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Investigating the Influence of Stereotypes on Female Students' Enrollment in Motor Vehicle Mechanic Work in Gombe State: Gender Bias and Career Aspirations

Stephen Z. Kumazhege*, Hadiza Umar, Isaac John Ibanga

***Abstract*— This study addresses the persistent underrepresentation of female students in non-traditional vocational trades, specifically Motor Vehicle Mechanic Work, within Gombe State Technical Colleges. The total population for this study was 527 including administrators, teachers and parents of Motor Vehicle Mechanic Work trade students in Government Science and Technical Colleges in Gombe State. The sample size of the study was 116 determined using stratified random sampling. The study employed a descriptive survey research design, focusing on Gombe State in Nigeria, where seven Government Science and Technical Colleges were selected for the research. Three research questions and hypotheses guided the study. Data was collected through a researcher-developed structured questionnaire, and statistical methods including means, standard deviations, and ANOVA were used to analyze the data. Findings of the study indicated that parental influence, including preferences for preferred courses and concerns about safety, significantly influenced female students' enrollment in Motor Vehicle Mechanic Work. Peer group dynamics, such as imitation, aspirations, and subject choice, also played a role in shaping female students' decisions. Cultural factors, including perceptions of education, domestic roles, early marriage, and societal support, further influenced their choices. Interestingly, the study revealed a convergence of perspectives among Motor Vehicle Mechanic Works Trade teachers, school administrators, and parents regarding the identified influences. Recommendations stemming from these findings include targeted awareness campaigns for parents, peer mentorship programs, and collaborations with local leaders and institutions to challenge and reshape cultural norms that discourage female participation in non-traditional trades.**

***Index Terms*— Career Aspirations, Enrollment, Gender Bias, Motor Vehicle Mechanic Work Stereotypes**

I. INTRODUCTION

TECHNICAL Colleges are post-primary schools, where students learn skills in various occupations. According to Ref. [1], Technical Colleges are charged with the production of craftsmen and technicians. Ref. [2] said that technical Colleges are designed to prepare individuals to acquire practical skills, basic scientific knowledge, and attitude required as craftsmen and technicians at sub-professional levels. Technical Colleges are regarded as the principal Vocational Institutions in Nigeria that give full vocational training intended to prepare students for entry into various occupations as operatives or artisans and craftsmen.

Motor Vehicle Mechanic Work (MVMW) is one of the Technical Vocational Education (TVE) programs which involve the acquisition of scientific knowledge in design, selection of materials, construction, operation and maintenance of motor vehicles. According to Ref. [3], MVMW is a vocational education program, which is aimed at preparing one for a specific occupation. Vocational programs are generally designed to prepare individuals for a gainful employment as semi-skilled or skilled worker or technicians or sub-professional in recognized occupation and in new emerging occupations or to prepare individual for enrolment in advanced technical education program [4]. Motor Vehicle Mechanic Work at technical college level consists of three components/subjects grouping as follows: Service station mechanics work, Engine maintenance and refurbishing, and Auto electricity. The program of MVMW work in Nigeria technical colleges is designed to produce competent motor vehicle craftsmen for Nigeria technical and industrial development [5].

According to Ref. [6], the Federal Government of Nigeria (FGN) wants technical education to occupy a prominent position in our schools; Nigerian schools pay little or no attention to the technical education as the society seem not to understand what technical education is all about, and consequently develop some contempt and aversion for technical trade and subjects. However, many of the occupation and trades in technical education are regarded as ignoble and unbecoming. An average Nigerian parents does not want his son or daughter to earn a living as a full-time farmer, plumber, brick/blocklayer, carpenter and auto-motor mechanic. For many Nigerians, these trades are for the poor and underprivileged [6]. And this informed the choice of the type of school they enrolled in.

School enrolment refers to the act of registering an individual as a member of a school to participate in educational activities for specific years. Also both male and female have equal right to be enrolled in schools; unfortunately, most female students choose not to be involved in elective courses such as engineering courses that have the potential to prepare them for the technological world in which we live. It has been documented that disparity exists between male and female students. In some cases boys had an edge over girls in academic achievement [7]. On the other hand, Ref. [8]

Stephen Z. Kumazhege and **Hadiza Umar** are a scholar at Technology Education Department, Modibbo Adama University Yola, Adamawa State, Nigeria. **John Isaac Ibanga** (Corresponding Author) is a scholar at Government Science and Technical College Gombe, Gombe State, Nigeria. Corresponding author e-mail: isaacjohn@mau.edu.ng

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reported that such difference does not exist. However, Ref. [9] opined that it is possible that biological, psychological, and personal differences between boys and girls can be a factor when considering strategies for teaching them. It is said that when you educate a man, you educate a person, but when you educate a woman, you educate a nation. This is because the education of every child starts from the family and the mother is the first teacher.

Females in the context of this study denote girls and women. There has been gender disparity against females. Females have less access (opportunities) to education in Nigeria as compared to males. Fewer girls enroll and complete their education than boys [10]. This poor enrolment is further accentuated in female enrolment in Technical, Vocational Education and Training. It has long been known that female access to and participation in education in general and Science, Technical, Vocational Education and Training (STVET) in particular is generally poorer than that of boys [11]. Evidence of this fact has been through various studies at national levels and by international organizations such as UNESCO and Gender and Science and Technology (GASAT). According to Ref. [12], women tend to be overwhelmingly clustered in low wage, low skill fields (they constitute 98 percent of students in the cosmetology industry, 87 percent in the child care industry, and 86 percent in the health aide industry). In high wage, high skill fields, they fall well below the 25 percent in the field commonly practiced by men (women account for 10 percent of students in the construction and repair industry, 9 percent in the automotive industry, and 16 percent in engineering [13].

Career patterns are influenced by a variety of forces, one of which is gender-role stereotype. According to Ref. {14], people beliefs about gender-stereotype differences between male and female students can be summed up in two dimensions which define positive personal attributes. They are (1) the command and (2) argentic dimension. The communal dimension is concern with the wellbeing of others and is believed by some to be manifested more strongly in female students than male. While the argentic dimension depicts an assertive and controlling tendency and is believed by some to be manifested more strongly in male than in female students.

The gender construct has since for long protruded the Nigerian society especially Gombe State where cultural proclamations abrogate more powers to the male gender than the female. Ref. [10, and 15] lamented that due to cultural believes, parent and guardians are not willing to send their female children/ wards to school but rather desire to give them out for marriage as the female child education is belief to be a waste as she shall be married to another person and the process of childbearing, home chore and other related duties culturally abrogated to the female gender was fully commenced. In the case of the technical colleges, the girl child is not encouraged to attend such schools as the cultural belief is that certain occupation such as Motor Vehicle Works are preserved for the masculine gender.

A. Statement of the Problem

Despite advancements in educational opportunities, there persists a noticeable underrepresentation of female students in non-traditional vocational trades such as Motor Vehicle Mechanic Work within Gombe State Technical Colleges. This gender disparity raises concerns about the potential influence of deep-seated stereotypes and biases on female students' career aspirations. The lack of proportional participation of females in this field not only restricts their career options but also hinders broader efforts towards gender equality. Therefore, there is a pressing need to comprehensively examine the extent to which gender-based stereotypes impact female students' decisions to enroll in Motor Vehicle Mechanic Work programs, thereby contributing to the persistent gender gap in technical education and the workforce.

B. Purpose of Study

The main purpose of this study was to determine gender bias and career aspirations: investigating the influence of stereotypes on female students' enrollment in Motor Vehicle Mechanic Work in Gombe State Technical Colleges. Specifically, the study will seek to:

1. Determine the parental influence on female students' enrolment into Motor Vehicle Mechanic Work in technical colleges in Gombe State
2. Determine the peer group influence on female students' enrolment into Motor Vehicle Mechanic Work in technical colleges in Gombe State
3. Determine the influence of cultural factor on female students' enrolment into Motor Vehicle Mechanic Work in technical colleges in Gombe State

C. Research Questions

The following research questions guided the study

1. What is the parental influence on female students' enrolment into Motor Vehicle Mechanic Work in technical colleges in Gombe State
2. What is the peer group influence on female students' enrolment into Motor Vehicle Mechanic Work in technical colleges in Gombe State
3. What is the influence of cultural factor on female students' enrolment into Motor Vehicle Mechanic Work in technical colleges in Gombe State

D. Hypotheses

Ho1: There is no significant difference in the mean response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the parental influence on female students' enrolment into Motor Vehicle Mechanic Work in technical colleges in Gombe State

Ho2: There is no significant difference in the mean response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the peer group influence on female students' enrolment into Motor Vehicle Mechanic Work in technical colleges in Gombe State

Ho3: There is no significant difference in the mean response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the influence of cultural factor on female students' enrolment into Motor Vehicle Mechanic Work in technical colleges in Gombe State

II. METHODS

A descriptive survey research design was chosen to investigate the factors affecting female students' enrollment in Motor Vehicle Mechanic Trade in technical colleges in Gombe State, Nigeria. The study's focus area was Gombe State, situated in the North-East region of Nigeria, with seven Government Science and Technical Colleges. The total population for this study was 527 which includes 21 administrators of Government Science and Technical Colleges in Gombe State and 48 Motor Vehicle Mechanic Work trade teachers and 458 parents of Motor Vehicle Mechanic Work trade students in Government Science and Technical Colleges in Gombe State. This study employed stratified sampling techniques to select the respondents for the study. The sample size of the study was 116 respondents comprising of 24 principals, 37 teachers and 55 parents of students in Motor Vehicle Mechanic Work trade students in Government Science and Technical Colleges in Gombe State. The instrument for data collection was a researcher-developed structured questionnaire to be called "Gender Stereotyping and Female Student's Enrolment Questionnaire (GSFSEQ). See Table 1.

TABLE I. QUESTIONNAIRE ITEMS OF GSFSEQ

S/N	Items
Parental Influence	
1.	Parents support their children/ward's decision to enroll in Motor Vehicle Mechanic Work.
2.	Parents wants their children to study their preferred course.
3.	Parents in Gombe state are very reluctant to send their female daughters to school.
4.	Parents are conscious of the physical safety of female students in school due to the cases of physical assault.
5.	Parents are conscious of the sexual safety of female students in school due to the cases of sexual harassment.
6.	Parents do not care about the trade subjects their children are taking in schools.
7.	Parents encourage their children to pick their trade subject choice.
8.	Parents do not want their female children to study trade subject relating to Motor Vehicle Mechanic Work.
Peer Group Influence	
9.	Friends interaction influences students' choice of Motor Vehicle Mechanic Work trade.
10.	Imitations of friends influences the choice of Motor Vehicle Mechanic Work subject.
11.	Peer group aspiration to model the society influences their choice of Motor Vehicle Mechanic Work trade.
12.	Gender difference among peer group influences their choice of Motor Vehicle Mechanic Work trade.
13.	Peer group socio-economic factor influence students' choice of Motor Vehicle Mechanic Work trade.
14.	The choice of subject combination is attributed to friends.
15.	Peer groups does not influence peers decision regarding choice of Motor Vehicle Mechanic Work trade in school.
Influence of Cultural Factor	
16.	Community value girls who are educated more than those who are not educated.
17.	Members of the community are strict on girls and want them to concentrate on Motor Vehicle Mechanic Work trade.
18.	Domestic chores are mainly reserved for female.
19.	Culture permits early marriage for females than to study Motor Vehicle Mechanic Work trade.
20.	Culture does not support Girls education because it will benefit her husband's family.
21.	Education make girls marry late.
22.	Educated girls will find difficulties to get a husband.

The questionnaire's validity was ensured through expert validation, while reliability was measured using Cronbach's Alpha method, and a 0.89 reliability index was obtained. The collected data was analyzed using SPSS software, employing means and standard deviations to answer the research questions while ANOVA was used for hypotheses testing.

III. RESULTS

Three research questions were answered using descriptive statistics of mean and standard deviation while the null hypotheses were tested at 0.05 level of significance using ANOVA.

A. *Research Question 1*

What is the parental influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State?

TABLE II. MEAN RESPONSES ON THE PARENTAL INFLUENCE ON FEMALE STUDENTS' ENROLMENT INTO MOTOR VEHICLE MECHANIC WORK

	N_{PR}= 24	N_T = 37	N_P = 55	N = 116		
S/N	$\bar{x}_{PR}$	$\bar{x}_T$	$\bar{x}_P$	$\bar{x}_G$	**σ**	**Remark**
1.	1.79	1.92	1.91	1.89	0.32	Disagreed
2.	3.58	3.84	3.82	3.78	0.63	Agreed
3.	4.58	4.84	4.82	4.78	0.63	Agreed
4.	4.79	4.92	4.91	4.89	0.32	Agreed
5.	4.79	4.92	4.91	4.89	0.32	Agreed
6.	2.21	2.08	2.09	2.11	0.32	Disagreed
7.	2.42	2.16	2.18	2.22	0.63	Disagreed
8.	2.42	2.16	2.18	2.22	0.63	Disagreed
				3.50		**Agreed**

Key: NPR = Number of School Administrators, NT = Number of Teachers, NP = Number of Parents, N = Total Number of Respondents, x¯_PR = Mean of School Administrators, x¯_T= Mean of Teachers, x¯_P = Mean of Parents, x¯_G = Grand Mean, σ = Standard Deviation

Table 2 shows the parental influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. The respondents revealed that parental influence on the female enrolment are expressed in item 2 – 5 with each mean value ranging between 3.78 and 4.89 and having standard deviation also ranged between 0.32 and 0.63 which exceed the criterion benchmark of 3.00. The respondents however, disagreed with item 1 and 6 – 8 with mean values ranging between 1.89 and 2.22 and having standard deviations whose range are between 0.32 and 0.63. With the grand mean of 3.50, it was agreed that parental influence such as parents wanting their children to study their preferred course, parents in Gombe state been reluctant to send their female daughters to school; parents been conscious of the physical safety of female students in school due to the cases of physical assault and parents been conscious of the sexual safety of female students in school due to the cases of sexual harassment influence female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State.

B. *Research Question 2*

What is the peer group influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State?

TABLE III. MEAN RESPONSES ON THE PEER GROUP INFLUENCE ON FEMALE STUDENTS' ENROLMENT INTO MOTOR VEHICLE MECHANIC WORK

	N_{PR}= 24	N_T = 37	N_P = 55	N = 116		
S/N	$\bar{x}_{PR}$	$\bar{x}_T$	$\bar{x}_P$	$\bar{x}_G$	**σ**	**Remark**
9.	3.58	3.84	3.82	3.78	0.63	Agreed
10.	3.38	3.76	3.73	3.66	0.95	Agreed
11.	4.38	4.76	4.73	4.66	0.95	Agreed
12.	4.38	4.76	4.73	4.66	0.95	Agreed
13.	3.58	3.84	3.82	3.78	0.63	Agreed
14.	4.38	4.76	4.73	4.66	0.95	Agreed
15.	1.79	1.92	1.91	1.89	0.32	Disagreed
				3.87		**Agreed**

Key: NPR = Number of School Administrators, NT = Number of Teachers, NP = Number of Parents, N = Total Number of Respondents, x¯_PR = Mean of School Administrators, x¯_T= Mean of Teachers, x¯_P = Mean of Parents, x¯_G = Grand Mean, σ = Standard Deviation

Table 3 shows the peer group influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. The respondents agreed that peer group influence on the female enrolment are expressed in item 1 – 6 with each mean value ranging between 3.66 and 4.66 and having standard deviation also ranged between 0.63 and 0.95 which exceed the criterion benchmark of 3.00 an agreement on the peer groups' influence. The respondents however, disagreed with item 1 with mean value of 1.89 and having standard deviations of 0.32. With the grand mean of 3.87, it was agreed that parental influence such as imitations of friends, peer group aspiration to model the society; gender difference among peer group, peer group socio-economic factor and the choice of subject combination attributed to friends influence female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State.

C. Research Question 3

What is the influence of cultural factor on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State?

TABLE IV. MEAN RESPONSES ON THE INFLUENCE OF CULTURAL FACTOR ON FEMALE STUDENTS' ENROLMENT INTO MOTOR VEHICLE MECHANIC WORK

	N_{PR}= 24	N_T = 37	N_P = 55	N = 116		
S/N	$\bar{x}_{PR}$	$\bar{x}_T$	$\bar{x}_P$	$\bar{x}_G$	**σ**	**Remark**
16.	3.38	3.76	3.73	3.66	0.95	Agreed
17.	1.79	1.92	1.91	1.89	0.32	Disagreed
18.	4.38	4.76	4.73	4.66	0.95	Agreed
19.	4.58	4.84	4.82	4.78	0.63	Agreed
20.	3.79	3.92	3.91	3.89	0.32	Agreed
21.	3.58	3.84	3.82	3.78	0.63	Agreed
22.	2.21	2.08	2.09	2.11	0.32	Disagreed
				3.54		**Agreed**

Key: NPR = Number of School Administrators, NT = Number of Teachers, NP = Number of Parents, N = Total Number of Respondents, x¯_PR = Mean of School Administrators, x¯_T= Mean of Teachers, x¯_P = Mean of Parents, x¯_G = Grand Mean, σ = Standard Deviation

Table 4 shows the influence of cultural factor on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. The respondents agreed that cultural factor influences the female enrolment in MVMW as expressed in item 1, 3 – 6 with each mean value ranging between 3.66 and 4.78 and having standard deviation also ranged between 0.32 and 0.95 which exceed the criterion benchmark of 3.00 indicating an agreement on the cultural factor's influence. The respondents however, disagreed with item 2 and 7 with mean value of 1.89 and 2.11 which is below the criterion benchmark of 3.00. The standard deviation of 0.32 each indicated that the items are clustered together. With the grand mean of 3.50, it was agreed that community value girls who are educated more than those who are not educated, domestic chores are mainly reserved for female; culture permits early marriage for females than to study, culture does not support girls education because it will benefit her husband's family and education make girls marry late are the major cultural factors that influence female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State.

D. Hypothesis 1

There is no significant difference in the mean response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the parental influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State

TABLE V. ANOVA ON THE PARENTAL INFLUENCE ON FEMALE STUDENTS' ENROLMENT INTO MOTOR VEHICLE MECHANIC WORK IN TECHNICAL COLLEGES IN GOMBE STATE

	Sum of Squares	**Df**	**Mean Square**	**F**	**p**	**Remark**
Between Groups	0.018	2	0.009	1.418	0.247	H_O Accepted
Within Groups	0.704	113	0.006			
Total	0.721	115				

Table 5 showed that the F-value of the significant difference between the means response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the parental influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. From Table 5, the F-value for the groups is F= 1.418 and p = 0.247 at 113 degree of freedom. This implies that, since the F-value (1.418) is greater than the α-value of 0.05, therefore, the null hypothesis is accepted.

E. Hypothesis 2

There is no significant difference in the mean response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the peer group influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State

TABLE VI. ANOVA ON THE PEER GROUP INFLUENCE ON FEMALE STUDENTS' ENROLMENT INTO MOTOR VEHICLE MECHANIC WORK IN TECHNICAL COLLEGES IN GOMBE STATE

	Sum of Squares	**Df**	**Mean Square**	**F**	**p**	**Remark**
Between Groups	1.667	2	0.833	1.889	0.178	HO Accepted
Within Groups	66.414	113	0.588			
Total	68.081	115				

Table 6 showed that the F-value of the significant difference between the means response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the peer group influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. From Table 6, the F-

value for the groups is F= 1.889 and p = 0.178 at 113 degree of freedom. This implies that, since the F-value (1.889) is greater than the α-value of 0.05, therefore, the null hypothesis is accepted.

F. Hypothesis 3

There is no significant difference in the mean response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the influence of cultural factor on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State

TABLE VII. ANOVA ON THE INFLUENCE OF CULTURAL FACTOR ON FEMALE STUDENTS' ENROLMENT INTO MOTOR VEHICLE MECHANIC WORK IN TECHNICAL COLLEGES IN GOMBE STATE

	Sum of Squares	Df	Mean Square	F	p	Remark
Between Groups	0.698	2	0.349	1.612	0.473	H_O Accepted
Within Groups	27.807	113	0.246			
Total	28.504	115				

Table 7 showed that the F-value of the significant difference between the means response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the influence of cultural factor on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. From Table 7, the F-value for the groups is F= 1.612 and p = 0.473 at 113 degree of freedom. This implies that, since the F-value (1.612) is greater than the α-value of 0.05, therefore, the null hypothesis is accepted.

IV. DISCUSSION

The findings of the study revealed that parental influence such as parents wanting their children to study their preferred course, parents in Gombe state been reluctant to send their female daughters to school; parents been conscious of the physical safety of female students in school due to the cases of physical assault and parents been conscious of the sexual safety of female students in school due to the cases of sexual harassment influence female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. The supporting hypothesis revealed that there is no significant difference in the mean response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the parental influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. The findings are in agreement with Ref. [13], [16], and [17] who submitted that parents exert so much influence on their children especially when it comes to career choices. Ref. [17] specifically noted that female children are encouraged by their parents to take up trades that are termed feminine and Vocational and Technical education is considered by many as masculine as such deter female from full participation. Ref. [18] also reported that many parent want their children to engage in trades that are widely considered as good profession such as medicine, accounting, law among other and many parent do not wish their children attend Technical Colleges as the school is considered to be for the less privileged.

The findings of the study revealed that peer group influence such as imitations of friends, peer group aspiration to model the society; gender difference among peer group, peer group socio-economic factor and the choice of subject combination attributed to friends influence female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. The supporting hypothesis revealed that there is no significant difference in the mean response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the peer group influence on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. The findings are in agreement with Ref. [16], [19], and [20] viewed peer group as one of the determining factor that will promote Technical Colleges and the trades embedded. The authors are of the view that since peer groups influences the decision making of the members of the group, it is expedient that such group be targeted and encouraged to perform more in the direction of accepting MVMW among the peers. Ref. [21] reported that peer group is a powerful tool in the hands of the study which can be turned to a target for encouraging students to embrace technical education.

The findings of the study revealed that cultural factors such as value for girls who are educated more than those who are not, domestic chores mainly reserved for female; early marriage for females than to study, culture does not support girls education because it will benefit her husband's family and education make girls marry late are the major cultural factors that influence female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. The supporting hypothesis revealed that there is no significant difference in the mean response of Motor Vehicle Mechanic Works Trade teachers, school administrators and parents on the influence of cultural factor on female students' enrolment into Motor Vehicle Mechanic Work in Technical Colleges in Gombe State. The findings are in agreement with Ref. [21], [22], and [23] who in their separate submission reported that culture has relegated that female gender into the second-class citizens whose fate and destiny is to be decided by the ever dominating male gender. According to Ref. [23], females in the community are considered to be useful in house chores, and marriage at tender ages while their education is never paramount to society. Ref. [24] frowned at the way in which the girl-child is treated as some may be pulled out of class and given in marriage and as a result, lose education and remain illiterate for life.

V. CONCLUSION

In conclusion, this study sheds light on the multifaceted factors that significantly influence female students' enrollment in Motor Vehicle Mechanic Work programs within Gombe State Technical Colleges. The findings reveal a complex interplay of parental influence, peer group dynamics, and cultural factors that shape the decisions of female students regarding their educational and vocational paths. Notably, parental preferences and concerns regarding safety, both physical and sexual, emerge as pivotal in steering female students away from pursuing careers in non-traditional fields like Motor

Vehicle Mechanic Work. Peer group influences, encompassing imitative behaviors and gender-specific aspirations, further impact their choices. Cultural norms and practices, including the value placed on education, domestic roles, early marriage customs, and the perceived marriage implications of education, significantly contribute to the gender disparity in enrollment. Importantly, this study's findings underscore the convergence of perspectives among Motor Vehicle Mechanic Works Trade teachers, school administrators, and parents, implying a collective awareness of these influences on female enrollment. Therefore, to address these disparities, comprehensive interventions are required that challenge stereotypes, foster safe learning environments, and promote cultural change to encourage female students' active participation and success in non-traditional vocational education.

VI. Recommendation

Based on the findings of the study the following recommendations are proposed:

1. Government should implement targeted awareness campaigns aimed at parents, emphasizing the importance of allowing their daughters to pursue their chosen educational paths, including non-traditional fields like Motor Vehicle Mechanic Work. Workshops and seminars should be organized to inform parents about the safety measures and support systems in place to ensure the well-being of female students within technical colleges.
2. Technical College administrators should develop peer mentorship programs that showcase successful female students in Motor Vehicle Mechanic Work, demonstrating their achievements and breaking gender stereotypes. This can encourage aspiring female students to see peers as role models and provide insight into the possibilities within the field.
3. Government should collaborate with local community leaders, religious institutions, and cultural organizations to challenge and reshape cultural norms that discourage female education and participation in non-traditional trades. Highlight the benefits of education and the positive impact of diverse career choices on families and communities.

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Dr. Stephen Z. Kumazhege is a highly accomplished academician and researcher with extensive expertise in technology education. He is a faculty member in the Technology Education Department at Modibbo Adama University Yola, located in Adamawa State, Nigeria. He completed his doctoral studies, earning a PhD in a specialized area related to technology education. His areas of specialization include instructional design, educational technology, curriculum integration, and teacher professional development. His research interests encompass innovative teaching approaches, technology integration in education, and the impact of technology on learning outcomes. He strives to bridge the gap between academia and industry by fostering collaborations and partnerships that benefit students, educators, and society. (email: skumazhege@gmail.com).



Hadiza Umar is a driven and dedicated individual currently pursuing her Master's degree at the Department of Technology Education within the esteemed Faculty of Education at Modibbo Adama University in Yola. With a passion for integrating technology into educational practices, Hadiza is keenly interested in exploring innovative teaching methodologies and educational technologies to enhance learning outcomes. Having completed her undergraduate studies in a related field, Hadiza brings a solid foundation of knowledge and a thirst for deeper understanding to her current academic pursuits. Her research interests encompass areas such as gender, educational technology, instructional design, and the utilization of digital tools to optimize teaching and learning experiences. As she continues her academic journey, Hadiza Umar remains poised to contribute meaningfully to the field of technology education, with aspirations to become a catalyst for positive change in the educational landscape. (email: umarhadiza8@gmail.com).



Isaac John Ibanga is an erudite scholar, researcher, and lecturer at the Sandwich Degree Programme of the Faculty of Education, Modibbo Adama University, Yola, Adamawa State, Nigeria. He specializes in electrical technology education. (email: isaacjohn@mau.edu.ng).