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**WOMEN PARTICIPATION IN ENGINEERING COURSES IN
PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING INSTITUTIONS IN KENYA:
A CASE OF NAIROBI AREA**



BY



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ABSTRACT

The purpose of the study was to investigate the participation of women in engineering courses in Technical and Vocational Education and Training (TVET) institutions. The specific objectives of the study were to: establish the factors that motivate women to choose engineering courses in TVET institutions; investigate the attitude of women engineering students towards engineering as a course and as a profession; identify the experiences that women students encounter when pursuing the engineering profession; determine the future plans women students have regarding their future professional pursuits in the engineering field; find out the ways that women students believe should be adopted to attract more women to the engineering field. This study adopted descriptive research design. This type of research design is a conclusive research design whose major purpose is the description of something usually variables associated with the problem. The target population for this study comprised of female engineering students pursuing diploma in middle level public TVET institutions in Nairobi and its environs. The study employed the use of census instead of sampling the populations. This study utilized primary data that was collected by use of questionnaires. Both quantitative and qualitative data analysis techniques were used in this study. Majorly descriptive statistics were employed. The findings of the study were that there were social, academic, psychological factors that influenced women participation in engineering. In general women engineering students had a positive attitude towards engineering as a profession and as a field of study. Despite facing challenges in the pursuit of a career in engineering, many of the female students were determined to stay in the engineering field and they expressed feeling that more needs to be done to attract and retain women in engineering field. On the basis of the above findings, the study concluded that participation of women in engineering is influenced by a number of factors and dynamics; women students generally have a positive attitude towards engineering despite the challenges they faced. Finally recommendations for various stakeholders were given on what activities and efforts each should undertake in order to enhance women participation in engineering. This study is beneficial to various stakeholders who include education policy makers, women, Non Governmental Organizations, and career and guidance counselors as efforts are being made to address the gender gap in engineering disciplines. The study provides an in-depth understanding of the various aspects of women participation in the engineering discipline.