

Factors Affecting Women Enrolment In Technical Institutions In Tanzania: A Case Study Of Arusha Technical College

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Abstract: The purpose of this study was to investigate the factors affecting women enrolment in Technical Institutions in Tanzania by focusing on the women. The study examined in detail the factors affecting women enrolment in Technical institutions and Arusha Technical College in particular as well as exploring sexual dynamics within Technical Institutions. Moreover a number of theoretical frameworks were concerned basing on the objectives; a case study design was employed involving both qualitative and quantitative methods. Data was collected through focus group discussion, questionnaires and observation at ATC. The finding of this study offers a framework of the understanding of the factors affecting women enrolment in Technical Institutions the report raised the recommendations that Colleges to conduct more sensitisation and awareness campaigns, Establishment of Pre-Entry Courses for female candidates in all institutes encourage industries and companies (Government and Private) to recruitment more female staff, Make use of educated and employed female role models to encourage girls to go to school, Educate the parents (community) on the importance of educating women and their role in the community and the Country at large and by increasing the PPP between MoEVT and other Educational stakeholders to work of factors affecting women enrolment in Technical Institutions.

Key words: Women, gender, Technical and Vocational Education

1:0 INTRODUCTION

Achieving the goals of Education for All (EFA) has been a major concern of education in developing countries since 1990, but its realization does not seem to be easy. One of the major reasons that make realization of EFA difficult seems to be Socio Economic factors affecting women enrolment in Technical Institutions especially in Arusha Technical College. Dakar Framework of Action 2000 also indicated that EFA goals could not be achieved without promotion of girls' education. Socio economic status of the family is among the factors affecting women enrolment in Technical Institutions since the cost which the families has to bear both directly and indirectly the family features hardships due to low profile of income and this has lead to failure to send women to school from primary level to higher level also not all the parents can afford to pay fees. Despite the significant rise in enrolment of women ratios in primary education over the past twenty years, gender gap remains relatively high in some parts of the world and it is more pronounced in Technical Institutions (UNESCO, 2000). Also provide material supports to women students as well as loss of fundamental helps at domestically land s works at home due to the fact that women students have less control and power in generating income in the family hence they cannot have any respect and status. Gender-based inequalities are marked in capitalist, socialist and formerly socialist societies, in rich and poor ones, in religious societies and in secular ones and in cultures where values of equality are cherished as well as in those committed to inequality (Malik & Lie, 1994). The Research have been made to identify factors affecting women enrolment in

Technical Institutions but most of them seem to have been focusing on the conditions of Technical Institutions for women in identifying the socio economic factors such as the lack of progress schools for girls and the shortages of female teachers. Actions taken on the Millennium Declaration and the Millennium Development Goals related to gender issues are executed within the framework of the Poverty Reduction Strategy II (2005). Measures taken by the Government of Tanzania are, among others, enforcing the Universal Primary Education (UPE) policy of (1999) which has increased the enrolment of both girls and boys in Primary Schools and reduced the gender gap between girls and boys in Primary Schools. In developing countries have been striving to realize the universalizability of primary education as well as to reduce illiteracy. To deal with with this problem, however, research should also be made from different aspects such as socio-economic dimension of Technical education. Noticing the very limited entrance of women to Technical level as well as gender inequality in Arusha, the study was conducted in January 2015 to the women students themselves in the Arusha Technical College so as to identify social-economic factors that might have affected on them. The training system in Tanzania gives an opportunity to students who are clever to select any of the suggested options/roots to undertake from primary to university levels. The system of education in the country is (2+7+4+2/3+3/4) years from Pre primary schools (1-2 years), secondary education taking four (4) years, advanced secondary education taking two (2) years or Technical Institution taking three years (3) and at the University level three or four years in engineering field. The results of the survey revealed that the levels of acknowledgment on the importance of education to female students by the parents were generally low. In Tanzania women are underprivileged in education and especially in science, technical & Vocational education and training (TVET). Low representation of women in education is one of the key causes of gender imbalance across all sectors of economy. Studies have indicated that gender imbalances in socioeconomic activities are closely linked to low enrolment of women students at all levels of education. For example,

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while current average enrolment of women students in universities in Tanzania stands at 35%, the same is less than 20% in technical education institutions. These institutions offer their programs using competence based education and training (CBET) approach, which provides knowledge, practical skills and attitudes relevant for gainful employment in a particular trade or occupational area for social economic development. There are indicators that the willingness of parents to pay for the education of girls in secondary schools, an observable fact, which could not be observed in the past. In order to ensure access to education for the poor, Education Trust Funds have been established in various districts to assist girls and boys who cannot meet the expenses for higher education but who have performed well in National examinations and entrance examination provided by the college itself. In addition a special Fund for girls known as Girls' Secondary Education Support Programme (GSES) has been established at the Ministry of Education and Vocational Training (MoEVT) to support such girls. In this programme 2980 girls (15%) benefited, between 1998 and 2002. Generally, technical Institutions enrolment in Tanzania takes a very minimum number of people compared to all other learners' cadres to less than 1%. The rising number of Socioeconomic Status affects overall human functioning including development across the life span, physical and mental health. Variance in socioeconomic status including gaps in allocation of resources, access to resources, low generating of income affects everyone, however women are under represented among those living in poverty. Also women are more often responsible for raising children and are increasingly like to raise children alone this facts is one of the many reasons that the socio economic standing of women is of great importance to the well being of future generations. The study conducted by Amir (1984) has shown that the factors of father's career, prestige and economic status are indirectly associated with and influencing students' career. Normawati (1982) in her study also discovered that parents have important influence in teenagers' career choice.

2.0 Literature review

2.1 Theoretical framework

This part of theoretical literature review assists in establishing existing theories and addressed the issues under this study. It comprises of three theories which are basically gender schema theory, biological theory and sociological theory.

2.2 Empirical Review

In this section, studies done at different researchers on women enrolment in Technical Institutions are scrutinized. It targets at relating reviews of theoretical literature of other researchers studies. Investing in education is seen as one of the fundamental ways in which a states and their citizens can move together to achieve long-term development goals and improve both social and economic standards of living. This is bear out by data, which indicate that high levels of education and development are positively correlated. Schultz, (1994).

3.0 Methodology

The survey was conducted in Arusha District in Tanzania. The majority of respondents were women in Arusha Technical. Despite the fact that 250 questionnaires were distributed to students and academic staff, yet only 210 questionnaires were collected. This represents a response rate of about 84%. Of all responses, only 29.5% were male accounting to all questionnaires provided and 70.5% of them were female. Moreover, of all men and women who were provided questionnaires, only 76.5% male and 87.5% female responded.

4.0 Findings of the study and Recommendation

Female student face a big challenge of finance since not all the students can afford to pay fees, have a budget on contingency and affording other expenses. Since the parents have low income and not supporting women to undergo science fields. The respondents are getting scholarship opportunities though Education for Employment (EFE) project and Italian government support so as to support female students by paying for their fee for full academic years and also from the Tanzania Education Authority (TEA) and Italian Government by giving them scholarships.

TABLE 1: Response according to gender

	male	Female
Automotive	3	12
AutoElectric	5	15
Civil	5	12
Civil&Irrigation	4	14
Electrical	5	9
Electrical&Telecommunication	7	10
Electrical &Biomedical	3	13
Mechanical	7	9
laboratory Science & Technology	6	11
Transportation	4	9
Information Technology	3	8
Computer Science	2	12
Lapidary & Jewellery Technology	4	10

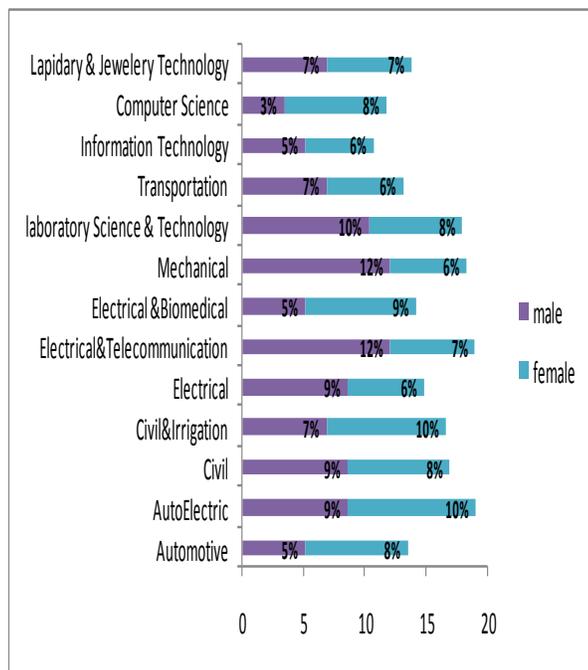


Figure 1: Responses according to gender

4.1 RECOMMENDATIONS

All Colleges to conduct more Sensitisation and awareness campaigns this will help to motivate women to enrol themselves in sciences studies from secondary school and to come in technical institutions. To identify the social awareness of girls' education at primary school level, research focused on female students of that age. The answer from them was based on their reference on the respondent's family which was made from either father or mother. In order to identify the influences of social classes, the female students were divided into two categories of female students at Arusha Technical College and the staffs of the Arusha Technical College. To establishment of Pre-Entry Courses for female candidates in all institutes which will be provided with full paid this will help all the women to be encouraged to manage the environment and moreover to engage them to do practical studies with other male students so as to be conversant with the fields. And this can be done by making use of educated and employed female role models who will encourage girls to go to school and participate in full by Encouraging industries and companies (Government and Private) to recruitment more female staffs who will be teaching them and also to educate parents (community) on the importance of educating women and their role in the community and the Country at large. And by Increasing the Public Private Partnership between MoEVT and other Educational stakeholders to work of factors affecting female enrolment in Technical Institutions

5.0 Conclusion

There are a number of factors affecting women enrolment Technical Institutions accounting to less than 8% of students attending technical Institutions in the Country each year. Yet women play a very big role in the community. Targets, policies, frameworks and strategies in the Country

and the World (Education For All, Millennium Development Goals, etc) have to be fully acted upon so as to give women the chance to prove their worth.

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