train qualified educators in Vocational and Technical Education to take up teaching and supervisory roles in Education and the Service Industry. The Home Economics programme, which was formerly located in the Department of Science Education, became the nucleus of this new department.

The department offers Bachelor of Education in Home Economics (B.Ed Home Economics) focusing on two elective areas (Food & Nutrition or Clothing & Textiles) with Family Resource Management as a core area. It also offers a Master of Philosophy (Home Economics Education) with specialization in Food & Nutrition, Family Resource Management, Clothing & Textiles and Entrepreneurship Education. UNESCO International Project on Technical and Vocational Education (UNEVOC) recognises the department as one of its centres for disseminating

information on developments in Vocational and Technical Education. The staff strength currently stands at twelve (12) made up of two (2) males and ten (10) females.

Bearing in mind the purpose for the study, the research questions and the characteristics of the two sites described above, the choice of the two institutions for the study was appropriate since they are the only higher teacher education institution that train Home Economics teachers for pre tertiary institutions in Ghana.

3.3.2   Case Selection

Studies to explore practices in teaching and learning could have best been conducted nationwide in order to get a better understanding for policy development. However, the parameters for the conduct of the study have been determined by the purpose for this study which was to explore views and perceptions of Home Economics teacher educators in teacher training universities in Ghana.

The two sites are both located in the central region of Ghana, all along the coastal belt from Accra, the capital city of Ghana to Takoradi in the Western Region. The two sites- Winneba and Cape Coast are 64.29 km (40miles) and 147 km (91miles) respectively from Accra. The study considered the two sites due to their geographical locations, accessibility and researcher‟s familiarity to the sites, which could enhance data collection. This involves all Home Economics lecturers and students in the two teacher education universities in Ghana. Permission was then sought from the gatekeepers (Deans of the two faculties and the heads of the two departments) to conduct the study and participants‟ consent was also sought in advance to begin the study.

3.4   Population

Population in a research denotes the limits within which the findings of a piece of research are applicable. Cohen et al., (2018) explained population as the complete combination of cases in which the researcher is interested. As a qualitative study, the population chosen is to establish the kinds of individuals suitable to be part of the study than for generalization. The target population for this study was identified as Home Economics teacher educators in teacher education universities and their students.

3.4.1   Samples and Sampling Techniques

According to Yin (2009), a sample size of between three (3) to five (5) but not more than fifteen (15) gives a broad and or wider perspective for conclusions to be drawn from such studies employing qualitative approaches. However, insights from Crouch and McKenzie (2006), Corbin and Strauss (2015), and Creswell (2013) also suggest that a sample size of ten (10) to thirty (30) is more than enough to help draw meaningful conclusions. Taking cue from these authors, I selected eight (8) lecturers (six (6) females and two (2) males) and fourteen (14) students (nine (9) females and five (5) males) who were made up of seven (7) males and fifteen (15) females making a total sample size of twenty-two (22) teacher educators and students.

As a qualitative study, it was necessary to select a manageable sample size to enable the researcher to explore the phenomenon under study for clearer understanding. Creswell (2013) discourages the selection of large sample size for interviews in qualitative studies arguing that results may become superficial and a researcher"s ability to provide an in-depth picture diminishes with the addition of each new individual or site. Again, qualitative studies generate huge data from the field

that would be extremely difficult to transcribe, coded and analysed manually within the timeframe of the study since interviewees have the chance to tell their stories.

Although the main participants were Home Economics teacher educators teaching in teacher education universities, the views of their students however, were also very important in this situation because students are the direct beneficiaries of the teaching/learning process. Again, my intention was also to seek multiple perspectives of interviewees from different academic and professional backgrounds, level, qualifications and experiences to illuminate the data gathered from the field. With this background, the maximal variation sampling strategy, which is a purposive sampling procedure, was appropriate to build these complexities into the study. Patton (2015, p. 283) identified maximum variation sampling as a strategy under purposeful sampling technique as:

> "…a strategy used when researchers want to understand how a phenomenon is seen and understood among different people, in different settings and at different times……….. Researchers select a small number of units or cases that maximize the diversity relevant to the research question" (Patton, 2015, p. 283).

The study identified two main groups of participants (lecturers and students) based on the demographic data. Lecturers were further categorised into the three (3) speciality areas (Food & Nutrition, Clothing & Textiles and Management in Living), academic qualifications and teaching experience in the university. The students were however, grouped into two (2) -postgraduate (Masters) and undergraduate (level 400) based on their experiences with teaching (trained teachers) and or during internship.

In all, a total sample size of twenty-two (22) participants comprising eight (8) lecturers and fourteen (14) students were involved in the study. This included seven

(7) males- two (2) lecturers and five (5) students; and fifteen (15) females - six (6) lecturers and nine (9) students. The skewness of the sample towards the female is mainly due to the gendered nature of the subject area where very few males opt to study Home Economics education.

Table 1:   Participants for the study

STUDY AREA		LECTURERS		STUDENTS		
	DEPARTMENT	Male	Female	Male	Female	TOTAL
University A	Home Economics	1	3	3	6	**13**
University B	Vocational Technical	1	3	2	3	**9**
	TOTAL	**2**	**6**	**5**	**9**	**22**

3.4.2   Description of participants

i. Lecturers

Food and Nutrition

- Three (3) lectures (2 females and 1 male) with Masters" degrees in Food and Nutrition
  - two (2) females: 1 senior lecturer and 1 lecturer with 16years and 2years university teaching experience respectively
  - one (1) male lecturer with 18 years university teaching experience.

Clothing and Textiles

- Three (3) lecturers (2 females and 1 male) with Masters" degrees in Clothing and Textiles
  - Two (2) female lecturers with 17years and 12years university teaching experience respectively
  - One (1) male lecturer with over 25 years university teaching experience

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Management in living

- Two (2) female lecturers with Masters" degrees in Family Resource Management

  - One (1) senior lecturer and 1 lecturer with 16years and 8years university teaching experience respectively.

ii. Students

- Six (6) graduate students

  - Four (4) females with Teachers Certificate „A": between 5 and 12years teaching experience in the basic and secondary schools

  - Two (2) males not certificated teachers: 3 and 8 years teaching experience

- Eight (8) undergraduate (level 400) students

  - Five (5) females and 3 males

  - One (1) female with Teachers Certificate „A" with 5 years teaching experience in the basic school before enrolling on the undergraduate programme.

  - Four (4) females, not certificated teachers with teaching experiences during OCTP, out segments and internship components of their training

  - Three (3) males, not certificated teachers with teaching experiences during OCTP, out segments and internship components of their training

Judging from the categories and background of the participants and their varied experiences, valuable data would be generated from the field to answer the research question to make the study very robust.

3.4.3   Issues of Access

An important consideration to enhance reliable data generation in qualitative studies points to access granted to the study site and to what source of data. Creswell (2013) advised that permission from authorities to gain access to conduct a study is important because researchers may stay over long periods for data collection. Based on Creswell"s advice, I sought permission from the Deans of the Faculty and the Heads of Department (HoDs) involved. Letters of permission were obtained from the School of Graduate Studies in the University of Education, Winneba to both Deans providing all the details of the intended study, the purpose and the request for permission to visit the institutions and those departments. The Deans responded by writing letters to the HoDs of the selected departments in their faculties for access to conduct the study.

3.5   Data Collection

The aim of every research is to generate measurable and testable data for the accumulation and extension of human knowledge (Cohen, et al., 2011; Creswell, 2014). To achieve this, the methods that will guide data collection must align with the theoretical and philosophical frameworks. Data collection is a process used to capture quality evidence to answer all the questions posed in a study (Sarantakos, 2013). There are varieties of methods for data collection in scientific research that relate to the research paradigm and methodology. Qualitative and quantitative research was identified as the two major approaches in scientific research that defines the methods for data collection. Questionnaires, surveys, documents and records are more inclined towards quantitative methods of data collection while interviews, focus groups, observations, and oral histories are often used as qualitative data collection

methods. However, some research studies can employ methods across the two approaches, which is usually referred to as the mixed method approach.

From the interpretative qualitative approach, this study opted for interviews and observations as the methods for data collection. The two methods were selected purposely to make up for the limitations of each other and for triangulation. Triangulation involves the use of multiple data collection tools within the same research design (Schwandt, 2001; Turkki, 2005; Oliver-Hoyo & Allen, 2006). Multiple methods of data collection allow comparison and prevent the researcher from drawing inappropriate conclusions than if they were based on one set of data or source. Observing things from multiple points of view helps to improve accuracy and the quality of the research (Neuman, 2011). Qualitative researchers (Creswell, 2013; Patton, 2015; Yin, 2011) agreed on four categories of triangulation, following Denzin and Lincoln (2011) as follows: data source triangulation (data collected from different sources or at different times), methodological triangulation (combining different methods), theoretical triangulation (the application of a theory from a different discipline) and triangulation by investigators (the use of multiple independent investigators). This study adopted data source triangulation where data were collected from different categories of participants using two different data collection methods (semi-structured interviews and observation).

3.5.1 Semi-Structured Interview

Interview was identified by Kvale (2008) as an interchange of views between two or more people on a topic of mutual interest. Schostak (2006) is also of the view that an interview is an extendable conversation between partners that aims at having „in-depth information‟ about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it.

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Interviews are flexible and adaptable ways of finding out things and used commonly as research instrument in qualitative research. Interviews involve a set of assumptions and understandings about situations that are not normally associated with a casual conversation (Denscombe 2007). Kvale and Brinkman (2009) explained that semi-structured interviews are commonly used in qualitative and interpretive research where the interviewer records and interprets the meaning of what is said as well as how it is said by the interviewee.

There are three fundamental types of interviews frequently employed in the social sciences: structured, unstructured and semi-structured. The first is the structured interview with predetermined questions questions and all participants are asked the same questions in the same order. According to Berg (2007) with this type of interview, both the interviewer and interviewee have very little freedom in delving into opinions. It could be concluded that this type of interview is like the „self-administered" quantitative questionnaire in both its form and underlying assumptions.

The second type of interview which is the open-ended (unstructured) is the opposite of the structured type. Unlike the structured interview, this kind of interviewing, according to Gubrium and Holstein (2002) is an open situation through which both interviewers and interviewees have the flexibility and freedom of planning, implementing, and organising the interview content and questions. With this type of interview, there are no specific guidelines, restrictions, predetermined questions, or list of options which makes it more conversational. Therefore, the interviewer is more "keen to follow up interesting developments and to let the interviewee elaborate on various issues" (Dörnyei, 2007, p. 136).

The third type is the semi-structured interview, which is a more flexible version of the structured interview. It allows for in-depth discussions by providing the

interviewer the opportunity to probe and expand the interviewee's responses (Rubin & Rubin, 2012). Secondly, it offers investigators the opportunity to clarify or probe and expand the interviewee‟s responses in order to ascertain their feelings (Patton, 2015). Researchers (Gubrium & Holstein, 2002; Berg, 2007; Rubin & Rubin, 2012) recommend using a basic checklist that would help covering all relevant areas in relation to the research questions. Berg (2007, p. 39) identified an advantage of such a checklist that it "allows for in-depth probing while permitting the interviewer to keep the interview within the parameters outlined by the aim of the study." Again, semi-structured interviews are useful when there is a need to collect in-depth information in a systematic manner from several respondents or interviewees (e.g., teachers, community leaders). In view of the purpose for this study, the study adopted the semi-structured interview as the method for data collection because it would allow the researcher to interact with participants in their own settings to tap on their views and experiences on innovations in teaching Home Economics in teacher education universities in Ghana.

3.5.2 Developing the Semi-Structured Interview Schedule

Two separate semi-structured interview schedules were developed with six (6) main questions for lecturers (teacher educators) and their students based on the purpose and research questions (Appendices A and B). The questions covered participants‟ general views about the Home Economics curriculum; expectations from the curriculum; innovative practices in teaching Home Economics; impact of innovative approaches on teaching and learning; assessment strategies and barriers to innovative teaching of Home Economics. Each of the schedules were divided into two sections I and II. Section I sought information on their background, which included their qualification, when they joined the department, reasons why they chose to teach

/learn Home Economics and the particular aspect they teach /learn. Section II dealt with the research questions for the study. Questions in the schedules had multiple features which were followed with sub-questions and prompts during the interactions to seek further clarification and understanding while some were questions that allowed interviewees to "tell their stories."

3.5.3   Piloting the Interview Schedule

Interview bias refers to the human error of holding preconceived judgement about your interviewee, consciously or unconsciously, that clouds your evaluation of the person, negatively or positively, making the interview less objective. Creswell, Hanson, Plano Clark, & Morales (2007) argued that the issue of bias results might result from the clarity of questions outlined in the schedules or during the interactions with interviewees which may affect the credibility of results. In order to minimise this, the researcher gave the interview schedules to a colleague postgraduate student and lecturers (my supervisors) to scrutinize the document for clarity and ambiguity. Based on their comments, some of the questions were modified or deleted to make questions clearer and more focused.

After this, the interview schedules were piloted at one of the sites on the 8th and 9th March 2018 with two (2) female lecturers and two students (a female graduate and a male undergraduate). The main purpose of the piloting was to check the clarity and appropriateness of questions, the duration of the interview, the recording of the interview, measures to prove confidentiality and anonymity in handling the interview data (Cohen et al., 2011). With this exercise, the interview schedules were ready for the main data collection.

3.5.4   Organising and Conducting the Interviews

There were no changes in the interview schedules after the piloting, so the researcher moved to the field on the 12th March to begin data collection. I was lucky to meet most of the lecturers in the department at the first visit because they had a staff meeting where I was introduced by the Head of Department, who explained to the others the need for their assistance in the research study. I then established one – on- one rapport with them and confidentially gave out the letters inviting them to be part of the study and agreed on the convenient day and time for the interviews.

The interviews were face-to-face on a one-on-one basis to ensure anonymity and confidentiality in the discussions. Again, the face- to- face interview was preferred to the email or telephone interviewing because it allowed the researcher to observe some gestures which prompted probing questions for clarification, which would have been lost with the email or telephone interviewing (Patton, 2015; Kvale & Brinkmann, 2009). At the beginning of each interview session, I introduced myself, reminded participants of the objectives of the study, duration and their rights to withdraw at any point during and after the interview (Patton, 2015; Creswell, 2014). I then asked participants to read and sign the consent forms and sought their permission to record the interviews to which they all agreed. In addition to the audio recording of the interviews, I took notes to aid analysis and sequential presentation of data. I thanked participants after the interview for accepting to be part of the study and for their cooperation.

Since the study borders on their practices and experiences, all participants expressed their interest in the findings of the study to guide their practices as educators. I assured them of making available copies of the major findings with various heads of department. The interview sessions were guided by a semi-

structured interview schedules. Interactions with each participant lasted between twenty-five to forty-five (25-45) minutes which were audio recorded, transcribed immediately after each episode and finally coded and sorted for analysis after all participants were interviewed. The data collection period lasted for six weeks with at most two interview sessions in a day.

3.5.5 Observation

Observation is an excellent way of gathering data directly from the field, rather than relying on what people may report as happening (Brinkmann & Kvale, 2015; Patton, 2015). Creswell (2014) explained observation as an act of noting a phenomenon in the field setting through the five senses (sight, hearing, touch, smell, taste) of the observer, often with an instrument, and recording it for scientific purposes. During an observation, the researcher gets the chance to look at every activity that takes place in a situation rather than getting it through „second hand" (Patton, 2015).

Observation was another method used to gather data for this study. Observation became a useful method in this study for two main reasons. Firstly, it gave me more insights into issues raised during the interview sessions, which were also used as a follow-up strategy during the „mop-up" interview session with participants. Secondly, it offered me the rare opportunity to compare the teachers /lecturers analysis of their own lessons and my analysis as a teacher educator. For example, I was able to position myself well in terms of how and what to observe during the teaching/learning sessions in the classroom with the aim of obtaining practical information to find answers to the research questions for the study.

Cohen et al., (2018) are of the view that observational data are attractive because the researcher can gather „live" data from „live" situations. The aim of the

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classroom observation was primarily to capture the nature of the lessons and current practices of the participants and act as a guide for a follow-up interview after the observation where necessary. Patton (2015) and other qualitative researchers identified „covert‟ or „overt‟ observation as the two main types which could also adopt the participant or non-participant mode for observation. Covert observation delineates the situation where participants are not aware of the observer‟s presence during the process. Here the researcher observes participants "undercover" from a distance or with the aid of technological devices such as the Closed-Circuit Television (CCTV). Overt observation on the other hand refers to the situation where the participants are aware they are being observed (Creswell, 2014). The researcher may still participate in the activity being observed (overt participant observation) or might play no part and simply observe (overt non-participant observation).

Participant observation is the situation where the observer becomes a participant in the process/situation where data is being collected. Non-participant observer however is the case where the observer does not take part in the activities at the research site but only observes and participants aware of his or her presence (Liu & Maitlis, 2010).

An overt non-participant observation technique was used in this study; although I am aware my presence may disrupt or interrupt classroom activities. According to Merriam (2001), non-participant observation is equated with fieldwork, which involves going to the study site, institution or setting which is referred to as the field to observe the phenomenon under study. The intention was to have a deeper understanding of how Home Economics teacher educators in teacher training universities understood and experienced innovations, implications for incorporating

innovations in pedagogy, the barriers to innovative teaching and how they dealt with issues that emerged from the discussions and classroom interactions.

Although the focus for the study was on the lecturer, I took a keen interest in students" behaviour, responses and interactions during the lessons because they also contribute to classroom experiences and bringing them into focus during the observation provided a better understanding of the purpose and the rationale behind the particular pedagogical choice made by the teacher.

I combined observation with semi-structured interviews to generate data for the study, which afforded me the chance to watch the happenings at the study site, listened to what was being discussed and asked questions for clarification (Denscombe, 2007; Patton, 2015). It also provided direct information about both teachers and students during class interactions, which helped to illuminate understandings and challenges of innovative teaching within the classroom from participants" perspectives and how the teacher educators handled these.

Participants were observed during one of their lesson/ lecture deliveries. All participants were observed twice (i.e. before and after the interview sessions) making fourteen lecture observation sessions. This procedure allowed for the cross checking of data from observation to interview and back to observation for confirmability. Therefore, what was observed formed the subject for interviews while interview comments also informed observation.

3.6   Data Analysis

The presentation of data for analysis went through the same stages since both instruments used for data collection generated qualitative data. The information gathered to create the database for the study were analysed by what Corbin and Strauss (2015) described as the open-end coding technique. Data were divided into

broad categories or text segments after which broad categories were redefined to determine the meanings and the relationships between them and finally logical explanations were given in the context of the data gathered.

I began with the interview data by first transcribing the audio recordings as much as possible in the words of participants. To get a clearer understanding and to be familiar with the conversations recorded, I had to listen to each recording several times to enable me to write in the words of each participant. I later categorised the transcribed data into four broad groups-female teacher educators, male teacher educators, graduate student and undergraduate students. This was followed by intensive readings to fully immerse myself in the data to critically identify themes that would illuminate the voice of participants (Patton, 2015; Creswell, 2014; Clarke & Braun, 2013). The research questions and the reviewed literature guided the development of the themes.

After this stage, I began identifying phrases or sentences in the words of participants and those I generated based on the transcription of the audio recorded conversations and each manuscript assigned codes. Overlapping and related codes were combined to reduce ambiguity to illuminate ideas that convey the same understandings. Codes generated were: Views and expectations from the Home Economics curriculum, Innovations in teaching Home Economics, Assessment practices in Home Economics and Challenges to innovative teaching of Home Economics.

Excerpts from the array of interview data were grouped under "views and expectations from the Home Economics curriculum"

…The subject Home Economics is a skill area that equips learners with knowledge and skills to make them self-sufficient to live satisfying lives and these characteristics have been well engraved in the curriculum" and

…the students are expected to acquire knowledge in textiles structure and properties and be able to match it with the performance in use and care; how to manage production and marketing of products.

Critically looking at the codes in relation to participants responses, the codes were further compressed into three broad themes with two sub-themes each in relation to the research questions. The final broad themes arrived at after rigorous scrutiny and data reduction were:

1. The Home Economics Education curriculum in teacher education universities in Ghana

    a. *General views of the Home Economics curriculum*

    b. *Expectations from the curriculum*

2. Innovations in teaching Home Economics in teacher education universities in Ghana.

    a. *Innovative practices in teaching Home Economics*

    b. *Innovative strategies employed to promote the teaching of Home Economics*

3. Assessment in Home Economics and Challenges to innovative teaching of Home Economics in teacher education universities.

    a. *Assessment in practices Home Economics*

    b. *Challenges to innovative teaching of Home Economics*.

The observational data were categorised under the second and third broad themes where the researcher could observe (sight) what is being done in the lecture halls. The observer, according to Creswell (2013) makes use of the human senses

such as sight, hearing, touch, smell and taste. I therefore grouped my observation data under the two themes in order to generate inputs for innovative practices and strategies employed in teaching since such attributes could be seen during the teaching and learning process. Thematic analysis was then employed to aid data interpretation.

Thematic analysis is a process of identifying patterns or themes within qualitative data. Braun and Clarke (2006, p. 70) defined thematic analysis as "a method for identifying, analysing and reporting patterns within data." (p. 70). It is a foundational method of analysis that organises and describes data in details. Explaining the concept further, they added………,,it provides core skills that will be useful for conducting many other kinds of analysis" (Braun & Clarke 2006, p. 78). An added advantage from the perspective of teaching and learning, perceives thematic analysis as a method rather than a methodology (Braun & Clarke 2006; Clarke & Braun, 2013). This makes it a flexible method, unlike many qualitative methodologies, because it is not linked or directly connected to a particular epistemological or theoretical perspective.

Researchers using thematic analysis must generate codes from the wide array of data from the field; condense into smaller and manageable themes whilst identifying links and similarities. These processes are time consuming and expensive which is seen as a major disadvantage when using thematic analysis. However, in a relatively small sample for studies, like the present one, it proved useful, convenient and inexpensive. Interpretations of the meaning of the data were then made by the researcher based on the picture created and how the findings relate to existing policy and research on professional training of Home Economists in Ghana. The analysis and

interpretation of data were drawn from the perspectives of the participants paying particular attention to the context in which they occur (Creswell, 2014).

3.7   Ethical Considerations

Ethical issues are very important in a research study involving human participants. Ethics according to Berg & Lune, (2017). is a matter of principled sensitivity to the rights of others. Bryman (2008) contended that ethical responsibility rests with every scientific research. Although my participants are adults in their own rights, I had to consider a range of ethical issues carefully during this study.

Anonymity, confidentiality, informed consent and right to withdraw were some of the important ethical considerations in qualitative research considered in my research. Permission was obtained from appropriate quarters to seek the consent of participants in order to gain access to them. The Deans of the Faculties and the Heads of Department of the targeted institutions were consulted and briefed on the study to be conducted within their outfits. Given the nod, I went ahead to negotiate with the various participants concerned with the study for and to agree on the day, time and venues for the interviews and observations.

During the interactions with participants, the purpose for the study was explained for their approval and maximum support during the conduct of the study. The opportunity was taken to assure them of anonymity and confidentiality during the study period stressing that all information/data collected was purely for academic purposes and not be used for any purpose that will abuse their personality (Bryman, 2008; Neuman, 2014). Again, assurances were given in respect to their right to privacy and strict adherence to the time and or periods agreed on for the data collection. The responsibility for ethical concern ultimately lies with the researcher and care was taken to ensure that ethical standards were met.

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Each participant was given letters explaining the identity of the researcher and the purpose for the research. Informed consent was obtained from participants including the right to participate voluntarily or withdraw at any point (Creswell, 2014). Informed consent forms were also attached where each participant was allowed to read, understand and append signatures as an indication of their willingness to participate in the study and be interviewed and allow their lessons to be observed. All data collected were treated as confidential using pseudonyms on all data files. Audio tapes were kept under lock and key and could only be accessed by the researcher.

Two issues about my personality that could have affected the study were also identified. First was my personality as a Home Economics lecturer in a university (outsider) and secondly a trained Home Economist from both universities (insider) interviewing my colleague lecturers (some of who were experienced and superiors who taught me and those who are my contemporaries and a few who were my students). The opportunity was used to inform them about the purpose of the study and the assurance of anonymity.

3.7.1 Trustworthiness

Trustworthiness in qualitative studies is the principle of "validity and reliability" as in quantitative studies. Trustworthiness in qualitative studies is the extent to which it has communicated reliable and valid processes, and has demonstrated evidence of rigorous evaluation throughout the study. Though the concepts of reliability and validity are concepts that are sometimes criticized by qualitative researchers, they are however key considerations when dealing with the representativeness of the sampling design (Lapan, Quartaroli & Riemer, 2012) and the extent to which the research findings could be replicated. Trustworthiness is used to determine the accuracy of the research and to ascertain that truthful meanings and

justifiable inferences could be drawn (Creswell, 2014).). Guba and Lincoln (1989) identified four criteria of trustworthiness including credibility, transferability, dependability and confirmability. These are related to internal validity, external validity, reliability and objectivity in quantitative studies. I adopted strategies suggested by Lincoln and Guba (1985) to increase the trustworthiness of this study in addition to other strategies to make the findings robust.

3.7.2 Credibility

Credibility refers to the extent to which a research account is believable and appropriate, with reference to the level of agreement between participants and the researcher (Creswell, 2013). To ensure credibility of this study, I used data triangulation and peer data examination. Two methods of data gathering – semi-structured interviews and observation were the first strategy adopted for data triangulation. The use of two or more data collection methods in a study helps to reduce the limitations of using one method in order to increase reliability (Creswell, 2013). The second strategy adopted to ensure credibility was peer data examination at the coding stage by another PhD student to cross check the coding process, the raw data and the tentative findings of the study (Creswell, 2013; Cohen et al., 2011).

3.7.3 Transferability

Transferability in qualitative research is synonymous with generalizability or external validity in quantitative research. Transferability is established by providing readers with evidence that the research study‟s findings could be applicable to other contexts, situations, times, and populations. Most qualitative researchers aim at providing relevant information through in-depth explanations and meanings rather than generalising the findings of the study (Ormston, Spencer, Barnard, Snape, 2014). I, therefore, provided information from participants‟ perspectives in order to

understand innovations in the teaching and learning of Home Economics in teacher education universities. However, in the case where readers find relevant similarities between these findings and in their context, they may transfer the findings to their own contexts.

3.7.4 Dependability

Dependability or consistency of qualitative research findings correspond to reliability of findings in quantitative research which may be achieved by overlapping methods.

One of the main sources for dependability is an audit trail. An audit trail is a transparent description of the research steps taken from the start of a research project to the development and reporting of findings (Creswell, 2013). To ensure dependability, detailed notes and journals were kept during the research process to guide the researcher review the activities during data collection of the study.

3.7.5 Confirmability

This criterion has to do with the level of confidence that the research findings are based on the participants" narratives and words rather than potential researcher biases (Creswell, 2013). With confirmability, findings are based on participants" responses and not any potential bias or personal motivations of the researcher. An audit trail can be used to highlight the data analysis processes to provide a rationale for the decisions made.

3.7.6 Researcher's Biases/Reflexivity

Reflexivity is a way of emphasizing the importance of self-awareness, political/cultural consciousness, and ownership of one's perspective during the study (Patton, 2015). The conduct of any rigorous qualitative research cannot be devoid of the researcher's biases and personal opinions before the onset of the study. Some

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qualitative researchers (Creswell, 2013; Corbin & Strauss, 2015; Silverman, 2011; Patton, 2015) identified researchers' biases as reflexivity or positionality. Leepile, (2009) explained the concept of reflexivity or positionality as a procedure or technique in qualitative research where the researcher reflects on the nature of her involvement in the research process particularly reflecting on herself as a researcher and the way this has shaped the research process as a whole.

In this context, discussions on reflexivity/positionality are focused on the importance of the current study and how the differences were addressed. In effect, the quality checks concerning the sections under credibility, trustworthiness, transferability, confirmability can all be seen as measures to ensure reflexivity in the current study. Debates on reflexivity among researchers however are varied with the indication that they are widely used in qualitative research (Creswell, 2014; Silverman, 2011; Dunne, et al., 2005). Despite these variations, research methodologists motivated by reflexivity emphasise it as a methodological tool to help intersect questions and debates related to representation in qualitative research (Leepile, 2009).

Qualitative research like any other research, systematic record-keeping, clear description of the procedures to follow, and illustrative presentation of the data collected for others to understand and scrutinise the report (Miles, Huberman & Saldana (2014). Data is presented in ways that reflect the "voice of participants" for readers to have a glimpse of participants' lived experiences for better understanding. I have also used data from the interviews to illustrate and confirm observed patterns to expose readers to various excepts to illustrate the nature of the patterns generated from participants' experiences, opinions, and perceptions about the investigation. In an attempt to emphasize the subjective nature of knowledge production in this

qualitative study, the conduct of the in-depth interviews made me conscious of my personal biases and presumptions in the research process. I was therefore mindful of the ethical standards, which guided my dealings with my participants. During both interview and observation sessions, I tried to make participants as comfortable as possible throughout the process. Again, the procedures followed to gain access to the study site and participants as discussed in this chapter (see section 3.10).

During the interview sessions, I was able to navigate the researcher's subjectivity by encouraging participants to narrate their issues openly and freely while I listened attentively and come in with prompts for further probing making them aware that we are doing the research together. In this way, I was able to gain their confidence and this made them relaxed and become more open. This helps with allaying the notion of power relationships. Cohen et al., (2011) argue that a researcher in a study is in a position of relative power with the respondent by professional expertise and their role as the interviewer.

Patton (2015) explained that researcher have dual identities identified as the insider and outsider positions. He argues further, that power relations affect both the insider and the outsider. As an insider, the researcher is part of the community with the respondents or the participants. The concept of dual identities is very significant in this study because I played the role of an "outsider" as a researcher, while as a lecturer and Home Economics teacher educator, I played the role of an "insider". Palaganas, Caricativo, Sanchez, and Molintas (2017) indicated that subjectivity operates throughout the entire research process therefore the need for reflections on the researcher and the whole research process. Patton (2015) agreeing with this opinion, drew attention to self-reflexivity by the researcher, which suggests the need

for the researcher to know his/her subjectivity, make it known to the readers and be able to monitor decisions related to the study are made to reflect views from both researcher and respondent. Based on this, it could be said that self-reflexivity, among other things, includes the researcher"s honesty to the respondents, which was adhered to strictly in this study as highlighted in the respondents" consent forms (see Appendix E). This was also evident during the reflection process, in the keeping of a research journal which I made use of during the fieldwork to write notes as I was interviewing to record my thoughts and feeling about the situation, the context, the interview and the participant.

3.8   Power-Relations

Establishing a good relationship between the researcher and the researched is very important in qualitative research because it directs the research process and the kind of data to be collected. Although the study was conducted in familiar institutions where I was trained as a student, I still needed to establish some rapport with the interviewees, which I was able to win the confidence of my participants by the way I presented myself and conducted the interviews.

Patton (2015) explained that qualitative researchers need to be in close contact with participants to understand them and tap into their experiences. Taking a cue from Patton, (2015) and other qualitative researchers (Creswell, 2011; Brinkmann & Kvale, 2015; Yin, 2014), I constantly reflected on the power relations and the negotiations that took place before the interactions (interviews). This stance enabled me to act in ways that were generative in order to navigate the various power relations that may impede data collection. Based on the above, I saw the participants and myself as „a learner" as rich sources of information or knowledge being sought to answer questions posed by the study. My relationship with the participants therefore, was much opened

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and friendly which enabled them to converse freely indicating the rapport I had established with them. The participants actually saw me as one of them to help construct knowledge (Patton, 2015).

3.8.1 Pseudo-insider researcher

This study identified two issues about my personality that can influence the study. There are three groups of people who may be affected by the superior-subordinate in the insider-outsider scenario. The first, being my personality as a faculty member and a postgraduate student, conducting a study about the teaching and learning of Home Economics among my colleague Home Economists. Secondly, some colleagues were my lecturers when I was a student (older and experienced), others were my contemporaries or younger in rank and experience. Student participants were the third group of people who may be affected by the superior-subordinate (lecturer/student) identity. Participants were reminded of the essence of the study as stipulated in the consent forms they filled and I also made sure findings were presented in the „voice" of participants by reporting what transpired during the data collection process.

Summary of the Chapter

This chapter has outlined the methodological approach that has been employed for this study. It is shown that a qualitative case study approach was used to explore the experiences, views and perceptions of Home Economics teacher educators" and students in teacher education universities on the adoption and integration of innovative approaches to teaching. This study was conducted at two sites. The participants were Home Economics teacher educators teaching in teacher education universities in Ghana and their students. Participants were purposively selected using the maximal variation strategy and they voluntarily agreed to be part of the study.

Validity was established through expert advice from supervisors and a third researcher reviewed transcripts and interpretations to ensure comparable results. All appropriate procedures were used to ensure participant anonymity.

The next chapter presents the results of this study as gathered from the field.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.0 Overview

This chapter presents the findings from the study, guided by the research questions and methodology discussed in the preceding chapters. Data gathered from the participants" interviews are provided along with the presentation of results from the thematic analyses undertaken (coding, categorizing, and concepts) to address the research questions. At its core, the study aimed to explore innovations in teaching from the perspectives of Home Economics teachers and students in teacher training universities. The idea is to use the exploration to inform our understandings about the ways in which teachers and learners perceive and navigate the available opportunities and emerging constraints. Specifically, the study was guided by the following research questions:

1. What are the views of Home Economics teacher educators about the Home Economics curriculum in teacher education universities in Ghana?

2. What are the knowledge, competencies and skills expected to be gained from the exposure to the Home Economics curricula by the trainees in teacher education universities in Ghana?

3. What innovative practices are employed by Home Economics teachers in teaching Home Economics in teacher education universities in Ghana?

4. In what ways do the innovative approaches adopted in teaching Home Economics promote the learning of Home Economics in teacher education universities in Ghana?

5. What assessment strategies are employed in the teaching of Home Economics in teacher education universities in Ghana?

6. What are the barriers to innovative teaching of Home Economics in teacher education universities in Ghana?

The presentation is organised as follows: Section 4.1 provides the summary of the procedures followed for the study. Section 4.2 examines the background or the biographical information of participants while Sections 4.3, 4.4 and 4.5 deals with the results and findings from data obtained from the semi-structured interviews and lesson observations. Finally, section 4.7 presents the summary of the chapter.

4.1   Summary of Procedures Followed

4.1.1   Data analysis process

The interpretive paradigm guided data presentation and analysis. With this background, my aim was to interpret narratives from participants" subjective perspectives against the context in which it was set. An interpretive approach was appropriate for this study because it enabled me to explore participants" perceptions in the context of their teaching environment through their practices and beliefs. As a teacher educator, I am aware of my biases and the potential effects on the outcome of the study; therefore, I tried to be sensitive to their feelings and reported what was important to them and meanings drawn from our interaction.

The study involved two distinct categories of participants, one category that involved lecturers and the second category of students. Both categories are in Teacher Education Universities in Ghana and who were purposively sampled. The researcher personally conducted the individual interviews and lesson delivery observations for the lecturers to gather data for this study. I constructed a semi- structured interview guide based on the research questions. The interview guide was very useful because it helped me to be focused on the relevant questions for the study, which also served as an outline for the interview. Prior to the interview sessions, I asked participants about

their willingness to participate in the interview, be observed while teaching and their intention to contribute time and input for the study. All participants unanimously agreed to be part of the study. Each participant was then given a consent form and a copy of the interview guide, which they each read and asked questions for further clarifications.

The interviews used both opened and probing questions (Appendix A and B) which made participants respond according to their own understanding and views on the variety of concepts related to the study (Patton, 2015). Additionally, I was able to explore the points made by participants to ascertain the intended meaning of the conversation. With the permission of participants, the interviews were recorded to ensure the exact expressions and views of participants for transcription. Interviews were conducted only once with researcher prompts and probing questions to obtain a wider picture of their views on the research questions.

An observation checklist was also constructed in line with the research questions and objectives to ascertain participants" experiences with innovative strategies. Participants were observed twice, the first round was done to ascertain what normally goes on in the lecture halls per readings from literatures on innovations in teaching and the second was to have a wider understanding of what transpired during the interview for triangulation purposes. The session also afforded the researcher the chance to observe how participants blended teaching strategies or methods innovatively to convey understandings of concepts being taught.

The other categories of participants (students) were also interviewed individually using the interview schedule with researcher prompts where participants sought clarification. About four students were also observed during the post internship seminar presentation and microteaching organised purposively for the study and was

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organized at their convenience. The overall picture emerging from these sessions with the two categories of participants gave the researcher the clue to how participants understood the concepts of innovations in teaching and the strategies they adopted to help convey understandings of aspects and topics during the teaching and learning process. Again, the researcher had the chance to see how the participants navigated the barriers or challenges during the incorporation of innovations during teaching.

4.1.2 Generating themes

I was guided by readings from Miles, et al., (2014) as I closely read the transcripts to identify categories and themes from the data. The feedback from all the interviews and observations conducted with the lecturers and students were then incorporated into the data for analysis. Categories for coding were generated to capture participants" responses. The categories thus generated were found to be able to guide the discussions to achieve the objectives of this study.

Closely reading the categories of coding further, I found it expedient to compress and merge those with similar characteristics. With the merging of the characteristics, three broad themes were finally identified to find answers or responses to the research questions with two sub themes under each. The following categories were found as the most important themes for capturing the key aspects that are related to the research questions and objectives:

- **Home Economics Education Curricula**
  - General Views
  - Expectations
- **Innovations in Home Economics**
  - Teaching
  - Strategies for Promoting Innovation

- **Challenges to Curriculum and Innovation**
  - o Issues in Curriculum Assessment
  - o Barriers to Innovation

The above themes were also supported and illuminated with notes made during the classroom observation sessions with the participants during the study period. The sections that follow present the general characteristics of participants in 4.2.

4.2 Characteristics of Participants

4.2.1 Teacher Educators/Lecturers

Data were gathered using the semi structured interviews and observation checklist to stimulate their thoughts and capture the needed information on participants" qualifications, teaching experiences, subject area being taught and reasons for choosing Home Economics. I interviewed and observed eight participants (lecturers) who were purposively sampled from two teacher education universities in Ghana as discussed in Chapter 3. Participants were purposively selected based on the distinct nature of the subject as a gendered field dominated by females bearing in mind the unique areas of the subject: Food and Nutrition, Clothing and Textiles and Management in Family living.

All eight participants were qualified lecturers with either a Masters or PhD degrees in their specific areas of specialization. Five out of the eight participants have been teaching at the university level for not less than five years while three have been teaching as lecturers for the past two years but started as teaching assistants, research assistants or demonstrators in their units for at least six years before their appointments as lecturers. All participants have been directly involved in teaching, students" preparation for teaching practices and their supervision and assessment during on and off campus teaching practices.

The first participant I contacted whom I called Love, holds a Master of Philosophy degree in Home Economics (Food and Nutrition option) and has been teaching as a lecturer for the past two (2) years. Prior to her appointment as a lecturer, she has been a Teaching Assistant (TA) in the Foods unit and a research assistant for six years. Love"s desire for the subject started when she was in secondary school where she opted for Home Economics as her elective subject. Her passion for the subject grew when she was offered admission for her first degree in Home Economics Education and she opted for Food and Nutrition. She added that Home Economics has been her career path and she loves teaching people for them to understand the subject area, the nutritive aspects of foods, how it affects the body, ways of maintaining and enhancing nutrient intake and how food is broken down in the body. (Interviewed, 12th March, 2018; observed, 24th April,2018)

Lois, my second participant also has a Master of Philosophy degree in Home Economics (Management and Living option), a senior lecturer and has been teaching for the past eighteen (18) years. Lois was a pure science biased student, who did not study Home Economics at the secondary school level, but had passion for the subject and decided to pursue a diploma course in Home Economics at the Specialist Training College after her initial training as a teacher. She then continued to pursue the subject and obtained Bachelor and Master"s degrees and currently in a PhD programme. Lois sees Home Economics as a subject that opens the mind to understand life and how to make it comfortable and worthwhile. She acknowledged that the way she sees the subject were the reasons why she chose to study and teach Home Economics especially, Management in family living. (Interviewed, 13th March, 2018; observed, 18th April, 2018)

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The third person who agreed to be part of the study also has a Master of Philosophy degree in Home Economics (Management and Living option) and I called her Lue. She has been teaching at the university level for the past seven (7) years, has been a trained teacher and in active service since 1993 after her initial teacher training. She recollected that she did not have any specific reasons for choosing Home Economics however, through career guidance by her father who was an educationist; she decided to choose Home Economics as her elective subject at the secondary school for her „O‟ Level. She recounted that in the 1980s if a student opted for Home Economics (which was Home Management), they had to study all the three aspects- Food and Nutrition, Clothing and Textiles and Management-In- Living). She therefore, had that opportunity to study all three areas of the subject at the secondary school. She continued for her post-secondary training as a teacher and enrolled in Home Economics biased courses at the training college. (Interviewed, 14th March, 2018; observed, 9th April, 2018)

Lorde, a male lecturer, was my fourth participant. He holds a Master of Science degree in Clothing Technology and he teaches Clothing and Textiles. He has been teaching in the department for the past 30years. He began teaching in the department as an instructor in tailoring. According to Lorde, he had a special interest in one of the aspects of the subject (clothing and textiles- especially in tailoring). During the conversation, I gathered that Lorde developed the interest in tailoring when he spent holidays with his uncle who was a tailor by profession and taught him the basic practical skills in tailoring. This whipped up his interest so the next visit during school vacation, he began his apprenticeship as a tailor with his uncle. According to him, he continued his apprenticeship after his initial teacher-training program and later sought for and gained admission to a Technical Institute to pursue a

2year practical skill development in Tailoring. Just after graduation, the government rolled out the Continuation School System where the policy on Vocational and Technical education was part of the educational reforms in the 1970s and so he had the chance to teach sewing in one of the Continuation Schools. After sometime, he gained employment at the Department of Home Economics (then School of Home Science) in the then Specialist Training College, now part of the University of Education, Winneba and have been teaching and upgrading myself to this level. (Interviewed, 19th March 2018; observed, 16th April 2018).

Lily, my fifth participant, also teaches Clothing and Textiles. She holds a Master of Science (MSc.) degree in Clothing Management and has taught for the past 15years in the department. She offered Home Economics (Clothing and Textiles) at the secondary school and this whipped up her interest in the subject. Her specific reason for choosing Home Economics as her career stemmed from the nature of the subject and she stated that:

> …it is a living subject" which embraces everything we do at home from cooking, cleaning, provision of adequate shelter and comfort to everything that goes to make individuals comfortable in the home, community and the nation at large.

She added that these and other environmental concerns which come under the subject endeared her heart to the subject. Her love for the subject urged her to pursue degree courses up to the masters" level, which paved the way for her to teach the subject at this level. . (Interviewed, 15th March 2018; observed, 9th April 2018).

My sixth participant, whom I called Luke, had a Master of Philosophy (M.Phil.) Degree in Food and Nutrition and he teaches Food and Nutrition at the

undergraduate level. Though he attended a Boy"s School for his GCE O"level, his love for the subject was motivated from his home background.

He said

> …my mum was a Home Scientist teaching the subject at a Girls Vocational Centre and everything at home then was Home Science.

I was a science student so I gained admission to pursue a 3year diploma course in Home Economics (then Home Science) after which I taught for some time and went back to pursue the degree programme at the University. He later gained an appointment at the then Specialist Training College as a tutor and later had a scholarship for further studies. According to Luke, he has been teaching for about thirty (30) years after his initial training but in university teaching for the past fifteen (15) years.

He added that

> ….I love Home Economics and I have not regretted choosing it as my career because it afforded me the chance to experiment on several food commodities, storage and preservation, the effect of heat on them, the digestion and absorption in the human body. (Interviewed, 14th March 2018; observed, 10th April 2018).

Lydia was my seventh participant who holds a Master of Philosophy degree in Entrepreneurship Education. Lydia teaches both Entrepreneurship Education and Food and Nutrition courses at both undergraduate and graduate programmes. She is of the view that Home Economics is a dynamic subject area in which creativity, improvisation, innovations and skill development are always prominent.

She had this to say:

...any competent lecturer in Home Economics is always determined to develop specialist skills in his or her learners, therefore the need to be innovative in your lesson presentations, especially, when demonstrating specific skills to be learnt ...that is the peculiar nature of the subject. (Interviewed, 20th March 2018; observed, 16th April 2018).

My last participant was Loretta who also holds a Master of Philosophy degree in Food and Nutrition and a PhD in Curriculum and Teaching. She joined the department as a lecturer twelve years ago and has been teaching Home Economics Education with Methods of teaching Home Economics as her area of speciality. She developed the interest in the subject from the secondary school days when she opted for Home Economics as her elective. However, not a professionally trained teacher from the initial teacher training college, she developed the passion for teaching the subject during her first degree and has since improved on her capabilities through the second degree (M.Phil) and now just graduated with a PhD in Curriculum and Teaching in Home Economics. (Interviewed, 18th March 2018; observed, 11th April 2018).

Due to the reasons given for the justification of the inclusion of the students in the study, I will give a general description of the categories of students selected instead of detailed individual descriptions.

4.2.2 Students

As explained in Chapter 3 under participant selection, fourteen (14) students were also recruited for the study which was made up of nine (9) females and five (5) males. The nine (9) female students comprised four (4) graduate students (all certificated teachers who had their initial training from Colleges of Education) while the rest, five (5) were undergraduates level 400 students who had experiences with

practice teaching during internship and out segments components of their training. The graduate students have been teaching at the basic and Senior High Schools between five (5) to twelve (12) years after the initial training as Certificate „A" teachers. One (1) undergraduate participant was also a Certificate „A" trained teacher who has taught for five (5) years before enrolling for the undergraduate program.

In the case of the five (5) male student participants, three (3) were level 400 undergraduate students who had their first experience with actual teaching during their internship and out segment programs. The other two (2) were graduate students with some experiences with teaching between three (3) to eight (8) after HND and first degree respectively; however, they were not certificated trained teachers.

As an icebreaker to help kick start the interview to make the sessions friendly and relaxed, I asked a question to find out the participants' reasons for choosing Home Economics as their area of specialty. I gathered that participants had special interests in aspects of the subject from the secondary school level, and decided to pursue it to a higher level. Some developed the interest from activities they got involved with during their early ages while others saw it as a subject that could provide them with vocational skills. One of the participants narrated how he developed the interest in an aspect of Home Economics (Clothing and Textiles- specifically tailoring) at a tender age from an uncle who was a tailor. However, the underlying reason was that all participants saw Home Economics as a skill-oriented subject and the avenue to help learners develop livelihood skills for employability. With these above characteristics of the study participants, I had the conviction that all participants are in the best position to provide adequate information to enrich the study. The results have been presented in themes as follows:

Section 4.3 presents results under theme 1: The Home Economics Education curriculum in teacher education universities in Ghana. It continues with theme 2: Innovations in teaching Home Economics in teacher education universities in Ghana in session 4.4 while theme 3: Assessment in Home Economics and challenges to innovative teaching of Home Economics in teacher education universities in Ghana is presented in 4.5. The summary of the chapter is in session 4.6.

4.3   Theme 1: The Home Economics Education Curriculum in Teacher Education   Universities in Ghana

4.3.1   General Views of the Home Economics Curriculum

The above theme explored **Research Question 1:** What are the views of Home Economics teacher educators about the Home Economics curriculum in teacher education universities in Ghana?

The value of teacher training stems from the type of education they are exposed to during the training period through the exposure to the curriculum for the program. All participants (lecturers) are of the view that the curriculum is adequately designed to equip learners with relevant life skills to meet the current needs of a developing country like Ghana. Participants added that Home Economics has three basic components namely Food and Nutrition, Clothing and Textiles and Management in Living. The scope and content range from nutrients, nutrition, nutritional needs, meal planning (for Food and Nutrition); textiles fibre and fabrics, family clothing needs, clothing choices, patternmaking, garment construction and other clothing accessories (for Clothing and Textiles) and housing and housing needs of the family, health and sanitation, population issues and general family financial management for family living (Management in Living). The selected statements below represent the views of participants on the theme:

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…The curriculum is relevant for a developing society like Ghana but the implementation is problematic (Luke, Participant -6).

Probing further to clarify the statement, he said…

…hmmmmm…..the way the curriculum is interpreted does not make it interesting and challenging since there are limited to, „absolute‟ lack of resources to help or augment teaching for students to have concrete perception of concepts. (Part. 6).

Other views expressed by participants were:

….The subject Home Economics is a skill area that equips learners with knowledge and skills to make them self-sufficient to live satisfying lives and these characteristics have been well engraved in the curriculum. (Lily-Participant-5).

…You see, since it is a skill-oriented subject area, it develops the creativity in the students, which creates job opportunities as well as helping them to progress in their studies (Part. 5).

….it has relevant skills and knowledge but should have wider scope to include more branches or areas of specialization to reflect the needs and trends of a contemporary society. (Loretta, Participant - 8).

These views expressed by the participants‟ point to the fact that the current state of the curricular is adequate and relevant but needs a broader perspective to help expose the trainees to current trends in education, Home Economics education and the rapidly changing society.

From the perspective of the students, the scope and content of the Home Economics curriculum include Food and Nutrition, Clothing and Textiles and

Management in Living, which is adequate to prepare them to teach at the pre-tertiary levels of education in Ghana.

Probing further to find out the relevance of the content of the curricular and its rationale for training Home Economics teachers for pre-tertiary institutions, the following statements summed up the general views of the participants.

…The main rationale is to have a good life through education, which will have positive impact on the individual and the family, to train competent Home Economics teachers to teach at the basic and other pre tertiary institutions, to be good homemakers.

Views gathered from participants during the interview about the overall content areas of the Home Economics include courses in Food and Nutrition, Clothing and Textiles, Management in Living, Entrepreneurship Education, Consumer Education, Methods of teaching (pedagogy) and research.

Information gathered further explained the content and scope of the subject under each of the three areas of Home Economics. Under Food and Nutrition, contents include food nutrients, sources, food commodities, preservation, good nutrition, health and safety, methods of cooking and heat transfer during cooking, meal planning, serving and presentation of food are dealt with under food and nutrition.

Contents such as family resource management, financial management and how to use resources judiciously in achieving desired goals, family life education and adolescent reproductive health are treated under Management in Living. While under Clothing and Textiles, contents include textile fibres and fabrics, their characteristics and care properties, pattern making and pattern cutting techniques, sewing processes and garment construction.

Further interrogations to find out how the Home Economics programme ensures continuity and progression in the subject area, diverse views were shared:

….the subject has three main distinct areas which are further broken down into courses to provide knowledge and skills required for subsequent courses……it has a longitudinal structure (Lydia- Part.7).

….there is progression from one level to the other……..for example in Management in Living, students will have to understand Housing Management in Level 300 before they understand Home Improvement in Level 400 (Lue- Part.3).

Views from the students were not different from their lecturers on this theme. They explained that the rationale for the Home economics curriculum is to equip individuals with knowledge and skills that will enable them fit well into the society. Others added that it is to help inculcate entrepreneurial skills and career opportunities in students who study Home Economics.

Selected views expressed about how the curriculum ensures continuity in teaching and learning were as follows:

….basic concepts are introduced to learners from the basic school level and built on gradually up to the senior high school and later at the tertiary levels (Male Postgraduate Student-MPGS 1).

….lessons are taught from the known to the unknown, building the understanding of concepts from a lower level to the higher. She explained further that concepts are arranged based on academic level/stage for example, in a Food and Nutrition lesson on *food nutrients* at the basic level, learners are introduced to the basic food groups and their nutrients; at the secondary school level, information is given on the functions of the nutrients and their

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deficiencies, and at the tertiary level students are exposed to detailed information on nutrients, their deficiencies and the analysis the consequences of such deficiencies on the individual, the family and the society at large (Female Postgraduate Student-FPGS 2).

Another opinion based on Clothing and Textiles also corroborates the previous view on Food and Nutrition as follows:

….concepts in clothing and textiles are developed stage by stage, for example, concepts in Processes in Garment Construction starts with Stitches, (types, groups and hands on practice of working stitches) before moving on with concepts in Seams(types, classification, followed by the practical aspects). In effect, one concept progresses into another for complete grasp of ideas

(Female Postgraduate Student-FPGS 3).

It could be gathered from the interactions with participants that the Home Economics curriculum does not deviate from all other curricular developed for teaching and learning and particularly for the training of teachers. In addition, general views about how the curriculum was developed and the content was probed. Participants" responses indicated that subject specialists, experts in curriculum development and the academic boards of the universities helped in the development of the curriculum. During the interactions, I gathered from participants that, although universities are autonomous in creating and developing courses and programmes that are marketable, they need clearance for accreditation from the National Accreditation Board (NAB) and National Council for Tertiary Education (NCTE) now Ghana Tertiary Education Commission (GTEC) for credibility.

4.3.2   Trainees Expectations from the Curriculum

This sub theme sought to find answers to **Research Question 2:** What knowledge, competencies and skills are trainees expected to gain from the exposure to the curricula in teacher education universities in Ghana?

It is the expectation of all curriculum developers and teachers that during the implementation period, learners will show or exhibit certain skills to indicate the reception or otherwise of the curriculum. The participants were asked their views on the sets of knowledge, competencies and skills students are expected to gain or acquire from the exposure to the curriculum during the interview. All the eight participants agreed that the curriculum is relevant to the needs of society and the educational goals; and their students are expected to exhibit some competencies in the subject area to be able to impart to others when they graduate.

Specifically, they had these to say which they related to their specific specialty in Home Economics Education

> …the students are expected to acquire knowledge in textiles structure and properties and be able to match it with the performance in use and care, how to manage production and marketing of products (Lily- Part.5).

In response to the question on the competencies students are expected to gain from their exposure to the curriculum, she added…

> …they are to work efficiently without much supervision and be creative in their clothing choices……… apart from these they should show maintenance culture, be resourceful and able to manage resources well.

To her these are what she looks out for, when she wants to check on the competency of her students in class during practical sessions.

Lois, with her Management in Living background expects her students to acquire theoretical and practical knowledge in product development in the various aspects of the subject. She said…

> …a competent Home Economics student should have a good grasp of all the content areas of the subject and be a good demonstrator since the subject is skill based.

Explaining further, she added...

> ….after an exposure to the curriculum, students are expected to exhibit good culinary, sewing, managerial and financial management skills and above all have consumer skills to be good consumers (Lois-Part.2).

On the part of Luke,

> …students are expected to be able to train others in the field of Home Economics and competencies in establishing and managing Home Economics related businesses (Luke- Part 6).
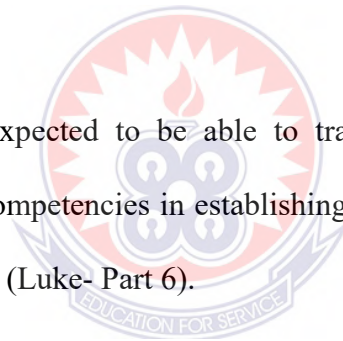
This was in response to competencies students are expected to gain from their exposure to the curriculum. Participants shared their views on how the curriculum allows creativity among students and these were captured as follows:

> ….creativity among students are seen during practical sessions and project work where they are allowed to select or choose projects to work on in Clothing & Textiles or develop recipes and prepare the dishes for presentation as in Food & Nutrition (Loretta- Part.8).

Learners are expected to exhibit certain behaviours after the exposure to a curriculum in a teaching and learning environment. Students‟ perspectives were like those of their

lecturers on competencies expected to be exhibited with the exposure to the curriculum as follows:

> …I expect to acquire enough relevant knowledge which will enable me to do my work competently as a Home Economics teacher", be able to help my students solve some of their academic related problems and exhibit entrepreneurial skills that will enable me to motivate my students (Female Undergraduate Student- FUGS-2).

> …I expect to gain both practical and theoretical knowledge that will make me competent to teach all aspects of the subject …including handling all practical lessons confidently (Male Postgraduate Student –MPGS 2).

> Another student participant said

> …I want to gain in-depth knowledge in the subject area including pedagogical knowledge so that I will be able to select appropriate teaching methods and relevant learning materials to teach effectively (Female Undergraduate Student- FUGS-3).

> …I expect to gain in-depth knowledge about Home Economics during my training to prepare me to teach efficiently in the classroom. I want to have enough mastery of the subject to be able to teach at all levels within the institution that I find myself (Female Undergraduate Student- FUGS-1).

Similar responses from the rest of the participants gathered seem to buttress the above opinions expressed by the few presented in this session. Based on the responses on theme one, it could be gathered that participants have adequate knowledge about what the curriculum should entail at the teacher education universities in order to prepare trainees adequately to teach the subject after graduation.

4.4   Theme 2: Innovations in Teaching Home Economics in Teacher Education   Universities

This broad theme tried to deconstruct two research questions (RQs 3 and 4) as follows: Research question 3-"What innovative practices are employed in teaching Home Economics in teacher education universities in Ghana?" and

Research question 4- "How do the innovative approaches adopted in teaching promote the learning of Home Economics in teacher education universities in Ghana?"

4.4.1. Innovative Practices Employed in Teaching Home Economics in Teacher Education Universities

This sub-theme explored **Research Question 3:** What innovative practices are employed in teaching Home Economics in teacher education universities in Ghana? This section examined teaching methods often used by participants during their lesson delivery, how such methods conveyed concepts effectively to learners and to find out if there are other methods or approaches of teaching apart from those they often adopt. In addition, it also explored participants" understanding of the concept of innovation, abilities in integrating innovations in their teaching, what to do to make lessons innovative and how they do it.

The value of a teacher"s teaching stems from the type of education that they are exposed to during their training where a variety of methods are used skilfully to bring understanding of concepts to learners. The teaching and learning process involves choosing appropriate teaching methods to suit the needs of learners to motivate them to participate actively in the lesson. Home Economics teacher educators and their students in teacher education universities were interviewed to find out their views about the various methods they employ in their teaching.

Almost all the participants shared the same view about the methods used in teaching Home Economics among teacher educators in the universities. Participants indicated that there are varieties of teaching methods they employed in teaching, apart from discussion, demonstration, lecture, and projects. Most teacher educators mentioned case studies, projects, projectors, power-point presentation and the use of resource persons, as methods they incorporated to make lessons innovative. The following were their views captured during the interview session:

…I use the lecture, discussion and demonstration methods. I usually begin my lessons with either a lecture or a discussion (depending on the topic) and follow it up with a demonstration if I am teaching a practical component in the lesson (Love- Part.1).

...I use demonstration, lecture and discussion methods of teaching, but since it is more practically oriented, I usually use demonstration…..Where I demonstrate a skill and allow students do the same and I correct as they go along (Lily- Part.5).

…It is a versatile subject where no one method of teaching can be used therefore for me, I employ the lecture, demonstration, roleplay, skids, project drama methods and whatever methods come in handy and sometimes incorporate technology during teaching (Lois- Part.2).

…I usually use about three methods during my teaching because of the practical nature of my specialty- lecture, tutorials and demonstration (Lorde- Part.4).

Another participant however sees methods of teaching in the 21st century as

a way of challenging the students so she says…

> …I usually use the projector, LCDs, creating PowerPoints and once a while
>
> use video recordings….. these helped to challenge the students and to bring
>
> the real situations into the lecture halls (Lue- Part.3).

Apart from the methods they mentioned as those they usually employ during teaching,

they had fair knowledge about other methods, which they use as and when the

situation demands. Examples included field trips, technology incorporation (video

clips, pictures, pre-recorded lessons, conferencing by skype, modules, etc.)

Probing further to find out how these other methods impart on the teaching of the

subject, she had these to say:

> …It is exciting to students because it brings about the realities to the class for
>
> example population and "streetism" issues which gives students the actual
>
> need to help curb these social vices (Lue- Part.3).
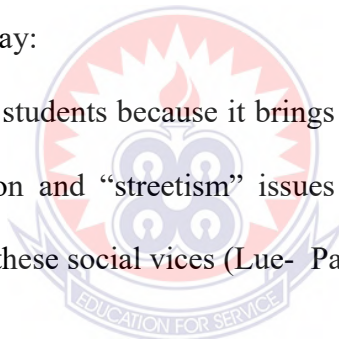
> She added…….these methods enhance my teaching by allowing learners to
>
> see the realities about the subject therefore making the lesson and concepts
>
> concrete.

Others also had these to say about how the methods impact on the teaching of the

subject:

> …Understanding the methods and knowing when to use them is very
>
> important to me as a lecturer because the choice and use of the
>
> appropriate methods makes the lesson worthwhile (Lois- Part.2).

…The methods mentioned above are practical oriented and they come in handy for teaching Home Economics (Love- Part.1).

...It is quite effective when students are able to see what you are doing and they understand, try to do the same and are able to get the same results as you demonstrated they become happy and interested with what they are doing which gives them the confidence to continue (Lorde- Part.4).

Most teacher educators mentioned case studies, projects, projectors, PowerPoint presentations and the use of resource persons as methods they incorporate to make lessons innovative.

Loretta explained that

…the use of such added methods during teaching allows students to engage more constructively with situations and the environment. I try as much as possible to incorporate methods such as projects and case studies based on scenarios created during lectures and students are given time to respond based on their understanding (Loretta-Part.8).

On the part of Lily, she uses lecture, demonstration and discussion methods but allows students to make use of their electronic gadgets to practice or search for information to enhance their understanding of concepts.

… She added that these procedures make her teaching interesting and full of activities. In response to how to make her teaching innovative, she explained further that, the incorporation of a lot more e-learning activities should be used in teaching as technology is now driving education all over the world (Lily-Part.5).

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Participants" knowledge and understanding of innovations in teaching, how and when they were introduced to innovations and their experiences with innovative teaching were also explored. The following are some of the responses gathered during the interviews:

…innovation is the use of progressive or productive and new ways of going about doing something.

…it is applying other methods of teaching for students to understand concepts better or applying a variety of methods that will help learners to be involved in the lesson for better understanding of concepts (Luke-Part.6).

…Innovation is the development of new and unique approaches for doing things….it involves developing new and novel concepts, approaches and ways of solving problems and dealing with issues (Loretta-Part.8).

…it is the process of employing or utilising novel ways of teaching, especially shifting from traditionalist approach to contemporary approaches like the use of technology and electronic gadgets (Lydia-Part.7).

Other participants also explained innovation as…

…Doing things differently apart from the conventional way." (Love-Part.1).

…Employing teaching methods that may not be necessarily new in ways that may make a difference in teaching for learners to grasp concepts and make the teaching and learning process interesting (Lois-Part.2).

…it is bringing in new ideas into the teaching and learning process to make it simplified for better understanding (Lue-Part.3).

> …for me innovation is coming out with something new you want to put into practice during the teaching/learning process, new approaches or simplified procedures in guiding learners during practical skill acquisition (Lorde, Part.4).

All the participants but one confirmed their initial experience with innovative teaching was during workshops organized by their universities. Participants from a particular university mentioned the Wiki*floss4* workshops organized by Commonwealth of Learning (COL) Canada in collaboration with the University and the development of modules for online teaching and learning among others. One participant however, confessed that she had no experience with innovative teaching anywhere but the understanding of the concept became clearer as the interview progressed. ………… she said…

> …I read about how to make lessons interesting, less cumbersome and more facilitative online and also watched YouTube videos on lesson presentations in higher education taking cue from my 2nd degree program; therefore I try to incorporate the use of power-point presentation during my theory lessons.……… she added, …….. I didn‟t get the chance to attend workshops or seminars on the concept because I just joined the faculty two (2) years ago, apart from that, I didn‟t get the opportunity during my professional training either (Love-Part.1).

One vital question that came up during the interview was how participants got to know about innovations in teaching. All participants indicated that they never had any specific training or introduction to the concept during their professional training before their employment in the university.

However, two of the participants who had the chance to go for further studies in the United Kingdom shared their experiences during the interview:

> …I remember my lecturer at that time in the early 1990s giving out assignment on how to remodel a **toothbrush** for specific functions to enhance its performance……..you can imagine someone like me who had all his education in Ghana in that situation……….remember computers and the internet were not common then (Lorde-Part.4).

He continued his narration…

> …You can imagine my handicap and the struggles to prove my worth as an international student from Africa with a Commonwealth Scholarship capable of competing with students from the developed countries………..it was not easy at the beginning but with time I was able to match my course mates for that course…….**Designing Technology.** That was how I had my first experience with innovations in education and teaching (Lorde-Part.4).

The other participant who also had her second degree in the United Kingdom in the early 2001 had these to say:

> …my experience with innovative teaching was during lectures where lecturers used projectors, LCDs, power points and videos…. apart from these, we (students) were mostly referred to specific sites on the online for additional information and for research (Lily-Part.5).

Responses gathered from participants indicated that innovative approaches to teaching were not common during their professional training, however they got the exposure to innovative teaching approaches through self-tuition, learning from colleagues, reading and learning from online materials and during workshops and seminars, they attended as lecturers. Their responses pointed to the fact that they read about it and tried to

practice. Others saw people use them and they tried their hands on them. Other responses were that they heard of innovation from workshops organised by their institutions to improve lesson delivery.

The views of the students were also sought to find out how the teaching methods their lecturers employed during lesson delivery helped them as recipients of knowledge and skills to understand concepts being taught.

Responses gathered from the students during the interview indicated that their lecturers used a variety of methods during their lesson presentations depending on the nature of lesson (either theory or practical lessons):

> …As Home Economics teachers we have been exposed to methods such as demonstration, lecture, discussion, seminar presentations among others (Male Undergraduate Student-MUGS-2).

> …the use of some technology in teaching (PowerPoint presentations), the use of the internet in research work and demonstrations during practical lessons (Male Postgraduate Student-MPGS-1).

> …the use of audio-visuals, group presentations, demonstration and individual practical (Male Undergraduate Student-MUGS-3).

> …we have been introduced to the use of activity-based methods such as small group discussions, experiment and laboratory practical/demonstrations and field trips (Female Undergraduate Student-FUGS4).

Other opinions expressed by the students were…

> …we were exposed to a variety of strategies to employ in our teaching such as role-play, brainstorming, outreach programming and demonstration among others (Female Postgraduate Student-FPGS4).

In the quest to establish from the students how the methods they have been exposed to helped to convey the concepts in Home Economics, almost all of them mentioned role play, brainstorming, outreach programming and demonstration as methods that give them better understanding of the concepts to prepare them to teach others.

However, from another perspective, a participant said:

> …the use of audio-visuals during lectures helps them to grasp the concept properly than only the audio whilst the practical demonstrations help to develop skills in the various aspects of the course/program (Female Undergraduate Student-FUGS 2).

Observations from the various lesson presentations by participants confirm their responses during the interview sessions. I observed that their presentations on topics show the adequacy of the contents stipulated by the curriculum. During the lessons, participants were able to cover contents estimated under topics /concepts.

4.4.2 Innovative Strategies Employed to promote the Teaching of Home Economics in Teacher Education Universities.

This sub theme sought to find answers to Research **Question 4:** How do the innovative approaches adopted in teaching promote the learning of Home Economics in teacher education universities in Ghana?

Participants' abilities in integrating innovations in their teaching and what they do to make lessons innovative, and how they do it was paramount under this sub-theme.

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They also narrated strategies they employ to make their teaching innovative and how it promoted learning of Home Economics.

Love explained…

> …I must plan well ahead of time/lesson in order to identify relevant and appropriate Teaching and Learning Materials (TLMs) and strategies to adopt (Love, Part.1).

On the part of Lois,

> …Strategies for promoting innovation in teaching may include all the technology available for the Home Economics teacher and the adoption of other good and interesting strategies like "peer learning" (Lois, Part.2).

She explained that...

> …"peer learning" is a strategy where topics are distributed to students to research about and presented by students in series during lectures while the lecturer leads the discussion to bring out the connections to makeup or complete the concepts. For example, a lesson on "the Management Processes" under Management in Living could be broken down into the various components under the concept- steps in planning, setting goals, establishing standards (Lois, Part.2).

In addition, Lue said,

> …I always look out for trending strategies in teaching and learning by surfing the internet and practicing how to relate them to her area and also the lesson she is going to teach. She added that I also look out for current information on the topics I have to teach to make lessons relevant to students (Lue-Part.3).

Another participant said:

> …I guided my students to come out with a scale ruler for half ($^1/_2$) and one fifth ($^1/_5$th) scales for drafting where measurements could be scaled down to half ($^1/_2$) or one fifth ($^1/_5$th), which are sizable enough to be worked in graph books. Working in the graph books helped to accommodate three to four students on a working table conveniently as compared to one or two students on a table with wide spread brown papers for full-scale drafting in class. Students then work on full scales at their leisure and submit finished drafts for correction where necessary." (Lorde, Part.4).

> …I make my lessons innovative by searching information online and adapt them to suit my lessons. Apart from these, my institution has a website for online courses like the MOODLES and I use it as a strategy to integrate innovation in my teaching. For example, pre-recorded lessons or lectures could be uploaded at the site where students can log on to read, practice some skills and even submit assignments at their own pace without necessarily coming to the lecture hall (Lily-Part. 5).

Students" responses under this sub theme were based on what they did during On Campus (OCTP), Off Campus (Internship) teaching practices and experiences in the classroom after graduation.

Most of them are of the view that by using PowerPoint presentations during their teaching, experimentation with local food items to prepare new dishes makes them innovative in their teaching. They explained that, before then, they used the traditional methods of teaching "chalk and talk" which limits the scope of teaching and learning.

Other views expressed by the students were:

> …using innovative approaches to teach encourages students/learners to learn on their own and also inspires them to be creative in order to develop new recipes for foods and designs for garments and clothing articles (Female Undergraduate Student-FUGS 5).

> …it helped them as teachers/interns to prepare well ahead of time, which also allowed them to give their learners information prior to lessons to research and bring findings for class discussion (Female Undergraduate Student-FUGS 2).

> …it makes both learners and teachers creative because you are always looking for new ways of presentation be it in Food and Nutrition, Clothing and Textiles or Management in Living (Female Undergraduate Student-FUGS 1).

Discussions during the interviews with both lecturers and students pointed to a variety of ways to be innovative in the teaching of Home Economics. Some of these were evident during the observation session. Observations on the integration of innovations during lessons saw variety of ways of integration and the techniques or strategies employed. Observing Lily during her lesson delivery on *Seams* under the courses *Processes in Garment Construction*, she introduced the lesson by questions and answers to bring up the topic for the day. She continued with the discussion method to round up the theory aspect of the lesson. Regarding the practical aspect, she showed an album of samples of seams, demonstrated how to work selected ones and projected the methods/procedures as PowerPoint slides for students to follow to make samples. She put her class into groups for them to come in turns to observe how to work the seams.

In a lesson on *Table Setting* under the course *Applied Food and Nutrition*, I observed that Love made use of Power Point presentations and videos to teach the

lesson. She however, demonstrated how to place the various "table appointments" for emphasis she explained after the lesson when I inquired why she had to do that.

I also observed Lois teaching a lesson on *Types of Houses and Housing Units* under *Housing and Home Improvement.* I observed that, the students were put into groups to find out information on topic for seminar presentation. What I observed her do during the lesson was to introduce the concept of housing with few responses from the class and the presentations followed. Students presentations ranged from, PowerPoint presentations, slides/still pictures with inscriptions for explanation, to video shows on the concept.

Some ways to incorporate innovations into teaching and learning that were gathered during the interviews and classroom teaching observations could be summed up as follows:

- Varied ways in demonstrating skills to students other than the lecturer leading the way, for example a student or groups of students asked to perform a new task or skill to the class with or without directions from the lecturer.

- Peer learning where topics could be given out to students to find information and present in series with or without the lecturer and the appointment of another student as a coordinator.

- ICT integration- for example the use of smart phones, projectors, videos and YouTube, the use of the Moodle, pre-recorded lessons and practical demonstrations.

- Workshops and seminars on the use of novel ways of teaching in the 21st century teacher education institutions.

- Self-tuition- lecturers should find ways of enhancing /upgrading their teaching skills by visiting the numerous educational sites online to beef up their knowledge.

One other concern that came up during the interviews was the effect of the innovations adopted on the teaching and learning of Home Economics and what effects they were able to identify.

All participants (lecturers) admitted that their teaching has improved with the adoption of innovative teaching and learning. Narrating how innovations have improved her teaching, Lois had these to say:

> …innovations help me to reflect on the way my presentation is going and adopt other measures to help learners understand the concepts being taught………it guides me on how to put in interventions to help extend students learning (Part.2).

Apart from these, I gathered from participants that generally, innovations helped to improve students" performances in tests, assignments, examination and practical activities.

Lue, agreeing to the fact that innovations have improved her teaching explained how she has improved:

> …I am confident that I meet the standards of a 21st century teacher because I am abreast with the current trends in teaching, I go all out to make my lessons challenging by looking for other innovative ways of teaching to make my lectures interesting……….I feel that I am not an outmoded teacher (Part.3).

Another participant (Lorde) said he was able to handle large classes due to the innovations he usually incorporated into teaching and learning.

Though Lily agreed that innovations have improved her teaching, she explained that:

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…I do not use innovations often but the few times I did, it helped reduce the contact hours physically….. for example a demonstration of a sewing process was handled by directing students to follow instructions on a pre-recorded video to make samples for presentation.

…yes, again, the incorporation of innovative strategies/techniques such as technology helps motivate learners and reduces the verbosity during traditional face-to-face interactions (Part.5).

However, all participants (lecturers) attested to the fact that they do not always use technology (projected instructions, videos on demonstrations etc.) but were mostly using the board (writing and cleaning manually), continuous talking and giving out instructions and going round students to observe during practical lessons.

A follow-up question to find out how participants know their teaching had improved had answers from being confident in lesson presentations, students" feedback from assignments and quizzes, responses and contributions in lessons, observation of students' outlook during lessons, appraisal for lecturers and courses by students, among others. For example, the participants had these to say in response to the question:

…as a teacher you will know whether you are doing well or not from students" actions or inactions in class, their performances during assessment and also reflecting on lessons to identify loopholes for improvement (Luke-Part.6).

…at first, I dwelt on the use of textbooks, the board and lengthy explanations of concepts to bring out understanding but now I talk less

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and since I use the projector, I look out for additional information to make my presentation interesting (Lydia-Part.7).

…In my Patternmaking class, I combine the traditional methods of drafting in which students draft full scale with drafting a one-fifth ($^1/_5$) or half (½) scale in their graph or notebooks in class. This is to maximise the space available because of large class sizes in the laboratories which was not conducive for all to spread their brown papers and instruction books….. This approach helped me to see and correct my students before they transfer them to full scales and effectively made lessons systematic and lively (Lorde-Part.4).

All participants indicated that, at the end of the semester, there is an appraisal for the course and the lecturer by students, organised by the Quality Assurance Units, in both institutions to assess the course and lecturer performance. It was gathered from the interviews that the unit forward feedback to the departments giving a picture of how each lecturer performed during the semester.

On the part of students, they added that, though a way of assessing the course is through the course and lecture appraisal, most of the time, the assessment is done during the examination period, which may not be appropriate for appraising the course. When asked to explain further, the following summed up their points of view:

…we students are funny……hmmmmm…… during exams is not a good time to assess a course……if your *"apor"* does not drop, the assessment goes against the lecturer (Female Undergraduate Student-FUGS2).

…as for me, my assessment is based on how I understood the course and how I performed during the classwork, assignments and quizzes…. also how the lecturer relates to us during lectures (Female Undergraduate Student-FUGS 4).

…Yes, assessment of the course, what will change? It is a good way of finding out how well a course was handled, but how does it affect the teaching of the lecturer and the course?.........I think assessment should be done a week or two before the examination to reduce the biases of students instead of slating it during the examination period (Female Postgraduate Student-FPGS 4).

In addition to the above, information gathered from the field, innovation integration enhances teaching and learning, which are evident in students" responses and participation in class. Participants explained that reports from students" feedback after exams and lecturer assessment by students on the course give ideas about their performance during the teaching of the course.

4.5 Theme 3: Assessment in Home Economics and Challenges to Innovative Teaching of Home Economics in Teacher Education Universities.

The third theme sought information on assessment strategies used during the teaching and learning of Home Economics in teacher education universities. It also explored resources available at participants" disposal to help them in innovative teaching and if they are readily available for use during teaching and learning.

Interactions with participants to find answers to the last two research questions generated this broad theme "Assessment in Home Economics and Challenges to innovative teaching of Home Economics" with two sub themes based on research questions five (5) and six (6). The first sub-theme: "The role of assessment in teaching Home Economics in teacher education universities" was generated to discuss

information to answer research question 5, which states: "What assessment strategies are employed in the teaching of Home Economics in teacher education universities in Ghana? For research question 6, "What are the barriers to innovative teaching of Home Economics in teacher education universities in Ghana, deconstructed the second sub-theme "Barriers to innovative teaching of Home Economics in teacher education universities".

4.5.1   Views on the Role of Assessment in Teaching Home Economics in Teacher Education Universities

Assessment is an important component of teaching and learning which is observed and practiced in every educational institution. **Research Question 5**: What assessment strategies are employed in the teaching of Home Economics in teacher education universities in Ghana?

An important aspect of teaching and learning is assessment, which has a critical role in the teaching and learning process. Assessment does not only provide opportunities on daily instructional decisions for teachers to help diagnose the strengths and weaknesses of students but also provide specific feedback to students in relation to their learning.

Teacher educators responded to questions during the interview that bothers on issues of assessment. All eight participants agreed that assessment is very important during the teaching and learning process first for grading /scoring. Apart from that, it is used to find out how learners have grasped the concept taught to put in remedial or interventions, among others. When the question on the types of assessment they employ in teaching was posed to participants, all the eight participants (lecturers) attested that they use a variety of assessment modes such as quizzes, class work, class and take home assignments, practical assignments (class

and take home), projects, supervised studies, written examinations and others. The following were extracts from their responses:

> …I practice cumulative assessment (that is the assessment requirement for my institution)…quizzes, assignments, practical projects and written examinations are used which is cumulated over the years for the programme (Part.5).

Lois agreeing with Lily said:

> …I use quizzes, group assignments, projects, seminar presentations, group presentations and practical assignments (Part.2).

Responses gathered from students on assessment strategies employed by their lecturers during teaching and learning were tests and examinations, written (theory) and practical, seminar presentations, assignments, class practical work, group assignments etc.

Responding to how the knowledge, skills and competencies of their students were assessed, the lecturers had these to say:

> Lue said…

> …I assess my students" knowledge through tests and examinations, skills acquisition through problem solving scenarios ……because I teach Management in living and their competencies through write-ups for seminar presentations and class contributions."

> ...For me, I do not make distinctions as to knowledge, skills acquisition or competencies because I usually assess students in all three areas as I teach and give them assignments or class discussions….. so I use written tests and assignments, presentations and class discussions, micro teaching practice and written examinations (Part.8).

The rest (four others) of the lecturer participants expressed the same ways of assessing knowledge, skills and competencies of students in the subject.

Findings from students on how knowledge, competencies and skills acquisition are assessed by their lecturers could be summed up as follows:

…They use class tests and quizzes, oral discussions, projects and end of semester examinations to assess our knowledge of concepts (Female Undergraduate Student-FUGS 2).

…In the case of skill acquisition, we are assessed on practical hands-on activities in class and during examinations because our subject area is practical based (Male Postgraduate Student-MPGS 1).

…For competencies, we are assessed through presentations, during class practical work, project work and presentations (individually or in groups) to show creativity and innovation. For example, development of recipes from local or traditional food stuffs, designing garments and other clothing items /articles and sewing them for assessment (Female Undergraduate Student-FUGS 5).

Finding out from participants whether the current assessment practices measure the dictates of the curriculum, five (5) Lecturers answered in the affirmative with expressions such as:

…Yes, to a large extent, because currently the proportion of assessment marks is 40% for Continuous Assessment and 60% for end of semester examinations (Love-Part.1).

…To a great extent Yes…….I‴m able to assess both practical (manipulative skills, and competencies) knowledge bases of my students in relation to concepts we discuss and learnt in class (Lydia, Part.7).

…Yes…… it does cover all the necessary aspects to be assessed (Lorde., Part.4)

….Ooooh Yes….. I will say so because it allows me to assess their knowledge and understanding of concepts and how they relate that knowledge to perform the hands-on activities (practical manipulation) and also how they exhibit those skills in ways to be creative and innovative (Luke, Part.6).

…In a way, yes…… because assessment follows the examination policy of the university which allows 40% for Continuous Assessment of all assessment during the semester and 60% of end of semester examination (either written alone or both written and practical) (Lois, Part.2).

On the other hand, three (3) lecturers felt the present assessment does not quite measure knowledge, skills and competencies adequately. These were their views:

…Not quite…..I think our current assessment practices do not allow critical thinking of individual students to help them to develop their capacities due to large class sizes. Lecturers tend to depend on group assessment to be able to beat the time for submitting assessment results (Loretta, Part.8)

…For me….hmmm…... I think not wholly because sometimes I wish I could see individual students" practical project work at every stage because students put in a lot of effort but I am not able to do so due to the large numbers where both students and lecturers have deadlines to meet in the semester before writing the end of semester exams (Lue, Part.3).

…As a clothing and textiles lecturer, I am a bit worried about the practical output of my students because most of them hide behind group work and class practical assignment due to the large class sizes to score good marks

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under continuous assessment but during end of semester practical examinations, they perform poorly (Lily, Part. 5).

...hmmmmmmm…. some cannot attach a sleeve correctly or even stitch straight as compared to what was submitted for class assignment…...I wish I could have enough time for one-on-one interaction with students for them to perform well (Lily, Part. 5).

All the student participants however were of the view that there should be changes in the current assessment practices. Some of the comments were:

…More practical demonstration and hands on activities to equip learners with skills in order to prepare them for the classrooms (Female Undergraduate Student-FUGS 3).

Others also felt that

…assessment should be done after each topic or concept in order to reduce the stress of staying long hours and overnight to prepare for end of semester examinations (Male Undergraduate Student-MUGS 2).

Another participant added that apart from these…

…assessment should be more practical and application-based tests to discourage rote learning and cheating during tests, quizzes and examinations (Female Undergraduate Student-FUGS 1).

From another perspective, a participant also said

…I want to see future assessment practices where students are given practical problems in relation to concepts, which will engage students to think more critically in all aspects of life (Male Postgraduate Student-MPGS 1).

Listening to the participants of the study (both students and lecturers), I gathered that, large class sizes are a major factor that poses challenges during assessment in the smooth teaching and learning of Home Economics in teacher education universities.

4.5.2 Barriers to Innovative Teaching of Home Economics in Teacher Education Universities.

This sub-theme finds answers to **Research Question 6**: What are the barriers to innovative teaching of Home Economics in teacher education universities in Ghana?

The sub-theme specifically sought to find out factors that affect the integration of innovations in the teaching of Home Economics in teacher education universities in Ghana in terms of availability of resources, challenges during integration and possible ways of addressing challenges.

Participants indicated that both the universities and their departments have some resources to aid in innovative teaching but are not readily available to all lecturers because they are just few. For example, gadgets like the LCDs and projectors are not available in all the lecture halls and the mobile projectors are just few. However, all the lecturers have their own personal computers (laptops) while one or two also have their own LCDs for use. The above were the general responses from participants during the interview sessions on the availability of resources to be innovative however, further questions to find out how readily available the resources were to them had diverse responses. For example, in response to a question on the availability of resources to be innovative, individual participant responses were:

Apart from the LCDs, projectors and internet connectivity, the university has a radio station, where lectures could be broadcast during the Radio Lecture slots.

…I make use of the radio lectures when I have a large class which allows students to listen to the lectures and have discussions during the regular face-to-face sessions………it gives me ample time to disseminate all I planned for the period without any interruptions (Part.2).

…I have my personal gadgets to help me be innovative during my teaching such as laptop, projector and a portable PA system when I am handling large classes in big halls (Part. 3).

….I get internet connectivity though not too smooth as the developed countries where I schooled but when you plan ahead of the lecture, you can get all the relevant materials and information in advance for a smooth lesson (Part. 4).

Another participant who also had her exposure to innovation integration in teaching during her studies in the developed countries corroborated Lorde‟s account as follows:

…In the U.K. where I had my initial contact with the use of innovative teaching methods, there is a constant supply of electricity. Therefore, it was easier to explore varied methods to make lessons interesting and more concrete for learners…..but here, you have to go extra mile to prepare well ahead of time etc. (Part.5).

During the interaction with the students, the researcher tried to find out the availability of resources for their lecturers to be innovative, challenges lecturers face when integrating innovations during teaching and possible ways of addressing those challenges.

A participant indicated that …

> …we have one projector and an interactive white board in the department where I teach that is readily available because all of us(teachers) want to try our hands on using it during teaching…… we actually scramble for it (Female Postgraduate Student-FPGS 3).

All participants indicated that lecturers have their own computers (laptops), one or two projectors in the department for lecture halls where there are no overhead ones and internet connectivity but not in all lecture halls.

Other views gathered to support the above are …

> …Some students find it difficult to see what has been projected because of large class sizes where students have to peep through windows to listen and catch a glimpse of what has been projected (Male Undergraduate Student-MUGS 1).

From another perspective, a participant said

> …There is inadequate space in lecture halls due to large numbers and limited equipment especially for practical components of the subject (Female Undergraduate Student-FUGS 3).

Information gathered from the narrations of all the eight participants (lecturers) had a variety of challenges in incorporating innovative teaching. These challenges ranged from the cost of gadgets, availability of resources, learners' attitude and responsiveness towards lecturers, use of innovative approaches during lectures, large class sizes to attitudes of colleagues towards approaches adopted. Some expressions of participants are as follows:

> …To be able to practice or incorporate innovations during your teaching, the environment must be conducive…...availability of uninterrupted power supply (electricity) since most modes of introduction of innovations in teaching has some technological device which uses electricity …She added, some of these devices or gadgets are computers, LCDs, recorders, videos, projectors, PA systems etc. (Part 3.).

In response to a question about availability of resources to make a lecturer innovative, participants had these to say:

> …to some extent, I have access to a projector, internet facility that is available in the department; however, I have my personal laptop and some software I used for my teaching. Despite all these, the intermittent power fluctuations do not make the use of technological innovation integration smooth and meaningful (Part 5).

Besides, Luke also pointed out that

> …the university encourages lecturers to use radio broadcast but such medium is not suitable for practical-related components in the subject area where there are skills to be demonstrated for learners to see and imitate (Part.6).

On the part of Loretta, the large class sizes make it difficult to integrate innovative methods during teaching… She added…

> …it is even more serious when you want to put students into groups to work together during lectures…there is virtually no space for that…..lecturer is static in front of the class near the board or the screen (Part. 8).

Lois, who teaches Management in Living, corroborated what Loretta said and added:

> …There is limited internet connectivity and overhead projectors in some lecture halls which makes it almost impossible to be innovative (Part.2).

> …there are several factors that may hinder the integration of innovations in teaching….the environmental factors (source of power- regular and uninterrupted supply of electricity), devices and gadgets for innovation, learners" mind-set about innovation and the use of their smartphones. For example, mobile phones could be used to search for information on the internet during lectures but when given the chance they WhatsApp friends; send out text messages, Facebooking, twitter and go to various chat sites to the detriment of the objective for the lesson (Part.3).

On the part of Lorde, he was worried about the attitude of his colleagues, among others when he introduced an innovative way of teaching a particular practical concept in Clothing and Textiles for a large class. He explained that based on his exposure to the innovations in teaching concepts in his course area during his further studies in the UK, he developed the „half ($^1/_2$) and 1fifth ($^1/_5$) scale rulers" with his students in a drafting course because there was no space for each student to draft to full scale in class. The scale ruler helped them to use graph books to draft to a scale in class and developed the full scales on their own for assessment, which helped the class to move faster in the learning of drafting skills.

He said for example:

> …There were ten (10) working tables for forty (40) students in each group, which could not make it possible for all four (4) students on the table to have space to spread out their rolls of brown paper for drafting.

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> With a sigh, hmmmmmm he added….
>
> ……some of my colleagues passed derogatory comments, which implied I was wasting students" time… However, by the end of the year, I was justified because students were able to visualise the miniature samples to be replicated into full scale which whipped up their interest in drafting (Part. 4).

Such remarks according to Lorde discourage the lecturer and students from being creative and innovative during the teaching and learning process. Apart from these, he also added:

> ….the mind-set of learners is another challenge to innovation integration…I recall that whenever I project a concept during lectures, students take snap shots of the slides for reference rather than putting down notes as I explain the projected slides….I get worried because all the detailed explanations are not usually put on the slides (Part. 4).

Lily also had this to say about the challenges of innovation integration…

> … Both audio and video recordings for presentations are expensive to make or get and since I do not have the expertise and gadgets for doing that, it become a big challenge for me (Part. 5).

On the part of Love, her challenge was with the cost involved in procuring gadgets to help in innovative teaching, constant power supply since most gadgets used in innovative teaching used electricity and availability of overhead projectors in the department.

 She added that

> ….Currently, the department does not have enough LCDs for use during lectures to entice lecturers to be innovative because such gadgets should be readily available in each lecture hall (Part. 1).

A student participant had these sentiments, which corroborate the views of Love:

> …yes, the cost involved in procuring gadgets to help in innovative teaching, constant power supply since most gadgets used in innovative teaching used electricity and availability of overhead projectors in the department makes it difficult to integrate innovations in teaching.

In another instance, participants saw interruption of power (electricity) supply as one of the challenges for innovation because gadgets for innovation are manipulated with electricity (e.g. computers, LCDs, projectors).

Participants also mentioned internet connectivity as another challenge to being innovative in the 21st century classroom- surfing the internet for information to compliment class discussions during lectures, making lessons activity-based and more learner centred.

Apart from these narrations gathered from the interviews, observation of the participants with their students during lessons, demonstrated the extent to which they integrate innovations especially during class practical lessons, where students were guided to perform tasks. In a particular course, it was observed how the lecturer guided students through several experiments to develop recipes from lesser-used local food items with the aim of improving nutritive value, taste and appearance.

The observations also confirmed participants" assertion of their challenges to integrating innovations in teaching. Here, researcher observed, in an instance during a Management in Living lecture, where there was a power outage and the power point slides prepared by the lecturer for the lesson could not be projected. The lecturer then

had to put students in groups for group discussions until the lights came back after about 30minutes.

Listening to both students and lecturers, I gathered that large class sizes and resources to help in integrating innovations are the major factors that pose challenges in the smooth teaching and learning of Home Economics in teacher education universities.

Suggestions from the participants to help address the challenges identified were generally centred on the inadequate supply of resources to help with innovative teaching by both universities. Specifically, each lecture hall under the three units in the departments should be equipped fully with modern technology.

Again, participants suggested that the management of the two universities should ensure there is a 24-hour electricity supply by procuring standby power generators to support the national grid when there are power outages.

It was also gathered from the expressions of participants the Students Affairs outfits and the Student Representative Councils (SRCs) of the two universities should conscientise students about the use of their smartphones as learning devices in the 21st century to enhance teaching/learning instead of logging on to other sites not related to the particular lesson.

Summary of the Chapter

This chapter has presented the responses of participants from the interviews. Their responses covered the issues about their views and conceptualisation of the home economics curriculum in teacher education universities, expectations with the exposure to the curriculum during trianning in relation to the set of knowledge, competencies and skills expected to be acquired. It also covered responses on concepts of innovation and innovation integration in teaching home economics,

strategies to promote innovative teaching to enhance the learning of home economics, challenges to innovation integration and assessment strategies. Three broad themes emerged with two sub-themes each. These themes were aligned to the research questions that guided the study.

The discussion of findings is presented in the next chapter drawing links with the literature review that was presented in chapter two.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

The purpose for this study was to explore the views of Home Economics teacher educators about the Home Economics curricula and the innovative approaches adopted in the teaching of the subject at the teacher education universities in Ghana. In Chapter4, I presented the results of narratives drawn from the interviews and classroom observations under three broad themes with two sub-themes each. These were guided by the research questions and arrived at the key findings. This chapter seeks to extend the usefulness of these key findings by analysing and discussing the implications on policy makers, teacher education universities, teachers/lecturers and students. Links are made throughout the sections in this chapter between the key findings, analytical frameworks and the existing body of knowledge outlined in the literature review in Chapter 2.

5.1   Discussion

For these final arguments, I present them under three main headings:

- **Home Economics Education Curricula**

  o   General Views

  o   Expectations

- **Innovations in Home Economics**

  o   Teaching

  o   Strategies for Promoting Innovation

- **Challenges to Curriculum and Innovation**

  o   Issues in Curriculum Assessment

  o   Barriers to Innovation

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5.1.1   The Home Economics Education Curricula

The first sub-theme under the above broad theme explored general views and understanding of Home Economics teacher educators and students with respect to their views about the Home Economics curriculum in teacher education universities in Ghana.

Several conclusions could be drawn from the results presented in chapter four, which is related to the first research question. Although the sample from which information was gathered is small, which is characteristic of qualitative studies, the results provide meaningful insights that could spur on other studies on the conceptualisation of the curriculum in practical skill-oriented subjects.

Views expressed by participants under this theme indicated that both teacher educators and their students perceive Home Economics as a skill-oriented subject where hands-on activities enhance the teaching, learning and the exhibition of skills in "doing". This concept about the nature of the subject was expressed by Keane (2002), that the practical nature of Home Economics and its relationship to everyday life, makes it relevant to be taught in ways that reflect societal trends to make learners versatile in exhibiting their skills after training. This is also, in line with what the curriculum entails from the various levels of education in Ghana (CRDD, 2006) as a practical skilled subject that is related to everyday living. In the same vein, participants commented on the content of the subject as food and nutrition, clothing and textiles, management in living, population and family life education with relevance to the individual, family and society. This finding is consistent with prevailing studies that argued that Home Economics places emphasis on household technologies and on traditional values related to home, motherhood and the ideology

that these were women's primary vocation. (Haapaniemi, Venäläinen, Malin, & Palojoki, 2019; Kunkwenzu, 2007; CRDD, 2006; Lamer, Miller, & Ostrom 1995).

In response to the expectations from the curriculum, which is the second sub theme under the main broad theme, what came out was that the curriculum has been designed in a way that permits learners to be able to grasp relevant knowledge, skills and competencies during their exposure to the curriculum. The theme is tied to research question two, which explored participants" views on knowledge, competencies, and skills students are expected to gain or acquire from the exposure to the curriculum. While reading through the transcripts and field notes from the in-depth interviews, it could be gathered from the narrations that, the current curriculum for teaching Home Economics from the basic to tertiary institutions is mostly relevant but need to incorporate contemporary issues in the teaching of Home Economics as expressed by Pendergast (2006) as the „convergent moment". Explaining the concept, she contended they are seen as mechanisms for reforms, which can help in re-defining moments for the discipline.

As a dynamic subject, it modifies the content and contexts to be aligned with modern trends as will be seen under the discussion of the findings on innovation. It could be concluded that Home Economics educators believe that the Home Economics curriculum is primarily designed to equip learners with lifelong skills to make them self-reliant, prepare them for the future classrooms to teach Home Economics efficiently and above all prepare them for examination at the end of the program.

5.1.2   Innovations in Home Economics

From the results presented in chapter four, several views emerged under the theme that sought to answer research questions three and four, which centred on innovative practices adopted in teaching Home Economics, and how they promote the learning of the subject. Although the literature reviewed discussed innovations in teaching, none focused on innovations in teaching Home Economics in Ghana, hence the significance of the current study.

Teaching and learning methods often used by participants during their lesson delivery, how such methods conveyed concepts effectively to learners, and to find out if there are other methods or approaches of teaching apart from those they often adopt. In addition, it also explored participants" understanding of the concept of innovation, abilities in integrating innovations in their teaching; what they do to make lessons innovative and how they do it. Two ideas came up during the coding to find answers to the research questions that generated the above broad theme. The first sub theme was „Innovations in teaching" where participants mentioned various methods of teaching, such as, lecture, demonstration, role-play, discussion, project methods among others. Cetin (2016) opined that these methods are classified as traditional methods of teaching. Every teacher is expected to have an in-depth knowledge about teaching methods to employ during lesson delivery. These assertions from participants form the basic rudiments of the teacher preparation and training processes to prepare the trainees adequately for their future classrooms.   Therefore, it is appropriate that teacher educators and their trainees have adequate knowledge about and are conversant with them. It also suggests that Home Economics as a practically oriented subject should expose learners to hands-on activities where they imitate the processes demonstrated by the instructor therefore practical activity-based methods

are best for teaching the subject. Achor et al., (2010) are of the view that innovations in teaching involve the application of a more facilitative approach in teaching a concept or topic and also recalled unique experiences with innovations as teachers and students that stimulated critical thinking through discussions. For example, he described the concept innovation as….. *Applying other methods of teaching for students to understand concepts better or applying a variety of methods that will help learners to be part of the lesson and to get better understanding of concepts being taught*.

Lydia however indicated that she finds ways of making her teaching interesting……..You know, I am eager to device creative ways to make my teaching innovative and through that, I came across teaching with technology during a workshop and later taught myself how to use some of the technological tools to make lessons interesting.

Another participant (Love) confessed she had no experience with innovative teaching anywhere but got the understanding of the concept as the interview progressed. She said…``*I read about how to make lessons interesting, less cumbersome and more facilitative online and also watched YouTube videos on lesson presentations in higher education taking cue from my 2ⁿᵈ degree program; therefore I try to incorporate the use of power-point presentation during my theory lessons*".

Hawley & Valli (2000) explained innovative strategies of teaching to include general pedagogical knowledge, subject matter knowledge, and pedagogical content knowledge which address conceptions of teaching a subject, students' understandings and potential misunderstandings of subject matter. These were also evident during the observation session where participants were able to incorporate varieties of innovation in their lessons to make them enjoyable. Naz & Murad, (2017) explained that the

integration of innovations during teaching might help every individual learner in teaching and learning process to achieve the intended learning skills and objectives of the lesson as the teacher assumes the facilitator status.

Findings indicated that the adoption of innovative teaching approaches that incorporate technology improves teaching and learning. Such teaching approaches allow students to engage meaningfully with concepts and apply or demonstrate the ideas in their lessons during practical or demonstration teaching. These results are in line with Lawless & Pellegrino, (2007) suggestion for technology integration by teachers during teaching and learning. Innovation integration into teaching and learning is based on the ease and confidence in using a particular strategy that is also related to how the individual was introduced to its usage. Most of the participants talked about technology integration into teaching as the most trending innovation in the 21st century. It was observed that participants made efforts to integrate some forms of technology in their lessons, which was a good sign of their efforts to align with current trends in teaching and learning in higher education (OECD, 2016; Naz & Murad, 2017; Vijayalakshmi, 2019).

From the interviews, it became evident that participants knew about innovations in teaching on the job through workshops organised by their institutions or by self-tutelage using online resources (OERs). This indicates that most of the participants lacked the necessary skills and knowledge in using technology (computers, slides etc) in teaching and may account for the way participants integrate innovation in teaching and learning because they had no direct course component during their professional training on innovations in teaching. The above observation aligns with a study to examine science teachers" usage of computers in teaching and found out that "teachers may not be well prepared for using these technologies even if

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they have access to technology in their classrooms" (Cetin, 2016: 8035). This problem may arise from the way they were introduced to the concept and its usage. It could be deduced from the findings that specific training in the introduction of innovative methods of teaching must be incorporated in the curriculum during the professional training as teacher educators. Findings also revealed that participants who had exposure during their post graduate programmes in the developed countries had the chance of practicing the concept which helped them in developing innovative ways in teaching their course areas when they came from their studies abroad.

Strategies to promote innovation integration into teaching can be summarized as follows:

- Varied ways in demonstrating skills to students other than the lecturer leading the way, for example a student or groups of students asked to perform a new task or skill to the class with or without directions from the lecturer.
- Peer learning where topics could be given out to students to find information and present in series with or without the lecturer and the appointment of another student as a coordinator.
- ICT integration- for example, the use of smart phones, projectors, videos and YouTube, the use of the Moodle, pre-recorded lessons and practical demonstration.
- Workshops and seminars on the use of novel ways of teaching in the 21st century teacher education institutions.
- Self-tuition- lecturers should find ways of enhancing /upgrading their teaching skills by visiting the numerous educational sites online to beef up their knowledge.

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The above findings and suggested recommendations are consistent with existing studies (Hawley & Valli, 2000; Lawless & Pellegrino, 2007; Wolff, 2008; Smith, 2012; Cetin, 2016).

5.1.3   Challenges to Curriculum and Innovation

5.1.3.1 Issues in Curriculum Assessment

During the interviews assessment practice knowledge of teachers were discussed and participants were asked to reflect upon their assessment practices. Findings indicated that assessment strategies in place does not adequately measure the practical aspects of the subject. The two institutions use the Cumulative Assessment protocol which includes a percentage of continuous assessment usually 40% and the end of semester 60%. Findings also indicated that Home Economics teacher educators commonly used summative assessment practices.

Again, findings indicated that the assessment of knowledge, competencies and skills were based on the various course components. However, there are assessment components for practical work (both class practical and examinations) and theory (written test/assignments and examinations). Majority of the teachers expressed being pressured to cover up their course outlines to meet the demands of the curriculum and prepare students for their exit from various levels as well as for their graduation. These findings corroborated assertions made by Leepile (2009) that large class sizes tend to defeat the current assessment protocols and there is a marked dependence on group assignments in order to meet deadlines for submission of semester assessment results.

In a policy document on assessment in one of the universities, the collation of all assessments for the semester is to be submitted for results publication within 21days after the end of examinations for each semester. During the observation

session, it was evident that assessment covered the three aspects (assessment of, for and as learning).

5.1.3.2 Barriers to Innovation

Findings from the study pointed to lecturers‟ perception of their technological skills as a factor when exploring reasons why lecturers adopt, or do not adopt new instructional technology in their teaching practices. Almekhlafi and Almeqdadi (2010) explained teachers‟ perceptions about technology integration in teaching and the relationship with teachers past experiences, attitude towards change and preparedness to take risks in the classroom. Findings gathered from this study are similar to Almekhlafi and Almeqdadi (2010)in that though participants have a fair conceptualization of innovation integration, they have not made any serious pedagogical shifts to come out with new methodologies to extend the curriculum and engage learners more creatively in teaching. It was clear that participants were not confident in embracing changes in their practices based on their experiences with innovations during their professional training. It could be inferred that lecturers‟ perception about innovations in education can negatively or positively influence their rate of integration during teaching and learning. Therefore, an individual‟s perception has a huge influence on the ease or otherwise of integrating innovations during teaching and learning. These are in line with the survey of Cetin (2016) that investigated technology integration of educators as an innovation in teaching and revealed that apart from experiences and their own technology skills, educators‟ perceptions was a key factor in determining the success of their adoption of technology in their teaching practices.

Key findings can be classified as follows:

- Environmental factors

- Resources

- Learners" mind-set /attitude

These key findings are in line with the challenges or barriers by Ertmer (1999) with ICT integration in teaching and learning which were classified as intrinsic and extrinsic ones.

Environmental factors

Challenges related to environmental factors in the smooth integration of innovations in teaching were:

- Lack of access to internet sources and gadgets to bring in innovations in teaching

- conducive lecture halls and laboratories to enhance innovations in teaching

- the availability of time in the preparation of the innovative strategy before using in the actual teaching

- Lack of technical support to assist when there are issues with technology and ICT.

- Fear for the inability to cover topics on course outline when using innovative pedagogies that are not familiar.

Resources

Another challenge that participants identified centred on the inadequate supply of resources to help with innovative teaching by both universities.

- Power outages and technical support

- Stable and uninterrupted internet connectivity

- Overhead projectors in the permanent lecture halls in the department and mobile LCDs to be used where there are no overhead types.

- Public Address (PA) systems and microphones were also seen as resources that could enhance innovation integration with large class sizes.

These findings in relation to the inadequate or lack of resources for innovative teaching confirm findings by Croxall and Cummings (2000) in a study about New Mexico Home Economics teachers inability to incorporate ICT regularly. Participants explained that, each lecture hall under the three units in the departments should be equipped fully with modern technology to enhance innovative teaching. Again, it was revealed that, technology training of Home Economics teacher educators would go a long way to support them to integrate innovation in their teaching and to train their students to do same, as was the case in a study on Family and Consumer Science (FCS) teachers (Lokken, et al., 2003).

Learners' mind-set /attitude

Yet other challenges identified had to do with students" attitude and mind-set to innovative integration in the classroom.

- Using their smartphones to snap slides during presentations without conscious efforts to jot down explanations that go with the slides

- Connecting to „chat sites" (WhatsApp, Facebook, twitter etc.) when given the chance to use their smartphones to access information during lectures for discussions.

- Non-attendance to lectures due to the fact that other students who attend lectures will share their snapped shots

Apart these above, it was gathered from participants" discussions during the interviews that, Home Economics as a, dynamic subject, adapts changes in the society

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to enhance concepts in the teaching and learning of the subject to be abreast with „new ideas‟ in the world. These arguments from participants are in line with views expressed by Keane (2002: 43) about the importance of technology in FCS that "Curriculum in the field of Family and Consumer Science will continue to be in a constant state of revision because FCS teachings will have no validity if they do not reflect current societal trends".

In Ghana, Home Economics is seen as a skill-oriented subject that can prepare the individual for family and societal living. In this way, changes in the dynamics of teaching should be of concern to Home Economics teacher educators and practitioners. It is therefore important for Home Economics teachers to avail themselves of innovations in teaching, by making time to get used to the skills and dynamics of innovation integration to enhance the teaching and learning of the subject.

Summary of the Chapter

This chapter discussed data gathered from the interviews presented in chapter four in relation to the research questions and themes generated from the field with the reviewed literature in chapter two. Research findings on innovations from the perspectives of Home Economics teacher educators in teacher education universities in the study setting and practices adopted for innovative teaching. It further discussed findings on challenges to innovative approaches and how these constraints are navigated in the teaching of Home Economics in teacher education universities in Ghana. The next chapter will present the summary, conclusions and recommendations of the study. The chapter also outlines the main findings of this study showing how the key research questions outlined in chapter one have been addressed and other relevant issues.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0   Overview

This final chapter of the research report provides an overview of the study, highlighting major findings to help draw conclusions and make recommendations for further studies, which is categorised, into three sections. The first section gives the summary of the study touching on the research questions and objectives that directed the study as outlined in chapter one. It further presents the main findings of the study under the research questions. The second section follows with the conclusions drawn from the findings and recommendations drawn from the study. The final section discusses the limitations of the study and areas for further research.

6.1   Summary

Issues about views and perception have been the focus of many research studies all over the world. Perceptions are formed based on the views about a subject, concept or an element in discussions. In teaching and learning, perception plays a very vital role in the conceptualisation of the subject, the pedagogy and the outcomes after the teaching and learning experiences among those who teach and those who learn. There are intense debates both locally and internationally on teaching and learning delivery practices that can enhance smooth education delivery in the attempt to meet the dictates of the Sustainable Development Goals (SDGs). Based on the foregoing, and the quest to enhance my understanding of these new trends in education as a teacher educator I sought to find out how innovations in teaching are perceived among my colleague Home Economics teacher educators.

The purpose for this study was to find out how Home Economics teacher educators and students in teacher education universities in Ghana view the Home Economics curricula and the innovative approaches adopted in teaching to help trainees acquire the needed knowledge, skills and competencies as well as barriers to such innovative practices. The study also explored assessment practices employed in the teaching of Home Economics in teacher education universities in Ghana. To help address these inquiries, the study employed an interpretive qualitative framework using the case study approach to have direct contact with the research site and to see through the eyes of participants.

Specifically, the study sought to:

1. examine the general views of Home Economics teacher educators about the Home Economics curriculum in teacher education universities in Ghana.

2. explore the knowledge, competencies and skills trainees are expected to gain from the curricular in teacher education universities in Ghana.

3. examine the innovative practices employed by Home Economics teachers in teaching Home Economics in teacher education universities in Ghana.

4. assess ways by which the innovative practices adopted by Home Economics teachers in teaching Home Economics promote the learning in teacher education universities in Ghana.

5. examine the assessment strategies employed in the teaching of Home Economics in teacher education universities in Ghana.

6. explore the barriers to innovative approaches employed in the teaching of Home Economics in teacher education universities in Ghana.

In line with the research objectives, the following research questions propelled the study:

1. What are the views of Home Economics teacher educators about the curriculum in teacher education universities in Ghana?

2. What are the knowledge, competencies and skills expected to be gained from the exposure to the Home Economics curricula by the trainees in teacher education universities in Ghana?

3. What innovative practices are employed by Home Economics teachers in teaching Home Economics in teacher education universities in Ghana?

4. In what ways do the innovative approaches adopted in teaching Home Economics promote the learning of Home Economics in teacher education universities in Ghana?

5. What assessment strategies are employed in the teaching of Home Economics in teacher education universities in Ghana?

6. What are the barriers to innovative teaching of Home Economics in teacher education universities in Ghana?

Relevant literature related to the study was reviewed to illuminate the study. Three theories and concepts namely Schulman (1987) concept of Pedagogical Content Knowledge (PCK), Vygosky (1978) Zone of Proximal Development (ZPD) and Scaffolding and Roger (2008) Innovation diffusion theory informed the background of the study. The conceptual framework identified and described experiences and practices of Home Economics teacher educators in coping with innovative strategies, changes within the curriculum that demand innovative approaches and how to navigate the challenges in the teaching and learning process. The knowledge and

understanding gathered from the conceptual framework in relation to the research questions guided the data collection process.

The population from where participants were drawn was Home Economics teacher educators and students in teacher education universities in Ghana. A total sample size of twenty-two (22) participants were selected using the maximal variation sampling technique. This included eight (8) lecturers and fourteen (14) students, comprising seven (7) males and fifteen (15) females. This gendered skewness is mainly due to the gendered nature of the subject area as explained in chapter two. An interview guide and observation schedule or check list were instruments designed to collect data from participants.

Thematic analysis was used to interrogate data which were grouped under three broad themes with six sub-themes in for logical presentation of findings. Based on the study approach as an interpretive study, narrations were presented and described in participants own voice under the themes. The conclusions drawn from answers to the findings have been presented in the ensuing subheading.

6.2   Main Findings of the Study

1. The first research question explored the views of participants on the Home Economics curriculum in teacher education universities. This research question generated information gathered about the general views and perceptions of the Home Economics curriculum. It further sought information on the expectations to be met as students are exposed the curriculum (pp. 134-140). The findings suggest that, the Home Economics curriculum is generally good, relevant and adequate for the training of teachers in the teacher education universities. Findings revealed that Home Economics teacher educators and their students have adequate knowledge and understanding of the Home Economics

curriculum in the teacher education universities in Ghana. In addition, all the three main content areas of the subject (Food& nutrition, Clothing & Textiles and Management in Living) have been adequately covered with sturdy progression from one level to the other. Findings indicated that there is continuity systematic progression from lower to highest levels ensuring continuity in knowledge and skills which make it easier for learners to relate what they learnt from previous levels. (pp.136-137). The findings also revealed that participants viewed Home Economics as a hands-on skill oriented subject that helps to develop the creativity in students. However, findings also pointed out that there is the need to broaden its scope and context to help expose the trainees to current trends in Home Economics education and the dictates of a rapidly changing society (pp. 167-168).

2. The second research question explored what is expected to be gained (during and after) from the exposure to the Home Economics curriculum. Findings revealed that any competent Home Economics student should have a good grasp of the content area, exhibit good demonstration skills, appropriate knowledge and competencies to be able to impart to future learners. (p 138). Findings from the study pointed out that trainee are expected to gain subject knowledge (content) in the three areas of Home Economics (Food & Nutrition, Clothing & Textiles and Management in Living) during the exposure to the curriculum. In clothing and textiles for example, students are expected to acquire knowledge basic textile structure and properties, relate them with the performance and care of articles made from such textile fibres.

On the issue about competencies to be gained with the exposure to the Home Economics curriculum during teacher preparation, findings revealed that

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students are expected to exhibit good sewing, cooking, resource and financial management skills and be good consumers. Additionally, they should be able to work independently, be creative and be good demonstrators since Home Economics is a skill oriented subject. These competencies, knowledge and skills prepare the trainees adequately to teach the subject with confidence after graduation.

3. The third research question explored the innovative practices Home Economics teachers employ in teaching in the teacher education universities in Ghana. Findings suggest that, participants have adequate knowledge about varied teaching methods, which influence their practices. Lecturers select and combine methods to suit concepts being taught to make their teaching innovative. From the findings, participants generally, employ strategies such as discussion, demonstration, lecture, projects, case studies, PowerPoint presentations in their teaching. It emerged from the findings that most participants use more than two methods during the teaching period depending on the topic and more especially because of the characteristics of the subject area (practical based subject). Furthermore, findings indicated that what makes a strategy innovative lies in the way they are used in the classrooms to make their practices innovative. Participants" knowledge on innovations in teaching revealed varied views about the concept (pp.147-148). The use and incorporation of the variety of strategies mentioned by participants during the interviews were evident during the observation section for the study. However, evidence gathered from the study indicated that generally, participants" did not have any experiences with innovation during their professional training before their employment in the university but rather learnt about it during workshops,

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self-tuition from videos on the internet, and tutorials from colleagues who are ICT inclined. Others also had their experience with innovative teaching during further studies in the developed countries. On the part of the students, they have been exposed to variety of teaching strategies to employ in their teaching after graduation since most of their lecturers make use of them and encourage them to be creative during peer teaching practice sections.

4. The fourth research question probed how the innovative approaches adopted in teaching Home Economics promote the learning of Home Economics in teacher education institutions. The findings revealed that participants employ teaching strategies that use technology to enhance their teaching and indicated that such approaches promote the learning of Home Economics. It was evident from the findings that browsing the internet for trending strategies and adopting and/ or adapting them to teach also promote the learning of the concepts in the subject. Furthermore, findings reveal that developing creative ways in teaching certain concepts especially to large classes enhance the understanding and grasping of concepts, which makes students learn. Other methods of teaching participants mentioned as innovative are the blended mode of teaching (online/ face-to-face, MOODLES, V-Class among others) where theory aspects are taken online and the practical aspects done face-to-face.

These findings were also corroborated during the lesson observation section where some lecturers used projectors, videos, slides, pre-recorded lessons, and PowerPoint presentations to enhance their lesson presentations by making lessons lively and learner centred. It was again gathered that, when participants employ modern trends they become more confident in their teaching, receive clearer feedbacks and notice general improvement in

students" performance as well as skill acquisition. However, participants explained that, they do not regularly use technology driven methods in their teaching because of inadequate logistics.

It was revealed that, the quality of teaching and learning in the institutions is dependent on the vibrancy of the Quality Assurance unit. The unit uses a number of procedures including completion of appraisal forms by students, which is usually done during the examinations period thereby compromising the objectivity that is expected. The student who is the respondent in this case is under examination tension and may vent their anger against the lecturer in the event that they find the examinations difficult.

5. Research question five sought to find answers to assessment strategies employed in teaching Home Economics teacher education universities in Ghana. Findings also revealed that the assessment policy practiced by the institutions in the study is the 40% Continuous Assessment (C/A) and 60% Examination with assessment covering all the aspects related to the subject such as knowledge (content), competencies and skills. However, other views gathered point to the fact that the implementation of the assessment does not give full reflection of the practical components. Participants are of the view that assessment in a skill-oriented programme such as Home Economics should be geared more towards competency-based training (CBT) assessment.

6. The final research question explored the possible barriers to innovation integration in the teaching and learning of Home Economics in teacher education universities in Ghana. It was gathered that, although both institutions have some resources to aid innovative teaching they are woefully inadequate. There is no internet connectivity in nearly all the lecture halls.

Findings also revealed that intermittent power fluctuations do not make the use of technological innovation convenient. It was also found out that in large classes, some students find it difficult to see what has been projected. Other students also do not pay attention to the explanations given by the teacher but rather engage themselves to taking snap shots of the projected slides.

The use of Radio Lectures is another method being encouraged by the university as an innovative way for teaching large classes. However, it is not very suitable for practical related subjects where a hand on activity is required. Other findings from the study are related to the mind-set and attitude of students during innovation integration. In lessons where students were permitted to use their mobile phones, some abuse the opportunity by scrolling to sites that were unrelated to the lesson. Apart from these, findings reveal that innovation integration is expensive because of the gadgets and lack of expertise.
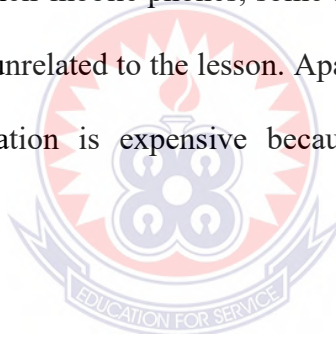
6.3   Conclusions

This research explored the views and experiences of Home Economics teacher educators and students in teacher education universities in Ghana. The aim of this study was to investigate how Home Economics teacher educators and students in teacher education universities in Ghana perceive the Home Economics curricula and the innovative approaches adopted in teaching it. This is envisaged to impact policy formulation and implementation in Home Economics education within the context of a changing world of technology. From the research, it is clear that the curriculum is adequate for training home economics teachers. It is also evident that both lecturers and students are aware of the importance of innovation integration in teaching and learning including technology and that lecturers occasionally use these in their

teaching even though they are usually confronted with inadequate resources. Additionally, assessment policies and practices in the teacher training universities are relevant but are unable to adequately evaluate the practical aspects of Home Economics, a situation that needs to be rectified.

It is envisaged that, students understanding of concepts and acquisition of innovative pedagogical skills may be enhanced if these are integrated into their training. In both situations, the provision of logistics including conducive environment is critical. Even though these are largely the responsibility of the university authourities and the state, lecturers and students can be encouraged to improvise using what is available in the community. In doing this, the Home Economics departments need to collaborate actively with other stakeholder like industries who can assist in providing some of the tools and equipment needed for teaching and learning. In addition, collaborations with colleges of technology can lead to the fabrication of simple tools and equipment, which will go a long way in resolving the deficit of logistics in the training of the Home Economics teacher

6.3.1 Limitations for the Study

Limitations in this study are basically those related to any qualitative research. First and foremost, critics of the case study approach find generalisations of case study findings unreliable because of their limited coverage (Cohen et al, 2018), as already indicated in Chapter 3. My main aim for conducting this study was to provide a better understanding of the innovations in teaching Home Economics at the teacher education universities from the perspectives of Home Economics teacher educators and their students only. However, readers may transfer outcomes of this study to their contexts if they identified common links with this study.

1. The study set out to explore the views and perceptions of Home economics teacher educators on innovations in teacher education universities in Ghana and therefore findings from this study cannot be generalised to other universities.

2. Findings from this qualitative study cannot in the same way generalised to teacher education universities in Ghana or Africa because of the sample involved was purposively selected to arrive at the conclusions drawn.

3. As an explorative study, its focus was to find out the assumptions that led to the study and to find out what is on the ground for a broader study in the future.

4. Students were not initially the focus for the study but as explained in chapter three under participant recruitment, they were included to have some views about the output of these teaching strategies by their teachers for triangulation and to also make the study robust.

Notwithstanding these limitations, the findings of this study were significant, valid and useful, particularly in the area of innovation integration in the teaching of Home Economics and the challenges associated with technology integration in teacher education universities in Ghana. These limitations however did not affect the credibility of the study in any way.

6.4   Recommendations

One of the keys for individual and national development is education. The quality of human capital of any nation depends upon the quality of education it offers, and the quality of education given is determined by the quality of teachers who teach (Anamuah-Mensah, 2007). Home Economics is one of the vocational and practical skills oriented subjects, which expose individual to career and entrepreneurial skills.

In this context Home Economics teacher education is one of the most important programmes for individuals and national advancement.

Based on my experiences from this study, I would like to suggest the following recommendations, which may help improve the teaching practices of Home Economics teacher educators, the teacher preparation programme and ways of innovation integration to empower student teachers to become competent in their teaching profession.

There would be a great improvement with innovation integration in teaching and learning activities if technology and technical support units were resourced to provide the needed support for lecturers in the form of hands-on workshops and short intermittent courses to upgrade lecturers" knowledge. It is therefore recommended that the two departments should liaise with management of their institutions to resource the ICT units to be able to support lecturers with innovation integration.

In addition, the departments in the two study sites should develop assessment strategies and tools to adequately measure or assess practical activities in Home Economics in consultation with the Quality Assurance/Assessment units. This will need to take into account the various areas of practical activities in addition to the theoretical aspects in Home Economics to enhance student performance.

Furthermore, Home Economics teachers and students should avail themselves for training and workshops to enhance their skills in using innovations in teaching. This is based on the findings from the study about teachers" confidence and innovation integration during teaching.

Yet another, innovation integration should be considered a priority in teaching in teacher education universities in Ghana. I therefore, recommend that management of the two teacher education universities should recruit lecturers who have broad

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knowledge in pedagogy in relation to their specialty in their subject area and are creative. This would enable lecturers integrate current innovative techniques in their teaching, which would also entice their students to emulate.

6.4.1 Suggestions for Further Study

This study appears to be very timely in the era of the integration of innovations in teaching and learning. This research opens up debates and enquiries in teaching in higher education.

1. The current study employed a qualitative approach, using only interviews and observations. Other qualitative studies could further be conducted to include focus groups, documentary analysis in addition to interviews and observations.

2. Studies could also be conducted using a quantitative or the mixed method approach using survey data.

3. This study could be replicated in other subject areas in teacher education universities in Ghana and Africa.

4. Characteristics of participants such as age, gender, number of years in university teaching, entry qualification, etc. could be used as variables to be investigated

5. Tracer studies could be conducted by the Department of Home Economics Education to find out the output of graduates from the department in the Senior High Schools and Colleges of Education in Ghana.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

KUMASI CAMPUS

INTERVIEW GUIDE FOR LECTURERS

AN EXPLORATION OF INNOVATIONS FOR TEACHING HOME ECONOMICS:

THE VIEWS AND EXPERIENCES OF HOME ECONOMICS TEACHERS AND

STUDENTS IN TEACHER EDUCATION UNIVERSITIES IN GHANA.

Name of interviewee (Pseudonyms)..

Qualification..

Location..

Time of interview..

Date for interview..

1.   Please tell me about yourself / (I will like to know a little more about you)

2.   When did you join the department as a lecturer?

3.   How long have you been teaching?

4.   Tell me the reasons why you chose to teach Home Economics?

5.   Which aspect of Home Economics do you teach (Food and Nutrition, Clothing
and Textiles, Management in Living) and why?

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A.   GENERAL VIEWS ABOUT THE HOME ECONOMICS CURRICULA

1. What is the rationale behind the Home Economics curriculum?

2. What is the scope/content of the Home Economics curriculum in the teacher education university?

3. How relevant is the Home Economics curriculum to you as a teacher educator in   the training of your students?

4. How does the curriculum ensure continuity in teaching and learning?

B.   EXPECTATIONS FROM THE CURRICULUM

1. What sets of knowledge do you expect your students to gain from the curriculum?

2. What competencies do you expect your students to acquire from the exposure to the curriculum?

3. What categories of skills do you expect students to exhibit from your exposure to the curriculum?

4. How does the curriculum allow creativity among students during the programme/in the various courses in Home Economics?

C.   INNOVATIVE PRACTICES IN TEACHING HOME ECONOMICS

1. As a Home Economics teacher educator, what ways/methods/approaches you use when teaching?

2. How do these ways/ methods/ approaches influence the teaching/learning of Home Economics (*how do these methods convey the concepts you teach to your students?).*

3. Do you know any other methods/approaches that could be used in your teaching? (YES/NO)

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4. If YES, What are they? mention them

5. How can you term these other approaches?

6. What according to you is innovation/How do you understand innovation?

7. How did you get to know about innovations in teaching?

8. How/when were you introduced to the concept of innovation?

9. Did you have any experiences with innovations during your professional training? YES /NO

10. What were your experiences with innovation teaching

11. Did you get the chance to attend workshops or seminars that focused on new approaches of teaching after your professional training?

D.   INNOVATIVE APPROACHES ADOPTED TO ENHANCE THE LEARNING OF HOME ECONOMICS

1. In your view, what ways has innovation integration improved your teaching and your students learning? (what are the effects/ outcomes of the adoption of these approaches on the teaching/learning of Home Economics)

2. How do you know your teaching has improved?

3. What was done before?

4. How do you incorporate/integrate innovation in your teaching?

E.   ASSESSMENT STRATEGIES

1. What types of assessment do you employ in your teaching?

2. How do you assess the knowledge base of students?

3. In what ways do you as a lecturers assess the skill acquisition and competencies of your students in Home Economics?

4. Are these assessment practices adequate to measure the dictates of the curriculum? YES/NO?

5. If Yes , can you explain further?

6. What changes in assessment practices would you like to see in the future? Why?

F.   BARRIERS/CHALLENGES TO INNOVATIVE TEACHING OF HOME ECONOMICS

1. What resources are available in the department (lecture halls/labs) for you to integrate innovation in your teaching?

2. Are these resources readily available for you during teaching? YES or NO

   a. if Yes, how do you access them?

   b. if No, how do you then integrate innovations in your teaching?

3. What challenges /barriers do you face during lectures when integtating innovationsyou‟re your teaching/learning?

4. Can you suggest ways in which these challenges could be addressed?

5. Is there anything else you would like to add which we have not discussed?

THANK YOU

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

KUMASI CAMPUS

INTERVIEW SCHEDULE FOR STUDENTS

AN EXPLORATION OF INNOVATIONS FOR TEACHING HOME ECONOMICS:

THE VIEWS AND EXPERIENCES OF HOME ECONOMICS TEACHERS AND

STUDENTS IN TEACHER EDUCATION UNIVERSITIES IN GHANA

Date/Time of interview……………………

Name of interviewee (Pseudonyms)...

Year/Level... Gender……………....

1. Tell me the reasons why you chose to pursue the Home Economics programme?

2. Which aspect/option of Home Economics are you offering (Food and Nutrition, Clothing and Textiles, Management in Living) and why?

A. GENERAL VIEWS ABOUT THE HOME ECONOMICS CURRICULA

1. What is the scope/content of the Home Economics curriculum in the university?

2. How does the curriculum ensure continuity in teaching and learning?

3. What is the rationale behind the Home Economics curriculum?

4. How relevant is the Home Economics curriculum to you as a student teacher during your programme?

B.   EXPECTATIONS FROM THE CURRICULUM

1.   What sets of knowledge do you expect to gain from the curriculum?

2.   What competencies do you expect to acquire from the exposure to the curriculum?

3.   What skills are you expected to exhibit from your exposure to the curriculum?

4.   How does the curriculum allow you to show your creativity during the programme/in the various courses in Home Economics?

C.   INNOVATIVE PRACTICES IN TEACHING HOME ECONOMICS

1.   As a Home Economics student teacher, what ways/methods/approaches have you been exposed to during lectures?

2.   How do these ways/ methods/ approaches influence the teaching/learning of Home Economics (*how do these methods convey the concepts in Home Economics)*

3.   From your interactions with other courses outside your department what other methods/approaches could be used in teaching?

4.   How can you term these other approaches?

5.   How do you understand innovation?

6.   How did you get to know about innovations in teaching?

7.   How can you as a student teacher incorporate/integrate innovation in the teaching /learning of Home Economics during your teaching practice?

D.   INNOVATIVE APPROACHES ADOPTED

1. In your view, what ways has innovations in teaching/learning improved your learning?

2. How do such approaches influence the teaching/learning of Home Economics*? (what is the effect/ outcome of the adoption of these approaches on the teaching/learning of Home Economics)*

3   How do you know your learning has improved?

4   What was done before?

E.   ASSESSMENT STRATEGIES

1. What types of assessment do your lecturers employ?

2. How do lecturers assess the knowledge base of students?

3. How do lecturers assess skill acquisition of students?

4. How do lecturers assess competencies in their students?

5. What changes in assessment practices would you like to see in the future? Why?

F.   BARRIERS TO INNOVATIVE TEACHING OF HOME ECONOMICS

1. What resources are available in the department (lecture halls/labs) for your lecturers to be innovative?

2. Are these resources readily available for them? YES or NO

3. What challenges do you face during lectures when innovations are integrated in teaching/learning?

4. Can you suggest ways in which these challenges could be addressed?

5.   Is there anything else you would like to add?

THANK YOU

APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

KUMASI CAMPUS

LESSON OBSERVATION GUIDE

TEACHER:………….. ………………. LESSON:

DATE: …………………………………….

NO. ON ROLL: …………………… CLASS:

LESSON DURATION:………………………………………..

LESSON

TOPIC:……………………………………………………………………………

INNOVATIVE PRACTICES IN TEACHING HOME ECONOMICS

ASPECTS	USED	NOT USED	DESCRIPTION OF USE
Simulations			
Role-Play			
Lecture			
Debates			
Group Discussions			
Peer Teaching			
Demonstration			

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INNOVATIVE APPROACHES ADOPTED TO ENHANCE THE LEARNING OF HOME ECONOMICS

ITEM	USED	NOT USED	DESCRIPTION OF USE
Integrated Instruction			
Technology Integration			
Demonstration.			
Peer Teaching			
Radio Lectures			
Conferencing			
Modules/ Virtual Learning			
Tutorials			

BARRIERS TO INNOVATION INTEGRATION

ITEM/ASPECT	USED	NOT USED	DESCRIPTION OF USE
Computers			
Internet			
Overhead Projectors			
Electricity			
Conducive classrooms			
Large class sizes			

APPENDIX D

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

KUMASI CAMPUS

Dear Sir,

APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH IN A

TEACHER EDUCATION UNIVERSITY IN GHANA

I am a doctoral student in the University of Education, Winneba and I intend to conduct a study on innovations for teaching Home Economics among Home Economics teachers and students in teacher education universities in Ghana. The study will explore the views and experiences of Home Economics teacher educators and students in teacher education universities in Ghana. the study is intended to identify barriers to innovation integration in teaching Home Economics with the aim of addressing the challenges to enhance the training of Home Economics students for the 21st century classrooms.

Attached is an information letter explaining the details of my intended study .

I assure you that any information given will be for academic purposes only and will be treated strictly as confidential.

Yours faithfully,

Elizabeth Lani Dseagu Ashong

APPENDIX E

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

KUMASI CAMPUS

CONSENT FORM FOR PROJECT PARTICIPANTS

PROJECT TITLE: **AN EXPLORATION OF INNOVATIONS FOR TEACHING HOME ECONOMICS: THE VIEWS AND EXPERIENCES OF HOME ECONOMICS TEACHERS AND STUDENTS IN TEACHER EDUCATION UNIVERSITIES IN GHANA.**

I agree to take part in the above University research project. I have had the project explained to me and I have read and understood the Information Sheet, which I may keep for records. I understand that agreeing to take part means that I am willing to*:*

- Be interviewed by the researcher

- Allow the interview to be videotaped / audio taped

- Allow researcher to observe my lessons when teaching

- Make myself available for a further interview should that be required

- Use a computer to record all information I will provide during interview

I understand that any information I provide is confidential, and that no information that I disclose will lead to the identification of any individual in the reports on the project, either by the researcher or by any other party.

I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

I consent to the processing of my personal information for the purposes of this research study. I understand that such information will be treated as strictly confidential and handled in accordance with the University‟s ethical policy.

NAME:…………………………………………………………………………

SIGNATURE:………………………………………………………………….

DATE:…………………………………………………………………………

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APPENDIX F

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

KUMASI CAMPUS

INFORMATION SHEET

I am doctoral graduate student of University of Education, Winneba intending to undertake a research project on the topic "**An exploration of innovations for teaching Home Economics: The views and experiences of Home Economics teachers and students in teacher education universities in Ghana".**

You are being invited to take part in a research study, but before you decide whether or not to take part, it is important to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

The purpose of this study is to find out how Home Economics teacher educators and students in teacher education universities in Ghana conceptualize the Home Economics curricula and the innovative approaches adopted in teaching the Home Economics in teacher education universities.

The study which will run for two months will be guided by the following research questions:

1. What are the views of Home Economics teacher educators about the Home Economics curriculum in teacher education universities in Ghana?

2. What are the knowledge, competencies and skills expected to be gained from the exposure to the Home Economics curricula by the trainees in teacher education universities in Ghana?

3. What innovative practices are employed by Home Economics teachers in teaching Home Economics in teacher education universities in Ghana?

4. In what ways do the innovative approaches adopted in teaching Home Economics promote the learning of Home Economics in teacher education universities in Ghana?

5. What assessment strategies are employed in the teaching of Home Economics in teacher education universities in Ghana?

6. What are the barriers to innovative teaching of Home Economics in teacher education universities in Ghana?

The research study is limited to the two teacher education universities in Ghana and eight teacher educators (you and seven others) who are Home Economics teacher educators were purposively selected to participate in the study. You can please decide whether or not to take part but if you decide to take part in the research, you will be given this information sheet to keep and be asked to sign a consent form.

Please you are free to withdraw at any time after you have decided to take part without giving any reason.Each participant will be interviewed for a maximum of forty-five (45) minutes and a lesson/ lecture will be observed on an agreed date and time for an hour. The observation of the participant's lesson will give the researcher insights to the teaching strategies and technologies employed during teaching. Interviewing the teachers will confirm or otherwise the observations made during their lesson delivery.

There will be no cost to the participant because the researcher will travel to the identified school for data collection. Information gathered from the research especially about lesson delivery will be communicated to participants to guide in other lesson presentations.

Participants are assured of confidentiality, anonymity and privacy by keeping all data collected strictly for use for the intended purpose alone. Participants should please indicate their preparedness to be part of the study. The research is being conducted as a PhD student from the University of Education, Winneba in the Department of Educational Leadership,Faculty of Education and Communication Sciences, as a final component towards a doctoral degree and so it will not be published. The research has been approved by Research Ethical Review Committee of the School of Graduate Studies.

For further information or concerns about this research, please contact:

ELIZABETH LANI DSEAGU ASHONG **(RESEARCHER)**

DEPARTMENT OF HOME ECONOMICS EDUCATION

UNIVERSITY OF EDUACTION, WINNEBA

P. O. BOX 25, WINNEBA.

EMAIL: colanione@yahoo.com

TELEPNONE: +233 244 744274

OR

PROFESSOR GEORGE KANKAM **(SUPERVISOR)**

SCHOOL OF GRADUATE STUDIES

UNIVERSITY OF EDUCATION, WINNEBA

EMAIL:

TELEPHONE: +233 20 9024356

Thank you very much for taking time to read the information sheet.

18th March, 2018.