

Factors Affecting Female Participation in Technical Education Programme: A Study of Delta State University, Abraka

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Abstract

This study examines the factors affecting female participation in undergraduate regular technical education programmes of Delta State University, Abraka. One hundred and fifty (150) undergraduate regular students 2012/2013 Session were selected from Technical Education Departments, DELSU, Abraka which comprise of one hundred and twenty (120) males and thirty (30) females. Four (4) research questions were asked and four (4) Null hypotheses were formulated. Questionnaire was used to collect data. The questionnaire was validated by the research supervisor. Using the Pearson Product Moment Correlation Technique, a reliability co-efficient of 0.81 was obtained. Data were analysed using mean and standard deviation for research questions and Analysis of Variance (ANOVA) for testing the hypotheses using F statistics at 0.05 level of significance. The study revealed amongst others that, the factors which affects female participation in Regular Undergraduate Technical Education Programme of Delta State University, Abraka includes: government factors; school factors such as inadequate infrastructural facilities; societal factors. Also three (3) hypotheses (i.e Ho 1,3&4) were accepted while hypothesis 2 were rejected. It was recommended amongst others that, government, school administrators, parents, and the general public should improved female participation in TVET.

Keywords: Factors, Female, Participation, & Technical Education

Introduction

According to Igbinedion and Ojeaga (2012) education is a veritable means of progress for nations and individuals. Also, Okebukola (2012) opined that education is a process of updating the knowledge and skills of the individual that will be useful to himself or herself and to the community. Education plays an important role in the socio-economic development of a nation. Often, governments commit huge investments to education projects and programme in order to realize its intended benefits. Notwithstanding improved access to education, female participation in education in most developing countries is still characterized by disparities. Girls continue to constitute the majority of children out-of-school. Girls represent 55 per cent of all children who are out of school worldwide. Available data have indicated that worldwide, for every 100 boys out of school 122 girls are also out of school. This varies from country to country. For example, in Benin, for every 100 boys out-of-school, 127 girls are also out-of-school (UNESCO, 2006).

According to Sperling (2005), in Sub-Saharan Africa, majority of girls do not complete primary school and only 17 per cent of girls are enrolled in secondary schools. Also, Mulana (2006) posited that in 43 developing countries secondary gross enrolment figures were under fifty per cent, and in spite of this, girls constituted the majority of children out of school at this level.

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In South Asia only 47 per cent of girls qualify for secondary school and in Sub-Saharan Africa only 30 per cent of secondary-school aged girls enroll in secondary school (UNESCO, 2006). In many developing countries, female participation in education provision is restricted due to many factors (Wallace-Bruce, 2010). The role of quality human resource in a nation's development cannot be over emphasized here. However, the expected benefits of training human capital for national development in developing countries are not forthcoming because of gender inequalities in education provision in those countries. Some studies (Sutherland-Addy, et.al., 1995; Boakye, 1997; Coombs, 1985; Psacharopoulos, 1985) have provided explanations for the prevalence of this educational travesty in modern times.

Consequently, Technical and Vocational Education (TVE) is used as a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies, related sciences, and the acquisition of practical skills, attitudes understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO & ILO, 2002). According to Ibeneme (2007), Nigeria does not seem to accord technical and vocational education (TVE) the attention it deserves.

Furthermore, Okeke (2005) citing Aina (2006) opined that since the introduction of technical and vocational education in Nigeria educational system some years ago, participation in technical and vocational education programmes has remained low. More so, Yakubu (2006) reported that the total enrollment figure into technical and vocational education programmes in Nigeria as at year 2006 was less than three percent (3%). He further stated that, this figure; in comparison with countries target about fifty percent (50%) participation in technical and vocational education. According to Ozioma (2011) the Federal Government wants technical education to occupy a prominent position in our schools; Nigerian schools pay little or no attention to technical education, teachers and students seem not to understand what it is all about and consequently develop some contempt and aversion for technical courses and subjects, teachers, and students now makes technical education to be unhealthy. However, many of the occupation and trades in technical education are regarded as ignoble and unbecoming, an average Nigerian parents does not want his son or daughter to earn a living as a full time farmer, plumber, brick/block layer, carpenter and auto- motor mechanic. For many Nigerians, these trades are for the poor and underprivileged (Ozioma, 2011).

Various scholars such as Igbinedion and Ojeaga (2012); Amoor (n.d); Ediagbanya, Agbaje and Suberu (2012) have identified some major factors responsible for low participation of female in technical and vocational education to include among others, low societal estimation of technical and vocational education as education for lowest class people, education for the last resort, for people of; low intelligent quotient, low achievers and low status occupation as well as lack of career awareness. Erinoshio (1997), Ndahi (1987) in Edu and Edu (2012), separately observed that in the past, neither traditional nor western education in Nigeria encouraged or provide equal opportunities for women to enter the field of vocational and technical education in Nigeria. According to Ndahi (2002), during the early period of the development of technical education in Nigeria, a technician was considered a male who could repair mechanical or electronic devices or products (turn screws, nuts, and bolts). It was not conceivable at that time to think of a female as a technician, therefore, participation in these technical institution was strictly boys for industrial technical education courses and girls for the vocational home economics.

Also, other factors, which particularly affect girls in science participation, learning and achievement, especially in developing and underdeveloped countries include household factors (economic position, household size, and parents' education) and practices, biological composition (genetic deficit), psychological disposition (minds-sets, interests and attitudes); policy related factors (lack of goals and adequate monitoring of gender equality) and school related factors (school location, peer influence, facilities, role models, gender biased curriculum materials) (Balogun, 1994; Heggarty, 1995; Erinoshio, 1997; Onocha, 1998; and Ogwazor, 2001) in (Ogunkoya and Olatoye, n.d.).

According to International Rescue Committee (IRC, 2009) interview conducted for students on the assessment of the primary factors contributing to low female participation in TVET, particularly for training in traditionally male trade include lack of awareness about the benefit from TVET, insufficient financial support, financial consideration, and concern about future job prospects. In same vein, Igbinedion and Ojeaga (2012), opined that, some of the factors affecting participation of female in TVE in Nigeria include; poor societal perception; poor entry level; poor societal attitude; lack of recognition; discrimination against graduate of TVE and elitism. Furthermore, internationally various scholars and organisations have reported similar factors affecting female participation in education generally and technical vocational education in particular. Notable among these literatures include that of Evans,1995; Evans & King, 1991; Evans & Heinz, 1993; Kember, 1981;UNESCO, 1999; Ayonmike, 2010 citing Nawe, 2010; Wapula, 2009; Jyoti, 2012; Trivedi, 1989; Chibiko, 2009; & Khan, 1993.

These literatures reported amongst others that the factors affecting female participation in TVET programmes include: cultural factors (these factors reflect the cultural and cross cultural social norms and traditions by which subservient status of girls is maintained); attitudinal factors (these can be seen in the perceived differences in male and female roles and capabilities inculcated through socialization in the home and family, reinforced through schooling, vocational/career guidance services, experiences in the workplace, peer pressure and absence of female role models); and situational factors (these factors can be seen female roles in the family, lack of proper support from family members, financial situation and location of settlement); institutional factors (this can arise from the way TVET institutions organized their programmes some of which are lack of female teachers, lack of child care facilities, lack of medical department, lack of special TVET institution for female, inflexible selection and entry requirements).

However, in Africa, Caribbean, and South Asia the factors affecting female participation in TVET programmes include: relegation of women to the home; parental perceptions of cost/benefits of educating girls(this affects low income families particularly); patriarchy (female seclusion practices and early marriage); discriminatory labour market practices; masculine image of TVET projected in textbooks, media and popular assumptions; poor facilities, including teacher-supply, teacher quality and equipment; nature of TVET occupations which are not easily combined with child-rearing and child-care; lack of role models and career counseling; social factors which operates inside and outside the classroom; lack of female TVET teachers and more widely absence of female role models; gender bias TVET curriculum; inappropriate assumptions made by male TVET teachers; peer pressure; early marriage; privacy of girls; and location, physical facilities and hours of instruction; direct cost; demand for female to care for siblings,homes and farms (Williams, 1987; & Ayonmike, 2010).

The factors affecting participation of females in technical education programmes according to Ayonmike (2010); Igbinedion and Ojeaga (2012) are poor societal perception, poor entry level, lack of recognition and discrimination against graduates of technical vocational education (TVE). Moreso, Amoor (n.d) reported that some of the factors include government lukewarm attitude towards technical and vocational education (TVE), the perception of the society towards technical and vocational education, and lack of candidate's interest. According to Ediagbonya, Agbaje and Suberu (2012) posited that the inadequacies of facilities/infrastructural materials, qualified teachers and career counselors have equally not helped out in boosting participation of female in technical and vocational programmes. Furthermore, researches by Aina (2006), Amaewhule (2000), Hubert (2006), Olaitan (1992), Oranu (2003) and Yakubu (2006) identified the major factors affecting participation of female in technical and vocational education to include among others; low societal estimation of technical and vocational education as education for lowest class people education for last resort, for people of low intelligent quotient (IQ), low achievers and low status occupation as well as lack of career awareness in technical and vocational education.

It is against this backdrop that this present study seeks to identify the factors affecting participation of female in technical education programme in Delta State University, Abraka.

Statement of the Problem

The participation of female in technical education programmes in Nigeria institutions is very poor when compared to enrollment in general education programmes (Aina, 2006; Amaewhule, 2000; Hubert, 2006; Olaitan, 1992; Oranu, 2003; & Yakubu, 2006). Despite successive governments' efforts directed at improving Technical Education at all levels to make technical Education attractive and sellable, gender gap still exist. Therefore, this study is set out to identify factors affecting participation of female in technical education programme of Delta State University, Abraka.

Purpose of the Study

The purpose of the study is to identify factors affecting participation of female in technical education programme of Delta State University, Abraka. Specifically the study seeks to ascertain the;

- i. Government factors affecting participation of female in technical education programme of Delta State University, Abraka.
- ii. School factors affecting participation of female in technical education programme of Delta State University, Abraka.
- iii. Societal factors affecting participation of female in technical education programme of Delta State University, Abraka.
- iv. Parental factors affecting participation of female in technical education programme of Delta State University, Abraka.

Significance of the Study

The findings of this study will be significant to Delta State Ministry of Education, School administrators, lecturers, students, and future researchers. However, the findings of the study will exposed the various factors affecting participation of female in technical education programme which will enable government and other stakeholders to tackle the issue of low participation of female in technical education programme. Moreso, it is an academic exercise and will serve as reference point for future researchers.

Scope of the Study

This Study was delimited to technical education programme of Delta State University, Abraka. Moreso, the scope of the study in terms of its observational units include all 2012/2013 regular undergraduate students of technical education.

Research Questions

The following research questions guided this study;

- i. What government factors are responsible for low participation of female in technical education programme of Delta State University, Abraka?
- ii. What school factors are responsible for low participation of female in technical education programme of Delta State University, Abraka?
- iii. What societal factors are responsible for low participation of female in technical education programme of Delta State University, Abraka?
- iv. What parental factors are responsible for low participation of female in technical education programme of Delta State University, Abraka?

Research Hypotheses

The following Null Hypotheses were tested in this study;

H₀₁: There is no significant difference in the mean response of male and female technical education students on government factors responsible for low participation of female in technical education programme of Delta State University, Abraka.

H0₂: There is no significant difference in the mean response of male and female technical education students on school factors responsible for low participation of female in technical education programme of Delta State University, Abraka.

H0₃: There is no significant difference in the mean response of male and female technical education students on societal factors responsible for low participation of female in technical education programme of Delta State University, Abraka.

H0₄: There is no significant difference in the mean response of male and female technical education students on parental factors responsible for low participation of female in technical education programme of Delta State University, Abraka.

Research Method and Procedure

This study adopted the survey research design and the area of the study is the Department of Technical and Business Education (Technical Education Unit), Delta State University, Abraka. Population of the study is made up of two hundred and sixty three (two hundred and six male; fifty seven female) 2012/2013 regular undergraduate students in technical education unit of the Department of Technical and Business Education of Delta State University, Abraka. The simple random sampling technique was adopted and a sample size of 150 sampling units was obtained comprising thirty female students and one hundred and twenty male students. Instrument for data collection was a questionnaire titled "Factors Affecting Participation of Female in Technical Education Programme". It was made up of four sections (Section 1-4) Section 1 is on government factors, Section 2 is on school factors, Section 3 is on Societal factors and Section 4 on parental factors. Section 1, 2, 3, and 4 has 10, 13, 12, and 12 items respectively making up a total of 47 items in the questionnaire. The questionnaire is on four point scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D) with a corresponding weight of 4, 3, 2, and 1 respectively. The questionnaire was faced validated by three experts in Technical Education Department from Delta State University, Abraka and possible corrections were made as directed by the experts.

The questionnaires were administered to twenty (20) students of the Sapele Technical College who were not part of the sample under study. The Cronbach Alpha was used to ascertain the reliability using test-retest method which yields 0.71. This result implies that the instrument is reliable. The researcher administered the questionnaires on the students and collected the questionnaires on the spot which yield a hundred percent return rate. The mean and standard deviation was used to analyze data for the research questions. Furthermore, the hypotheses were tested using the Analysis of Variance (ANOVA) at 0.05 level of significance using the F- statistical table. However, the decision point was 2.50. This implies that any response with 2.50 and above is regarded as agreed, while mean response below 2.50 is regarded as disagreed.

Results and Data Analysis

The results of this study were presented in order of the research questions and hypotheses.

Research Question 1

What government factors are responsible for low participation of female in technical education programme of Delta State University, Abraka?

Table 2: Shows the Response of Students on Government Factors Responsible for Low Participation of Female In Technical Education Programme of Delta State University, Abraka

s/n	Item Statement	Male (N=120)			Female (N=30)		
		Mean	S.D	Remark	Mean	S.D	Remark
1.	Cost-sharing in education	3.72	0.69	Agree	3.50	0.86	Agree
2.	introduction of structural adjustment policies	3.63	0.80	Agree	3.33	1.06	Agree
3.	introduction of higher user charges or fees increased educational costs to families in terms of higher school fees payment	3.13	0.42	Agree	3.33	0.84	Agree
4.	policy related factors (lack of goals and adequate monitoring of gender equality)	3.40	1.04	Agree	3.03	1.10	Agree
5.	Poor provision of infrastructural facilities such as library, classroom blocks, workshops, laboratories and recreational facilities.	2.53	1.49	Agree	2.83	1.09	Agree
6.	Poor provision of consumable materials such as wood nails, wires, rods, glues etc for student's practicals.	3.66	0.64	Agree	3.40	0.86	Agree
7.	Poor provision of qualified technical education lecturers.	3.50	0.81	Agree	3.33	0.99	Agree
8.	Poor funding of technical education.	3.48	0.85	Agree	3.30	0.70	Agree
9	Poor scholarship scheme for female TVET students	2.43	1.41	Disagree	2.33	1.47	Disagree
10.	Gender biased TVET curriculum materials	3.10	1.05	Agree	3.03	1.10	Agree
	Mean and S.D	3.26	0.46		3.14	0.35	

Research Question 2:

What school factors are responsible for low participation of female in technical education programme of Delta State University, Abraka?

Table 3: Shows the Response of Students on School Factors Responsible for Low Participation of Female in Technical Education Programme if Delta State University, Abraka

s/n	Item Statement	Male (N=120)			Female (N=30)		
		Mean	S.D	Remark	Mean	S.D	Remark
11.	Inadequate female TVET lecturers	3.51	1.00	Agree	3.13	1.04	Agree
12.	lack of child care facilities	3.39	0.82	Agree	2.60	1.16	Agree
13.	lack of medical department.	3.55	0.70	Agree	3.47	0.51	Agree
14.	inflexible selection and entry requirements	3.17	1.01	Agree	2.03	1.27	Disagree
15.	absence of female role models	3.23	0.63	Agree	2.77	1.10	Agree
16.	masculine image of TVET projected in textbooks, media and popular assumptions	3.18	0.75	Agree	2.83	1.09	Agree
17.	poor TVET facilities	3.47	1.01	Agree	3.17	1.09	Agree
18	lack of female TVET lecturers and more widely absence of female role models	3.04	0.94	Agree	3.00	1.08	Agree
19.	inappropriate assumptions made by male TVET lecturers	2.46	1.16	Disagree	3.03	0.93	Agree
20.	peer pressure	3.72	0.70	Agree	3.27	1.08	Agree
21	physical facilities and hours of instruction	3.29	0.99	Agree	3.37	1.00	Agree
22	gender biased curriculum materials	3.07	1.52	Agree	3.00	1.23	Agree
23	Poor public relations practice by administrators and lecturers of technical education department	3.51	0.76	Agree	3.27	1.08	Agree
	Mean and S.D	3.28	0.32		3.00	0.38	

Research Question 3

What societal factors are responsible for low participation of female in technical education programme of Delta State University, Abraka?

Table 4: Shows the Response of Students on Societal Factors Responsible for Low Participation of Female in Technical Education Programme of Delta State University, Abraka

s/n	Item Statement	Male (N=120)			Female (N=30)		
		Mean	S.D	Remark	Mean	S.D	Remark
24.	it was considered wasteful, as girls would eventually be married off to become housewives	3.84	0.58	Agree	3.50	0.90	Agree
25	discrimination against graduate of TVE and	3.73	0.70	Agree	3.57	0.82	Agree
26	Elitism	3.67	0.80	Agree	2.90	0.99	Agree
27	cultural factors (these factors reflect the cultural and cross cultural social norms and traditions by which subservient status of girls is maintained)	3.68	0.70	Agree	3.33	0.99	Agree
28	discriminatory labour market practices	3.73	0.67	Agree	3.43	0.97	Agree
29	Discrimination of technical college graduates.	3.40	0.94	Agree	3.53	0.73	Agree
30	Poor societal attitude towards technical education.	2.82	1.21	Agree	2.97	1.27	Agree
31	Societal perception that technical education is for dull and unintelligent students.	2.50	1.36	Agree	3.50	0.94	Agree
32	Societal perception that technical education is for the less privilege in the society.	3.37	1.05	Agree	3.40	0.97	Agree
33	Poor societal recognition of technical education.	3.42	0.82	Agree	3.57	0.86	Agree
34	Member of the society lacks awareness on the objective and prospects of technical education.	3.71	0.76	Agree	3.73	0.69	Agree
35	Inferior status accorded to technical education.	2.43	1.41	Disagree	2.33	1.47	Disagree
	Mean and S.D	3.36	0.50		3.31	0.39	

Research Question 4

What parental factors are responsible for low participation of female in technical education programme of Delta State University, Abraka?

Table 5: Shows the Response of Students on Parental Factors Responsible for Low Participation of Female in Technical Education Programme of Delta State University, Abraka

s/n	Item Statement	Male (N=120)			Female (N=30)		
		Mean	S.D	Remark	Mean	S.D	Remark
36	home-environment practices	3.63	0.80	Agree	3.47	0.51	Agree
37	Poor parental perceptions about the benefits of education and negative attitudes towards female education	3.40	1.04	Agree	3.27	1.08	Agree
38	Parents viewed formal education (TVET inclusive) with scepticism because educated girls became discontented, immoral and felt reluctant to undertake heavy field labour (such as farming).	3.50	0.81	Agree	3.57	0.68	Agree
39	Cultural sanctions on women	3.23	0.63	Agree	3.50	0.90	Agree
40	religious and socio-cultural traditions such as early marriage, child bearing and an unwillingness to allow girls to travel long distances	3.04	0.94	Agree	2.90	0.99	Agree
41	the long traditional and conservative belief that a woman's role lies in the kitchen or home	3.29	0.99	Agree	3.43	0.97	Agree
42	family's level of educational attainment, occupation and income.	3.35	0.97	Agree	3.00	1.23	Agree
43	The act of families placing high premium on the economic contributions of girls	3.72	0.70	Agree	3.57	0.68	Agree
44	Poverty	3.68	0.70	Agree	3.33	0.99	Agree
45	Girls are tasked to make contributions in the form of child care, home production, agriculture and trade which are essential for the survival of family members and the education of siblings.	3.73	0.67	Agree	3.43	0.97	Agree
46	Parents' unwillingness to bear the educational such as cost of books, hand tools .	3.40	0.94	Agree	3.53	0.73	Agree
47	household factors (economic position, household size, and parents' education) and practices	2.82	1.21	Agree	2.97	1.27	Agree
	Mean and S.D	3.40	0.28		3.33	0.24	

Research Hypotheses 1

There is no significant difference in the mean response of male and female technical education students on government factors responsible for low participation of female in technical education programme of Delta State University, Abraka.

Table 6: Analysis of Variance (ANOVA) from mean response of female and male undergraduate technical education students of Delta State University on government factors responsible for low participation of female in technical education programme of Delta State University, Abraka

ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.719	6	0.286	4.785	0.113
Within Groups	0.180	3	0.060		
Total	1.898	9			

Research Hypotheses 2:

There is no significant difference in the mean response of male and female technical education students on school factors responsible for low participation of female in technical education programme of Delta State University, Abraka.

Table 7: Analysis of Variance (ANOVA) from mean response of female and male undergraduate technical education students of Delta State University on school factors responsible for low participation of female in technical education programme of Delta State University, Abraka

ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.197	10	0.120	10.637	0.089
Within Groups	0.023	2	0.011		
Total	1.219	12			

Research Hypotheses 3

There is no significant difference in the mean response of male and female technical education students on societal factors responsible for low participation of female in technical education programme of Delta State University, Abraka.

Table 8: Analysis of Variance (ANOVA) from mean response of female and male undergraduate technical education students of Delta State University on societal factors responsible for low participation of female in technical education programme of Delta State University, Abraka

ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.781	9	.198	0.418	0.853
Within Groups	0.946	2	0.473		
Total	2.727	11			

Research Hypotheses 4

There is no significant difference in the mean response of male and female technical education students on parental factors responsible for low participation of female in technical education programme of Delta State University, Abraka.

Table 9: Analysis of Variance (ANOVA) from mean response of female and male undergraduate technical education students of Delta State University on parental factors responsible for low participation of female in technical education programme of Delta State University, Abraka

ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.741	9	0.082	1.361	0.494
Within Groups	0.121	2	0.061		
Total	0.862	11			

Discussion of Findings

Table 2 revealed that the following governmental factors affect female participation in technical education programme of Delta State University, Abraka. These factors are: Cost-sharing in education; introduction of structural adjustment policies; introduction of higher user charges or fees increased educational costs to families in terms of higher school fees payment; policy related factors (lack of goals and adequate monitoring of gender equality); poor provision of infrastructural facilities such as library, classroom blocks, workshops, laboratories and recreational facilities; poor provision of consumable materials such as wood nails, wires, rods, glues etc for student's practicals; poor provision of qualified technical education lecturers; and poor funding of technical education; gender biased TVET curriculum materials.

These findings are in line with the findings of previous studies such as Ayonmike (2010), Wallace-Bruce (2010), Coombs (1985), Khan (1993), Tadoro (1985), Bishop (1989), Handa (1996), Nikoi (1998), Meena (1991), Edu and Edu (2012), Ogunkoya and Olatoye (n.d), IRC (2009).

Table 3 revealed that the following school factors affect female participation in technical education programme of Delta State University, Abraka. These factors are: inadequate female TVET lecturers; lack of child care facilities; lack of medical department; inflexible selection and entry requirements; absence of female role models; masculine image of TVET projected in textbooks, media and popular assumptions; poor TVET facilities; lack of female TVET lecturers and more widely absence of female role models; inappropriate assumptions made by male TVET lecturers; peer pressure; physical facilities and hours of instruction; gender biased curriculum materials; poor public relations practice by administrators; and lecturers of technical education department. These findings are in line with the findings of previous studies such as Ayonmike (2010), Wallace-Bruce (2010), Coombs (1985), Khan (1993), Tadoro (1985), Bishop (1989), Handa (1996), Nikoi (1998), Meena (1991), Edu and Edu (2012), Ogunkoya and Olatoye (n.d), IRC (2009).

Table 4 revealed that the following societal factors affect female participation in technical education programme of Delta State University, Abraka.

These factors are: it was considered wasteful, as girls would eventually be married off to become housewives; discrimination against graduate of TVE; elitism; cultural factors (these factors reflect the cultural and cross cultural social norms and traditions by which subservient status of girls is maintained); discriminatory labour market practices; discrimination of technical college graduates; poor societal attitude towards technical education; societal perception that technical education is for dull and unintelligent students; societal perception that technical education is for the less privilege in the society; poor societal recognition of technical education; and member of the society lacks awareness on the objective and prospects of technical education.

These findings are in line with the findings of previous studies such as Ayonmike (2010), Wallace-Bruce (2010), Coombs (1985), Khan (1993), Tadoro (1985), Bishop (1989), Handa (1996), Nikoi (1998), Meena (1991), Edu and Edu (2012), Ogunkoya and Olatoye (n.d), IRC (2009).

Table 5 revealed that the following parental affect female participation in technical education programme of Delta State University, Abraka. These factors are: home-environment practices; poor parental perceptions about the benefits of education and negative attitudes towards female education; parents viewed formal education (TVET inclusive) with scepticism because educated girls became discontented, immoral and felt reluctant to undertake heavy field labour (such as farming); cultural sanctions on women religious and socio-cultural traditions such as early marriage, child bearing and an unwillingness to allow girls to travel long distances; the long traditional and conservative belief that a woman's role lies in the kitchen or home; family's level of educational attainment, occupation and income; the act of families placing high premium on the economic contributions of girls; poverty; girls are tasked to make contributions in the form of child care, home production, agriculture and trade which are essential for the survival of family members and the education of siblings; parents' unwillingness to bear the educational such as cost of books, hand tools; and household factors (economic position, household size, and parents' education) and practices. These findings are in agreement with previous researches such as Williams (1987); and Ayonmike (2010).

Table 6 revealed that there was no significant difference in the mean response of male and female undergraduate regular technical education student on government factors affecting female participation in technical education programme of Delta State University, Abraka. However, the hypothesis was accepted since the F calculated (4.785) is less than F tabulated (10.56) at 0.05 level of significance.

Table 7 revealed that there was no significant difference in the mean response of male and female undergraduate regular technical education student on school factors affecting female participation in technical education programme of Delta State University, Abraka. However, the hypothesis was rejected since the F calculated (10.637) is greater than F tabulated (9.33) at 0.05 level of significance.

Table 8 revealed that there was no significant difference in the mean response of male and female undergraduate regular technical education student on societal factors affecting female participation in technical education programme of Delta State University, Abraka. However, the hypothesis was accepted since the F calculated (0.418) is less than F tabulated (9.65) at 0.05 level of significance.

Table 9 revealed that there was no significant difference in the mean response of male and female undergraduate regular technical education student on parental factors affecting female participation in technical education programme of Delta State University, Abraka. However, the hypothesis was accepted since the F calculated (1.361) is less than F tabulated (9.65) at 0.05 level of significance.

Conclusion

From the findings, it can be concluded that a combination of government, school, societal, and parental factors have conspired to affect female participation in undergraduate technical education programme of Delta State University, Abraka in the study areas. As a way out of the problem, a number of recommendations have been made which if accepted and implemented by government, school administrators, lecturers, professional associations such as Nigerian vocational Association (NVA), TETFUND, policy makers, policy implementing agencies, social support groups and parents as a whole would help to correct the lapses that have plagued female participation in technical education programme of the Delta State University in the study areas and help to improve female participation in education to acceptable levels in the country as a whole.

Recommendations

Based on the findings of this study, the following recommendations were made. The recommendations are as follows:

- i. Payment of study allowance for female TVE students.
- ii. Provision of employment for female TVE graduates immediately after study.
- iii. Provision of scholarship to the best female TVE graduates to study abroad.
- iv. The general public should change their attitude and perception on TVET programmes.
- v. TVE professionals such as teachers and lecturers should organized awareness campaign programme on how to improve female participation in TVET programmes for parents, girls, and members of the society.
- vi. TVE professionals should organize occupational and vocational counselling programme for girls.
- vii. Parents should encourage their female childred to study TVE courses.
- viii. Child care facilities should be provided in educational institutions.
- ix. Government should adequately fund TVE programmes in educational institutions.
- x. TVE curriculum should be free from gender biased
- xi. Government should employ more female TVE lecturers.

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