

## ASSESSMENT OF FACTORS AFFECTING FEMALE PARTICIPATION IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROGRAMME IN RIVERS STATE

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### Abstract

*The study assessed factors affecting female participation in technical and vocational education and training programme in Rivers State. The concept of technical and vocational education and training was discussed and review of related literature was done. Descriptive survey research design was adopted in the study. Three research questions and three null hypotheses were generated and formulated to guide the study. A – 3 item questionnaire structured on a 4 point rating scale was used to collect data for the study. The instrument was faced validated by four experts and the reliability coefficient of 0.85 was obtained. The population of the study was 107 regular female students (62 female year II students and 45 female final year students) 2016/2017 session of the tertiary institutions that offer technical education programmes in Rivers State. No sample was done in the study since the population size was considered manageable. Data was analyzed using statistical mean and standard deviation to answer the research questions, while t-test statistics was used to test the hypotheses at 0.05 level of significance. The study revealed among others that parental factors such as cultural sanction on women, poor parental background and family level of education, school factors such as inadequate female technology lecturers, peer group and poor technology families at the school and government factors such as poor provision of instructional facilities, poor funding of technology programmes and poor provision of qualified technical educators are factors that affect female participation in technical and vocational education and training programmes in Rivers States. Based on this findings it was recommended that parents, school management and government at all level should embark on programmes that will encourage female participation in technology education.*

*Keywords: Factors, Female, Participation, Technical and vocational education and training*

## Introduction

Education is a variable means of progress for nation and individuals (Ayonmike, 2014). Also, Onyema (2015) 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. According to Puyate & Agwi (2017) education for men, women, boys and girls have been recognised all over the world as a fundamental human right for all including Nigeria as enshrined in the 1999 constitution of the Federal Republic of Nigeria as amended in section 16, sub-section 1 and 3 (a, b and c). In line with this as enshrined in the 1999 constitution of the Federal Republic of Nigeria, different educational programmes have been introduced at various level of education in Nigeria. Technical and Vocational Education and Training (TVET) remains a vital form of education that serves as foundation for the development of small and medium scale business, which is the launching pad to an industrial economy. TVET as defined by UNESCO (2002) and adopted by the Federal Republic of Nigeria in her national Policy on Education (2013) is used as a comprehensive term referring to those aspect of the educational process involving in addition to general education, the study of technologies and related science and the acquisition of practical skills, attitude, understanding and knowledge relating to occupation in various sectors of economic and social life.

TVET is the oldest form of education in the world that has passed through several stages of transformation both in nomenclature and in practice over the years to be what it is today (Agwi, 2017). TVET with its characteristic comprehensiveness in nature and to emerging technologist remains a veritable tool for training manpower. According to Ali (2016) the knowledge of technical and vocational skills is the prime-mover of economic and social development of any nation. In recognition to this, it implies that investments in human capital is an investment for the future of any country. All forms of education including TVET has been regarded as the bedrock for economic and human development which has to be problem oriented, person centered, community centered and should be able to cater for both economical and social problems which include crime, unemployment, health, poverty, drug abuse and others. Technical and vocational education and training is an important tool in National Reforms for Development and Poverty Reduction in the Present National Economic Empowerment and Development Strategy (NEEDS) for Nigeria. NEEDS focuses on four key strategies which includes; reorienting values, reducing, poverty, creating wealth and generating employment (Ali, 2016).

Because of the government intervention in girls education in Nigeria, emphasis have been made over the years that the girl-child is entitled to equal access to education as a human right. Statistics shows that there has been a tremendous improvement in enrolment of girls at primary, secondary and at university education in Nigeria (Buba, 2015). This remarkable improvement according to Agu (2015) is not applicable in Technical and Vocational Education and Training (TVET) programmes, there are very few girls who enrol for technical vocational education courses especially technical education because of the big challenges girls face at school and even in their places of work after graduation (Ugwumba & Kala, 2016). Similarly, Adamu (2017) reported that the total enrolment figure into technical and vocational education and training programmes in Nigeria as at 2010 was less than three percent (3%). He further stated that, this figure; in comparism with countries that have achieved great economic

development through TVET target about fifty percent (50%) participation in technical and vocational education.

Research evidence (Okwelle & Agwi, 2017; Puyate & Agwi, 2017; Ayommike, 2014) have identified some major factors responsible for low participation of female students in technical and vocational education and training (TVET) programmes to include among others; low societal estimation of TVET 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. Other factors that act as challenges to female students in TVET programmes according to Musa (2014) and Agu (2015) are poor societal perception, poor entry level, lack of recognition and discrimination against graduates of TVET. It is against this backdrop that the researchers seeks to assess factors affecting female participation in technical and vocational education and training in Rivers State.

### **Statement of the Problem**

The participation of women in Technical and Vocational Education and Training (TVET) programmes in Nigeria from research findings have been observed to be very poor compared to enrolment in general education (Anyonmike, 2014; Hamza, 2015). Despite government efforts geared towards improving technical and vocational education and training programmes at all levels of education to make technical and vocational education attractive and sellable, gender gap still exist in technical training institutions till today which have been a major issue of concern to researchers and education policy makes considering the importance of technical and vocational education and training towards employment opportunities to Nigeria youths. Therefore, the study is set out to assess factors affecting female participation in technical and vocational education and training in Rivers State as to make useful suggestion for a way forward.

### **Purpose of the Study**

The main purpose of this study is to assess factors affecting female participation in technical and vocational education and training programme in Rivers State. Specifically, the study intended to:

1. Determine parental factors affecting female participation in technical and vocational education and training programme in Rivers State.
2. Determine school factors affecting female participation in technical and vocational education and training programme in Rivers State.
3. Determine government factors affecting female participation in technical and vocational education and training programmes in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study;

1. What parental influence factors are responsible for low participation in female in technical and vocational education and training programmes in Rivers State?
2. What school factors are responsible for low participation in female in technical and vocational education and training programmes in Rivers State?
3. What government factors are responsible for low participation in female in technical and vocational education and training programmes in Rivers State?

## Hypotheses

The following null hypotheses were postulated and tested at 0.05 level of significance;

1. There is no significant difference in the mean responses of female year II students and female final year students on parental factors that affects female participation in technical and vocational education and training programme in Rivers State.
2. There is no significant difference in the mean responses of female year II students and female final year students on school factors that affects female participation in technical and vocational education and training programme in Rivers State.
3. There is no significant difference in the mean responses of female year II students and female final year students on government factors that affects female participation in technical and vocational education and training programme in Rivers State.

## Review of Related Literature

Africa "was launched in 1996 with the aim of reducing gender disparities in science and technology education and in technical and vocational training. This project was started by holding a sub - regional workshop in Harare, September, 1997 and by initiating national surveys in 21 African countries to assess the participation of women and girls in scientific education and vocational training, the underlying reasons for low participation as well as initiatives undertaken at national and regional levels to remedy the situation. Concurrently, a special project on " Women and Science and Technology was launched by the science sector to promote women's participation in science and technology education and related careers at a global level, which was started by the organisation of a series of regional fora as a preparation for the world conference on science. The current report summarizes results of the national survey conducted within the special project on Scientific, Technical and vocational Education for girls in Africa.

Despite all these landable steps taken at the past and up till date, women participation in technical vocational education and training still remain very low. Various scholars such as Ayommike, 2014, Agbara, Chagbe & Achi (2018), Agbaje & Suberno (2012) have identified some of the major challenges that act as factors to women low participation in technical vocational education and training to include among others, low societal estimation of technical and vocational education as education for lower 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. Akpan & Uwem (2015), Nduka, (2016) Adeleke, (2017) 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, a technician was considered as male who could repair mechanical or electrical/ electronics devices or product (turn screws, nuts, and bolts ). It was not conceivable that time to think of a female as a technician, therefore, participation in these technical institutions was strictly boys for industrial technical education courses and girls for the vocational home economics.

Also, other factors according to Ayommike (2014) which particularly affect women and girls participation in technical and vocational education and science participation, learning and achievement especially in the development and underdeveloped countries include household factors (economic position, household size, and parents education) and practices, biological

composition (genetics deficit), psychological disposition (mind set, interest and attitudes), policy related factors (lack of goal and adequate monitoring of gender equality) and school related factors (school location, peer influence, facility role model, gender based curriculum materials). According to International Rescue Committee (IRC, 2014) 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 the same vein, Igboezue (2017) opined that, some of the factors acting as challenges of women in participating in TVET in Nigeria, include; poor societal perception, poor entry level, poor societal attitude, lack of recognition, discrimination against graduate of TVET. Furthermore, internationally various scholars and organizations have reported similar challenges of women in technical vocational education and training programmes. Nationably among these literature include Evans & Iwu (2018), and Heinz (2015).

Traditionally, male-dominated artisan training courses (plumbing, metal work, carpentry, etc) have predominated in TVET in most countries. Training for women was offered in a narrow range of traditional female-dominated activities. Training in social and business skills have also been fairly limited particularly to women (Maxwell, 2014). Fees and indirect cost of TVET represent an obstacle to the poor and often a complete barrier for the poorest especially for women for example in Ghana for instance the majority of students come from relatively well-off urban background, even at government funded vocational training centres in remote-rural location (Agbara, Chagba & Achi, 2013).

### **Materials and Methods**

The research design employed in this study was the descriptive survey research design approach. The study was carried out in Rivers State. The population of the study consisted of one hundred and seven (62 female year II students and 45 female final year students 2016/2017 regular undergraduate students in the Department of Vocational/Technology Education of the three tertiary institutions in Rivers State that offer technology education. These tertiary institutions in Rivers State that offer technology education includes; Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Ignatius Ajuru University of Education, Port Harcourt and Federal College of Education (Technical) Omoku. This figure was obtained from Technical Education Unit of various tertiary institutions in 2018. No sample was done, rather all the 62 female year II students and 45 female final year students were used for the study since the population size was considered manageable.

A structured instrument titled "Factors affecting female participation in TVET (FAFPTQ) developed by the researchers was used to gather data for the study. The FAFPTQ instrument was divided into four sections, namely, A, B, C, and D respectively. Section A elicit responses on the personal data of the respondents, while section B to D was aimed at obtaining information about parental influence that affect female participation in TVET programmes, school factors that affect female participation in TVET programmes and government factors that act affect female participation in TVET programmes. The questionnaire was structured based on a 4 point rating scale of Strongly Agree (A), Agree (A), Disagree (D) and Strongly Disagree (SD) with corresponding values of 4, 3, 2 and 1 respectively.

The instrument was validated by three experts in VTE Rivers State University, Npoku-Oroworukwo, Port Harcourt. The reliability of the instrument was established by the application of text re-text method which was administered to twenty (20) technical education female students of Niger Delta University, Amasoma Bayelsa State who were not part of the study area. The Person Product Moment Correlation Coefficient (r) technique was used to process the result to obtain a reliability of 0.85 which was considered adequate for the study.

A total of 107 copies of the instrument were administered to the respondents directly by the researcher with the help of five research assistants. The total number of copies of the completed instrument retrieved was 102 (57 female year II students and 45 female students). This number of completed instrument was considered adequate and were used for the analysis of the study. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. The t-test, even though it is called a small-sample test can be applied for all practical purpose (Nworgu, 2015), hence the t-test was considered in testing the hypotheses in the study. For the research questions, real limits of number of 3.50-4.00 (Strongly Agree), 2.50-3.49 (Agree), 1.50-2.40 (Disagree), 0.50-1.40 (Strongly Disagree) were used. Standard deviation values were used to determine the level of homogeneity among the respondents. In testing the hypotheses, the null hypotheses were not rejected if the calculated t-value is less than and equal to the critical-value. On the other, where the calculated t-value is greater than the critical t-value the null hypotheses were rejected.

## Results

**Research Question 1:** What parental influence factors are responsible for low participation in female in technical and vocational education and training programmes in Rivers State?

**Table 1: Mean and Standard Deviation on parental factors responsible for low participation of female in TVET programme in Rivers State**

S/N	ITEMS	Year II Students N = 57			Final Year Students N = 45		
		$\bar{X}$	SD	Remarks	$\bar{X}$	SD	Remarks
1.	Parental high interest in education of boys in the society	3.54	0.86	Agree	2.85	0.83	Agree
2.	Poor parental perceptions about the benefits of TVET programmes and negative attitude towards female education	3.00	0.81	Agree	2.57	0.78	Agree
3.	Parents viewed formal education (TVET inclusive) with scepticism because educated girls become and felt reluctant to undertake heavy field labour	2.85	0.79	Agree	2.57	0.78	Agree
4.	The long traditional and conservative belief that women's roles lies in the kitchen or home.	3.05	0.82	Agree	3.00	0.82	Agree

5.	Cultural sanction on women.	3.35	0.84	Agree	3.15	0.83	Agree
6.	Religious and socio-cultural tradition such as early marriage, child bearing and unwillingness to allow girls to travel long distance	3.25	0.83	Agree	2.698	0.80	Agree
7.	Family's level of educational attainment, occupation and income	3.00	0.81	Agree	2.57	0.78	Agree
8.	Wrong advice given to parents from people without sound knowledge on TVET about TVET programme	3.45	0.85	Agree	2.85	0.83	Agree
9.	Poor parental background	3.37	0.84	Agree	3.00	0.82	Agree
10.	Parents unwillingness to take care of educational needs to their female children such as cost of books, hand tools.	2.85	0.79	Agree	2.60	0.79	Agree
11.	Girls are tasked to make contribution in the form of child care, home production, agriculture for the survival of family members	2.58	0.87	Agree	2.50	0.78	Agree
<b>Grand Mean/SD</b>		<b>3.12</b>	<b>0.83</b>	<b>Agreed</b>	<b>2.72</b>	<b>0.80</b>	<b>Agreed</b>

(Source: Field survey, 2018)

The results in Table 1 shows that the respondents agree with all the items as factors affecting female participation in technical and vocational education and training programme in Rivers state while they disagreed with none of the items. The standard deviation which range between 0.78 to 0.86 indicates closeness in the opinions of both categories of respondents.

**Research Questions 2:** What school factors are responsible for low participation in female in technical and vocational education and training programmes in Rivers State?

**Table 2: Mean and Standard Deviation on school factors responsible for low participation of female in TVET programmes in Rivers State**

S/N	ITEMS	Year II Students			Final Year Students		
		N = 57			N = 45		
		$\bar{X}$	SD	Remarks	$\bar{X}$	SD	Remarks
12.	Inadequate female TVET teachers	3.45	0.95	Agree	2.85	0.84	Agree
13.	Lack of medical facilities	3.00	0.83	Agree	2.90	0.87	Agree
14.	Gender base curriculum materials	3.35	0.90	Agree	2.95	0.89	Agree
15.	Poor public relations practice by administrator and lecturers of	3.15	0.86	Agree	2.65	0.82	Agree

TVET departments							
16.	Absence of female role models	3.30	0.89	Agree	2.85	0.84	Agree
17.	Poor TVET facilities	2.58	0.82	Agree	2.67	0.83	Agree
18.	Lack of female TVET lecturers and more widely absence of female role models	3.39	0.92	Agree	3.00	0.90	Agree
19.	Inflexible selection and entry requirements.	2.40	0.79	Disagree	2.30	0.78	Disagree
20.	Lack of child care facilities	3.16	0.87	Agree	2.85	0.84	Agree
21.	Inflexible selection and entry requirement	2.48	0.80	Disagree	2.38	0.80	Disagree
<b>Grand Mean/SD</b>		<b>3.03</b>	<b>0.86</b>	<b>Agreed</b>	<b>2.74</b>	<b>0.84</b>	<b>Agreed</b>

(Source: Field Survey, 2018)

The results in Table 2 shows that respondents disagreed with items 18 and 20 while they agree with items 11, 12, 13, 14, 15, 16, 17 and 19 as school factors that affects female participation in technical and vocational education and training programmes in Rivers State. The standard deviation which ranged from 0.789 to 0.95 indicates closeness in the opinions of both categories of respondents.

**Research Question 3:** What government factors are responsible for low participation in female in technical and vocational education and training programmes in Rivers State?

**Table 4: Mean and Standard Deviation on government factors Responsible for Low participation of Female in TVET programmes in Rivers State.**

S/N	ITEMS	Year II Students N = 57			Final Year Students N = 45		
		$\bar{X}$	SD	Remarks	$\bar{X}$	SD	Remarks
22.	Poor implementation of research findings in TVET programmes	3.40	0.89	Agree	3.04	0.83	
23.	Poor scholarship scheme for female TVET students	2.48	0.81	Disagree	2.30	0.78	Disagree
24.	Cost – sharing in education	3.45	0.90	Agree	2.00	0.84	Agree
25.	Introduction of structural adjustment policies	3.50	0.92	Agree	2.58	0.80	Agree
26.	Poor provision of infrastructural facilities such as library, class room blocks, workshop, laboratories	3.55	0.93	Agree	2.80	0.83	Agree
27.	Poor funding of TVET	3.40	0.89	Agree	2.56	0.79	Agree
28.	Increased educational cost to families in terms of higher school fees payment	3.14	0.85	Agree	3.00	0.84	Agree
29.	Policy related factors (lack of	3.30	0.86	Agree	2.67	0.82	Agree



	goals and adequate monitoring of gender equality).							
30.	Poor provision of consumable materials such as woods, nails, wires, rods, glues etc for student's practicals	3.10	0.83	Agree	2.85	0.85	Agree	
31.	Poor implementation of educational policies	3.35	0.88	Agree	2.63	0.81	Agree	
Grand Mean/SD		3.29	0.88	<b>Agree</b>	2.76	0.82	<b>Agree</b>	

(Source: Field Survey, 2018)

The results in Table 3 shows that the respondents disagreed with item 22 while they agreed with items 21, 23, 24, 25, 26, 27, 28, 29 and 30 as government factors that affects participation in technical and vocational education and training in Rivers State. The standard deviation which ranged from 0.78 and 0.93 indicates closeness in the opinion of both categories of respondent.

**Hypothesis 1:** There is no significant difference in the mean responses of female year II students and female final year students on parental factors that affects female participation in technical and vocational education and training programme in Rivers State.

**Table 4: T-test of difference between the responses of female year II and female final year students' on parental influence factors responsible for low participation of female in TVET programmes in Rivers State.**

Respondents	N	$\bar{X}$	SD	Df	P	t-cal.	t-crit.	Decision
Year II students'	57	3.12	0.83	110	0.05	0.59	1.96	Accepted
Final Year Students'	45	2.77	0.80					

**N= 250, Df = 248, p 0.05, "Accept"**

The results in table 4 shows that the calculated t-value (0.59) is loess than the critical value (1.96) at 0.05 level of significance. The first null hypothesis was therefore accepted. This implies that there is no significant different between the mean response of female year II students and female final year students on parental factor that affect female participation in technical and vocational education and training programmes in Rivers State.

**Hypothesis 2:** There is no significant difference in the mean responses of female year II students and female final year students on school factors that affects female participation in technical and vocational education and training programme in Rivers State.

**Table 5: T-test of difference between the responses of female year II and female final year TVET students' on school factors responsible for low female participation in TVET programmes in Rivers State**

Respondents	N	$\bar{X}$	SD	Df	P	t-cal.	t-crit.	Decision
Year II students'	57	3.03	0.86	110	0.05	0.15	1.96	Accepted
Final year students'	45	2.74	0.84					

**N= 250, Df = 248, p 0.05, "Accept"**

The result in table 5 shows that the calculated t-value |(0.15) is less than the critical value (1.96) at 0.05 level of significance. The second null hypothesis was therefore accepted. This implies that there is no significant difference between the mean response of female year II students and final students on school factors that affect participation in technical and vocational education and training programme in Rivers State.

**Hypothesis 3:** There is no significant difference in the mean responses of female year II students and female final year students on government factors that affects female participation

**Table 6: T-test of difference between the responses of female year II and female final year TVET students' on government factors that affect female participation in technical and vocational education programme in Rivers State.**

Respondents	N	$\bar{X}$	SD	Df	P	t-cal.	t-crit.	Decision
Year II students'	57	3.29	0.88	110	0.05	0.29	1.96	Accepted
Final year students'	45	2.76	0.82					

**N= 250, Df = 248, p 0.05, "Accept"**

The results in Table 6 reveals that the calculated t-value (0.29) is less than the critical value (1.96) at 0.05 level of significance. The third null hypothesis was therefore accepted. This implies that there is no significant different between the mean response of female year II students on government factors that affects female participation in technical and vocational education and training programme in Rivers State.

**Findings of the Study**

The result of the findings indicated that:

1. Parental influence factors such as cultural sanction on women, poor parental background family level of education affects female participation in technical and vocational education and training programme in Rivers State.
2. School factors such as inadequate female TVET lecturers, poor TVET facilities and gender base curriculum materials affect female participation in technical and vocational education and training programme in Rivers State.
3. Government factors such as poor provision of infrastructural facilities, poor findings of TVET programmes and poor provision of qualified technical education lecturers are factors that affect female participation in technical and vocational education and training programme in Rivers State.

4. There are no significant difference in the mean responses of female year II and female final year students regarding parental factors that affects female participation in technical and vocational education and training programme in Rivers State

### **Discussion of Findings**

From the analysis of the data presented in Table 1 indicated that the following parental factors affect female participation in technical and vocational educational and training (TVET) programmes in Rivers State. These factors are, home environmental practices, poor parental perceptions about the benefits of TVET programmes and negative attitude towards female education, the long traditional and conservation belief that a woman's role lies in the kitchen or home, cultural section on women, religious and socio-cultural traditional such as early marriage, child bearing and unwillingness to allow girls to travel long distance, family's level of educational attainment, occupation and income and parental unwillingness to take care of educational needs of the female children such as cost of books, hand tools. These findings are in agreement with previous researches such as Puyate & Agwi (2017); Agbara, Chagba & Achi (2013) and Ayomike (2014). The implication of these findings is worrisome as the enrolment figure of women in TVET programme in Nigeria will continue to remain low if nothing serious is done as to change the negative attitude and orientation of parent and the society at large concerning TVET programmes.

From the analysis of the data presented in Table 2 indicated that the following school factors affects female participation in technical and vocational education and training (TVET) programme in Rivers State. These factors include: inadequate female TVET lecturers, and poor TVET facilities in the school, gender base curriculum materials, poor public relations practice by administration and lecturers of TVET department, absence of female role models, peer pressure, physical facilities and hours of instruction and lack of child care facilities. These findings are in line with the findings of previous studies such as hodges (2015) Onyema (2015) Ogebiri (2016) and Akpotouru, Watchman & Ogbebiri (2016).

The results in Table 3 reveals that the following government factors affect female participation in technical and vocational education training (TVET) programmes in Rivers State. These factors include: poor provision of qualified technical education lecturers gender base TVET curriculum materials, introduction of structural adjustment policies, poor provision of infrastructural facilities such as library, classroom blocks workshops, laboratories, increased educational cost to families in terms of higher school fees payment and poor implementation of educational policies. These findings are in line with the findings of previous studies such as Ayommike (2014) Igboezue (2017) and Abe (2016). The hypothesis test of significant difference in the mean response of female year II students and female final year students on parental factors that affects female participation in technical and vocational education and training programmes in Rivers State shows no different in the opinions among the two categories of respondents. Generally, this affirms that there are parental factors that affects female participation in technical and vocational education.

### **Conclusion**

From the findings of this study, it can be concluded that a combination of parental, school and government factors have conspired to affect female participation in undergraduated technical and vocational education and training programme of tertiary institution in Rivers

State that after technology education. As a way out of the problem, a number of recommendation have been made which if accepted and implemented by parents, school administrators, professional bodies such as Nigeria vocational association (NVA), Tetfund, education policy makers, policy implementing agencies, social support groups as a whole would help to correct the lapses that have plagued female participation in technical and vocational education and training programmes of tertiary institutions in Rivers State that offer programme in technology education in the study areas and help to improve female participation in technical and vocational education and training to acceptable level in the country as a whole.

### Recommendations

Based on the finding of the study, the following recommendations are made by the researchers:

1. Parents should encourage their female children to study TVET courses.
2. The general public should change the attitude and perception on TVET programmes
3. TVET professional such as teachers and lecturers should organie awareness campaign programme on how to improve female participation in TVET programes for parents, girls and member of the society
4. Payment of study allowance for female TVET students
5. Provision of automatic employment for female TVET graduates immediately after study.
6. Provision of scholarship by government at all level to the best female TVET graduates to study abroad.
7. Government should adequately found TVET programme in educational institution.

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