

---

## **STRATEGIES FOR PROMOTING THE GIRL CHILD CHOICE OF TECHNICAL CAREER**

***Isiorhovoja Ogheneruona***  
***Department of Technical and Business Education***  
***Delta State University, Abraka, Nigeria***

### **ABSTRACT**

This study examined the strategies for promoting the girl child choice of technical career. Two research questions and two null hypotheses guided the study. The survey research design was used. A random sampling technique was used to selected 70 teachers from a total population of 125 and 5 randomly selected parents were used in each school locality. A 10 item questionnaire was used to elicit relevant data from the respondents. The mean and z-test statistics were used to analyze the data at 0.05 level of significance. Findings included that all that all the items on strategies for promoting girl child choice of technical careers were agreed upon. Parents also agreed on the same items. Among the recommendations therefore was that adequate career guidance being given to the girl child by experts at all levels of her career to reduce the gender discrimination against the girl child especially in the area of technical careers.

### **INTRODUCTION**

Education as reflected in the National Policy on Education (NPE 2004) is the development of the individual into a sound and effective citizen and the provision of equal educational opportunities for all citizens at all levels of education, including technical education. Technical education programmes aim at training people for new jobs in manufacturing and service occupations in the area of metal works, building construction, electrical electronics and automobile technology (Okoro, 1999). Technical education refers to the form of education whose purpose is to prepare learners for employment in recognized occupations by inculcating skills, knowledge and attitudes required for utilizing the natural resources needed for economic development of the nation and of self benefits. Girl child education is important for the development of any nation. It is important to train girls in schools. Brown (2003) noted that equal education should be given to boys and girls without any discrimination. Boys are given preferential treatment than the girls especially in technical career or training. It is important for all the stakeholders including parents, teachers, the community and the girl child herself to forge close partnership to successfully advance education for girls (Mammam, 2003). Also Gilbert (2001) observed that the development of a society cannot take place without the participation of women and participation can only happen meaningful when women and girls are empowered with the knowledge and skills that accompany education, a lifeline to development. The problem of the higher rate of unemployment among women in technical occupations is due to the age long belief that women's training or education ends in kitchen and that technical careers are predominantly reserved for men. Fafunwa (2000) noted that lack of technical women and skills had for many years been deduced as one of the reasons of slow pace of industrialization of Nigeria. Also Olaitan (2002) has shown that there

is negligence and bias against technological development with regards to the choice of technical career by the girl child in Nigeria when compare to other development countries like India Kovea, Brazil and Pakistan. Technical education provides experiences which enables individuals to develop competences and skills needed for an occupation, however girls appear to be very few in technical education programmes. The statistics of admissions into various technical programmes as shown below in some technical colleges in Delta State reveals interesting variation between males and females. The low figure of female enrolment go to prove that more is needed to be done to encourage more females to enroll in technical programmes.

<b>NAME OF SCHOOL</b>	<b>YEAR</b>	<b>NO. OF ADMISSION BOYS</b>	<b>GIRLS</b>
Agbor Technical College	2006	48	6
	2007	32	10
	2008	44	8
	2009	36	5
	2010	56	11
Isele-Uku Technical College	2006	46	13
	2007	41	9
	2008	52	12
	2009	48	8
	2010	56	7
Ogor Technical College	2006	33	10
	2007	28	6
	2008	49	6
	2009	55	13
	2010	45	8
Ofagbe Technical College	2006	79	16
	2007	45	10
	2008	45	16
	2009	56	14
	2010	85	18
Utagba-Ogbe Technical College	2006	50	6
	2007	47	8
	2008	44	2
	2009	56	8
	2010	62	6
Sapele Technical College	2006	195	15
	2007	195	1
	2008	162	2
	2009	264	2
	2010	236	2

### **Purpose of the Study**

The purpose was to find out the strategies for promoting the girl child choice of technical education in Delta State.

### **Research Question**

The following research questions guided the study.

- What strategies do parents think that would promote the girl child choice of technical education?
- What strategies do teachers think that would promote the girl child choice of technical education?

### **Hypotheses**

- The following hypotheses have been formulated to guide the study.
- There is no significant difference between the mean responses of parents and teachers on the strategies for promoting the girl child choice of technical education.
- There is no significant difference between male and female teachers on the strategies for promoting the girl child choice of technical education.

## **METHODOLOGY**

### **Research Design**

The survey research design was adopted. Yalams et al. (2000) stated that survey research is the gathering of information about large number of people or objects by studying a representative sample or the entire group. Osuala (2005) stated that survey research is interested in the accurate assessment of the characteristics of the whole population of people but only rarely however, do survey researchers study whole population, they normally study sample drawn from populations.

### **Population for the Study**

The target population for the study comprised of 50 male and 20 female teachers in all the 7 public Technical Colleges in Delta State (source DSPPEB Asaba, Jan. 2010) and parent of female students in the 7 public Technical Colleges in Delta State.

### **Sample for the Study**

The sample for this study comprised 105 respondents altogether. This is made up of 10 teachers from each 7 Technical Colleges (i.e. 70 teachers) and 5 parents from the school locality (i.e. 35 parents).

### **Instrument for Data Collection**

The instrument used for data collection for this study was a self-constructed questionnaire titled strategies for promoting the girl child choice of Technical Education. It has part A and B. section A dealt with the personal data of the respondents while Section B contains 10 items on perceived strategies for promoting the girl child choice of technical career.

### Validation of Instrument

The research instrument was subjected to face validation by two lecturers in the department of Technical and Business Education, Delta State University, Abraka. They were requested to comment on items that portray wrong communication of ideas or facts. Their comment and inputs guided the researcher in modifying the instrument before administering to the respondents.

### Reliability of the Instrument

The internal consistency of the instrument was determined or established using Cronbach Alpha reliability coefficient to ascertain whether the items were consistent in measuring what they purports to measure.

### Method of Data Collection

In order to ensure a thorough administration and collection of the questionnaire, the researcher employed the services of two trained research assistants to visit one school and its locality per day.

### Method of Data Analysis

The mean was used to answer the two research question. The mid-point of 4 was used as the acceptance since 4 point Likert scale was used. So any item with a mean below 2.50 was rejected while z-test was used to analyze the two hypotheses. The findings of the study are presented according to research questions and hypothesis below:

**Table 1: Mean scores and standard deviation of teachers and parents on the strategies for promoting guild clued choice of technical career.**

S/N	ITEMS	TEACHERS RESPONSES X	SD	PARENTS RESPONSES X	SD
1	Providing of scholarship for girls in technical career	3.20	1.82	3.05	1.74
2	Avoiding cultural values restricting women from technical career	3.58	1.87	3.89	1.97
3	Avoiding superstition and religious beliefs about girls acquiring technical skills	3.10	1.76	2.89	1.67
4	Career counselors be employed at all levels of the girl child education	3.88	1.97	3.68	1.92
5	Stop the believe that technical career are	2.96	1.52	3.15	1.82

	measuring course mainly reserved for male				
6	Parents should give equal opportunities to both boys and girls in their choice of career	2.96	1.61	3.40	1.92
7	Organize workshop regularly in technical subjects involving female professional	3.81	1.87	3.68	1.92
8	Gender discrimination should be avoided against females in technical fields or career	3.67	1.84	3.81	1.87
9	Parents should be educated on the importance of technical subjects especially in developing nations	2.59	1.61	3.62	1.90
10	Building a technical college for female only	3.45	1.75	3.05	1.86
	Total grand mean	32.84 3.28	17.37 1.74	34.22 3.42	18.59 1.84

**Table 2: Z-test analysis of the differences between the mean response of teachers and parents on the strategies for promoting the choice of the girl child of technical career**

	N	$\bar{X}$	SD	DF	Z-CAL	Z-CRIT	SIGNIFICANT LEVEL
Teacher	70	3.28	1.74	1	0.58	0.57	0.05
Parents	35	3.42	1.84	1	0.56	0.55	

**Table 2: Z test analysis of the differences between the mean response of male and female teachers on the strategies for promoting the choice of the girl child of technical career.**

	N	$\bar{X}$	SD	DF	Z-CAL	Z-CRIT	SIGNIFICANT LEVEL
Female Teacher	20	3.18	X	1	0.64	0.66	0.05
Male teachers	50	3.23	X	1	0.60	0.63	

## **Discussion of Findings**

The results of the findings in the tables above showed that both technical college teachers irrespective of their gender and parents of the girl child agreed that the items are strategies for promoting the girl child choice of technical career. These strategies include providing scholarship for the girl child in technical career, organizing technical workshops with female professionals, avoiding cultural values restricting women from technical career and building of technical colleges for females only. They also agree with avoidance of gender discrimination in the girl child total education, giving of equal educational opportunities to both boys and girls by the parents, eradication of the believe that technical careers are meant for men and avoiding superstitious and religious belief about girls acquiring technical skills. The first research hypothesis showed that there was no significant difference between teachers and parents in their mean responses. This showed that both teachers and parents shared the same view on the strategies for promoting the girl child choice of technical career and their enrolment in technical careers would be increased or enhanced if these strategies are judiciously implemented by the different educational stakeholders. The second hypothesis showed that irrespective of the gender of the teacher, their mean do not vary much. This means that both accepted the same strategies for enhancing or promoting the girl child choice of technical career and that sex has no effect on the girl child suitability for technical careers.

## **CONCLUSION AND RECOMMENDATION**

It is concluded from this study that parents and teachers irrespective of their sex share the same view on the strategies that would promote the girl child choice of technical career and that these strategies would be attainable if all educational stakeholders adhere to them.

The following recommendations were made by the researcher to achieve the above goals.

- There should be no gender discrimination against the girl child especially in her choice of career.
- Technically skilled women should be encouraged by the government to organize workshops/seminars with the girls in attendance.
- Parents should give equal opportunities for both boys and girls to study.
- Government should build technical college for girls only as we have boys' secondary schools.
- Discourage the belief that technical careers are predominantly reserved for men and women training or education ends in kitchen by employing technically skilled women in place of men.

## **REFERENCES**

Brown, C.P. (2003). *Thinking of your Child*. New Delhi: McGraw-Hill.

Fafunwa, B.A. (2000). *History of Education in Nigeria*. London, George & Union Ltd.

- Federal Republic of Nigeria (2004). National Policy on Education, Lagos. Nigerian Educational Research and Development Council (NERDC).
- Gilbers, L. (2001). *Inequality as a Constraints on Growth*. Middle sex, Penguin Books.
- Mammam, D. (2003). *Girl Child and Education*. Enabling Education Network, [www.cenet.org.uk/reg.networking](http://www.cenet.org.uk/reg.networking).
- Okoro, O.M. (1999). *Principles and Methods in Vocational and Technical Education*. University Trust Publishers, Nsukka.
- Olaitan (2002). *Vocational and Technical Education in Nigeria (issues and analysis)*. Onitsha Noble Graphic Press.
- Osuala, E.C. (2001). *Introduction to Research Methodologies*. The millennium edition. Enugu Chibulson Publishers.
- Yalams et al. (2000). *Research Project Writing and Supervision*. A guide to supervisors and students in education. Engineering science and tech. Bauchi League of Researchers in Nigeria (LRN).