

SECTION

1

WORK



# WORK, TIME MANAGEMENT AND LEISURE

## WORK, ETHICS AND HONESTY

### INTRODUCTION

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Your parents engage in meaningful activities to care for you at home and in school. Similarly, you participate in significant activities both in school and outside of it, preparing yourself for adult life, the world of work, and further studies. In this section, you will be introduced to the meaning, types and importance of work, and the teachings on the concept of work by the three main religions in Ghana. You will be further introduced to understanding decent and indecent jobs, roles and careers and making informed choices. The section will also encourage you to dispel gender stereotyping of roles, jobs, and careers in Ghanaian society and develop an interest in offering volunteer services. Finally, the section will lead you to appreciate and live according to good principles of work by exhibiting a high sense of honesty in your student life, world of work, and further studies.

#### At the end of this section, you should be able to:

- Identify key work ethics and indicate how they can be applied at home, school, and in the world of work.

#### Key Ideas

- The concept of work is viewed and understood from different perspectives or fields of study. Work could be beneficial or for voluntary reasons.
- Work is a meaningful and beneficial activity that a person engages in regularly, either to earn a livelihood or gain self-fulfilment.
- Volunteerism is the act of rendering free services to a community or a non-profit organisation in order to gain self-fulfilment.

# MEANING, TYPES AND IMPORTANCE OF WORK

## The Meaning of Work

There are many ways of understanding the concept of work. Work may be described as

- a. An activity that a person engages in regularly to earn a livelihood or gain self-fulfilment. For example, a teacher provides teaching services to earn income to care for his or her basic needs. A volunteer engages in community services to gain self-fulfilment.
- b. “Any meaningful” and beneficial act. Some acts are beneficial to the growth and development of individuals and society as a whole. For example, communal labour is beneficial to the development of the community as it may provide some social amenities such as schools, roads, potable water, etc. Work is also beneficial to the individual because it promotes health and wellness.

**Note:** Health is a state of complete mental, physical, and social well-being, while wellness is a state of a healthy lifestyle (WHO, 1948).

- c. Work is any activity involving the use of mental or physical efforts to achieve a purpose (income, healthy living, gaining respect, fulfilling God’s command in order to attract blessings, etc.)

### Activity 1.1

1. Write down what you understand by the “meaning of work.”
2. Discuss your views with your colleague about the meaning of work.
3. You can use discussion stems like the examples below to engage each other in conversation.

What is your understanding of the meaning of work?	I agree because _____
Can you say more about that?	What makes you say that? _____
Can you give another example of that?	I disagree because _____
What is the difference between paid work and volunteer work?	So are you saying that _____
What work would you consider to be beneficial to the community?	My view on that is _____



## Types of Work

There are two main types of work:

- Physical Work:** This involves tasks that require more physical strength to execute. Thus, some works require the use of more physical strength than the mind. Examples are farming, carpentry, masonry, sewing/tailoring, weaving, sculpturing, mining, pottery, etc.
- Mental Work:** This involves tasks that require more mental abilities to execute. Thus, some work requires the use of the mind more than physical strength. Some of them are teaching, preaching, nursing, counselling, medicine, engineering, legal practice, etc.

### Activity 1.2

Observe the occupations below and indicate the type of work they exhibit (physical or mental work) beneath them.



Fig. 1.1



Fig. 1.2



Fig. 1.3



Fig. 1.4

## Importance of Work

Have you ever wondered why your guardians work? What will you gain from working hard in school and outside of it? Reflecting on your responses to these questions, you will realise that work is essential for both human and societal development. Here are some reasons why work should be encouraged:

- Work promotes healthy living.** Through work, people can provide a balanced diet for themselves and their families, ensuring good health. Work also gives peace of mind

since it saves the individual from the challenges associated with unemployment. The body is also exercised as workers engage in their daily activities.

- b. **Individuals and nations generate income from work.** Persons who engage in lawful work are paid for the service they render. The income they gain helps them provide for their own needs and those of their dependants. Some of such needs include payment of school fees, provision of food, shelter, etc. Taxes are also paid to the state for national development. Hard work is the cure for poverty (*Ninkare* Proverb). The reward of laziness is poverty (Gyekye, 2002).
- c. **Work minimises social vices when people apply their energy to productive activities.** It is often said that the devil finds work for idle hands. When people focus their time and energy on productive activities like nursing, teaching, farming, trading, etc., they are able to earn a living and reduce social vices such as prostitution, armed robbery, etc.
- d. Work enhances self-confidence and respect. Engaging in work boosts one's self-confidence and helps one command respect in society. Conversely, joblessness often leads to frustration and depression.
- e. Work attracts blessings from God, Allah, and the gods. Work is considered a command from God, Allah, or the gods. Therefore, anyone who engages in acceptable work receives blessings from the supreme being.
- f. Work draws people closer to God. Since work is a divine command, engaging in good work fosters an effective relationship with the supreme being. To be religious or righteous, one must undertake meaningful and acceptable work in society.

### Activity 1.3

1. Discuss with a friend the observable impacts of work on human livelihood in your community.
2. Note the types of jobs and community benefits on the worksheet below.

Type of job	Community Benefits
<i>Example: Nurse</i>	<i>Support local people with health issues, provide health educational advice</i>

# RELIGIOUS TEACHINGS ON THE CONCEPT OF WORK

In Ghana, the three predominant religions—Christianity, Islam, and African Indigenous Religion (AIR)—share a common belief in the importance of hard work. Let us explore what each of these religions teaches about work.

## African Indigenous Religions (AIR) Teaching about Work

Teachings in African Indigenous Religions (AIR) mostly take the form of proverbs, wise sayings, and songs. Through these mediums, advice on work is passed on to people. Proverbs and wise sayings are believed to have been passed down from generation to generation throughout African societies. They are often used in storytelling to convey messages, lessons, and wisdom on good virtues, including hard work, to individuals.

Here are some examples of proverbs in selected local languages, translated into English, along with their meanings:

- a. *Mmɔden bɔ bu musuo aba so* (Twi) – **Hard work dispels curses.** This means that putting in effort and working diligently can help overcome negative influences or setbacks. By working hard and persisting through challenges, one can negate or dispel any negativity associated with them. It implies that determination and perseverance can help counteract and overcome any negative forces or obstacles in one’s life. Hard work, therefore, promotes blessings to the individual, families, and society.
- b. *Edwumadzen nnkum nyimpa* (Fante) – **Hard work does not kill.** This proverb emphasises that hard work is not harmful or fatal. It is used to remind people, especially the young ones, that working hard will not endanger or kill them. Instead, it is believed that hard work is essential for succeeding and accomplishing one’s goals. It inspires people to push themselves and take on challenges without worrying that the task at hand will overwhelm or destroy them. It encourages the idea that, despite possible difficulties or demands, hard work is eventually fruitful and beneficial. One is expected to work hard to stay healthy and prosperous.
- c. *Fara je mahum/gom* (Dagbanli) – **Poverty hates sleeplessness.** This adage implies that individuals facing financial hardships often have to work tirelessly and sacrifice sleep to improve their situation. It highlights that poverty is a challenging and persistent issue that requires ongoing effort and dedication to overcome. By emphasising that poverty “hates sleeplessness,” the adage stresses the importance of constant vigilance and diligence for those striving to improve their lives.
- d. *Tuma kakuuri* (Nankani) – **Work does not kill.** (Refer to point B above.)
- e. *Ne le dade koli yɛ wadei* (Ewe) – **When you lift it to your knee, they will help you take it unto your head.** This implies that an initiated act is always supported. An individual is not supposed to be idle but should find something to do.
- f. *Atsuɔ dani ayeɔ* (Ga) – **Before you eat, make sure you work.** This implies that one ought to work before getting food to eat. Through work, a person gains a livelihood.

- g. *Kuviato fe agble mee da dzia vi do* (Ewe) – **Snakes breed on lazy people’s farms.** This implies that lazy people’s sources of livelihood and their surroundings are breeding grounds for corrupt or dangerous activities. To be at peace in society, you are encouraged to work hard.

Below is a link to some songs that encourage hard work in Ghanaian indigenous settings.

<https://www.youtube.com/watch?v=rZTe59cJwCk>

## Christian Teaching about Work

Unlike African Indigenous Religion, Christian teachings are established in the Holy Scriptures—the Bible. One such teaching is about work. The Bible places great importance on the concept of work, dedicating several passages to its teachings. These passages encourage humankind to work diligently.

- a. Humankind was charged to work from the onset of creation (Genesis 2:4–15)—work as a command from God.
  - b. The Parable of the Talents (Matthew 25:14–30): Use your God-given talents to promote religious and social development.
  - c. You shall not steal (Exodus 20:15)—carry out legitimate work in order to acquire legitimate property.
  - d. My father is always at work to this very day, and I too am working (John 5:17–18)—carry out legitimate work as if everything depends on you.
  - e. The one who is unwilling to work shall not eat (2 Thessalonians 3:10–13)—engage in decent work in order to make a living.
  - f. Don’t forget to do good and share with those in need (Hebrews 13:16)—engage in voluntary work.
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- a. Man will not get anything unless he works hard (Holy Qur’an 53:39). This Qur’anic quote implies that no healthy person should earn their daily bread except through their own labour. The Prophet Muhammad (SAW) worked as a sales boy for a widow called Khadijah. Through this, she saw and acknowledged the works of the Prophet (SAW) and ended up marrying him.
  - b. And He taught him the art of making garments (Qur’an 21:80a). David was taught by Allah how to make garments to earn a living. It is a fact that even as a prophet, David did not sit idle but worked to earn his daily bread. Thus, Islam teaches that one must engage in meaningful and acceptable work to earn a daily wage. This is supported by the statement, “Nobody has ever eaten a better meal than that which one has earned by working with one’s own hands” (Sahih al-Bukhari, 2072, Book Number 34, Hadith, 25), narrated by Al-Miqdam. The Prophet Muhammad (SAW) said, “The Prophet (AS) of Allah, David, ate from the earnings of his manual labour.” This is affirmed by the statement, “David would never eat except from the earnings of his own hand’s work” (Sahih Bukhari). This implies that one must engage in religiously and morally acceptable work.

- c. I asked Aisha, “What did the Prophet use to do at home?” She said, “He used to work for his family, and when he heard the Adhan (call to prayer), he would go out” (Sahih al-Bukhari 5363, Book Number 69, Hadith 13), narrated by Al-Aswad bin Yazid. In relation to the above quotation, one of the disciples of the Prophet Muhammad (SAW), Al-Aswad bin Yazid, said he asked Aisha, the beloved wife of the Prophet (SAW), whether the Prophet (SAW) used to work. She responded that the Prophet (SAW) worked unless he heard the Adhan (call to prayer), at which point he would stop and go to pray. This encourages individuals to engage in religiously and morally acceptable work and pray when it is time to pray. In effect, work is a continuation of prayer but not a substitute for prayer. You must work hard to make a living as if everything depends on you, and you must pray as if everything depends on God.

### Activity 1.4

Read from the Revised Standard Version of the Holy Bible (RSV), reflect on the following passages, and write your understanding about what each portrays about work.

In your reflection and writing, consider the following prompts on the values of work:

1. Work teaches responsibility.
2. Work teaches honesty.
3. Work connects people.
4. Work increases self-esteem.
5. Work allows independence.
6. Work improves society.

### Activity 1.5

Islam teachings about work can be found in the Qur’an, Hadith and Sunnah.

Read from the Qur’an and reflect on the following passages. Write your understanding about what each portrays about work. In your reflection and writing, consider the following prompts on the values of work:

1. Work teaches responsibility.
2. Work teaches honesty.
3. Work connects people.
4. Work increases self-esteem.
5. Work allows independence.
6. Work improves society.



## Extended Reading

- Sahih al-Bukhari 2072 book number 34 Hadith 25) Narrated by Al-Miqdam
- Speaking to the Heart: The Power of African Proverbs and Sayings in Brand Messaging and Marketing, <https://www.linkedin.com/pulse/speak-heart-power-african-proverbs-sayings-brand-dian-b-schutte>
- <https://library.fes.de/pdf-files/bueros/ghana/10484.pdf>

## GENDER STEREOTYPING OF WORK

We have learned from previous lessons that everyone needs to work. However, in the field of work, there is serious discrimination regarding which jobs one should or should not do. This study aims to help you reduce barriers caused by socio-religious beliefs and gender biases about work.

### The Meaning of Gender Stereotypes

Gender stereotypes can be explained in various ways. Some explanations are captured below:

- They are preconceived, usually generalised views about how members of a certain gender do or should behave, or which traits they should have. Gender stereotyping reinforces gender norms, typically in a binary way (male or female).
- Gender stereotyping is a generalised view or preconception about attributes or characteristics, or the roles that are, or ought to be possessed by, or performed by, women and men. We can infer from this definition that gender stereotyping is a commonly held belief about the characteristics and roles that are attributed to men and women. For example:
  - Girls are more fragile. This means that girls are naturally weak and vulnerable.
  - Boys don't cry. This implies that boys are not supposed to show their emotions, and they do not worry about issues.
- Girls are interested in fashion and the arts. This implies that girls are more interested in sewing and pursuing arts-related programmes in schools. Fashion and arts jobs are more common among females.
- Boys like video games and sports. Boys play video games and sports more than females.
- Girls are perfectionists and better at housework. They are good at keeping their environment clean. Girls want things done in an orderly manner.
- Boys are more disorderly and less engaged by their guardians in doing housework. This means that, from their childhood, most men don't keep themselves and their surroundings clean and they are less engaged in household chores.

- g. Girls are good with language. Thus, girls are attracted to language-related courses like communication studies, general arts (literature), among others.
- h. Boys are good at mathematics. This means males are interested in subjects that involve calculations and diagrams, such as engineering.

## Gender Stereotyping of Work

Now that you have learnt and understand the concept of gender stereotyping, let us look at how it relates to the field of work or the work environment.

Gender stereotyping of work is a generalised view or preconception about work roles that are or ought to be performed by women or men. It is assumed that the gendering of occupations arises from cultural beliefs about femininity or masculinity. In society, certain jobs are generally assigned to men and women based on their features or characteristics. This gender stereotyping of work can restrict people's talents and skills. For example, childcare workers are perceived to be extremely caring, to the point of being seen as lacking the strength to be good leaders (Carson, 2016). The common view of children about scientists or mathematicians is that they are basically men and white (Barman, 1995).

Copy and paste the google link below into your browser for video presentations on gender stereotyping.

<https://www.youtube.com/watch?v=wwZReORVyhE&t=2s>

### Activity 1.6

The Powerpoint below relates to gender stereotyping at work. It provides activities which will encourage you to think about the subject of gender stereotypes and involves questions and prompts for whole class or group discussions.



t2-t-225-challenging-  
stereotypes-activity-p

### Activity 1.7 – Work stereotypes

Below are examples of various occupations. Group them under the roles perceived to be played by men and those played by women. Justify the reasons for your choices and explain the link between gender stereotyping and biases and specific job roles.

Occupations	Male Roles	Female Roles	Reasons for gender biases
Truck & commercial bus driving			
Electrical works			
Babysitting			
Reception jobs			
Construction works			
Medical practice			
Barbering			
Hunting			
Teaching (early grade)			
Palm wine tapping			
Farming			
Nursing			
Chop bar operating			
Butchering			

### Activity 1.8

Some work stereotypes are influenced by religious beliefs, practices and teachings.

1. Research roles in the various religions within your locality that are gender-based.
2. Summarise your findings in a one-page write-up.

## Ways of Minimising Gender Segregated Work in Ghanaian Society

Issues about segregated work in the Ghanaian society have become a matter of concern. Minimising gender-segregated work requires a serious effort from all and sundry—you, employers, and society as a whole. Ways that this could be addressed are as follows:

1. **Promotion of Formal Education and Training:** Encouraging both genders to go to school and receive formal education and training will encourage people to venture into careers that were originally considered to be gender-specific. The individual is provided with the necessary skills, knowledge, and guidance regarding career choices. Some educational institutions that help in training and providing knowledge acquisition include the polytechnics, technical universities, senior high technical schools, Technical and Vocational and Training (TVET) institutions, among others. Courses offered in these institutions are studied by both males and females. Students are encouraged to consider programmes that may lead to careers in non-gender-specific roles, i.e. women working in engineering and men working in the caring sector.
2. **Non-gender-biased job sharing at home, school, and workplaces:** You must undertake all appropriate activities perceived to be a preserve of a particular gender, either at home, in school, or at workplaces. For example, cooking, cleaning, and washing utensils, perceived as female roles in some parts of the country, should be carried out by both genders. Similarly, rearing animals, crop production, commercial bus driving, carpentry, and masonry, perceived in some Ghanaian societies as jobs preserved for men, should be undertaken by both males and females.
3. **Provision of mentorship and sponsorship programmes:** Encouragement and support for both genders to be trained in broad workplace skills will allow both males and females to work in non-gender-specific careers.
4. **Gender-neutral recruitment:** Recruitment or nomination to various positions of service in school, at home, in workplaces, and the nation should be gender-neutral. Positions like girls prefect and boys prefect in some mixed schools in the country create the impression that girls must lead girls and vice versa. This practice should give way to a neutral gender selection process where competent students in the school should be nominated and voted for to lead the student body. For example, Tamale Senior High School in Northern Ghana has replaced girls prefect and boys prefect with school prefect creating room for either a boy or a girl to be selected and voted for to lead other students in the school.  
Similarly, job recruitment agencies should recruit people to work based on their skills or competencies instead of being gender biased.
5. **Deliberate policy direction for affirmative action by state agencies:** This is also one way to help reduce gender segregated works in Ghana. Laws or policies on affirmative action should be enacted and enforced to help minimise gender stereotypes of work. This will help women in Ghanaian society undertake areas of work such as governance and others that are currently male-dominated.
6. **Deliberate enforcement of religious teachings on equal gender participation in work.**



The commonly held notion is that religion largely prescribes gender roles to men and women. In many indigenous Ghanaian communities, kingship is reserved for men. Some Christian churches, like the Catholic Church, make the priesthood a preserve of men only. Similarly, in Islam, women cannot lead congregational prayers when men are part of the congregation. They can only lead their fellow women to pray when there are no men to lead. That notwithstanding, many religious teachings promote equal gender participation at work.

In Christianity, Paul commended Deaconess Phoebe for her outstanding leadership (*Roman 16:1*). Phoebe was a highly regarded deaconess in the early church. This provides evidence that women also play leadership roles in some churches today. For instance, the Presbyterian Church of Ghana (PCG) ordains women as priests.

In *Judges Chapter 4*, Deborah was presented as a model judge and political leader. God chose Deborah as a judge over her people, the Israelites. She was also a military strategist in Israel's war with the Canaanite king Jabin. This is an encouragement to women who want to undertake male-dominated roles, or jobs, or professions.

In Islam, *the Holy Qur'an 3:195* states that *"never will I allow to be lost the work of [any] worker among you, whether male or female; you are of one another."* This statement portrays Allah's zeal to treat both males and females as equals in all spheres of life, including the field of work.

Likewise, Allah indicates that *"...whosoever does good work, whether male or female, and is a Muslim, then they shall enter Paradise and they shall be provided therein without count"* (*Holy Qur'an 4:124*). The verse teaches that Allah rewards people who do good work, whether they are males or females. Their ultimate reward will be their admission into paradise. Thus, males and females have equal access to paradise when they do what Allah requires of them.

In the context of AIR, females are admitted into the priesthood. In Ghanaian matrilineal societies, the queen is the kingmaker. Thus, in most Ghanaian societies where people inherit from their mothers' line, it is the mandate of the queen mothers to enstool or destool kings.

There are some Ghanaian ethnic groups who also crown queens as overlords. Examples include Nana Barnieh Adu-Amopmah (the Ankobiahene of Akyem-Asuoso), Tindan paga Sulemana Memunatu of Katariga in the Sagnarigu Municipality, and Nana Adepa Amponsah Yeboah 1 (the Kyidomhene of New Tafo-Akyem) among others.

### Activity 1.9

1. Identify **ten (10)** Ghanaian female leaders and describe the positions they hold.
2. Explain the importance of their position in society and what this tells us about the complementary roles men and women play in Ghanaian society.

## Extended Reading

<https://www.gse.harvard.edu/ideas/usable-knowledge/18/11/preventing-gender-bias>

<https://www.betterhelp.com/advice/stereotypes/22-ways-to-overcome-gender-stereotypes/>

<https://www.ohchr.org/en/women/gender>

(<https://www.verywellhealth.com/gender-stereotypes-5323771>)

## GENDER STEREOTYPING OF WORK (DEBATE)

This lesson includes a debate. The class will be divided into small groups, each selecting speakers to argue either for or against the motion. Some points will be provided to guide you in your debate on the motion: “*Gender-stereotyped work (roles, jobs, or careers) should be maintained amidst the current economic circumstances in the country.*” The groups can collaborate using the following points to prepare for the debate:

### Some Potential Points to Support the Motion.

1. **It is culturally appropriate:** From the cultural point of view, in most Ghanaian communities, certain jobs are strictly carried out by a certain gender. For example, among the Akans, it is the duty of the women to cook. Men are tasked with doing hard labour like carrying heavy loads, weeding, etc.
2. **Some of the jobs are biologically convenient:** The natural characteristics of both genders dictate the kind of work each ought to do. For example, due to the perceived assumption of the fragile nature of women, they are not permitted to engage in jobs like hunting that require more strength. On the other hand, men are considered to be strong, thereby required to do work that requires more strength.
3. **Religious injunctions:** The main religions in Ghana mandate in their teachings that their members perform certain duties reserved for either males or females. This could be associated with priesthood. In Christianity, some denominations, such as the Catholic Church and the Church of Pentecost, ordain only men as priests or pastors. In Islam, women are not given the chance to become imams. In African indigenous religion, in some Ghanaian communities, females are not allowed to play the role of a priest. For instance, among the people of *Mirigu* in Upper East region of Ghana, men are the legitimate leaders in offering sacrifices.
4. **Reduction of gender war:** In the field of work, certain jobs are undertaken by women; men do not have the dream of engaging themselves in such jobs. For instance, reception jobs are usually undertaken by women. Similarly, electrical work among others, is reserved for men. This enhances harmonious living in society.

### Some potential points against the motion.

1. **Unemployment rate:** Currently, certain programmes, like medical practice, that were offered by men are now pursued by women too. Due to this, there is pressure on the job market, creating graduate unemployment.

2. **Undermines individual autonomy:** Everyone should have the right to choose their jobs or careers based on their interests and skills.
3. **Contributes to work place hostility:** When people are judged in their work place based on gender, a toxic work environment could be created, leading to conflicts and low productivity.
4. **Changing societal dynamics:** With the advancement of technology, what was previously accepted can no longer remain the same in this modern era. Men can now choose to do jobs traditionally noted as being for women, and vice versa.
5. **Education and training:** Both girls and boys are given the chance to acquire formal education and skills. This helps them become responsible adults in the future. For instance, Rose Margenu Ekeng-Itua (PhD) acquired a doctoral degree in cybernetics, a male-dominated profession, because of the educational opportunities offered to her to develop her talent ([vanguardngr.com](http://vanguardngr.com)).
6. **Impede progress in society:** Gender stereotypes limit the expectations placed on certain genders, and those who do not conform to these stereotypes are often subject to ridicule. However, in the modern era, many people are challenging these stereotypes and breaking free from their constraints. Consequently, relying solely on stereotypes as a guiding force for society hinders progress.

### Activity 1.10

1. Develop points for or against, the motion “*Gender stereotyped work, roles, or job or careers should be maintained amidst the current economic circumstances in the country.*”
2. Ballot to speak for or against the motion. Prepare your arguments and debate the motion together. The presentation below will provide you with guidance and tips on debating techniques.



An Introduction to  
Debating Presentati

## Extended Reading

- <https://discover.hubpages.com/business/The-importance-of-work-in-the-life-of-the-individual-and-society>
- [https://qknowbooks.gitbooks.io/class\\_5\\_citizenship-the-individual-education-and-w/content/importance\\_of\\_work.html](https://qknowbooks.gitbooks.io/class_5_citizenship-the-individual-education-and-w/content/importance_of_work.html)

# REVIEW QUESTIONS FOR WEEKS 1 TO 4

1. How do you understand the concept of work? Write your opinion and compare it with that of a colleague.
2. What factors will you consider when selecting work in the future? Provide meaningful examples to support your opinion.
3. Explain any three common factors that support the teachings on work of the three main religions in Ghana.
4. The voice of women in leadership positions in Ghana was previously minimal, but in recent times, there has been a rise of women in leadership. Discuss the impact of this to both women and Ghanaian society as a whole.
5. Write a two-page essay on your understanding of the following statement “Gender stereotyped work (roles/ jobs/careers)”.



# ANSWERS TO REVIEW QUESTIONS FOR WEEKS 1 TO 4

1. To understand work, consider the following ideas:
  - Work is activity-oriented.
  - It is associated with a purpose or an outcome.
  - It involves the use of the mind and body.
  - It provides an income to support those around you.
  - It provides an individual with self-esteem.
2. When selecting work or a career for the future, one should consider the following:
  - i. The type of work one will want to engage in. i.e., effective use of the mind, body, or strength to achieve a purpose.
  - ii. The benefits related to work:
    - Healthy living
    - Income generation
    - Reducing social vices, etc.
3. Consider the following ideas when discussing the factors:
  - i. **African Indigenous Religion (AIR)**
    - There is a relationship between work and spirituality: when one works, he or she receives blessings from the ancestors and the spirits.
    - Respect for the land and natural resources
    - The sharing of resources within the community.
    - Provide for the basic needs of oneself, the family, and the community at large.
    - Stresses on perseverance, hard work, and dedication to be successful in life.
    - Engaging in decent work to earn respect from society and the ancestors.
    - Promoting unity and solidarity through collaborative work and helping one another.
  - ii. **Christianity**
    - Work is often seen as a calling or a means to serve others and glorify God.
    - Believers are encouraged to work with honesty, diligence, and compassion towards one another.
    - Taking on leadership roles or stewardship, regardless of gender.
    - Using talents for the greater good.

- Providing for the needs of one's family.

### iii. Islam

- Work is considered a form of worship when it is done with the intention of fulfilling one's duties.
  - Work is a means of providing for oneself and one's family.
  - Islam stresses the importance of honesty, fairness, and generosity in all forms of work.
  - An individual's work must be balanced with prayer and community responsibilities.
4. In assessing the statement, please consider the following factors that contributed to the rise of women in leadership:
- i. Formal education and training.
  - ii. Affirmative policies to empower the marginalised in society.
  - iii. The activities of advocacy groups to champion the course of women.
  - iv. Society accepting women in leadership.
  - v. Recognising the hard work and achievement of women who find themselves in leadership positions.
5. What to consider when developing your essay.
- Provide a solid introduction explaining gender stereotyping as a means of ascribing roles or responsibilities to specific genders.
  - Further, describe what is meant by gender stereotyping.
  - Provide a few examples of roles, duties, or characteristics that society previously perceived as gender-dominated, either male or female. For instance, males are good at calculation and females perform excellently in reading and public speaking. Females are perfectionists when it comes to housekeeping, while males do the opposite.
  - Now state some points to support or against gender stereotyping of work. i.e., culture does not permit other genders to do works originally meant for a particular gender; gender stereotyping of work does not aid in developing potential.
  - Provide a good conclusion that summarises your points and projects your stand, whether for or against the gender stereotype of work.

## References

- Barman, C.R., Oustlund, K.L, Gatto, C.C., & Halfferty, M. (1995). Fifth Grade Students' Perceptions About Scientists and How they Study and Use Science, 8.  
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## Acknowledgements



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