



Influence of Gender Disparity on Students' Academic Performance in Technical Education of Government Technical Training School, Jalingo, Taraba State

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Abstract

This study was able to investigate the Influence of Gender Disparity on Students' Academic Performance in Government Technical Training School in Jalingo Taraba State. A sample of 190 students and 10 Teachers was selected through simple random sampling technique. Two research questions were posed to guide the study. Structured questionnaire was used to collect data. Data were analyzed using mean and standard deviation for research questions. The study revealed amongst others that Lack of role model to emulate, greasy and oil nature of technical, fear for engineering courses as it relates to calculations, lack of sex or share future career especially female students, and construction and Inferiority complex among female student influences gender disparity on academic performance and participation of students in government technical training school, Jalingo, Taraba State. Based on the findings of the study, it was recommended amongst others that; Efforts should be made to carry out sensitization campaign in print and electronic media to parents and members of the public on issues of gender disparity in Technical-Vocational skilled programmes and its attendant effects on the society in general and the nation in particular.

Keyword: *Influence, Gender Disparity, Academic Performance, Technical Education, Jalingo.*

Introduction

Education is a right to which every child (male and female) must have access to because it is the most potent and valuable instrument for cultural, political and socioeconomic development. It is a vital tool for national development and integration (Dokubo, 2015). Education also as a normative enterprise generates issues in the society particularly on gender supremacy. Gender issues constitute an educational concern that has given rise to a lot of debates, conflicts etc. in almost all aspects of human endeavors. Gender issues hinge on either gender parity or disparity. Gender according to (Afu, M O; Gbobo, V F; Ukofia, I F; Itakur, 2017) refers to the social attributes and opportunities associated with being male or female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. The National Policy on

Education NPE (2004) refers to Technical-Vocational skills as the study of technologies and related sciences for the acquisition of practical skills, attitude, understanding and knowledge that lead to occupational field for effective participation in the world of work and also a method of alleviating poverty. However, in this era of reform, the issue of gender disparity in Technical-Vocational schools needs to be addressed and given utmost priority. This is to ensure gender equality in this area of our educational sub-sector so that every Nigeria Citizen irrespective of sex can compete favorably in any parts of the world. Based on the quest for Technical-Vocational skills development, the federal government has put in place a number of measures and counter measures to fast-track the acquisition of Technical-Vocational skills. These include: National Board for Technical Education (NBTE) and National Directorate of Employment (NDE). On the contrary, gender disparity or inequality occurs when one gender (male or female) dominates another in a particular sector (education), training etc. In order to bridge the gap of gender disparity, the movement towards free

Universal Primary Education (UPE) where every child has right for education in the nation in 1976 was introduced which have metamorphosed to the current Universal Basic Education (UBE) since 2000 has helped increase access to education for all social classes in Nigeria in terms of gender at primary, secondary level. But shockingly at the tertiary level and especially in technical education, the disparity level increases. Gender disparity is a common phenomenon in African education institution. While a number of efforts have been under way to rectify gender disparity, much still remain to be done across all educational sectors. There seem to be a natural gender role distinction all over the world, which has created gap in opportunities between men and women. This identified gap has constituted what is generally regarded as gender inequality among gender advocates.

Surprisingly, gender disparity in technical education in Nigeria has been an issue of serious concern to educators, women themselves and other stakeholders. Gender disparity in technical education in Nigeria has been an issue of serious concern to educators, women themselves and other stakeholders. Usoro, Usoro, Ibritam and Udofia (2009) identified causes of gender disparity in the Nigerian technical colleges to include: sex factor, parental interest, teachers, government and nature of technical education, female preference for some subjects and not others, traditional prejudice against education of women in Nigeria and Africa. Causes of gender disparity in technical education include:

- i. Cultural Beliefs and Practices: Over the years culture has continued to play a leading role and barrier to gender equality in education in Nigeria. This could be traced to the patrilineal nature of Nigerian society that is male dominated and based on male chauvinism that subjects the women to playing the secured fiddle position to the men. Some of the cultural obstacles to women education include subjecting women to early marriage, educating the boys in place of girls, demand girls to be inferior and destined to play the roles of wife and mother(Okafor and Arinze,2012}.
- ii. Households and Families Constraint: This include high incidence of poverty in the home, societal preference for the male-child, overburden of the girl-child with house hold chores and labour concern for the security of the girl child, In case of long distance between home and school. For instance, in some areas in Nigeria where the input of the girl

child with the family income is so high through generating income by means of hawking food items, the parent of such girl might discourage them from going to schools. Also, poverty compels many parents to marry off their daughters to wealthy men instead of sending them to school, while the rising unemployment and economic hardship in the country compel some parents to withdraw their children especially girls from schools.

- iii.** Attitudes and interest: Aghenta (1989) the development of a poor attitude towards science mathematics and technology was responsible for bad performance: she also found that among students' positive attitudes towards SMTs were one of the factors facilitating good performance. She added that the attitude one holds towards mathematics of science is a powerful predictor of achievement in the respective fields. Bandura (1997) in his study found that the achievements gap among boys and girls as a result of sex differences in belief students hold about mathematics as a discipline. In short available literature agree that particular conditions can bring about the differential performance between boys and girls, with varying degrees and points of emphasis on subject. Although the problem has been studied for decades, in other countries especially in the west the result so far reported by different researchers are inconsistent and inconclusive. In patriarchal structure have a powerful influence on differential performance and the education system is a reflection of societies thinking about the education of girls. The educational provision made for boys and girls were biased towards the hegemony of boys. In recent years, the government has attempted to increase the participation rates of girls in the sphere of education, but enrolment rates are still low, especially in rural areas. Presently, but government is paying much attention on the education of girls, as shown in the education program of the country.
- iv.** Religious Encumbrances: This contributes to the sender imbalance in education enrolment in Nigeria. For instance, looking at the Islamic religion, the totality of the ways of a Muslim is dictated by the religion and as such any behavior contrary to the teaching of the religion is strongly opposed. The principle of Islamic early marriage and special way of dressing for females have also been seen as contributing much to

keeping many girls away from schools especially in the North (Jades and Debban,1996).

- v. The School Factor: This include the school and its environment often North not gender friendly (that is ,not conducive to the needs of girls),poor gender awareness on the part of teachers and the curriculum, didactic materials and teaching-learning activities often reflecting the high level of gender insensitivity on the wider society.

STATEMENT OF THE PROBLEM

Base on observation, the education of women did not receive significant attention and this led to the second-class status assigned to women in society. Women are relegated to mere agents of domestic engagements at home, with considerable reproductive roles. This apathy arising from gender disparity has also affected education in Nigeria particularly in technical education programmes. As a result, the male folks have dominated Nigerian schools from the primary to tertiary level more especially in technical education and allied disciplines. The National Population Census (2006) figures show that Nigeria as a country has a sex composition that is almost fifty-fifty (50:50) for males and females, but the educational pendulum bob tends to swings to the male gender only. Why? In attempt to provide answer to this question prompted the researchers investigate influence of such gender disparity on students' academic performance in Technical Education of Government Technical Training School in Jalingo, Taraba State.

RESEARCH QUESTIONS

- i. What are the causes of Gender Disparity among students of Government Technical Training School, Jalingo, Taraba State?
- ii. What is the influence of Gender Disparity on Academic Performance of students in Government Technical Training School, Jalingo, Taraba State?

POPULATION OF THE STUDY

The targeted population of the study will be students of Government Technical Training Schools in Jalingo Taraba State and only Senior Secondary School students which numbered to approximately two thousand seven hundred and five (2,705) students out of which one hundred and ninety (190) students are

sampled and ten (10) Teachers from the selected senior secondary schools in Jalingo Local Government Area of Taraba State.

SAMPLE SIZE AND SAMPLING TECHNIQUES

A sample of one hundred and ninety (190) Senior Secondary Students in the selected school comprising of 95 males and 95 females and ten (10) Technical Education teachers from various department in Government Technical Training schools in Jalingo will participate in the study. Random sampling procedure will be used to select the students and teachers from the sampled school. The researcher will not discriminate between male and female students or teachers. The researcher will give equal opportunities to them in order to participate in responding to the items on the questionnaire. To draw samples with several option the researcher draw a sampling fraction $f = \frac{n}{N} = \frac{100}{1000} = 0.10$ or (10%) then tear them into separate strips, put the strips in a hat and mix them up and pull out the first 100 with the eyes closed.

INSTRUMENT FOR DATA COLLECTION

The instrument Gender Disparity and Students' Academic Performance (GDASAP) for data collection will be structured questionnaires. The questionnaires will be divided into three sections. Section A and B. Section A deals with bio data of the respondents. Section 'B' deals with Causes of Gender Disparity and Section C deals with Influence of Gender Disparity and Academic Performance. Which are structured questionnaires on a five point Likert scale. The items will be constructed by the researcher and will be administered to the respondents personally and the completed questionnaires will be retrieved for data analysis.

METHOD OF DATA ANALYSIS

All the data collected will be summarized into tables. Data from each of the instruments used will be summarized separately. The summary included the frequencies and percentages of occurrence. From these tables descriptive statistics of mean and Standard deviation will be used to analyze the data and later explained the results. In answering the research questions, any item less than 2.50 will be rejected while a mean score that is equal to or greater than 2.50 will be accepted.

PRESENTATION AND ANALYSIS OF DATA

Research Question 1: What are the causes of Gender Disparity on Academic Performance Students of Government Technical Training School, Jalingo, Taraba State?

Table1: Mean score of respondents on the cause of gender disparity on academic performance students of government technical training school, Jalingo, Taraba State

S/N	Variables	X	SD	Remark
1	Female are not interested in technical education because they are naturally weak and technical field requires physical strength	2.97	0.91	Accepted
2	Males student often perform better in technical education than females due to their body physique	3.03	0.79	Accepted
3	Girls are seen as home makers therefore technical education is less important	2.92	0.57	Accepted
4	Societal preference for man child educational training	2.98	0.71	Accepted
5	Lack of family and peer support contribute greatly to low performance of females to males	2.82	0.62	Accepted
6	Parental perception, values, cultural and religious belief discourages female participation in technical education	2.85	0.59	Accepted
7	Male domination in Technical education causes gender disparity	3.26	0.86	Accepted
8	Females that take technical – vocational training do not marry on time	3.38	1.12	Accepted
9	Technical – vocational skills and manipulation is not compatible with women during pregnancy	2.82	0.93	Accepted
Grand Mean		3.00		
Mean Magnitude		2.50		

Source: Author's Field Survey 2020

From the above table the Variable all have mean range from 2.82 as the minimal to 3.38 as the maximal mean with a grand mean of 3.00 all these are above 2.5. This means the respondents accepted the all variables as the causes of gender disparity on academic performance of students in government technical training school, Jalingo, Taraba state. From this figure it shows also that a very high

mean of the respondents' belief that females that take technical – vocational training doesn't marry on time.

Table2: frequency and percentage score of respondents' on-gender disparity on academic performance students of government technical training school, Jalingo, Taraba State

S/N	Variable	SA		A		D		SD		U	
		F	%	F	%	F	%	F	%	F	%
1	Female are not interested in technical education because they are naturally weak and technical field requires physical strength	62	31	98	49.0	31	15.5	2	1.0	7	3.5
2	Males student often perform better in technical education than females due to their body physique	46	23	114	57.0	32	16.0	5	2.5	3	1.5
3	Girls are seen as home makers therefore technical education is less important	41	20.5	135	67.5	24	12.0	0	0	0	0
4	Societal preference for man child educational training	46	23.0	119	59.5	29	14.5	6	3.0	0	0
5	Lack of family and peer support contribute greatly to low performance of females to males	59	29.5	118	59.0	23	11.5	0	0	0	0
6	Parental perception, values, cultural and religious belief discourages female participation in technical education	52	26.0	127	63.5	21	10.5	0	0	0	0
7	Male domination in Technical education causes gender disparity	21	10.5	129	64.5	37	18.5	3	1.5	10	5.0

8	Those that take technical - vocational training doesn't marry on time	27	13.5	123	61.5	17	8.5	14	7.0	19	9.5
9	Technical - vocational skills and manipulation is not compatible with women during pregnancy	75	37.5	109	54.5	5	2.5	0	0	11	5.5

Source: Author's Field Survey 2020

The data presented in table 2 reveals that the respondent frequency and percentage. All variables have Strongly Agree with 9 having the highest frequency 75 and percentage 37.5%. All the variables have Agree with 3 having the highest frequency 135 and percentage 67.5%. All variables have Disagree with 7 having the highest frequency 37 and percentage 18.5. Five variables 1, 2, 4, 7 and 8 have Strongly Disagree with 8 having the highest frequency 14 and percentage 7%. Five variables 1, 2, 7, 8 and 9 have Undecided with 8 having the highest frequency 19 and percentage 9.5%. From this result, this means that a higher percentage of the respondents accept that these variables as causes of gender disparity on academic performance of students in government technical training school, Jalingo, Taraba State.

Research Question 2: What is the influence of Gender Disparity on Academic Performance of students in Government Technical Training School, Jalingo, Taraba State?

Table 3: Mean score of respondent on influence of gender disparity on academic performance students of government technical training school, Jalingo, Taraba State

S/N	Variables	X	SD	Remark
10	Lack of role model to emulate influences gender disparity in technical training	2.89	1.02	Accepted
11	The greasy and oil nature of technical courses makes technical education a job for the poor and dirty	2.83	0.88	Accepted
12	Fear for engineering courses as it relates to calculations and construction influences gender disparity in technical education	2.77	0.93	Accepted
13	Lack of persons of the same sex to share future career prospect with will make students to dislike Technical-Vocational skills	2.75	1.27	Accepted

14	Guidance and counseling are bias toward technical education	3.32	1.18	Accepted
15	Youth are discouraged from technical education because they are properly guided and counseled	3.23	1.07	Accepted
16	Parents want their children ten times better and richer than them, therefore they should study better and well paid courses	2.63	0.98	Accepted
17	Technical products hardly excel to management level	3.02	1.19	Accepted
18	Male students are more focused while female students are easily distracted	2.87	1.08	Accepted
19	Teaching method limit female student performance to male students as it require logical thinking	3.17	1.11	Accepted
20	Inferiority complex among female student who feels that male students are more intelligent	2.79	0.91	Accepted
Grand Mean		3.47		
Mean Magnitude		2.50		

Source: Author's Field Survey 2020

From the above table the Variable all have mean range from 2.63 as the minimal to 3.32 as the maximal mean with a grand mean of 3.47 all these are above 2.5. This means the respondents accepted the all variables as the influence of gender disparity on academic performance of students in government technical training school, Jalingo, Taraba state.

Table 4: Frequency and percentage of influence of gender disparity on academic performance of students in government technical training school, Jalingo, Taraba State.

S/N	Variable	SA		A		D		SD		U	
		F	%	F	%	F	%	F	%	F	%
10	Lack of role model to emulate influences gender disparity in technical training	39	19.5	144	72.0	17	8.5	0	0	0	0
11	The greasy and oil nature of technical courses makes technical education a job for the poor and dirty	34	17.0	166	83.0	0	0	0	0	0	0
12	Fear for engineering courses as it relates to calculations and	47	23.5	153	76.5	0	0	0	0	0	0

	construction influences gender disparity in technical education										
13	Lack of persons of the same sex to share future career prospect with will make students to dislike Technical-Vocational skills	76	38.0	109	54.5	10	5.0	0	0	5	2.5
14	Guidance and counseling are bias toward technical education	3	1.5	146	73.0	42	21.0	3	1.5	6	3.0
15	Youth are discourage from technical education because they are properly guided and counseled	0	0	165	82.5	30	15.0	0	0	5	2.5
16	Parents want their children ten times better and richer than them, therefore they should study better and well paid courses	75	37.5	125	62.5	0	0	0	0	0	0
17	Technical products hardly excel to management level	28	14.0	153	76.5	13	6.5	0	0	6	3
18	Male students are more focused while female students are easily distracted	48	24	130	65.0	22	11.0	0	0	0	0
19	Teaching method limit female student performance to male students as it require logical thinking	23	11.5	120	60.0	57	28.5	0	0	0	0
20	Inferiority complex among female student who feels that male students are more intelligent	43	21.5	157	78.0	0	0	0	0	0	0

Source: Author's Field Survey 2020

The data presented in table 3 reveals that the respondent frequency and percentage. 10 variables 10, 11, 12, 13, 14, 16, 17, 18, 19, and 20 have Strongly Agree with 13 having the highest frequency 76 and percentage 38%. All the variables have Agree with 11 having the highest frequency 166 and percentage 83%. Six variables 10, 13, 14, 15, 17, 18 and 19 have Disagree with 19 having the highest frequency 57 and percentage 28.5. Only variable 14 have Strongly Disagree with a frequency 3 and percentage 1.5%. Four variables 13, 14, 15 and 17 have Undecided with 6 as the highest frequency and percentage 3%. From

this result, this means that a higher percentage of the respondents accept that the variables influences gender disparity on academic performance of students in government technical training school, Jalingo, Taraba State.

SUMMARY OF FINDINGS

The analysis of this study helps the researcher to find out the following;

- i. Societal, Religious Cultural beliefs, parent's preference of male over females and also girls taking themselves to be naturally weak and Vocational skills is not compatible with women during pregnancy are some of the causes of gender disparity on students' academic Performance in technical education programmes in Jalingo, Taraba State.
- ii. Lack of role model to emulate, greasy and oil nature of technical, fear for engineering courses as it relates to calculations, lack of sex o share future career especially female students, and construction and Inferiority complex among female student influences gender disparity on students' academic Performance in technical education programmes in Jalingo, Taraba State.

DISCUSSION OF FINDINGS

The first finding of the study shows that Societal, Religious Cultural beliefs, parent's preference of male over females and also girls taking themselves to be naturally weak and Vocational skills is not compatible with women during pregnancy the causes of gender disparity on academic performance of students in government technical training school, Jalingo Taraba state. This result is in line with Maluwa-Banda and Kholowa as cited (in Afu, Gbobo, Ukofia & Itakure, 2017) reports that socio-economic factors include family poverty, direct cost of schooling. Socio-cultural factors include pregnancies and early marriages, initiation practices, parental attitudes and aspirations for children, household chores, puberty-related issues, death in the family, and caring for the sick parents or relatives. And also the result shows that poverty, cultural beliefs and parent's preference of male over females were some of the causes affecting female's academic Performance and participation in technical education programmes in Jalingo, Taraba State.

Another findings of the study also reveal that Lack of role model to emulate, greasy and oil nature of technical, fear for engineering courses as it relates to calculations, lack of sex o share future career especially female students, and construction and Inferiority complex among female student influences gender

disparity on academic performance and participation of students in government technical training school, Jalingo, Taraba State as it show a positive level of acceptance in mean and standard deviation table. This is in agreement with Adeyemi (2014) who noted that peer group has tremendous influence on adolescents' pattern of behavior especially on their interests, attitudes, value system, emotional expressions and interaction patterns. Bakare (2011) discovered that the personality type of the students can affect their academic performance. Aremu and Oluwole (2000) also observed that the degree of self-efficacy and anxiety manifest in learners determine their academic performance. They noted that children from permissive homes are too complacent, unmotivated, and lack personal will to succeed. This implies that effort should be geared towards encouraging female technical education participation in Jalingo Taraba State until gender equality is achieved in Students' academic performance.

CONCLUSION

The researcher concludes that Societal, Religious Cultural beliefs, parent's preference of male over females and also girls taking themselves to be naturally weak and Vocational skills is not compatible with women during pregnancy are some of the causes of gender disparity on students' academic Performance in technical education programmes in Jalingo, Taraba State.

Finally, gender disparity has positive influence in technical education programmes in Jalingo, Taraba State, these are due to lack of role model to emulate, greasy and oil nature of technical, fear for engineering courses as it relates to calculations, lack of sex to share future career prospect especially female students, and construction and Inferiority complex among female.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

- i. Efforts should be made to carry out sensitization campaign in print and electronic media to parents and members of the public on issues of gender disparity in Technical-Vocational skilled programmes and its attendant effects on the society in general and the nation in particular.
- ii. Efforts should be made by Government, parents, teachers and all stake holders in education industry to encourage the female enrolment into technical skilled programmes to serve as role models to younger females to emulate and also provide scholarship and bursaries to female students who enroll in technical skilled areas to make it attractive.

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