



## Influence of Students' Perception on Gender Enrolment Pattern into Nigeria Certificate in Education (Technical) in Ramat Polytechnic Maiduguri, Borno State

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### ABSTRACT

*This study examines the influence of students' perception on gender enrolment pattern into NCE technical education Ramat polytechnic Maiduguri. The study adopted survey design. A sample of 64 respondents was selected at random to represent the population of 246 students of technical department, structured questionnaire was used for data collection and data on students were retrieved from reliable records within the polytechnic. Data collected were analyzed and presented using bar chart, frequency count and percentage. The finding of the study revealed that there is low enrolment of female students for the past three years, a number of students perception on the causes of gender enrolment disparity were also identified as female students don't apply for NCE tech, female students are not capable of performing woodwork, building and electrical practical, female students are better in theory than practical and calculations, NCE Tech is a difficult course and un-stability in character of female students. It was recommended that the institution should create awareness on the presence of the NCE tech in the polytechnic and organize an induction/training exercise on the programme and its importance to the students and society in general so as to encourage the female folks to enroll into the programme.*

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### INTRODUCTION

Education is primarily conceived as the process of imparting or assimilation of general knowledge, developing the power of logical reasoning and judgment and generally of preparing oneself intellectually for a mature life. It is usually characterized by a display of good culture and learning based on some experience. (Kestelyn, 2010; Lefleur, 2011). Education equips a person with necessary tools for survival in our society.

The national policy on education (Federal Government of Nigeria, 2014) identifies the importance of education in national integration and development. It states that education is an instrument for national integration and development and that it enhances the worth and development of the individual, for each individual's sake and for the general development of the society. The issue of equal access to education for all citizens of the nation irrespective of tribe, religion or class was also emphasized in the policy statement. The policy states, "there is need for equality of education opportunities to all Nigerian children irrespective of any real or imagined disabilities each according to

his or her ability" (Federal Government of Nigeria 2014).

Although the 1999 constitution and the National policy on education guaranteed human rights and provided for equity for all citizens in acquiring education, there seem to exist a stereotype, which has placed women far below men in education accomplishments, social status and vocational aspiration (World Bank, 1995 a&b). These attitudes were initiated in the pre-colonial days and reinforced by a colonial extension system dominated by men. In most part of Africa especially in the West African sub region, the marginalization and relegation of women have continued to exclude competent female folks from the national development programmes (Awa, 2014). According to Awa, (2014) stereotypes have isolated knowledge that might have been used to formulate development policies sensitive to the needs of rural women in the society. The problems however may not be that men are unaware of the value of women's knowledge and intuition in solving problems in the society or in all fields of education, rather there is attitudinal resistance to the



empowerment of women in the society. Unfortunately, there exist a speculation that women respond positively to such unfair attitudinal expressions of the society, which portray denial and neglect of women.

Stereotype on the part of women tends to present women as weak, incapable and unsuitable for higher education especially in the field of technical education. Women in Nigeria and Africa in general are therefore seen as kitchen mistresses and babysitting machines rather than participants in higher education. The national development plan (FGN, 2014) was also not silent on equality pronouncements for both males and females but the equality has been more formal than actual. The publications of the African academy of science on gender stereotypes in education attainment and vocational aspiration reveal that girls are oriented toward marriage, motherhood and are involved in domestic activities and child bearing while their male counterparts are more exposed to much more experiences outside the home (African Academy of Science 2007). Prejudice against women includes their alleged inferiority, unstable character and unfit to participate in higher education and a number of vocations. As a result of this development, UNICEF (1992) and World Bank (1995) regrettably asserted that African women have been depersonalized and regarded as chattels-objects of rights rather than subjects of rights.

For instance the first students enrollment into University College Ibadan- pioneer University, showed that out of 154 students admitted into the college in 194, only six were females. In University of Nigeria, out of the 11512 students admitted as at 1975 only 2992 were females which were roughly 20% of the total number admitted (ACU, 2019). Also a closer look at the gross enrollment in institutions of higher learning by state and gender between 1993 and 1994 showed gender inequality in general enrolment especially in sciences in favour of male. While this appalling trend continues to progress, it must be highlighted also that at no point was any deliberate or articulated effort made by the Nigerian government toward balancing gender disparity in our institutions of higher learning. In addition, government at all levels in Nigeria seems to have been silent in developing a gender conscious framework capable of diffusing gender bias and stereotyping in the society. In the same vein, researchers while exploring various aspects of gender stereotyping and deprivation have not

actually considered it very necessary to explore the major causes of gender disparity in enrollment in Nigeria institution of higher learning. Much of what is known today about gender disparity in educational attainment is not based on research findings but rather on mere theoretical speculations.

The poor trend of female enrolment into Nigerian institutions of higher learning has become an issue of serious concern to the entire society. This appalling situation suffixed with the current very poor participation of women in active labour force tend to generate the fear as to whether women are as still a part of the national development and integration. In fact it raises the doubt as to whether women do possess the required knowledge and intuition to participate in higher education or whether there is some esoteric knowledge in higher education which has limited it to the female folks. Nigeria in her national development plan (1968-1985) and the national policy on education (Federal Government of Nigeria, 2014) provided equal educational opportunities for all citizens irrespective of sex.

Although the national policy on education emphasis equity in education irrespective of gender, the enrolments of females in Nigerian institutions of higher learning remain very unappreciable. Issues of national and demographic concern at this point are the causes of gender disparity in enrolment in Nigerian institutions of higher learning and the likely strategies for addressing gender bias in enrolment. This study, therefore, faced with problems of identifying the students' perception on gender disparity in enrollment pattern in Nigerian institutions of higher learning.

### **Objectives of the Study**

The main objective of this study is to examine the influence of students' perception on the level of gender enrollment into NCE technical education in Ramat Polytechnic Maiduguri and the specific objectives of the study include;

1. To find out gender enrollment disparity into NCE technical education in Ramat polytechnic Maiduguri.
2. To determine the students perception on the causes of gender enrollment disparity into NCE technical education in Ramat polytechnic Maiduguri.



### Research Questions

1. What is level of gender enrollment disparity into NCE technical education in Ramat Polytechnic Maiduguri?
2. What are the students' perceptions on the causes of gender enrolment disparity into NCE technical education in Ramat Polytechnic Maiduguri?

two hundred and forty six (246) students of the technical education department of Ramat polytechnic Maiduguri; one hundred and sixty four (164) students are randomly selected to represent the population. A structured questionnaire was used for data collection; the instrument was validated by experts in the department of technical education Ramat Polytechnic. Data on students were retrieved from reliable records within the polytechnic and data collected were analyzed and presented using bar chart, frequency count and percentages.

### METHODOLOGY

Survey research design was used in this study. The population of the study comprised the

### RESULTS

**Table 1:** Level of gender enrollment disparity in NCE tech Ramat Polytechnic

Programme	Male students	%	Female students	%	Total
NCE 1	104	62.3	63	37.7	167
NCE 2	55	82.1	12	17.9	67
NCE 3	8	66.7	4	33.3	12

**Table 2:** Students' perceptions on the causes of gender enrolment disparity into NCE technical education in Ramat Polytechnic Maiduguri

S/N	Items	YES	%	NO	%
1	Most female students don't apply for technical education	102	62.6	61	37.4
2	Students don't prefer technical education because of the nature of the course	60	36.8	103	63.2
3	Students don't prefer technical education because of their practical's	55	33.5	109	66.5
4	I believe that technical education is not or female	22	13.4	142	86.6
5	The school mostly don't give admission to female students	12	7.3	152	92.7
6	I believe carpentry, building, automobile add electrical are not for female	82	50	82	50
7	Most of the female students are not capable o performing woodwork, building and electrical practical activities	100	62.1	61	37.9
8	Most of the female students do better in theory courses than practical and calculations	111	67.7	53	32.3
9	I believe technical education is a difficult course	101	61.6	63	38.4
10	I believe some female students don't know how to market the course after graduation	122	74.4	42	25.6
11	It is difficult for some of the female students to market the course after graduation	119	72.6	45	27.4
12	Female students are inferior for technical education programme	11	6.7	153	93.3
13	Female are believe to be kitchen mistress than in technical education.	10	6.01	154	93.9
14	Female are babysitting machine rather than participants in higher education	2	1.20	162	98.8
15	Female are unstable in character for technical education courses	106	64.6	58	35.4

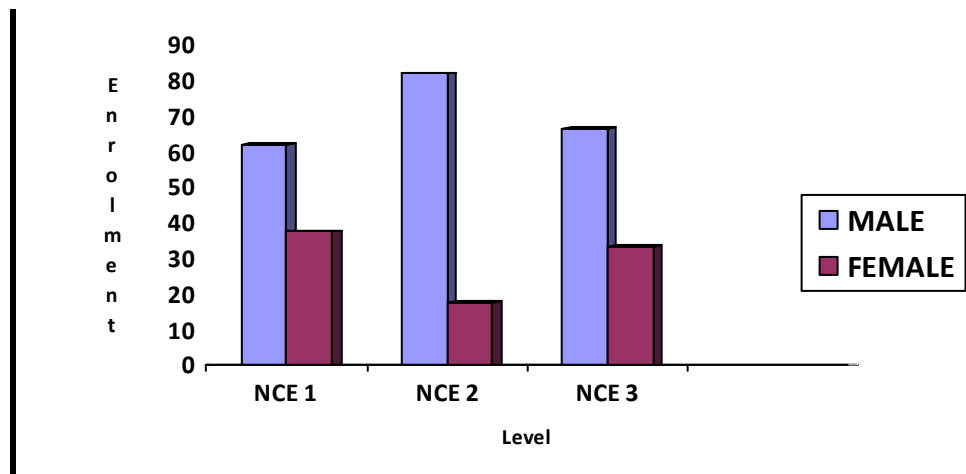


Figure 1: Enrolment of students with respect to level

### SUMMARY OF MAJOR FINDINGS

1. The study revealed that there is low enrollment of female students' into NCE tech education in Ramat Polytechnic Maiduguri for the past three years.
2. The study also revealed a number of students perceptions on the causes of gender enrollment disparity into NCE technical education as follows:
  - a) Most female students don't apply for NCE technical education
  - b) Most of the female students are not capable of performing woodworking, building and electrical practical activities which are inevitable part of technical education.
  - c) Most female students do better in theory courses than practical and calculations.
  - d) Female sees NCE technical education as a difficult course.
  - e) Some female students don't know how to market the course after graduation.
  - f) Some female students' are unstable in character for NCE technical education.

### DISCUSSION

The finding of this study shows that the number of female students enrollment in to NCE technical education is low, this may likely be as a result of low application of the female students for NCE technical education, incapability of female

students to perform better in woodworking, building and electrical, most female students are better in theory than courses which involve practical and calculations. Similar observation was made by Korimi in 2012 in Benin City.

Most Female students also perceive technical education course as difficult course, so they prefer other courses than technical education. The perception that some female students don't know how to market the course may also be another factor hindering the enrollment of female into technical education. This finding is in contrary to the finding of Goni, (2015) in Public University in Nigeria.

### CONCLUSION

In conclusion, the finding of this study revealed that the low performance of the female students in practical and other technical courses, non application into the programme, difficult nature of the course, marketing of the course after graduation, and un-stability of the female students in character are the deriving factors behind low enrollment of female students into NCE technical education in Ramat Polytechnic Maiduguri.

### RECOMMENDATION

In view of the findings of this research, the following recommendations were made: the institution should create an awareness of the presence of NCE technical education in the polytechnic to the general public and organize an induction/training exercise on the importance of the programme to the students in particular and the community at large and as a means of job creation in the society.



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