

## 9

# **Sex Role and Sex-Bias Stereotyping in Vocational and Technical Schools: The case of Cape Coast Municipality of Ghana**

By

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### **Abstract**

*The study was a cross-sectional descriptive survey which sought to find out the extent to which sex role and sex-bias stereotyping existed in vocational and technical schools in Cape Coast. A questionnaire was administered to 40 parents, 40 teachers and 120 students. It was hypothesized that parents could be a factor in the extent to which such stereotyping existed in the institutions, therefore 40 parents were also included in the study. All the subjects were selected at random from 5 vocational and technical schools. The study confirmed that sex role and sex-bias stereotyping still existed in the institutions and that within the major stakeholders, parents were the most stereotyped when it comes to education and training. Also it was found that choice of traditional technical programmes persisted in the institutions and that there was the need to encourage and ensure that more females offer male-oriented programmes whiles more males also offer female-oriented programmes. It was recommended that a quota system be used to reserved enrollment places for females who offer male oriented programmes and vice versa.*

# Sex Bias In The Schools The Research Evidence

**Xiaolong Qi**



## **Sex Bias In The Schools The Research Evidence:**

Sex Bias in the schools Janice Pottker, Andrew Fishel, 1977      **Resources in Women's Educational Equity** ,1980

*Sex Stereotyping in Instructional Materials and Television* Matilda Butler, 1978      Resources in Education ,1992-10

Resources in Women's Educational Equity: Special Issue ,1979      **National Politics and Sex Discrimination in**

**Education** Andrew Fishel, Janice Pottker, 1977      *Understanding Girls* Dale Rose Baker, 2016-07-25 *Understanding Girls*

Quantitative and Qualitative Research is a retrospective of the author's research that led to receiving the 2013 Distinguished Contributions Award to Science Education through Research. This book includes selected articles that document changes in her research approaches and theoretical frameworks. The articles represent the evolution of her thinking about the issue of girls in science as well as her impact on science education. The author's work is placed in the context of science education research at the time of publication, research in education and psychology, and the culture of the times. She pulls back the curtain that often makes the messy work of research seem straightforward and linear to reveal why she did the research and the methodological decisions she faced. She describes the serendipitous nature of some of the work as well as her frustrations in trying to understand data and struggles to ensure that she accurately and respectfully presented the voices of girls and their teachers. The book also includes some of the earliest research in engineering education preceding the focus on engineering practices found in the Next Generation Science and Engineering Standards. *Understanding Girls* provides insights into why girls may or may not decide to participate in science and engineering and what can be done to increase their participation. It provides evidence that we have increased girls' participation and the challenges that remain to ensure that every girl who wants to become a scientist or engineer has the opportunity to do so.      **Research in Education** ,1974

**Clearinghouse Review** ,1980      Gender, Class and Education (Routledge Revivals) Stephen Walker, Len

Barton, 2013-11-05. First published in 1983, *Gender, Class and Education* is a collection of papers that formed presentations at the Westhill Sociology of Education Conference in January 1982 and is the fifth such collection to emerge from the annual conference. The conference theme, Race, Class, and Gender, was not only chosen because of its topicality but also to provide a framework for debate between educational researchers and teachers. The papers focus on the reproduction of gender relations through education and provide important insights into how this process works, how it is resisted in schools and colleges, and the possibilities for radical intervention. This volume includes three teaching bibliographies on gender and education which were not presented at the conference but were compiled specially for the book.      Gender Issues in Education Herbert Grossman, Suzanne H. Grossman, 1994      **Justice and School Systems** Barbara Flicker, 2011. Examines the effectiveness and deficiencies of judicial intervention into the problems of racial discrimination in education.

**Psychological Development in the Elementary Year** Judith Worell, 2013-09-17. *Psychological Development in the Elementary Years* is the second in a series of reviews relating current theory and research on psychological development to

educational practice The book discusses the significance and change in psychological sex roles peer relations and the development and regulation of aggression in young children The text also describes the acquisition of self control the developmental trends in the learning processes and the foundations and direction of cognitive development The theory and research on children s achievement the family influences on language and cognitive development and the personal and social causation in the school context are also considered The book further tackles the behavioral perspective of children with learning and behavior problems Psychologists psychiatrists behavioral psychologists and students taking related courses will find the book invaluable

**Research in Education** ,1973 *Addresses Delivered Before the Meeting* Indiana Academy of the Social Sciences,1980 **Proceedings** Indiana Academy of the Social Sciences,1980 **Multicultural Education** James A. Banks,Cherry A. McGee Banks,1993 Turn challenges into opportunities With this outstanding collection of chapters by leading scholars and researchers in the field you can develop the knowledge and skills needed to maximize the opportunities that diversity offers while minimizing its challenges You ll explore current and emerging research concepts debates and teaching strategies for educating students from different cultural racial ethnic language gender social class and religious groups

**Current Population Reports** ,1979 **Growing Up Free** Letty Cottin Pogrebin,1980 The Jossey-Bass Reader on Gender in Education ,2002-04-29 Is biology destiny Are schools shortchanging girls or boys If so what can educators do to ensure that both succeed These are among the questions confronting teachers of students of all ages The Jossey Bass Reader on Gender in Education is a comprehensive anthology that explores the varied terrain of gender landscape offering a thought provoking view of the educational paths taken by girls and boys Comprehensive in scope yet easy to read this fascinating anthology brings together a wide variety of perspectives from the major camps of the gender debate to illustrate how this issue affects every facet of the educational enterprise The book includes the most groundbreaking and controversial pieces on gender while examining key developmental learning and cultural theories underlying the gender debates Topics covered include the nature nurture debate gender achievement gaps testing and teaching bias the cultural context of gender and sexual harassment Featuring a Foreword by Susan Bailey executive director of Wellesley Centers for Women The Jossey Bass Reader on Gender in Education includes excerpts from controversial articles that sparked debate such as the AAUW American Association of University Women report How Schools Shortchange Girls Christina Hoff Sommers The War Against Boys Carol Gilligan s In a Different Voice and William Pollock s Real Boys The thirty one articles and book chapters in this collection represent an extremely wide range of opinions and approaches to the topic of gender equity Taken together they dispel any notion of quick fixes or exclusively one sided disadvantage but will leave readers with a clearer understanding of the complexities inherent in any discussions of education and gender

## Unveiling the Magic of Words: A Review of "**Sex Bias In The Schools The Research Evidence**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Sex Bias In The Schools The Research Evidence**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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