

Factors Influencing Male Students' Participation in Home Economics: A Systematic Review of Gender, Interest, and Educational Support

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Abstract: This review synthesizes literature on the factors affecting male students' participation in Home Economics, a traditionally female-dominated field within Technology and Livelihood Education (TLE). The objective is to examine how parental support, peer influence, teacher encouragement, personal interest, and gender stereotypes shape male students' engagement in Home Economics programs. Literature was gathered from ERIC, ScienceDirect, Google Scholar, and Philippine E-Journals, covering studies published between 2010 and 2025. Findings reveal that participation is influenced by a complex interplay of personal, social, and institutional factors. Parental support and teacher encouragement foster confidence and engagement, while peer influence and societal perceptions often discourage male participation due to stereotypes. Theories such as Bronfenbrenner's Ecological Systems Theory, Bandura's Social Learning Theory, and Deci & Ryan's Self-Determination Theory provide frameworks for understanding these dynamics. Despite increasing recognition of gender inclusivity, localized studies in rural Philippine contexts remain limited. This synthesis underscores the importance of gender-responsive pedagogy and inclusive educational practices to enhance male participation in Home Economics. Recommendations highlight the need for targeted interventions, mentorship programs, and policy reforms to challenge stereotypes and promote equal opportunities.

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I. INTRODUCTION

➤ Background Context

Home Economics equips learners with practical skills in food preparation, clothing, entrepreneurship, and family resource management. Despite its relevance, male participation remains low due to persistent gender stereotypes. Globally, education systems are urged to promote inclusivity under SDG 4 (Quality Education) and SDG 5 (Gender Equality).

➤ Scope and Purpose

This review focuses on literature examining male students' participation in Home Economics, specifically the influence of parental support, peer influence, teacher encouragement, personal interest, and gender stereotypes. Studies outside vocational education or unrelated to gender participation are excluded.

➤ Thesis Statement/ Objective

The review aims to synthesize research on the factors influencing male students' participation in Home

Economics, identify barriers and enablers, and highlight gaps in localized studies within rural Philippine contexts.

II. METHODOLOGY

➤ Search Strategy

- Databases: ERIC, ScienceDirect, Google Scholar, Philippine E-Journals. Search terms: *male students in Home Economics, gender stereotypes in vocational education, parental support and participation, peer influence in education, teacher encouragement.*

➤ Selection Process

- Inclusion criteria:
 - ✓ Studies focusing on gender participation in Home Economics or vocational education.
 - ✓ Research examining parental, peer, teacher, or societal influences.
 - ✓ Published between 2010–2025.

- Exclusion criteria:
- ✓ Studies focusing solely on female participation.
- ✓ Non-empirical reports or opinion pieces.

III. MAIN BODY

➤ Theme 1: Parental Support

Bronfenbrenner (1979) emphasized the family's role in shaping educational behavior. Eccles & Wigfield (2020) found that parental encouragement fosters confidence and participation, while traditional gender-role beliefs discourage male involvement.

➤ Theme 2: Peer Influence

Bandura's Social Learning Theory (1986) explains how peer interactions shape behavior. UNESCO (2023) reported that positive peer support normalizes male participation, while ridicule and teasing discourage engagement.

➤ Theme 3: Teacher Encouragement

Vygotsky (1978) and Wentzel (2016) highlighted the importance of teacher support in motivating learners. Inclusive teaching strategies and recognition of male students' abilities reduce barriers and foster participation.

➤ Theme 4: Personal Interest

Deci & Ryan's Self-Determination Theory (2000) suggests that intrinsic motivation drives engagement. Male students who perceive Home Economics as relevant to career goals demonstrate stronger participation.

➤ Theme 5: Gender Stereotypes and Societal Perceptions

Bem's Gender Schema Theory (1981) explains how societal expectations shape behavior. Pendergast & Dewhurst (2012) found that stereotypes associating Home Economics with femininity discourage male participation. However, contemporary shifts toward inclusivity highlight the value of Home Economics for all genders.

IV. CONCLUSION AND RECOMMENDATION

➤ Summary of Main Findings

Male participation in Home Economics is influenced by parental support, peer relationships, teacher encouragement, personal interest, and societal perceptions. Positive support systems foster engagement, while stereotypes remain significant barriers.

➤ Significance

This synthesis highlights the need for gender-responsive pedagogy and inclusive practices to enhance male participation in Home Economics, particularly in rural Philippine contexts.

➤ Future Research

- Conduct localized studies on male participation in rural schools.

- Explore the combined influence of parental, peer, teacher, and societal factors.
- Investigate interventions that challenge stereotypes and promote inclusivity.

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