

Volume 3 / Issue 1 / 2022

## Assessment of the Level of Female Participation in Apprenticeship in Technical and Vocational Occupations in Delta State

Agwazie Bridget  
Department of Business Education  
University of Delta, Agbor  
Email: [agwaziebridget484@gmail.com](mailto:agwaziebridget484@gmail.com)

**Corresponding Author:** Agwazie Bridget., *Department of Business Education, University of Delta State, Agbor.*

**Citation:** Agwazie, B. (2022). Assessment of the Level of Female Participation in Apprenticeship in Technical and Vocational Occupations in Delta State. *International Journal of Modern Innovation & Knowledge*, 3(1); 73 - 82

### Abstract

This study is designed to assess the level of female participation in apprenticeship in technical and vocational occupations in Delta State. The study adopted the descriptive survey research design. A simple random sampling technique was used to obtain the respondent. The population of the study is 200 entrepreneurs and 150 lecturers. A well-structured questionnaire titled assessment of the level of female participation in apprenticeship in vocational and technical and vocational occupations questionnaire (ALFPAVTOQ) was also used to obtain information for the research. To achieve this, two research questions and two hypotheses were raised to guide the study. Data obtained were analysed with mean and standard deviation. The findings of the study shows that female participation enhance apprenticeship in technical occupation, Apprenticeship and technical occupation need not parent educational status, positive attitude of female is needed in technical occupation and that apprenticeship in technical and vocational occupations improves female participation in technical occupation. Based on the findings of the study, it was recommended that training centers should be provided for female with boarding facilities or those available should be made co-educational, an enlightenment campaign to educate female and emphasize on the need for female to participate in training and skill development in the industries should be organized.

**Keywords:** Assessment, Level, Female Participation, Apprenticeship, Technical and Vocational and Occupations

### INTRODUCTION

Apprenticeship is a method of learning a trade to acquire practical skills under the tutelage of a master trainer. Okorie (2012) stated that apprenticeship is a means of providing training for an individual in a particular trade. According to Olaitan (2012), apprenticeship is a procedure by which young person's acquire skills necessary to be proficient in a trade, craft, art or profession

under the tutelage of a master trainer. By this method, an experienced skilled worker contracts to teach the broad range of skills to the apprentice. Osuala (2014) defined apprenticeship as an organized system for providing young people with manipulative skills needed for competent performance in occupations. Barab and Hay (2011) stated that apprenticeship includes the development of training for trainees as they become immersed in authentic activities and independent practices to enable the trainees master the skills.

Apprenticeship is a training method utilized by trainers to teach apprentices how to solve problems understand tasks and deal with difficult situations associated with the occupation or trade. Apprenticeship is therefore a method used to train apprentices in specific occupations. Apprentices work closely with an expert to learn a specific skill so as to become skilled master trainers at the end of apprenticeship period. Apprenticeship is one of the methods of vocational training in Nigeria today. Through apprenticeship training, skills in technical and vocational occupations such as Motor Vehicle Mechanic Works, Welding and fabrication, Carpentry and Joinery, Block/Bricklaying and Concreting, Electrical Installation, Electronics servicing and repairs, Refrigeration and Air-conditioning servicing and repairs, Electric motor rewinding and Auto wiring among others can be acquired. In view of the technological changes and innovations taking place in the world at large, the concept of apprenticeship has become vital as many modern trades such as computer servicing and repairs, photocopying machine servicing and repairs, cell phone repairs, digital video cameras and digital cameras now exist alongside the old trades that have survived despite changes in techniques and knowledge. The technological advancement and development of any country rest on both male and females, but it appears females are fewer in number compared with males in apprenticeship in technical and vocational occupations in Nigeria in general and Delta State in particular.

Lane (2019) observed that no society could reach the height of its greatness unless there is ample supply of dedicated men and women in all fields crucial to its development. Training and skill development of any society rest on both men and women participants. Despite being almost half of the population, this numerical strength of the Nigerian women has not affected the age-long inferior status the society bestows on them. Several factors have been adduced for the degrading position of women in the Nigerian society. Most of which can be traced to the patrician system being operated and the gender insensitivity of not only the male folk but also the entire society including the women, who have been socialized to accept the inferior status (Okorie, 2012).

In the Nigeria economy, the percentage of female workers in the federal civil service according to the National Bureau of Statistics, women made up only 38 percent of civil servants in Nigeria

from 2010 to 2015. This low engagement of female workers could be attributed to the societal perception of the women's role and status. Millare (2019) asserted that the female folk should be enlightened in order to live a full life, they need an understanding of both heritage and the rapidly changing society of today. They also must be equipped with the tools in the world of vocational and technical education. Hence, apprenticeship for occupational values and attitudes are necessary. This will help women to gain knowledge and skills. At present, even those professions that hitherto were exclusively for male are now being contested for by women in almost every field of educational attainment. It is against this backdrop that this study will assess the level of female participation in apprenticeship in vocational and technical and vocational occupations in Delta State

### **Statement of the Problem**

Occupational stereotype is the age-long belief that certain occupations are especially reserved for a particular sex, and this has been in place for a long time in Nigeria. For instance, most physically and mentally challenging occupations like Block laying and Masonry, Carpentry and Joinery, Auto Mechanic works, Welding and Fabrication, Steel fixing, Electrical installation among others are believed to be exclusively for males while occupations like fashion designing, hair dressing, hotel and catering services, manicure and pedicure are specially reserved for females. According to Green (2010), the components of occupational stereotype include occupational sex composition, occupational gender stereotypes and status of an occupation. However, efforts have been made to remove barriers to females' entrance as apprentices into technical and vocational occupations. With inhibitions and stereotype, females have ventured into some occupations hitherto reserved for males.

Yet a drive around towns in Delta State would reveal that only few females are engaged in apprenticeship training and for feministic occupations/vocations. One therefore wonders why female participation in apprenticeship training in technical and vocational occupations are low. The solution to the problem that affect the female participation in apprenticeship in vocational occupation is often very difficult to achieve. That is one of the reasons why this study is very necessary in order to identify the problem and proffer solution to turn. The problems are that there are factors that hinder female participation in apprenticeship in technical occupation; Identification of problems associated with technical training and skill development and the extent to which females are willing to participate in apprenticeship in technical occupation. Based on this problem, this research work south to examine the factors that affect female participation in apprenticeship

## **Purpose of the Study**

The purpose of the study is to assess the level of female participation in apprenticeship in technical and vocational occupation. Specifically, the study seeks to:

1. Determine how female participation affect apprenticeship in technical and vocational occupations.
2. Determine the educational implication for females' participation in technical and vocational occupations.

## **Research Question**

The following research questions were used to guide the study.

- 1) To what extent does female participation affect apprenticeship in technical and vocational occupations?
- 2) What are the educational implication for females participation in technical and vocational occupations?

## **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of lecturers and entrepreneurs on female participation in apprenticeship in technical and vocational occupation.
2. There is no significant difference in the mean responses of lecturers and entrepreneurs on educational implications of female participation in technical and vocational occupations.

## **METHODOLOGY**

The research design used in this study is the descriptive survey design. A simple random sampling technique was used to obtain the respondent. The population of the study is 200 entrepreneurs and 150 lecturers. The sample for the study is 100 entrepreneurs and 67 lecturers from the colleges of education selected for the study. A well-structured questionnaire was used for data collection. The questionnaire was made up of (20) items in cluster of (10) items for each of the (2) research question earlier formulated. The instrument consists of a five-point likert rating scale of strongly Agreed (SD), Agreed (A), Disagreed (D) and strongly disagreed (SD). The questionnaire was validated by an expert from the department of Business Education Delta State, Abraka and was subjected to reliability test, a reliability coefficient of 0.72 was obtained, mean and standard deviation was used for research question. An average mean of 2.50 was used as the cutoff point. Thereby any mean ( $\bar{x}$ ) score of 2.50 and above indicates the

respondent's acceptance while any value below 2.50 is regarded as rejected. Z-test statistics was used for data analysis and the hypothesis were tested at 0.05 level of significance.

## RESULTS

The results of the study were presented as follows.

**Research Question 1:** To what extent does female participation affect apprenticeship in technical and vocational occupations?

**Table 1: Mean and Standard Deviations Ratings of Lecturers and Entrepreneurs on the Responses of the Extent to Which Female Participation Affect Apprenticeship in Technical and Vocational Occupations.**

S/N	Statement	Lecturers (N <sub>1</sub> = 67)						Entrepreneurs (N <sub>2</sub> = 100)						Rmk
		SA	A	D	SD	$\bar{x}$	S.D	SA	A	D	SD	$\bar{x}$	S.D	
1	Female participation in apprenticeship has a positive influence in technical occupation	20	12	13	22	2.45	1.23	29	35	20	16	2.77	1.04	Accept
2	Female cannot function in some technical and vocational occupations due to the nature of the job	15	22	10	20	2.48	1.15	20	40	23	17	2.63	0.99	Accept
3	Non participation of females in technical occupation affects apprenticeship	30	15	14	8	3.00	1.07	30	28	22	20	2.68	1.11	Accept
4	Cost-sharing in education	9	11	27	20	2.13	0.99	25	37	20	18	2.69	1.04	Accept
5	introduction of structural adjustment policies	13	24	16	14	2.54	1.03	44	17	19	20	2.85	1.19	Accept
6	introduction of higher user charges or fees increased educational costs to families in terms of higher school fees payment	27	19	11	10	2.94	1.09	20	17	23	40	2.17	1.16	Accept



7	policy related factors (lack of goals and adequate monitoring of gender equality)	47	8	12	-	3.52	0.79	47	33	20	-	3.27	0.78	Accept		
8	Poor provision of infrastructural facilities such as library, classroom blocks, workshops, laboratories and recreational facilities.	7	19	21	20	2.19	0.99	39	21	22	18	2.81	1.14	Accept		
9	Poor provision of consumable materials such as wood nails, wires, rods, glues etc for student's practicals.	22	10	28	7	2.70	1.04	27	43	12	18	2.79	1.04	Accept		
10	Poor provision of qualified technical education lecturers.	16	27	14	10	2.73	0.99	19	51	16	14	2.75	0.93	Accept		
<b>Grand Mean/SD</b>						<b>2.52</b>	<b>1.09</b>							<b>2.72</b>	<b>1.07</b>	Accept

The data presented in the above table showed the view of lecturers and entrepreneurs on extent to which female participation affect apprenticeship in technical and vocational occupations with the average mean of 2.52 for lecturers and 2.72 for entrepreneurs with standard deviation of 1.09 for lecturers and 1.07 for the entrepreneurs. Therefore, the items analyzed showed extent to which female participation affect apprenticeship in technical and vocational occupations.

**Research Question 2:** What are the educational implication for females participation in technical and vocational occupations?

**Table 1: Mean and Standard Deviations Ratings of Lecturers and Entrepreneurs on the Responses of the Extent to Which Female Participation Affect Apprenticeship in Technical and Vocational Occupations.**

S/ N	Statement	Lecturers (N <sub>1</sub> = 67)						Entrepreneurs (N <sub>2</sub> = 100)						Rmk
		SA	A	D	SD	$\bar{x}$	S.D	SA	A	D	SD	$\bar{x}$	S.D	
11	The parents of female that go into apprenticeship	37	14	13	3	3.27	0.93	23	27	19	31	2.42	1.16	Accept

12	are usually educated Parents educational status has a positive influence on the female who go into apprenticeship	18	22	19	8	2.75	0.99	28	23	29	20	2.59	1.10	Accept
13	Parents educational status have a negative influence in technical apprenticeship	37	14	16	-	3.31	0.84	40	28	20	12	2.46	1.04	Accept
14	The parents of females who go into technical apprenticeship are educated	17	25	13	12	2.70	1.04	45	40	15	-	3.30	0.72	Accept
15	Parents educational status have a positive influence in technical occupation	7	16	14	30	2.00	1.06	40	25	14	21	2.84	1.17	Accept
16	Educational status of parents negatively affects apprenticeship	19	21	19	8	2.76	1.00	33	17	26	24	2.59	1.18	Accept
17	Educational status of parents enhances their daughters who engaged in technical occupation	29	11	13	14	2.82	1.21	40	19	21	20	2.79	1.17	Accept
18	Apprenticeship and technical occupation do not need parents' educational status	13	18	29	7	2.55	0.93	57	13	10	20	3.07	1.22	Accept
19	Technical occupation requires parental educational	24	20	13	10	2.87	1.07	35	45	12	8	3.07	0.89	Accept

20	status of their daughters Females show positive attitude toward apprenticeship by the way they are treated	12	18	27	10	2.48	0.96	48	12	40	-	3.08	0.94	Accept
	<b>Grand Mean/SD</b>					<b>2.81</b>	<b>0.97</b>					<b>2.82</b>	<b>1.04</b>	Accept

The data presented in Table 2 above showed the view of lecturers and entrepreneurs on the educational implication for females' participation in technical and vocational occupations. The average mean for lecturers and entrepreneurs is 2.81 and 2.82 with standard deviations of 0.97 and 1.04. Therefore, the items analyses showed the educational implication for females' participation in technical and vocational occupations.

### Test of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

**Hypothesis 1:** There is no significant difference in the mean responses of lecturers and entrepreneurs on female participation in apprenticeship in technical occupation.

**Table 3: z-Test Analysis on Female Participation in Apprenticeship in Technical and Vocational Occupation**

Groups	Mean	SD	N	Df	Sig	Zcal	zcrit	Remark
Lecturers	2.52	1.09	67	165	0.05	0.29	1.96	Accepted
Entrepreneurs	2.72	1.07	100					

Result from Table 3 showed the test of hypothesis (1) which guided the study with z-calculated value of 0.29 and z-critical table value of 1.96 at 0.05 level of significance, since the z-calculated is less than the z-critical value, the null hypothesis is accepted.

**Hypothesis 2:** There is no significant difference in the mean responses of lecturers and entrepreneurs on educational implications of female participation in technical and vocational occupations.

**Table 4: z-Test Analysis on Educational Implications of Female Participation in Apprenticeship in Technical and Vocational Occupation**

Groups	Mean	SD	N	df	Sig	Zcal	zcrit	Remark
Lecturers	2.81	0.97	67	165	0.05	0.02	1.96	Accepted
Entrepreneurs	2.82	1.04	100					



The Table 4 above showed the test of hypothesis (11) two which guided the study with z-calculated value of 0.02 and z-critical table value of 1.96 at 0.05 level of significance, since the z-calculated is less than the z-critical value, the null hypothesis is accepted.

### **Discussion of Findings**

The findings of this study shows that female participation enhance apprenticeship in technical occupation. The data collected revealed that there is no significant difference between the view of male and female on the extent of which female participation affect apprenticeship in technical and vocational occupations. This agrees with the view of Okorie (1988). Finally, the findings also show that educational implication of female affects participation in technical occupation. The data collected and analyzed revealed that there is no significant difference between the view of male and female on the educational implication of female participation in technical occupation.

### **Conclusion**

The essence of training and skill development among female is to enable female to learn new techniques and develop old skill for proper production to take place in this industry. A programme of incentive is needed to make training and skill development among female challenging, meaningful, and purposeful. The training and skill development of old skill for the world of work showed not only center on acquisition of skills required for operating machine or doing any specific job but also provide the knowledge and skills needed for technological development. There is the need for political and educational right for women, particularly those at the grassroots on a massive scale. Adequate orientation about technical occupation should be provided. This will encourage the female to undergo the training and remain in the industry.

### **Recommendations**

Based on the findings from the study, the following recommendations was made

- 1 Training centers should be provided for female with boarding facilities or those available should be made co-educational.
2. An enlightenment campaign to educate female and emphasize on the need for female to participate in training and skill development in the industries should be organized.

## References

- Dockyard A.E. & Barbara.E. (2010). *The women's movement, political, socio-economic, and psychological issues*. New York: harper and row publishers.
- Hobily Frod (2011). *Welfare of the apprentice on the job training*: USA Washington state.
- Jane, L. Jerolyn, R & Lyle, B. (2011). *Women in industry employment patterns of women in corporate America*, Michigan university.
- Lane.F. (2019). *Why are there so few women in science?* University of Cambridge.
- Marilyn, S. (2019). *Women in vocational education*. Michigan: Michigan state university.
- Millare, T. (2019). *History of apprenticeship, U.S.A*: Washington state department of labour and industries.
- Oghene, E., Eboiyehi F., Akime, B.C; Iwuanyanwu, C.U & Biose C.A. (2007). *Vocational technical education* Onitsha: consolidated publishing co.
- Okorie, J. (2011). *Career guide for schools*, Onitsha: summer educational publishers.
- Olagbegi, B. & Afolabi, B.A (2011). *Women law and development in Africa*. USA Washington state department of labour and industries.
- Oyedeji, N.B. (2008). *The supply of technical and vocational lecturers for the 3-3 system of education in Kwara State*. Paper presented at the 8<sup>th</sup> annual conference of Esan university of Ilorin.
- Oyedeji, N.B. (2008). *Direction of female training and skill development* Ikeja publishing co.
- Parsons, F. (2012). *Choosing vocation*, Boston Houghton Mifflin company.
- Partnership (2015). *Women advancement. The turning points*. Quarterly news magazine united nations systems in Nigeria.
- Taiwo, O.F. (2008). *The Nigerian education system. Past present and future, Nigeria*: Thomas nelson ltd.
- Wesley, A.P. Frank, J., & Claire N.E (2010). *Sex role psychology*. New York: human science press.
- Yusuf, B., & Booth, R. (2019). *Religious and ethnic factors affecting sexuality Nigeria*.