

# Students' perspectives of the food and nutrition program at the University of Cape Coast Home Economics department and its implication on curriculum change

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**Abstract:** Curriculum evaluation provides insightful information that helps make decisions to maintain, modify or stop a program. Evaluating students' perspectives of an existing program is an important technique used in assessing its relevance to the global economy. The study evaluated students' perspectives of the food and nutrition program at the University of Cape Coast and its implications on curriculum change. Out of a total of 336 students, 129 made up of 62 first and 67 final year students were purposively selected for the study. Two sets of questionnaires were developed and self administered to students. In all, 116 questionnaires (62 final year students; 54 first year students) were retrieved giving a response rate of 90%. Results showed that 52% of the students were well informed about the program through the university admission brochure prior to enrollment. Students reported several overlaps in different courses and recommended synchronizing course outlines. Seventy (60%) of the students rated science based courses as very important (nutrition and health; food storage and preservation) and non science courses less important (food production and service; other catering related courses). Students labeled some courses as irrelevant in contemporary times and recommended their removal and replacement with more relevant ones. In addition, students requested for more practical lessons to equip them with the requisite skills needed to compete for jobs after graduating. Students indicated health related jobs as their first choice of employment with few interested in teaching. It was concluded that the existing program though developed to train students to teach food and nutrition in the second cycle schools in Ghana has lost its focus, rather students are more interested in being trained to work in the health sector rather than teach. Thus it is important to review the courses and update them to reflect changing trends in the global economy.

**Keywords:** Curriculum Evaluation, Food, Nutrition, Curriculum Change, Ghana

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## 1. Introduction

In Ghana, home economics programs are designed to be useful, gainful and equip students with skills for daily living and employment. The home economics program at University of Cape Coast has evolved from merely training students to graduate and teach home economics at basic schools, junior and senior high schools, and teacher training colleges to equipping students with entrepreneurial and other relevant skills needed for the job market. The bachelor of education (Home Economics) degree program offered at the University of Cape Coast started in 1987 with only one student. By the year 2012, both the undergraduate and

graduate student population had increased to about 434 [1]. The program has two main components: food and nutrition, and clothing and textiles. The food and nutrition component initially started with focus on catering and its history, and education. As mentioned earlier, students who graduated from the department were expected to teach catering or food and nutrition, and clothing and textiles at basic schools, junior and senior high schools, and teacher training colleges. In recent times, there has been a lot of scrutiny of home economics and some authors suggest that it is more than just cooking (catering) and sewing, thus demanding a more

flexible, individualized, diversified curriculum expected to synthesize the physical, biological and social sciences, the arts and the humanities as they apply to the improvement of family life relations [2].

Home economics has been defined as a field that prepares individual family members to maximize their own and society's productivity and help people adjust to change and shape their future [3]. It has also been described as geared towards preparing students for occupation of technical nature that promote self employment, self reliance and contributes effectively to the socio-economic development of the individual, the family and the society [4].

The University of Cape Coast is moving at a fast pace into the competitive national and international higher education institutions. This movement definitely goes with great expectations of its curricula or program. Curriculum is regarded as an academic effort that determines the quality of an educational system [5]. To obtain quality education in tertiary institutions, such as the universities, [6] reported that there is the need to create the right conditions in the education process. After 25 years of running the home economics curriculum, it is imperative and appropriate to review the rationale behind it, the developments that may have occurred in the curriculum or program since its inception and the current status of the curriculum or program. Other important indices to review include: the credit and curriculum implications; the objectives of the curriculum or program; and the content and instructional strategies used in the program. Reviewing these indices hopefully will help determine and identify appropriate ways to upgrade them to meet the current needs of both students and the society.

The rationale for designing and assessing curricula often encompasses the following indices: the population of students to be served; the needs of students'; and the needs of the institutional community or society. It is universally recognized that to improve the lives of individuals and the society, curriculum should be based on the needs, aspirations and ability of students and its evaluation and change cannot be over looked. Students' ambitions do change as new technologies emerge. It is essential to revise the home economics curriculum to keep up with these changes and make it more attractive and feasible in contemporary times.

Curriculum evaluation refers to the collection of information to make judgment about the worth and the effectiveness of a particular program [7]. It includes making judgments as to whether a curriculum or program should be maintained as it is, modified or stopped [7]. Important methods and techniques often employed in curriculum evaluation include discussions, experiments, interviews, opinions of various agencies and stakeholders such as teachers and students [8]. Evaluation conceived in this manner is an integral part of curriculum development, beginning with the concern about objective and ending with assessment of their attainment. [9] argues that curriculum development does not only result in a plan for instruction, including elements of evaluation and the potential for school improvement, but is also the key unit for educational change

in individual schools. The chief decision makers who affect a curriculum plan are the school principal, teachers, students, parents, and the local community. In view of this a review of curriculum can occur from the perspective of the learner. This view has been espoused by [10], as they asserted that curriculum can be reviewed from students' perspective of its relevance to their career needs. Students form one of the key stakeholders in the review of any curriculum [10]. Programs affect and are affected by other social, political and economic institutions and activities, and include program stakeholders [11]. Descriptive valuing was important in this study as criteria for judging the program worth and finding out what students (stakeholders) think of the program as good and what needs to be done to improve it.

Information, technique development and the development of intellectual skills have been identified as key to success in catering and its related subjects [12]. In recent times, students who graduate from the home economics program at University of Cape Coast often find employment in organizations like the Food Research Institute, Food and Drug's Board and food processing companies rather than in the teaching field where they are trained to be. Although excited to work in such organizations, a lot of these graduates face challenges related to the skills acquired from the program or curriculum. Some of these graduates come back to the department to share their experiences with the hope that their concerns will be addressed to help future students gain the necessary skills that will help them work more efficiently in such sectors. As a follow up to these concerns and to help package the existing program or curriculum to meet the needs of the students, society and the job market, the VOTEC department organized a panel discussion in March 2012 and invited alumni from the department working in different sectors of the economy such as the Food Research, Food and Drug's Board, Hospitals, Event Planning Companies, Nursing Training Colleges and Private Nutrition Counseling Units to participate as panel members. These alumni shared some of the challenges they faced in the job market with the students and staff. They mentioned that most employers' first impression of the B.Ed. Home economics degree they hold is that they are trained for the "classroom". In addition, employers find some courses on their transcripts outdated for the contemporary Ghanaian job market. Panel members suggested to the staff present and the University authorities to consider introducing or adding courses like dietetics and community nutrition. They also reported that colleagues from similar departments in other universities with whom they worked seemed to be more knowledgeable in research methods and experimental studies and asked that these courses be taught into more depths to equip students better. In addition to this panel discussion, there have been several incidences at meetings where students, especially graduate students have brought up similar concerns about the existence of several outdated irrelevant courses in the curriculum and the need to bring on board new and more relevant courses that will prepare them better for the competitive job market. It is in this context that this study was carried out.

The study was thus carried out to evaluate the current home economics curriculum or program and suggest necessary amendments for improvement. Students academic background, expectations, and knowledge of the curriculum or program prior to their enrollment; students perception of the relevance of courses taught to their career aspirations were collected. Students' suggestions for dropping and adding certain courses to the curriculum were also obtained.

## 2. Methodology

An ideal research method for collecting data on this issue would have been longitudinal research which would have allowed researchers to look at changes in the food and nutrition curriculum or program over a period of time using the same group of students. However, the enormous amount of time required for using this method and the cost implication could not make this possible. Thus, the cross-sectional research method which uses different groups of people who may differ in the variable of interest but share other characteristics such as educational background and careers was used. For the purpose of program evaluation, both the Theory-Driven Evaluation and Participatory/Collaborative Evaluation were considered. The former used the "programs rationale" or theory as the basis of the evaluation to comprehend the program's development and impact, while the later was used to obtain findings that could be used to upgrade or improve the program or curriculum. Out of the three major stakeholders, the university/staff of the VOTEC department, the students in the program, and the society, the students were selected and engaged in the evaluation process, as a way of helping them better comprehend appraisal and the program being evaluated. The case study design was used to collect data since the evaluation was conducted especially for the purpose of understanding: students' perspectives, the programs context, and questions related to students' experiences. The case study design was deemed the most appropriate since findings were expected to be unique to the food and nutrition program at the VOTEC department, University of Cape Coast and not for generalization purposes. Emphasis was also placed on the collection of qualitative data which involved in-depth descriptive data collection and analysis of two groups of students.

### 2.1. Sample size and Sampling

Two main programs are being offered at the VOTEC department: food and nutrition, and clothing and textiles. The total population of undergraduate students enrolled in these two programs was 336. The selection criteria used to obtain the sample for the study was based on whether a student was in the food and nutrition program and at the same time in the first or final year of the program. This means that students who offered food and nutrition and were in either the second or third year together with all clothing and textiles students irrespective of year were excluded from the sample. A total of 129 (62 first and 67 final year) food

and nutrition students were purposively selected and used for the study.

### 2.2. Instrument

Two sets of questionnaires were self developed and administered to the first and final year students of the food and nutrition program of the VOTEC department, University of Cape Coast. Questionnaire for the first year students comprised of 13 main items which covered information on respondents' demographics; respondents' knowledge of the program prior to enrolling and the sources of such knowledge; students' goals and expectations for courses and what information, process, attitudes and values constitute the content of courses.

Questionnaires for final year students comprised of 21 items which covered the above mentioned areas in addition to areas like the relationship between the program's stated objectives and the competencies required by students in their subsequent and future careers, and suggestions to improve the program. Prior to administering the questionnaires, 20 of each set were pre-tested using the second year students in the food and nutrition department for the first year questionnaire and the third year students for the final year questionnaire. Responses from the pre-test were input into the Statistical Package for Social Sciences (SPSS version 17) and analyzed. A Cronbach  $\alpha$  of 0.672 and 0.941 were obtained for first and final year students' questionnaires respectively. With a low Cronbach  $\alpha$ , questions in the first year questionnaire were reviewed and adjusted to ensure clarity and remove all ambiguities. The adjusted questionnaires were re-administered to the 20 second year students and responses further analyzed to obtain a Cronbach  $\alpha$  value of 0.891. Responses from retrieved questionnaires were coded, input into SPSS version 17 and analyzed in terms of frequencies and means.

## 3. Findings and Discussion

### 3.1. Demographic Information of students

In all, 116 questionnaires were retrieved out of 129 administered with fewer first year students responding and giving a response rate of approximately 90% as shown in fig. 1.

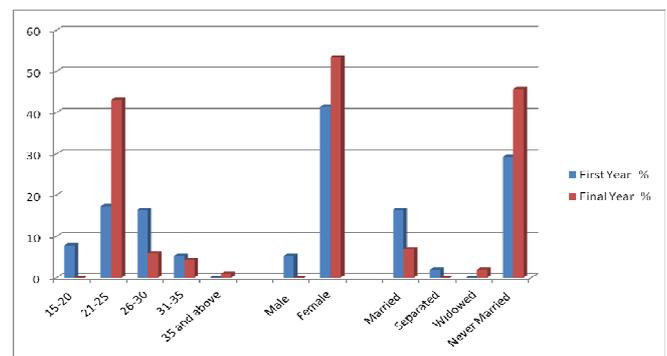


Figure 1. Demographic Characteristics of Respondents

Seventy (60.3%) of the students were in the 21- 25 year bracket forming the majority group with 20 (17.3%) representing first year and 50 (43.1%) final year students. Twenty-five (21.6%) of the remaining students were in the 26-30 year bracket; and 11 (9.5%) in the 31-35 year bracket. Nine students in the 15-20 year bracket were all in first year and 1 (0.9%) was above 35 years.

About 95% of the students were females with only 5% males. This shows that females dominate the food and nutrition program. This pattern seems to be common in most educational institutions across Ghana. [13] reported that home economics is significantly a professional field for women and contributes to the vocational competence of women. The need for professional knowledge in development and encouragement of women empowerment in society, and their inclusion in policy making worldwide was acknowledged by [14].

**3.2. Students' Knowledge of Curriculum/Program Prior to Enrollment and Source of Information**

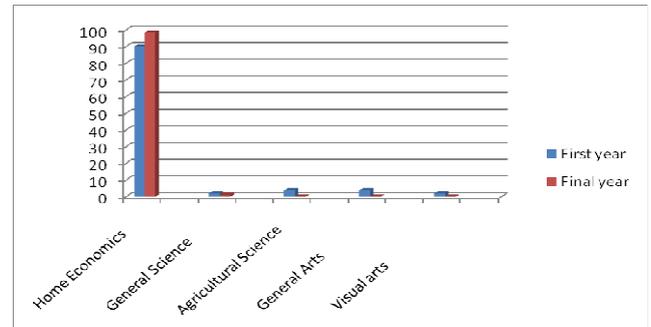
Students were well informed about the curriculum or program from various sources. Students, although had prior knowledge of the curriculum or program before enrolling into it still carried different perspectives of it. Out of the 116 respondents, 64 (55.2%) perceived the program as theory based, while 38 (32.8%) perceived it as practical intensive and the remaining 14 (12%) perceived it as basically food and nutrition; and management in living (Table 1). With reference to the sources of information on the program, 57 (49.1%) students selected the University of Cape Coast admission brochure, 18 (15.5%) selected friends, followed by 14 (12.1%) for both relatives and alumni; newspapers and television 5 (4.3%); and finally the internet 3 (2.6%).

**Table 1.** Students' knowledge of curriculum/program prior to enrollment and source of information

Information Type	Frequency	Percent
The program is theory based	64	55.2
The program is practical intensive	38	32.8
The program consists of food & nutrition; management in living	14	12.0
<b>Source</b>		
UCC brochure	57	49.1
Relatives	14	12.1
Friends	18	15.5
Newspapers	5	4.3
Television/Radio stations	5	4.3
UCC Alumni	14	12.1
Internet	3	2.6
<b>Total</b>	<b>116</b>	<b>100</b>

**3.3. Academic Background of Students Prior to Enrollment in Program**

It is often expected that students who enrolled in the home economics program at University of Cape Coast have read home economics at the senior high schools, teacher training colleges and polytechnics. Results showed that 109 (94%) of the 116 students offered home economics at the senior high school prior to enrolling in the program (Fig. 2).



**Figure 2.** Academic background of students prior to enrollment in program

The 109 was made up 48 first year students and 61 final year students. The remaining 6% of the students read programs like agricultural science, general and visual arts (Fig. 2).

**3.4. Students' Expectations of the Food and Nutrition Program**

What needs of students, institution, community or society is the course intended to meet? This question is very important when it comes to evaluating a college course and thus very important in this study. As indicated in Table 2, 55 (47.4%) made up of 31 final year and 24 first year students enrolled in the program with the hope of acquiring in-depth knowledge in foods and nutrition. Forty six (about 40%) of the students hoped to acquire requisite and adequate skills that would prepare them well for gaining good employment; 11 (about 10%) of the remaining hoped to acquire skills and knowledge necessary for good home living and life; 3 (2.6%) hoped to gain more experience in catering; and less than 1% (n=1) hoped to gain broader knowledge about other home economics related courses.

**Table 2.** Students' Expectations of the Food and Nutrition Program

Students Expectations	First year	Final year	Total
Acquire adequate skills for employment	21 (38.9%)	25 (40.3%)	46 (39.7%)
Gain In-depth knowledge in Foods and Nutrition	24 (44.4%)	31 (50%)	55 (47.4%)
Gain more experience in catering	3 (5.6%)	0 (0%)	3 (2.6%)
Develop important skills vital for life	5 (9.3%)	6 (9.7%)	11 (9.5%)
Gain knowledge in nutrition related courses	1 (1.9%)	0 (0%)	1 (0.9%)
<b>Total</b>	<b>54 (100%)</b>	<b>62 (100%)</b>	<b>116 (100%)</b>

### 3.5. Students' Perspectives of the Relevance of Courses Taught to Their Career Aspirations

From fig. 3, health seems to top the job sectors of interest to the students with 37% (n=22 final and 21 first year students) choosing it. The hospitality industry followed second with 22.4% (n=21 final and 5 first year students) selecting it as the job sector of interest; food manufacturing industry came third with 20.7% (n=9 final and 15 first year students); and finally the Education sector was selected by 19.8% (n=23 students).

If the program was initially developed to train teachers to teach home economics at the senior high school level, teacher training colleges and the polytechnics, then with the current trend, it can be said that the initial rationale for developing the program, and students' goals and expectations for the program are parallel from each other. Therefore, there is the need to evaluate the curriculum and make changes to meet the current needs of both the students and the society.

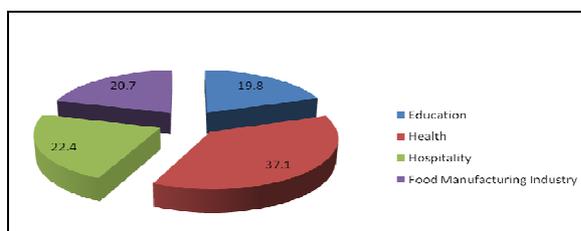
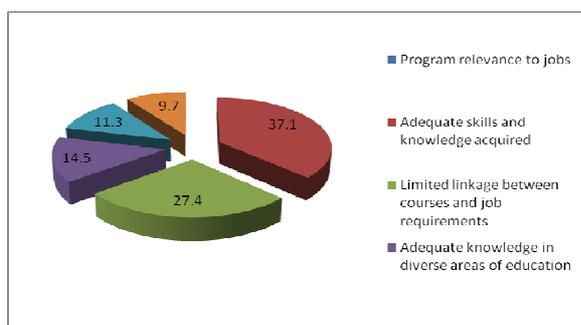


Figure 3. Students' Jobs of interest

### 3.6. Students views on Program Relevance to Jobs

Although 37% (n=23) of the level 400 students felt they had acquired adequate skills and knowledge for the job market, 27.4% (n=17) of them felt there was not much linkage between the program and requirements for most jobs and felt the program did not prepare them well for the job market (Fig. 4). Fifteen percent (n=9) of students in the same group felt the program had provided them with diverse knowledge in education while 11% (n=7) felt the courses were more theoretical than practical and finally 9.7% (n=6) felt they needed further training either on the job or prior to it before they could perform efficiently (Fig. 4).



\*\*\* Only for final year students who have covered most of the courses in the program.

Figure 4. Students' comments on program relevance to Jobs

Correlation between students' preparedness for jobs of interest by the program and reasons assigned for not getting these jobs were significant at  $\alpha \leq 0.01$  degree of significance.

Table 3. Correlation between students jobs of interest and reasons for not getting them.

	Has program prepared students well for the job market?	Explanation
Has program prepared students well for the job market?		
Pearson correlation	1	-.499**
Significance	-	0.000
Number	62	62
Explanation		
Pearson correlation	-.499**	1
Significance	0.000	-
Number	62	62
Irrelevant courses taught		Courses
Irrelevant courses taught		
Explanation		
Pearson correlation	1	0.027
Significance	-	0.875
Number	62	37
Courses		
Pearson correlation	0.027	1
Significance	0.875	-
Number	37	37
Satisfaction with courses taught		Reasons provided
Satisfaction with courses taught		
Pearson correlation	1	-.337
Significance	-	.007
Number	62	62
Reasons provided		
Pearson correlation	-.337	1
Significance	0.007	-
Number	62	62

\*\* Correlation was tested at 0.01 level of significance

All other relationships tested did not show any significance at  $\alpha \leq 0.01$  (Table 3).

Forty one percent (n=26) of the students requested that food science and technology be added to the curriculum followed by about 19% (n=12) who requested for the addition of hospitality management and law; about 11% (n=7) requested for community nutrition; a total of 14% (n=9) requested for tourism, human resource management, accounting and marketing, and 9.4% (n=6) requested for economics to be added to the curriculum (Fig.5). With these requests, it is timely to evaluate the existing food and nutrition curriculum or program taking into consideration when it was developed, the circumstances under which it was designed, and how the individual course outlines and content have been replicated from lecturer to lecturer.

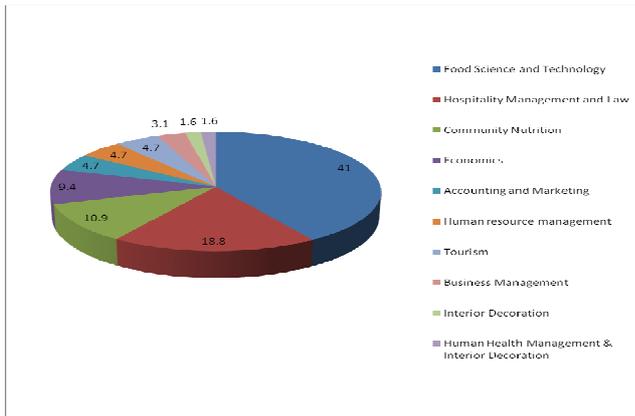


Figure 5. Courses suggested by students to be included in program

Although students suggested removal of certain courses from the curriculum, the numbers were small for most courses stated with the exception of foundations of home economics (FHE) and Introduction to TVET where 10 students suggested that they should be removed from the list of courses or curriculum offered.

Seven students also suggested that family studies, foundations of home economics and TVET be removed from the list of courses or curriculum offered. The results clearly show that the present students aspire to work in the health and hospitality sectors rather than teaching as the curriculum was initially designed for. Probably, the career

goals and aspirations of the present students influenced their suggestions about removing certain courses and adding or introducing new ones.

As shown in Table 4, 44% (n=24) first year students agreed to the statement that contents of courses overlapped greatly while 37% (n=20) of the same group of students strongly agreed to the same statement followed by 15 and 30 final year students who either agreed or strongly agreed to the same statement respectively totaling 89 students (77%). Similarly, 21 and 30 first year students either agreed or strongly agreed respectively to the statement that there was creativity in the content of most courses while 14 and 36 final year students either agreed or strongly agreed to the same statement totaling 101 students (87%). For the third statement on the simplicity and attainability of course objectives, 25 and 10 first year students either agreed or strongly agreed to the statement respectively compared to 11 and 29 final year students either agreed and strongly agreed to the statement respectively totaling 75 students (65%) - Table 4. Probably the students are comfortable with the existing content of the courses they like and see evidence of creativity in those courses, not necessarily in all courses offered. A significant number of the first year students were of the opinion that some courses did not show evidence of creativity probably because it was the first time they have been exposed to such content and thus lack of knowledge in it may have influenced their responses.

Table 4. Percentage response of students statements relating to the foods and nutrition curriculum.

Statement	First year students				Final year students			
	SD	D	A	SA	SD	D	A	SA
Content overlap across courses.	9.26	9.26	44.44	37.04	17.74	9.68	24.19	48.39
Creativity in course content	1.85	3.70	38.89	55.56	17.74	1.61	22.58	58.06
Simple & attainable objectives	7.41	27.78	46.29	18.52	29.03	6.45	17.74	46.77

The main issues outlined by the students were the vast or huge overlap in content across courses 89 (77%) and the irrelevance of some courses mentioned earlier such as TVET, family studies and foundations of home economics. To students, the theoretical aspects of the courses were well taught but very little time was allocated for practical work and hoped that there could be a balance between theoretical and practical work.

Considering that the home economics program at the department was developed over 25 years ago and started with a single student, the current student population of 434 and the continuous increase in student intake at the University shows that the population of students with which the course was initially developed to serve may have changed greatly and needs to be revisited. A practical guide to assess curricula or courses suggests considering the: goals and expectations students have for a course; how stated objectives relate to competencies likely to be needed in future careers among others; needs of students, the community and society when

evaluating or reviewing curricula/program or courses[15]. It is thus crucial to evaluate or review the present curricula and make changes to reflect the present student population and meet the needs and aspirations of the students and the society at large. Instructional strategies (learning activities students are expected to engage in) together with assignments and projects students are expected to complete outside class must be reviewed for its appropriateness to course objectives.

Once these issues are taken care of, it will be important to address other issues like resources required to run the students desired program or curricula. To introduce courses like food science and dietetics, the department will need a well equipped scientific food laboratory, chemical and microbiological laboratory, and exercising equipment (dietetics deals more with nutrition, health and exercise) to teach students to acquire the requisite skills and knowledge to compete in the job market.

Although lecturers (teaching staff) were not included in the study, analyzing their different academic qualifications

and interviewing them to know their strengths and weaknesses would have strengthened the study more. With changes in the global perspectives of what home economics covers, there is the need to review the current program or curricula so as to modify the old culture of "cooking" as in catering and rather introduce more "science" into the program to satisfy students' quest for studying food and nutrition so they could go out and compete with other students from sister universities reading similar programs. For example, students will be taught to cook nutritionally balanced food to help fight obesity or regulate high blood pressure among the Ghanaian population rather than just been taught to prepare nutritionally balanced food generally. With this, students will help solve the ever increasing nutrition related health issues that is on the rise worldwide and particularly in Ghana.

A study of factors that influenced home economics students' selection of careers identified six major types of employers these students liked to work for: industry, business, non-profit organizations, education, government, and lastly to be self employed [16]. Reasons provided by these students for selecting these jobs included job security, prestige associated with the career, opportunity to work for the community among others. Findings from this study were similar to that observed by [16]. To address the concerns of these students and suggest the necessary amendments for improvement in the curriculum or program, it would be necessary for the University (as a stakeholder) to consider the different arrays of home economics specialization areas and introduce new and more exciting courses into the curriculum or program to meet the needs of students and the society. The food and nutrition curriculum or program could be structured such that prospective students could be given the option to read 'catering' and go out to teach as per the previous rationale or read 'nutrition' or food science that will prepare them well to work efficiently in the health sector and other food industries. Classifying home economics graduates from the department as a single homogeneous group may not be the ideal. As suggested by [17] when they examined the distinctive characteristics of a variety of home economics specialization areas, they found variety among students in different majors. Students need to be given options so they can develop better skills under different specializations in home economics.

[18] Highlighted great concern assigned to the assessment of university education by academia, policy makers, current and prospective students, and employers. [19] Further stated that such an assessment can be organized through three approaches: reputation, faculty research and student experiences. Students' experiences of the curriculum or program characteristics, program effectiveness, students' satisfaction and student outcomes as reported in this study is useful in assessing the education provided by the VOTEC department and the University of Cape Coast and is in line with the approaches reported by [16].

If students are graduating from the VOTEC department with good classes and yet see their degrees as just successful

accumulation of credits than with the purposeful pursuit of knowledge as proposed by [20], then it is time for the university and all stakeholders to critically look at the suitability of the existing curriculum or program to current needs of students and the society, rather than holding onto the rationale with which the program was previously developed over 25 years ago. If students are requesting for the introduction of food science and dietetics then they need to understand that they will require good grounding in chemistry, biology and physics and not just 'home economics' as is the present requirement for enrolling into the program. It is encouraging to know that the Ghana Education Service introduced at least one science subject/course- biology or chemistry as a compulsory subject for all home economics students in the senior high schools in Ghana about 3 years ago.

Considering the fact that home economics is an applied field which is said to integrate knowledge obtained from various relevant disciplines [21], it is in the right direction to evaluate the existing curriculum or program and bring on board some of the courses suggested by the students. As reported by [22], educational experiences which provide pleasure and meaning confidently motivate learners to be more responsible for their own learning. Also, making these amendments in the curriculum or program will help make it more applicable and relevant to students' needs and the society as suggested by [23] that any education, which is not applicable and relevant to the student need, is time wasting for both lecturer and student. It is implicit that curriculum or program once developed cannot be guaranteed as suitable at all times without evaluation and modifications in respect of societal and students needs. With these changes, the program will become more attractive and satisfying to students which may positively impact their performance and prepare them better for the jobs of their interest.

## 4. Conclusion

Even though students reported learning about the program from different sources prior to their enrollment, results showed that their expectations were still not met. Students' complaints of huge overlap in content across courses, disparity in theory and practical inputs, irrelevance of some courses and hope of seeing new courses incorporated into the curriculum all point to the fact that the curriculum or program offered at the VOTEC department, University of Cape Coast is currently not meeting the career needs and aspirations of the students and probably the society thus the food and nutrition curriculum or program need to be changed.

Also, the fact that the caliber of students who go through the program currently strive to pursue their careers more in the health sector and in the food industry rather than in the teaching field shows that the previous rationale to train students to teach food and nutrition in the second cycle schools in Ghana over 25 years ago seems to have lost its focus and may not be appropriate currently. Thus it needs to be changed or upgraded to reflect changing trends in the

global economy and meet the needs of both students and the society. In conclusion, some of the courses are irrelevant in contemporary times and it is highly recommended that such courses be removed and replaced with more relevant ones as suggested by the students. The necessary resources need to be provided to help students acquire great skills to compete in the job market.

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