

**CULTURALLY DEFINED GENDER ROLES AND
FEMALE ENROLMENT IN ADDIS ABABA TVET
COLLEGES**

BY HELEN EYASU

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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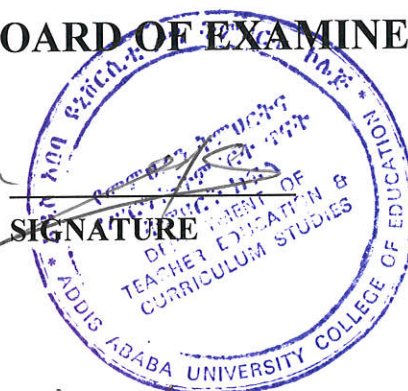
**CULTURALLY DEFINED GENDER ROLES AND
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COLLEGES**

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Acronyms

AAUW- American Association of University Women

TVET-Technical and Vocational, Education and Training

EWLA- Ethiopian Women Lawyers Association

WIC-Walta Information Center.

Definition of terms

Culture- Shared beliefs and values of group: the beliefs, customs, practice, and social behavior of a particular nation or people.

Gender- refers to grammatical classifications in languages, and sex has referred to the biological classification to which gender is analogous.

Gender role- The different kinds of jobs and activities male and female members of society are permitted to engage by the culture.

Male dominated jobs- jobs the culture permits primarily for males to engage.

Female dominated jobs- jobs the culture permits primarily for females to engage.

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Abstract

Since early days of human history gender has played a role in assignment of roles in society. It has been also a cause of deprivation and segregation. Because of culturally defined gender roles the male dominated the economy and the female remained economically subordinate. Both assignment of roles and women's subordination to men has its reflection in cultural practice, language, role in the family, in religious life and so forth. The continuity of the existing cultural practices and attitudes regarding gender roles and the position of the female in society perpetuate the inequality of the sexes as women remain behind in decision making and important aspects of social and economic life of their society. The objective of the research is to find out the relationship between culturally defined gender roles and female enrolment in TVET colleges in Addis Ababa. On that basis this research work investigates in to the culturally defined gender roles in general and in the context of Addis Ababa and concludes that the public in Addis Ababa has the attitude what role male and female members should play in community and family life. Further, the research investigates whether this has any impact on female enrollment in TVET colleges in Addis Ababa. By taking three TVET Colleges, from the five government TVET colleges in Addis Ababa, and further by selecting fields of training dominated by sex at the sample colleges, investigated in to the state of affairs and concludes that female trainees enroll in fields society attributed as those of roles of females. This is also found equally applicable to male trainees as well. This practice further affects the opportunity females should have if they were to join fields of study had it not been for the biases and prejudices of their gender identity..

CHAPTER ONE

Introduction

1.1 Background of the study

Culture, in Anthropology, is the pattern of behavior and thinking that people living in social groups learn, create and share. (Bodley, 2008). A people's culture includes their beliefs, rules of behavior, language, rituals, art, technology, style of dressing, ways of producing and political and economic systems.(Bodley, 2008). And gender is a social category, that necessarily reflects the basic values of society and it is a socially constructed term depicting the system of relations between women and behaviors, attitudes, roles, status, and other processes that govern relationships among the sexes in a given socio-cultural, socio-economic, and or socio-political context (Annan-Yao et al, 2005: 1). Others also defined 'gender' in a related manner as a set of social, economic, political, cultural, psychological and legal characteristics and norms of group of people or community.(Lagarde, M., 1994, Cited in Alfaro 2000:8).

As such, society in line with its beliefs, rules of behavior and other aspects of its culture, assigns gender roles. The assignment of different roles to individuals regulates the participation of each sex in political, economic, social and even spiritual life of the society, which in turn will have effect on the attitude of members of every social group about its behavior and position vis-à-vis others with in that community. In this respect Bonvillain (1998: page 1) wrote:

'Childhood learning teaches individuals the appropriate behavior expected by others and molds one's personality to conform to cultural norms. Through assignment of roles and evaluation of worthiness, girls and boys acquire their gender identities. They learn skills and attitudes that render them functioning members of their community. Females and males are born, but women and men are products of enculturation.'(Bonvillain, 1998:1)

The idea of Bonvillain is, basically, normative rules the society puts in place through centuries old accumulated culture, dictates every one with regard to every day interaction in society. This includes the case in the division of labor, respect for others be it the elderly or peers or members of the elite, etc which all may based on gender, age, social and economic status etc all this being social strata with political, moral and social objectives of that given society. One who tends to show deviation from the norms suffers social out casting. In other words gender roles are derived from socially perceived differences between women and men that define how they should think, feel and act.

According to Leach (2004) there are three gender roles: productive, reproductive, and communal one. While Leach further argued that gender roles are determined by social and economic factors and by the norms and values that underpin what we do, Alfaro (2000) held the position that gender division of labour refers to the different attributes conventionally assigned to the capacities and skills of women and men. (Alfaro 2000)

As who works what is culturally defined and society by and large adhere to this normative restriction and the changes in this culturally defined allocation of tasks may remain in place for long. However a long process it may be, because culture is dynamic and subject to change (Leach, 2004:18), it is possible to see gender roles changed over the years.

Gender inequality has continued to be a serious issue for governments, international organizations and other stakeholders to date. No society fully achieved equality of the sexes. Even in societies whose economic and social life is transformed in to an advanced system, where there is every opportunity for both sexes, the gender sensitivity of allocation of roles is very much felt. Researches made in different countries show that work allocation both indoor (domestic) and outdoor on the basis of

gender is a common phenomenon. This is so even after a huge stride by these societies with respect to simplification of jobs with the aid of modern technologies for both sexes; sex becoming of little factor for individual success. In the United States, a typically advanced society, for example, while vocational trainings were equally available for both girls and boys, the focus of girls were tended toward traditionally female businesses such as 'home economics' (AAUW Report, 1992). Even when they are trained in traditionally male fields according to this report, they suffer from discrimination or they are more likely to earn lower wages than their male counterparts further discouraging them from engaging in what the tradition has set to be masculine work.

In Africa, a research asserts that '(w)omen's education tends to be assessed against what their role will be in the context of their culture' (Kwesiga, 2002:181). Historical documents also support the long entrenched character of the role of gender as a dividing line between male and female as working powers in western states. Women's work roles were traditionally tied to the home (Lindsey, 2005). With the dawn of the industrial revolution, women, who were given slim opportunity of employment in mills at the beginning, were later denied their job for 'women frailty'.

Despite claims and counter claims, gender equality has never been fully achieved anywhere. Sex stereotype is a common phenomenon in almost every community though the degree varies from community to community. Nor the Ethiopian society is egalitarian as well for stronger reason. Ethiopia is by and large a traditional society. According to 2005 estimates (Keller, 2008) well over 80% of our population is living in the rural areas, where there is little or no outside influence on the attitude and cultural values, its gender orientation has nurtured for centuries intact. This culture for sure many miles away from egalitarianism and the gender role is deeply divided.

Researches conducted on gender roles in the rural area strongly suggest that the gender divide of roles is still strong. Male are shown to retain much of the productive and community work role while the routine and tiresome household activities –reproductive role are almost shouldered by women (Wondmageng, 2008). Among most rural Ethiopia the traditionally assigned role of female is “to maintain the household in good condition” (Wossen, 2008:55)

In another research conducted among the urban population it is shown that the traditional attitude toward gender allocated roles has affected employment in the formal sector. ‘Out of the total 3,293,994 urban non-active population 2, 008,039 (61 %) were females and of whom 28.9 % was inactive due to home making.’ (CSA, 2004, cited in Eyuel, 2008: 22) From the various formal sector employment specialty areas such as construction, transport, finance, commerce, government and personal and social services male dominates construction, transport, and finance; whereas the participation of female in commerce is relatively noticeable. From other areas such as government and personal service areas women hold sizable employee in lower posts. The Common position are secretarial , cashier, messenger, and cleaners (Eyuel, 2008:24)

These would obviously affect productivity of the society at large as well over half of the population is pushed away from participation in the national economic endeavors simply because one is identified as male or female. For long women were confined to house hold duties such as cooking, caring for children, the sick and the elderly. And they less often participated in outdoor works. Women are needed to farm works and other works only when additional work force is needed in addition to the male, the father and the boys.

As long as culture continues to define what female and male should do as their means to earn their living or contribute to their society, it is

plain for any one to understand that national economy is dependent on those who have the greater opportunity to work in a wider range of jobs, leave alone the perpetuation of gender stereotype and discrimination.

A glimpse of our TVET colleges also gives apparent evidence that enrolment might depend on the gender line at least in some fields. This enrolment along the gender divide is also necessarily reflected in the work places. A survey of some fields of studies at Entoto Technical and Vocational Education Training College supports this position. For example in the year 1998E.C. the female/male ratio in Secretarial Science 106/0, Electricity 4/27, General Mechanics 2/19, Auto Mechanics 7/26, Drafting 6/18, Wood Work 3/15, In Hotel services 28/3, Beautification and Cosmetology 12/1. (Annual Report Entoto TVET College for the year 1998 E.C.) The investigator also knows from experience that some fields of employment are flooded with female while others are filled by male majority as if it were permitted exclusively for either sex. It is this situation that made the investigator interested in examining the impact of culturally defined gender roles on the enrollment of female students in TVET colleges. However; this research is devoted to show the relationship between culturally defined gender roles and female enrolment at the TVET Colleges.

1.2 Statement of the problem

The Ethiopian society is a traditional society. It adheres to its culture often with no objective and critical evaluation of its merits. The problem worsens as we move from urban to rural areas since the rural population is often illiterate giving emphasis to culture, rather than reason and science, and this continues to dominate in much of our society's thinking about the gender relations. This seems to perpetuate the existing state of affairs on social life and the role of gender in family and public life.

As it will appear from data collected by the investigator there are gender divided classes in our TVET colleges in Addis Ababa. Does culture define the role of gender in our society?

- 1) What are those culturally defined gender roles impacting female student enrolment in TVET colleges?
- 2) What is the implication of gender on female enrolment in TVET colleges in Addis Ababa?
- 3) Does female enrolment have any impact on the national economy and allocation of resources and gender relation?

1.3. Objective of the study

Equal access to education for both sexes is an important social objective of every modern society. The deep entrenched cultural orientation has continued to affect the equality of the sexes in education and employment. In the first place because of cultural restraints on what fields are available to females and secondly, because of reluctance of employers to let females join in some fields of specialization the culture defined as the job of the male, the problem of women face worsen. This perpetuates the inequality of the sexes long held by conservative cultures. Further more, as a result of this, it is only reasonable, to conclude that female would be deprived of equal opportunity and enjoyment of resources. Based on the aforementioned information this study will have the following interrelated objectives:

- A. Investigating in to the 'what s' and 'how s' of the relationship between the genders and enrolment in TVET colleges in Addis Ababa. By identifying the significance of culture and the roles of the genders in education and especially with female enrollment in TVET colleges the research suggests solutions and ways of reducing the negative impacts of culture on female enrolment to TVET Colleges.

- B. Investigating if the culture of our society is in fact posing a restraint on female students' choice of fields of study at the TVET colleges. Identifying the real cause for female-male number disparity

1.4. Significance of the study

The researcher strongly believes that this work will significantly be useful to Colleges, educational bureaus, NGOs working in the field as well as other stake holders in their management of colleges, decision and policy making as well as adjusting strategies in their effort to realize gender equality and women empowerment. Moreover, this research can also be used as a stepping stone for further research.

1.5. Delimitation of the study

Among the five colleges found in Addis Ababa, the study is intended to cover three of the five major public TVET colleges in Addis Ababa. Since Ethiopia is a multi-ethnic society. As such culture in the context of this research does not necessarily reflect the culture of a distinct ethnic group. Here the assumption is there is a great deal of interaction of cultures among the major ethnic groups in Ethiopia that we can safely say that at least for the purpose of this work the impact of the ethnic difference among the groups is negligible. The idea is there is generally a shared culture that we can refer as the culture of the Ethiopian society. However as the data is to be collected from a random elected sample and represent no single ethnic group, the result could be one that can fairly be said a common Ethiopian culture.

The colleges are selected because of larger student population and diverse fields of study they provide. These are Entoto Technical, Vocational Education College, Nefas Silk Technical, Vocational Education

College, Tegbare Id Technical, Vocational Education College. The other colleges are General Wingate Technical, Vocational Education College and Misrak Technical, Vocational Education College.

1.6. Limitation of the study

The limitations the researcher encounter in the course of doing this research include financial and time constraints. With respect to the budget allocated to this research far less than enough to cover all necessary costs secretarial, Xeroxing, and stationery as well as traveling for conducting interview and administering the questionnaire.

In terms of time as the researcher was forced to work along side the research to make a living and handling family affairs it was in such tight situation that the work was to be done.

CHAPTER TWO

Review of Related Literature

2.1. General Situational analysis of gender relations

2.1.1 Women and the Society

The purpose of this chapter is to give an over view of women's situation in gender perspectives. A survey of the literature on being a female in the house hold, in work places, in language, religion and society in general has been made. It can be concluded from this literature review that being male or female is consequential in terms of social, economic and political terms even if it is often said than recognized. While women constitutes half of the world's population and they have been under represented in many gainful aspects of life and their contribution is little recognized, and remain away from major decision making positions. Even if there are evidently, moves towards women's participation in gainful endeavors they world wide and in national terms remain only nominal.

2.1.2 Women from religious perspective

Religion is an important institution impacting gender relations. The Bible depicted women as one not created for herself but to serve man. The bible says "it is not good for man to be alone, let's create one who assists him." (The Bible, Genesis 2:18 -19) this one created to assist him was brought about to life from his bone in the left waist. Adam was the source of Eve biologically speaking and she was created not for her own sake but to assist Adam. The creation story of the bible goes like this:

"And the ribs which the Lord God had taken from man, made he woman and brought her unto the man. And Adam said, this is now bone of my bones and flesh of my flesh; she shall be called Woman, because she was taken out of Man"(The Bible, Genesis 2:20-23)

Even if, St. Paul, the Apostle had not the intention, it is argued, of portraying the sexes as unequal, as stated in his letter to the Galatians saying

“ there is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female, for you are all one in Jesus Christ ”(Galatians, 3:28)

He wrote a number of verses in his letters to Christians in line with the prevailing patriarchal order of the day according to Lindsey because he was concerned about the scandal and ridicule directed at the fledgling Christian sect if women were encouraged to venture in to non traditional roles that could challenge existing patriarchy.(Lindsey, 2005:330) As a result St. Paul excluded women from ordinance just as it was the norm among the Jewish tradition where women were not allowed to be ordained as priests or other religious posts related to the synagogue. He wrote to his disciple Timothy saying “Let a woman learn in silence with all submissiveness. I permit no woman to teach or have authority over men; she is to keep silent.”

With respect to marital life the bible, especially St. Paul’s message to the faithful, depicted the wife as one who owed obedience to the man and at all times she is subordinate to his wills, while his duty towards her is to love and respect her. He is also considered her head, as Christ is to the church the husband is the head of his wife. This is clearly provided in the following terms in St. Paul’s writings and continues to be used as justifications of women’s subordination to men in their marital life:

“But I want you to understand the head of every man is Christ, the head of every woman is her husband, and the head of Christ is God” (I Corinthians, 11:3).

What is more he ordered women is to be subject to their husbands, as to the Lord, for the husband is the head of the wife as Christ is the head of the Church. As the Church is subject to Christ, so let wives also be subject to everything to their husbands.

There are evidences in the Bible that men in the biblical societies consider women as their possessions as well. Perhaps, important evidence in the Old Testament is that, the bible does not count the daughters of male Biblical figures in their lineage, except those women who were important figures in the Biblical story. Nor does the New Testament, for example, provide the maternal line of Jesus Christ, who is its foremost figure. However, once again one can say. The social setting, Jewish culture, in which the Biblical stories originated does not allow a different spectrum in the gender relations. The Jews history of woman was described, defined and judged by her role as wife, and mother. (Elper and Handelman, 2000; Taitz et al, 2003; Cited in Lindsey, 2005:327). A strict gendered division of labour dictated family and religious life. Men's duties were to lead, teach, and legislate and women to serve and follow." Religions teachings such as these, no matter how the teaching is applied to religious life by the faithful, no doubt it has numerous implications in the daily life of married Christians and added value to an already patriarchal relation.

Mention has already been made that the Qu'uran knows no woman except Meirem, the mother of (Issa) Jesus. Even though cotemporary Islam considers men and women as complementary rather than equal, the texts of the qu'ran emphasizing the subordination of the woman to the man is favored in many countries adhering to the shari'a law. An important passage from the Qu'ran reads "men are in charge of women, because God hath made the one of them to excel the other".

Islam and a number of other religions including Judaism and Hinduism have a more or less similar depiction of the female gender in their teachings. The portrait normally tend to show women's subordination to men and in most of the cases they are of little practical role in religious deeds compared to men. For example, while only a single reference is made to female in the Qu'ran (that is Mairem the mother of Issa (Jesus)) proportionately very few female have been named in the Bible compared

to many men heroes, prophet saints and Apostles. This is so both in the Old and New Testaments. Even in most of these cases the reference to their role was as in the service of the male religious figures in the Bible as mothers, servants, wives and one who looks for blessing according to the religious order.

2.1.3 Women and language

A close examination of language usages also reveal the deep rooted gender based discrimination and exclusion of the female from main stream societal life, despite the fact that they constitute half of the total population in every society around the globe. To begin with the generic reference to the human race in the English and Amharic languages for example is at the same time a term used to address the male. In this respect Lindsey gives the following example: "(t)he word man is used to exclude woman and then used generically to include her". She says "this can be demonstrated when we say culture as man made, the evolution of mankind or the right man for the job man in the street etc." All these references are apparently made to the male even though we now they were made to include women but understandable with ambiguity only in their context." While in all of the above and other similar references the word man is meant to show that woman is part of man the pronunciation of couples at a wedding ceremony as "man and wife" is a clear indication that she belongs to him. (Lindsey, 2005:76). All these usages of the English language translated literally in to Amharic give us the same ambiguity and the female gender shadowed by the male. "Sew" generically includes the female, "set" at the same time she is represented by him in statements of general reference to the human kind such as "yesew sira", "sew serash" etc.

If one looks even in nationally and internationally important legal documents most of them provide reference of terms in the masculine as a matter of principle, and that is also a reference to the feminine unless

otherwise expressly provided. The Constitution of the Federal Democratic Republic of Ethiopia, for example, provides a gender reference in exactly the same fashion. It reads "Provisions of this Constitution set out in the masculine gender shall also apply to the feminine gender"(FDRE Constitution, 1995:Art.7). The matter in any case is that woman is defined in terms of the man and she has been deprived of independent reference probably tanks to the patriarchy model of social structures "on which most modern societies have been formed." (Biswal, Tapan; Human Rights, Gender and the Environment Viva Books PLC, NewDelhi, 2006: 208)

People also developed masculine imagery for neutral words due to long standing male activism and dominance in economic, political, social and public life and the long confinement of the female within the household. Lindsey says this pattern cuts across race, ethnicity, and social class, but males in all these categories adopt the pattern more than females." (Lindsey, 2005: 76). Generics are supposed to be neutral, but children and adults report primarily male, sex-specific imagery when hearing generic terms. People visualize male and interpret the reference as male rather than male and female. An interesting research example cited to demonstrate this is that an eight -year-old girl reading of "The Story of the Caveman" asks how we got here without a cavewoman. (Lindsey, 2005:76).

Given an ever increasing global movement for gender equality and inculcation of feminist philosophy across the major disciplines and professions, there are attempts in language use to avoid sexism and encourage inclusiveness. The use of "s/he" or "he/she" or "they" are some of the suggested attempts that both males and females are discussed. However, it is some times awkward to change language to make expressions of gender more precise.(Lindsey, 2005) The reason partly is some languages, notably English; do not have neutral singular pronouns. What sex is a "doctor", a "nurse"? It is traditionally inculcated among the common public in Ethiopia for example that a nurse is "she"

and a doctor is "he". How do we address a nurse? People commonly address female nurses as "sisters" but what reference may be used for the male in the same position? The answer to this question is not a simple one for the common person for example at Tikur Anbesa hospital.

2.1.4 Women and the family

A close examination of girls and women's situation in most African families reveals a lot of discrimination says Elizabeth Annan-Yao (Yao 2002:2) The discrimination in most African patrilineal societies in fact begins right from the womb. A woman who is with a baby girl pregBonvillain is subjected to certain behavioral and food taboos in the family (Yao-200:2).

According to the same author in some strictly patriarchal societies in Niger, Burkina Faso, Cameroon and so on son preference is dominant. When men are asked the number of their children they only count the sons, totally neglecting any daughters born to them. To these men girls are not important simply because they belong to the female gender.

The main educators in these African communities are women. And the transmission of values to boys and girls is based on their future role in their society. Accordingly boys grow learning that they are important to their family and society whereas girls are forced to accept the superiority of men (boys) and they are destined to serve men (boys) in accordance to the reproductive role they have been assigned by the cultural teachings of their community. (Yao 200:0).

As they grow, boys go out to fields after their futures and girls remain same to assist their mother. This is deep rooted, and perpetuates the inequality of genders and male superiority over the female. As a result the role of the female in African societies has been defined in terms of mothers (wives).

Even women who happened to be historical figures were mostly depicted with these roles. Taitu (Etegue) as great wife of Minilik, Mitiwab as the queen mother of Atse Bakafa of Gondar; rather than as independent figures, they were all named after a figure male, Minilik, Bakafa etc.

Women's work roles have been traditionally closely tied to the home. Girls in the households serve the family as cooks, nurses and care takers of their little siblings. (Lindsey:2005, 295).

The education at home by their families also emphasizes the biological reproductive role of girls. As such it focuses on accepting marriage, pregnancy, birth and lactation as the very essence of female existence. It is through the success of each girl in this respect she can realize her deserved social status in her community (Yao-2002:3) women in such communities aspire to be married mothers as their final goal. This, according to Yao, serves patriarchal societies, to maintain male dominance and female subordination.

As far as the family is concerned women are not entitled to inheritance. If a father of males and females die, only the males are entitled to inherit. This is so even in some societies where there are legal provisions entitling girls and women of equal inheritance rights. (yao-2002:3) This exclusion of women from the inheritance seems to relate to the transitory role of women in the family, which Yao provides and deep rooted in most African patriarchal societies. The idea here is girls live in their birth home, among their family and parents only until marriage. "(G)irls belong to the family they were born to until marriage" they are handed out to their future husbands to a dowry; (one and perhaps the only thing girls are considered assets to their family in this kind of community). The exploitation and belittlement continues with their reproductive role in their new name at their husband's disposal.

2.2. The gender division of labour

Let me begin this section with an interesting conversation between a doctor and his client, which I believe provides a typical portrait of many men's belief about the daily life of their wives and the segregation culture, their sex and the resulting male dominance has brought about them.

"Labour of Love"

'Have you many children?' the doctor asked.

'God has not been good to me. Of fifteen born only nine live.' he answered.

'Does your wife work?'

'No, she stays at home.'

'I see, how does she spend her day?'

'Well, she gets up at four in the morning, fetches water and wood, make the fire and cooks breakfast. Then she goes to the river and washes clothes. After that she goes to town to get corn ground and buys what we need in the market. Then she cooks the midday meal.'

'You come home at midday?'

'No, she brings the meal to me in the fields-about three kilometers from home.'

'And after that?'

'Well, she takes care of the hens and pigs and of course she looks after the children all day... then she prepares the supper so it is ready when I come home.'

'Does she go to bed after supper?'

'No, I do. She has things to do around the house until about nine o'clock.'

'But of course you say your wife doesn't work?'

'Of course she doesn't work' I told you, she stays at home.' (Cited by Swasti Mitter, in Jackson and Scott, (ed.) 2002: 114)

For this husband work does mean plowing in the fields and all he does outside their home. The whole day his wife spent looking after children and animals, shopping and cooking are not works and there is nothing of value. This man represents many men in most patriarchal societies.

The origin of the gender based division of labour has not been settled at all with in anthropology itself. There has been a long-standing disagreement as to whether the sexual division of labor is imposed by cultural patterning, as differences in physical strength, the greater expandability of men and/or the constraints of child bearing and nursing (Sanday, 1981:76) Authorities in anthropology and social history as well as feminist scholars approached the subject matter from different vantage points with the aim of understanding what factors really are behind the division.

2.2.1. Women and the world of work.

Feminists approach the issue of gendered division of labour based on the historically rooted dominance of male and deep rooted patriarchal mode of social structure of modern society. (Kenscraft, 1995: 234) For them to address the question of inequality is to change the patriarchal system, the root cause, wherein the masculine dominated the feminine in all aspects of private and public life. Feminist authorities argue that there is no society that has not undergone the patriarchal social structure. (Kenscraft,233) The pre-capitalist societies of Europe were built on patriarchy. The role and life of women were confined to home. Public participation was that of men's affair. (Lindsay, 2005:234)

The dawn of the industrial revolution at the beginning created opportunity for women to work for gain, in its early stage working for industrialists at home, such as spinning but latter with increasing demand for additional work force and the mechanization of the industries women and children had the opportunity to work at the mills.

Bonvillain, 1998: 55) But at this time the opportunity to work at the factory for women and children was characterized by low pay compared to men. As factories expand and needed additional work force women and children affected by either death of the head of the family/ parents, crop failure, or threat of loss of farms etc...look for employment in the mills.(Bonvillain,157) But, latter men employees who dominated trade unions begin to challenge the employment of women and children partly to force the capitalists improve wage for men workers which otherwise capitalists prefer cheaper labour of women and children. The justification for the need restriction of women and child labour was part of the social movement for the integration and solidifying the family. Male workers' greed for increased wage, however, was in the disguise of this social motive. The norm of this distinction tying women to domestic affairs gaining popularity in the Middle of the 19th century was known as the cult of domesticity. According to Bonvillain "the cult of domesticity provided explanations for men's place at work and women's place at home". She says the domesticity cult justifies capitalist and industrial relations in that it offered a rationalization for competition in the workplace as stemming innate from men's nature. (Bonvillain, 1998:161)

When we see the trends in the couple of recent decades most developed countries experienced rapid transformations in their labour market structures (Robertson and Roy, 1982; 35). An important aspect of this transformation is that of the dramatic increase of female in their labour force. Researches show that earlier it was single women who often join the labour force. The trend has changed gradually that married women are increasingly becoming part of the labour-force contributing to their economic gain and to the national economy. But the transformation in the composition of the labour force has also been registered as great success to a number of Latin America and Asian Economies. (World Bank, 1985) The figures contrast when we come to less developed Countries and the Middle East. The percentage of women in the labour

force for example is about 11 percent for the Middle East and North African countries a three percent increase over 35 years, since 1960.

Despite the tremendous growth in size and composition of female in the labour force women's employment status continues to exhibit persistent characteristics. Most importantly women have continued to suffer from sex-typing of works in the work place. This is so irrespective of their skill, qualification and competence. Consequently, they suffer low pay for tiresome and difficult jobs. It has been said that "women hold traditional jobs, occupy low-status (less prestigious jobs) and earn less than men do". The jobs they occupy are generally related to those of nurturing, caring, and service tasks that are compatible for women to enter in to the paid labour force. (Roos, 1985: 68) and (Bonvillain, 1998: 173)

In the United States, for example, the reports show that women were over-represented in lower-paying, competitive service-sector industries; in non-union jobs; and non-supervisory positions. (Bonvillain, 1998: 170; Miller, 1980: 46). Women were also concentrated in companies where the possibilities for promotion and increased remuneration were less certain. (Miller, 1980:47). Even where women attain higher authorities often the firms are with high concentration of women workers.

Bonvillain argued that the transformation in the composition of the labour force was further stimulated by changes in technology, such as the type writer. Prior to the invention of type writer in 1873, men were the primary office workers. According to Bonvillain in 1870 in the United states of a total of 76,639 office workers, only 1, 869, or 2.5 percent, were women. Men were typically employed as clerks and accountants in small firms where hard work and dedication were rewarded with raises in pay and promotions. But with the invention of the type writer this has changed allowing specialization in only one skill to define one's work and place in the organization. "Men were generally disinterested in this work

because it was repetitive, and monotonous and particularly because it led to no career advance". (Bonvillain, 1998: 165) A quotation from contemporary Magazine called Fortune, typically provided the subordinate status of the post of secretary equating the secretary with a house wife :

"Women occupy the office because the male employer wants them there. It is doubtless true that women take to the work nicely. Their conscious or subconscious intention some day to marry, and their conscious or subconscious willingness to be directed by men, render them amenable and obedient and relieve them of the ambition which makes it difficult for men to put their devotion into secretarial works."

Since then secretarial work was considered a respectable work for an educated woman. Requirements for literacy and specialized training contributed to its appeal for many to aspire and join the post of secretary.

The following figure from U.S. Department of Labour cited by Bonvillain clearly shows the sex stereotype in work even in the United States, let alone in the Developing countries such as ours.

Women in selected Occupations in the USA 1979, 1981 Source, Bonvillain, 1998: 165

Table 1 Percentage of woman in male and female jobs in the United States
Source (Bonvillain,1998:165)

Percentage of women in 'female' jobs			
Secretarial	99.1	Typists	96.3
KGandpre-KGteachers	98.4	Sewers and stitchers	96.0
Practical nurses	97.8	Child-care workers	95.5
Dress makers	97.4	Key punch operators	93.5
Receptionists	97.3	Bank tellers	93.5
Registered nurses	96.8	Telephon Operators	92.9
Private house-hold		Bookkeepers	91.1
Workers	96.5	Librarians	81.0
		Social Workers	63.0
Percentage of women in 'male' jobs			
University teachers	17.0	Tool and Die makers	2.3
Lawyers, Judges	12.4	Mine operators	2.2
Physicians	10.7	Construction Labourors	2.2
Dentists	4.6	Carpenters	1.9
Engineers	4.4	Automechanics	0.6
Truck Drivers	2.7	Plumbers	0.4
Mechanics	2.5		

Women are over represented in 'female' type jobs while on the other hand they are under represented in 'male' type works. The figures are telling enough on where actually women are. However, the figures tell more than that. They do not only represent the sex-typing of jobs, but reflect the economic status of women in the society these figures represent. 'Female' jobs represent low-pay, less prestigious, service-rendering, and less authoritative compared to 'male' jobs. These figures undoubtedly represent the sex-typing of work in the United States.

2.2.2. Cultural factors behind the gendered division of Labour

There are different and some times contradictory views concerning the reasons for the gender based division of labour. For some, the basis for the sex based division of labour between men and women were "generally not necessitated by physical abilities. They were instead arbitrary and artificial reflections of gender stereotypes that insisted on differentiation of women and men." (Bonvillain, 1998:160) But, based on gender constructs, having regard to the biological difference between men and women, it can be also argued that "the restrictions on movement of women necessitated by their reproductive roles" may also be considered as a factor for the gender based roles.

Peggy R. Sandy (1981), writing extensively on the origins of the sex based division of labour expressed different dimensions of the origins of gender roles and factors that maintain persisting difference in roles among the sexes. A study on about 50 assignments of work activities in 1187 societies of a standard cross-cultural sample, George P. Murdock and Caterina Provost identified 14 activities that are performed strictly by males in nearly all societies. These activities are of two general Kinds: 1)

hunting and 2) Processing of hard or tough raw materials (such as smelting of ores, metal working and, mining, and quarrying). (Sanday, 1981:77) For Murdock and Provost "the occurrence of the strictly masculine tasks on the basis of the greater physical strength of males and their superior capacity for mobilizing it in brief bursts of excessive energy". On the other hand they all so suggest that "the burden of pregnancy and infant care" forced women to remain attached to the house hold. (Murdock and Provost, in Sanday, 1981:77).

On the other hand Douglas R. White , Michael L. Burton, and Lilyan A. Brudner were quoted as giving a different explanation for the same question of the origin of the sex based division of labour. Admitting human sexual dimorphism, they deny that the real factor behind the gender role assignment is physical strength. Sanday quoted them as saying that there is plasticity in the development of physical strength, so that cross-culturally there is considerable diversity in the degree to which males are stronger than females. In addition, they observe that the many of the strictly male tasks require relatively little physical strength. Danger, long distance travel, and "economies of effort" they suggest more than physical strength, or the constraints of child care, explain the existence of strictly male activities (Sanday,1981:77).

Other anthropologists also commented on the importance of danger and travel. Authorities Judith K. Brown, for example, has argued that given the importance attached to child bearing, it would be inefficient to expose nursing mothers or child bearing women to expose to danger. (Sanday 1981:78) Sexual separation is so extreme in some societies that almost all work activities are defined as either male or female. For example among present day Egyptian peasants the strong belief is "there is no man who is not a farmer, and no woman who is not a house keeper and cook". Among the well known Amazon basin indigenous peoples of the

Mundurucu the sex divide of work is so strict that there is little men and women engage jointly on same task. In this society as well the sexual division of labour assigned all women of a house hold and of the village a role complementary of the productive role of men. This is a society men associate with men and women with women. (Sanday, 1981: 80) The Kikuyu in Kenya also have such strict division of labour based on gender.

Despite strong assertions of universal existence of the gender based division of labour, some authorities also described a different way of division of labour that is not completely based on gender but age and status. She is quoted as saying "work is scaled to age and status rather than sex" and she further note that it would be hard to form from the Arapesh and the Balinese sexual division of labour because men and women perform many of the same tasks. (Sanday, 1981: 79) Mead notes that from the societies she studied only the Itamul conform to the western picture of "man as the lineal descendant of a nomadic hunter, capable of strong output of effort, but demanding long period of recuperation" and "of women as better fitted by nature of the routine tasks of everyday life..."

What ever is in fact behind the sex based division of labor to justify as a factor it is no doubt that it is deep rooted and part of the culture of those communities in possession. As long as it is part of societal culture it continues to define the role of the sexes in their societal daily life. As it has been said elsewhere, it matters for women and men to consider what their identity is in their choice of career as long as their gender identity continues to define their role in society. Regard to sexuality may be abandoned only up on attaining a paradigm shift in cultural outlooks and creation of a gender egalitarian society. This in fact may be a process that is not even hundred percent attained in the economically and culturally well developed western societies.

2.3. The role of female education in society

Education is an important driving force for social, economic and over all development of societies. Notwithstanding the benefit of education to all sections of society it in no doubt that female education by far plays an enormous benefit to society. The society benefits from female education largely due to their position regarding child care and relative closeness to the younger population as a matter of fact. (Bown, 1990 Cited in Teruwork 2006). In addition to that female education advances their struggle for equality with male for they it empowers them to have the confidence to compete for better paid jobs with the opportunity to promote and generally and enables them to their proper place in Society.(Teruwork, 2006: 23). Fawe (1997) also adds that a mother educated properly educated would possibly influence her daughters education. Obviously a mother educated free of gender bias would be an example to he daughters and sons for they can have no models than their mothers in their formative ages.

2.4. Women in the Ethiopian context

Based on the literature we have so far discussed, analysis of the Ethiopian situation of gender roles may be approached on the basis of the different mode of life across the Ethiopian territories. For this purpose we may conveniently divide the whole Ethiopia in to three major mode of life:

- 1)** The sedentary agricultural population, which occupy most of the high land and central plateaus of the country
- 2)** The pastoralist, which occupy the low land deserts and semi-deserts of Ethiopia and mostly in the peripheries of the country, and
- 3)** The Urban dweller.

The first category of our society leads a sedentary life, settled and farming constantly on small plots of land accompanied by animal

keeping to compliment farming the plots. This way of life demands continuous improvement of the life where they are. The life and wellbeing of families in these communities depend on the productivity of their farm predominantly. The role of the sexes in each family centers basically the farmland, but in some cases their small number of animals as well. (Walta Information Center, 1999: 13) In the second group of people, the pastoralist communities the predominant mode of life is animal herding. These communities, unlike their high land counterparts lived in dry and semi-dry areas where there is small rainfall. So the whole families in these communities need to move from place to place with their animals in search of water and grazing land to their herds. These seasonally constant movement from place to place define necessitate the role assignment to men and women. And in the last category, the urban dweller normally neither farm nor rear animals, but depend for their living on trade or salary. But these portion of our society represents small proportion of the total population of Ethiopia, perhaps less than or equal to 15 percent of the population. This section depends for its subsistence on cash income either from trade or salary (Walta Information Center, 1999: 6).

Amharas, the majority of the Oromos and Tigrays and many highlanders are in the first category; whereas Afars, Somalis, the Borena Oromos and many in the peripheries are pastoralists. These categories basically define most of the Ethiopian life style, with little or none, differences in the definition of gender roles and the division of labour among the sexes. (WIC, 1999 :12)

Among the Amhara, Tigres and Oromos leading sedentary life the role of the woman is mostly confined to domestic routine chores of keeping the house clean, looking after the chicken and young animals, grinding grain, cooking, fetching firewood and water, looking after children, the elderly and caring for the sick. However, Carrying burdens is the primary

work of women as the saying dehumanizing female goes “ahi’ya e’na se’t shekim yiwodal” to mean “Women do like carrying burdens as the donkey likes”. (EWLA, 2006: 13) It is also always part of their duty to assist men in the field work when additional work force is needed in times of weeding, for example, and other farm works. Women also do most of the transactions in the nearby local weekly markets necessary for the house-hold consumption. In areas where there is a custom of handcrafts women do clay works such as pottery, mats, and baskets. Men, however, are concerned with almost all the field work and looking after their farm animals, building houses, long distance trade and as far as hand crafts are concerned they do the metal works and weaving. (Walta Information Center, 1999: 13) It is also the job of men in these communities to trade with animals, to sale or to buy, with the exception of chickens which may be done by women. It is also worth noting that public appearance and life is strictly restricted to men and there is less for women in public to take part, except in idirs and other few social occasions. Children in these communities grow learning this division of labour and continue to define themselves in what their mothers and fathers do. They are what their sex likes do as they grow and begin to take part in the family and community life.

Among the lowland pastoralist community, which are predominantly Muslims, because the emphasis is on their herds, men dominated the jobs related to animals. Men look after the animals while women take care of children and build their temporary home as families, some times clans, move to new places where they found water and graze to their animals. Making mats and baskets are the work of the woman along with cooking and looking after young animals which may not go grazing in the fields with big ones. (Walta Information Center, 2001: 13) Generally, while in both the pastoralist and agriculturalist communities the woman is confined to the domestic routine chores, men dominate the away-home jobs which are vital to the very existence of the respective communities.

For the highland sedentary agriculturalist farming the plots is the basis of the economy and control of this gives him dominance over the household and the woman, his wife; at the same time total control of the herds is vital for the pastoralist lowlander, and it is why he sticks to the animals away from home to continue asserting and exercising power over the woman, who is battling at home with the routine chores and fledgling domestic economy.

The third category consists of the urban dweller dependent for their livelihood on cash income, either salary/wage or business profit. The top priority to improve wellbeing for the urban dweller is maximization of the cash income.(EWLA, 2006: 18) The constraints for better cash income can be quite numerous. Some to mention, for example, time for the salaried /wage earner and for the business man associated risks of trade. To do away with such constraints by both men and women in a family need to secure a job of some kind by employment or self employment. Despite this fact of urgent need to increase income by employment the gender role continue to operate in the house hold and away. On one hand the woman has the burden of domestic house works that are normally assigned to women especially if she does not have any sort of education. On the other hand, even if there are no constraints as such on the right of employment per se, women are generally subject to gender determined , narrow preferences of employment areas. Consequently, the incomes to be derived from these employments are compared to those of other masculine jobs lower and routine. A quick glance of public and private employment areas show that secretary-typist, teaching at pre-school and elementary level, nurse, cook, Janitor, mean always female, while Manager, Physician, Mechanic, Engineer, is associated with male. (EWLA, 2006: 19) This in fact ultimately suggests higher income to men while relatively modest payment to female. However, this division is not strict to some fields these days. As more women are given the opportunity to learn and attend higher education

they are having a relatively better opportunity to join well paid professions. A typical case is more women are joining the medical profession today than before even if it is argued that, even with this increase women are given positions that are relatively lower in terms of pay and prestige within the medical profession itself while the best are going to men (EWLA, 2006: 17).

2.5. The Technical and Vocational Education in Ethiopia.

Prior to the 20th Century education was primarily handled by the church. And its orientation was religion. Western model of formal education was introduced in to the country during the reign of Emperor Menelik II in 1908.(Girma Asmare, Ethiopian Journal of Education)

But, it was not up until the liberation from Italian occupation that Vocational and technical training was introduced in Ethiopia. In 1934 the “Ecole Nationale des Artes Techniques” abbreviated ‘ENAT’ was opened by a Frenchman with the aim of providing skilled personnel for the government service and create elementary type of mechanics.(The Division of Technical Vocational Education, Technical and Vocational Education Hand Book, 1965: 5) The trades offered by this school were : “fitting, black-smith, machine, Automotive, Electrician, carpentry, Masonry, welding and driving”. (Technical and Vocational Education Handbook, 1965:30)

Later on specialized technical and vocational schools were opened including the Addis Ababa Commercial School, the Asmara Technical School, the Bahir Dar Polytechnic Institute all under the Ministry of Education. Next in the history of the Technical and Vocational education in Ethiopia comes the introduction of the comprehensive secondary schools with the aim of bringing technical and vocational education to the secondary education level with the aim of producing more skilled personnel to the national economy. The fields of studies at this level were productive technology (wood work, electricity, metal work, mechanical

drawing and technique), home economics, Agriculture, commerce (accounting and secretarial work). Unfortunately it was discovered that the comprehensive secondary schools were not providing effective technical and vocational training and the demand for skilled man power become critical. Therefore, the Ministry once again came up with another solution. The solution was transforming the existing comprehensive secondary schools in to a fully fledged Technical and Vocational Schools, one at each administrative region.

With the dawn fall of the Dergue and the change in education policy the Federal Democratic Republic of Ethiopian government has made it clear that the country must focus on the kind of skilled man power the economy needs: middle level technicians and skilled manpower. As such students completing secondary education at 10th grade depending on their achievement may join the Technical and Vocational, Education Training (TVET). (Proclamation No. 391/2004: Art 28). Currently large number of government and private TVET colleges/institutes are being run through out the country in line with the changed educational policy. (EFDRE Educational Policy, Ministry of Education, 2002).

These colleges and institutes offered quite a range of subject matters in business, construction, metalwork, catering, automotive technology, cosmetology and many more. Due to the fact that these institutions provide practical training and education with immediate demand in the economy it is of paramount importance to study the factors affecting choice of fields of study by male and female trainees. Specially, the researcher believed that it is important to consider the impact of culture in the assignment of gender roles and its consequence on female enrolment in the TVET colleges. The chapters that follow explore the trends in the three selected TVET colleges in Addis Ababa in this respect.

CHAPTER THREE

Research Design and Methodology

3.1 Research design

The objective of this study was to assess culturally defined gender roles that affect female enrolment in TVET colleges. To this end, a descriptive survey method, which tries to describe the topic under study, was employed. This design was chosen because this method enables researchers to use multiple strategies to obtain the required information (Kothari, 2006: 24).

3.2. Source of data

The research setting included three of the five public TVET colleges in Addis Ababa namely: Entoto Technical and Vocational Education College, Nefas Silk Technical and Vocational Education College and Tegbared Technical and Vocational Education College. Out of 469 female and male trainees in selected fields of training, 117 (75 female and 42 male) respondents were selected using systematic random sampling method to fill in the questionnaires. Another group from the general public in Addis Ababa was taken, 50 individuals were selected randomly intended to ascertain whether there are culturally defined gender roles in Addis Ababa's society. Interview was also conducted with 6 purposively selected teachers from the three colleges with the purpose to supplement on questionnaires filled in by trainee respondents. The teachers were selected for their seniority and the role they played in enrolment by giving orientation.

3.3. Population, the sample and sampling technique

The population mainly consists of the trainees in six selected fields of training from the three colleges in Addis Ababa. The selected fields of training are Auto Mechanics, General Mechanics and Road Construction were from male dominated fields and on the other hand Food Preparation, Home Management and Secretarial Science female dominated fields. The fields were selected based on the ratio of male and female trainees joining them as could be easily identified from the Colleges' yearly enrolment records.

The total trainee population in the three fields is 469. The investigator selected 25 percent of the population as sample of the target population. The reason for such decision was because according to when the research is one of descriptive survey method and the population is numerous the sample sizes could not be less than 30. (Stangor, 1998:143). The sampling technique used in this case is the simple random sampling. According to Yalew (2006:129) this kind of sampling is better suited to a population whose members exhibit similar behaviour or even when they have different behaviour members have proportionate number. On the other hand, from the general public in Addis Ababa 50 members were taken based on convenience sampling. The reason for choosing this technique is, it is not possible to determine who has the relevant information to give the investigator from such large population to apply the systematic sampling. (Blaxter, 2002:215). The interview with teachers at the three colleges was basically to fill in the gap in both the trainee respondents and respondents from the members of the public at large. However, the teachers were selected purposefully.

Of the total 117 respondents, from all selected fields of training, from the three TVET colleges in Addis Ababa, 75 were female and the rest 42 were male. Both male and female respondents filled out the questionnaire

properly, with few mistakes. As the questionnaire were administered by the researcher herself during class sessions all questionnaires were returned duly. Accordingly, 72 female (96%) and 41 male (97%) respondents filled the questionnaire and three female respondents (4%) and one male respondent (3 percent) failed to fill in some part of the questionnaire.

3.4. Instrument of Data Collection

To get the relevant information for the study, three types of data gathering tools: questionnaires, guided interview and document analysis were employed. Each of these instruments was developed and used as follows:

A. Questionnaire

Questionnaire is the most commonly used data collection tool in most social science fields. It is so in educational fields as well. (Kothari, 2004:101). The investigator has also chosen this tool to maximize quality relevant responses from the respondents.

Two types of questionnaires were set for male and female students in TVET colleges and members of the general public in Addis Ababa. The first type of questionnaire was designed for male and female students to examine their background, perception and beliefs towards culturally defined gender roles and their impact on female enrolment.

The second type of questionnaire was designed for members of the general public from Addis Ababa. This questionnaire included items on their occupational and educational background related information that enables the researcher to determine whether there are culturally defined gender roles in both rural and urban settings. As such questions were provided in the questionnaire to allow the respondents to identify

different kinds of activities and jobs, as one of male or female in both rural and urban settings.

In both questionnaires cases the three kinds of questions were included in view of obtaining the possible relevant response from the respondents. These are the closed-ended, the open-ended and the mixed type of questions. (Kothari, 2004:163).

Before the questionnaires were administered to the actual respondents, a pilot study was conducted in one TVET college to check the relevance of each item and the necessary rearrangement and modifications were made on some items and those items which were not related to the issue were cancelled from the questionnaires. Then the questionnaires were distributed to 117(75 female and 42 male) trainee respondents and 50 individuals from the general public in Addis Ababa, which all of the respondents filled in the questionnaires and dully returned the papers.

B. Interviews

Interview was held with 3 male and 3 female (totally 6) teachers to obtain information about culturally defined gender roles and their impact on female enrolment. These interviews were intended to fill in the gaps respondents could not answer and to get relevant answers to questions that need detailed explanations, from among many advantages interview could offer to the researcher. (Yalew, 2006:182) And in this respect the investigator applied both structured and unstructured interviews with the purpose of leading the respondents to the desired responses and to allow flexibility and open discussion.

C. Document Analysis

Enrolment documents were analyzed to generate information about the distribution or enrolment of female students with their male counter parts in selected fields of studies in the three TVET colleges. These

documents were used as the basis for determination of selecting the fields of study and male and female dominance of fields. The fact that some fields are dominated by male or female was established by these documents. And whether this happened because of the impact of culturally defined gender roles is to be proved by the research itself.

3.5. Data organization and analysis

In the study both quantitative and qualitative approaches were used to analyze the information collected using different instruments from different sources. The information obtained from questionnaires and document analyses were analyzed using average and percentage as the main tools of summarizing the data. The information obtained were used to justify the impact of culturally defined gender roles on female enrolment in TVET colleges.

The investigator has chosen to use the t-test because this test is relevant to researches that are conducted by selecting samples from a determined population. (Yalew, 2006:287). The level of significance for the test was 0.05. And the value of t was calculated based on a standard deviation for the population by taking in to account the population based on the enrolment record.(Yalew, 2006: 288).

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

4.1. Respondents' background

The respondents are all with in two age categories. 81.5 percent of them fall with in the 18 to 21 years range. The rest of the respondents are with in the 14 to 17 years of range this is 18.5 percent of them. This shows that as TVET trainees most of them are well over 18 years old and could properly understand the questionnaires. In addition to that their age background shows that most of them are late entries in to the TVET or the grade systems

Looking at the family background of the respondents the figures show that 15.3 percent of them have a father whose educational background is from grades 5 to 8, 27.6 percent of them 9 to 12 , 44.6 percent of them have fathers with educational background above 12 grade, 6.1 percent of them below grade five, and 1.5 percent of them has filled to have a father other level of education above grade twelve. However, one respondent has a father with an educational background below grades level and indicated as "basic education" and was categorized as below grade five. Similarly, the educational background of the respondents' mother is also shown to be 16.9 % of them has under grade five, 23 % of them have from grade five to grade eight, 35.3 % of them have nine to twelve, and 1.5 percent have above 12 grade level of education.

Table 2 Educational background of respondents' parents.

	Level of education of parents				
Parent	Below grade Five	Five to Eight	Nine to twelve	Above grade twelve	Other
Father	6.1%	15.3%	27.6	44.6	0
Mother	16.9	35.3	23	16.9	0

As the table and the figure above clearly show most mothers have an educational background ranging from grade 5 to 8 by representing 35.3 percent of the respondents mothers while well above 50 percent of the respondents' mothers have educational background between grades 5 and 12. As far as respondents fathers are concerned most of them are with educational background above grade 12 which means are holders of diploma and various levels of tertiary level, perhaps first degree and masters and above. This represents 44.6 percent of the respondents; well over 70 percent are above grade 9 giving upper hand to the father over the mothers with regard to educational background. When we investigate individual cases only a single respondent has shown to have a mother with a better educational background, grades 5 to 8, than the father who is below grade 5.

With respect to the level of training of the trainee respondents, they were all first year trainees. The purpose for selecting first year trainees is, basically because their memory about all the circumstances, factors affecting enrolment in their respective fields of training, is relatively fresh to provide the relevant information.

The questionnaire designed to be filled by members of the general public was filled out by fifty members of the public selected randomly. Of the total respondents who filled the questionnaire twelve were female, 24 percent, and the rest thirty-eight were male, 75 percent. Age wise 10 of them, 20 percent, fall in the range of 26 to 30, twenty of them, 40 percent, in the 30 to 35 and the rest of them, 40 percent, in the 36 to 40 years range. With regard to the educational background of the respondents, fifteen of the total respondents, 30 percent, were found to be in the range of grades 5 to 8, twelve others, 24 percent, have first degree, the remaining twenty-three respondents, 46 %, are in the range of 9 to 12 grades. The respondents were selected purposefully to obtain

the publicly held opinion on culturally defined gender roles in our society. In this respect the different background of the respondents enable to represent both educationally informed and those others who see things as they existed in society.

Table 3 - Male female ratio in selected areas of training in the Three TVET Colleges

Dominati on by sex		1999-2006/07				2000-2007/08				2001-2008/09				All three years			
		Male		Female		Male		Female		Male		Female		Mal e		Fem ale	
		No	%	No	%	No	%	No.	%	No.	%	No.	%	No	%	No	%
Female Dominated Fields of training	Home Managem ent	3	10	35	92.1	43	95.5	2	4.5	47	100	0	0	5	3.9	125	96.1
	Food Preparati on	0	0	44	100	3	5.3	54	94.7	2	2.9	69	97.1	5	2.9	167	97.1
	Secretari al Science	2	2	76	97.4	0	0	103	100	0	0	95	100	2	0.7	274	99.3
	Total													12	2.1	566	97.9
Male dominated Fields of training	Auto mechanic s	81	96	3	3.6	75	93	5	6.25	78	95.1	4	4.9	234	95.1	12	4.9
	General Mechanic s	42	91	2	98.7	60	96.7	2	3.3	82	96.4	3	3.6	184	96.3	7	3.7
	Road Construc tion	65	87	9	12.2	69	90.7	7	9.3	84	94.3	5	5.7	218	91.2	21	8.8
	Total													636	94.1	40	5.9
	Total	193		169		250		173		293		176		648	51.6	606	48.4

4.2. Survey of male and female student distribution in selected fields of training

To examine the relationship between culturally defined gender roles and that of female enrolment in TVET colleges the investigator has first used enrolment data from the three selected TVET college for three years, namely from 1999 to 2001 E.C academic year. The information thus collected has been summarized and presented in tables for each college.

It is important to note that the fields of training were selected with the preliminary notion that they are dominated by either sex, and so purposefully chosen from a number of fields available in all the three colleges. The number of male and female trainees in each field were given in the percentage of the total number of students in the particular field of training to enable the reader easily compare the male female ratio in each fields of training. The purpose is understandably to lay a foundation for the relationship between the culture determined gender role and their impact on the female enrolment.

Table 4 Gender Distribution in Selected fields of Training at Entoto TVET College. Source:the College Registrars Enrolment Record

Field of specialization	1999-2006/07				2000-2007/08				2001-2008/09			
	Male		Female		Male		Female		Male		Female	
	No	%	No	%	No	%	No	%	No	%	No	%
Auto mechanics	23	95.8	1	4.2	27	100	0	0	19	95	1	5
Home Management	1	7.2	13	92.8	0	0	18	100	1	5.6	17	94.4
Food Preparation	0	0	17	100	0	0	26	100	2	8	23	92
General Mechanics	16	100	0	0	24	100	0	0	38	95	2	5
Secretarial Science	2	5.9	32	94	0	0	43	100	0	0	27	100
Road Construction	29	93.5	2	6.5	25	89	3	9.8	31	93.9	2	6

Table 5 Gender Distribution in Selected fields of Training at Nefas Silk TVET College. Source: the College Registrars Enrolment Record.

Field of specialization	1999-2006/07				2000-2007/08				2001-2008/09			
	Male		Female		Male		Female		Male		Female	
	No	%	No	%	No	%	No	%	No	%	No	%
Auto mechanics	26	100	0	0	18	100	2		24	96	1	4
Home Management	2	15	11	85	0	0	15		0	0	18	100
Food Preparation	0	0	14	100	3	20	12	80	0	0	20	100
General Mechanics	14	87.5	2	12.5	21	95.4	1	4.6	25	100	0	0
Secretarial Science	0	0	24	100	0	0	35	100	0	0	38	100
Road Construction	22	81.4	5	18.6	27	93.1	2	96.9	34	97.1	1	2.9

Table 6 Gender Distribution in Selected fields of Training at Addis Ababa Tegbare Id TVET College. Source: the College Registrars Enrolment Record.

Field of specialization	1999-2006/07				2000-2007/08				2001-2008/09			
	Male		Female		Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Auto mechanics	32		2		30		3		35		2	
Home Management	0		11		0		10		1		12	
Food Preparation	0		13		0		16		0		16	
General Mechanics	12		0		15		1		19		1	
Secretarial Science	0		20		0		25		0		27	
Road Construction	14		2		17		2		19		2	

The fields selected are Auto Mechanics, General Mechanics, Road Construction, generally male dominated and Secretarial Science, home management, Food preparation, Secretarial Science, and tiling female dominated. Both the total enrolment and enrolments in each college in the fields selected reflect the same trend of dominance of either sex in the fields of training.

The enrolment data collected from the colleges in the aforementioned three years show that male and female enrolment in the fields selected stick to their traditional fields of dominance. Male dominance is reflected by the percentage of male trainee to the total enrolment 93.75% to 96.4%, Auto Mechanics from 91.7% to 98.3% in General Mechanics, from 87.4% to 94.3% in Road Construction, in all the three colleges. On the other hand dominance of in other training areas the dominance of female is clearly visible. The dominance ranges from 92.1% to 100% in Home Management, from 97.4% to 100% in Secretarial Science, from 94.7% to 100% in Food Preparation. This figure clearly shows that in male dominated fields we have insignificant number of female and vice versa. The dominance of either sex in the fields studied is evident as it pervades and is consistent in all the years surveyed and the colleges the investigator has studied in those areas of training.

The result of this investigation is in agreement with those of Yelfign (1995) Trufat (1998) and Genet (1991) which all showed that most female were enrolled in Secretarial Science and Home management than in other fields where male traditionally dominate. In addition to that it is also in consonant with the general perception that girls have special need s for physical protection and tradition often demands special concern for their privacy and special reputation. As such in tradition where female seclusion is practiced, female are society by and large assigns them to roles that demand little or non physical strength and necessitating their stay and work in and around the house.(Kelly and Elliot, 1992 Cited in World Bank, 1995).

4.3. Reasons for choosing the field of training by the respondents

The respondents were asked first if they were placed or chose the field of training. From the total 117 trainee respondents from the three TVET Colleges 42 of them, 36 percent of the respondents, responded to have been placed by the college with out the training fields being their choice, while the rest 75 respondents, 64 percent of them, responded as the field of training to have been their choice. Under normal circumstance placement is determined by the colleges administration, first having regard to their scores in the national examination for leaving secondary education at grade 10. And if they do not deserve their first choice because there is stiff competition for that field of training candidates with lower scores will be pushed to their second, third, fourth or choices even down at the bottom. Therefore, there is no guarantee that a trainee gets what he applies for in the first place not even the second or third choice. The investigator is well aware of this fact in practice. Therefore, the question will be "to what extent the College administration takes in to account the gender based preference of fields of training in placing students in various fields of training?" The Academic Dean of Entoto and hat Nefas Silk TVET Colleges agree that the Colleges had no consideration to gender in their placement policy except for affirmative action reasons to join fields where there is stiff competition between male and female candidates.(Mekonnen Yimer and Ahmed Seid, Interview 24/04/09).

Table 7 Number and Percentage of trainees joining Fields by placement and Choice

Reasons for joining training area	Fields of training and percentage of trainees													
	Auto Mechanics	Percent	Home Mgt.	Percent	Food	Percent	General Mechanics	Percent	Secretarial Science	Percent	Road Construction	Percent	Total	Percent
Own choice	16	21	14	18	11	14	7	9	20	26	7	9.3	75	64
Placement by the college	7	16	6	14	9	21	5	11	14	33	1	2	42	36
Total	23		20		19		12		34		8		117	100

The next question posed to the respondents in the questionnaire "What their reasons were in choosing the field of training they are undergoing?" The alternatives given in the questionnaire include A) family influence (push), B) Advised by friends, C) Own initiative D) Due to lack of information and E) Any other reason to be mentioned on the space provided.

From among the respondents 50 of them, 42.7 percent, responded that they were influenced to choose the field of training they are currently undergoing, while 18 respondents, 15.3 percent, responded to have joined the training area due to advice from their friends. Still the other 16 respondents, 13.6 percent, said they joined the department they are undergoing as trainee by no other factor, but own initiative. And yet quite significant number of respondents claimed to have no information and they attribute to no one but their own decision for joining the department due to lack of information. This later group constitutes 32 respondents, which is about 27 percent of the total 117 respondents.

4.4. Gender characterization of selected jobs by respondents

Here we are going to look two kinds of respondents. Because the purpose of these parts of the questionnaire is to determine the characterization of jobs by gender in our society, then the investigator preferred to have diverse opinions including members of the general public.

4.4.1. Gender characterization of selected jobs by trainee respondents

As the figure makes it clear and the table below summarized it, then many trainee respondents believe that there are jobs exclusively left to either sex and there are commonly shared jobs as well. What is important here is the fact that there are culturally defined gender roles

which society expects either of the sexes to live up to. Accordingly, fetching water and fire wood, cooking, washing clothes, child care as well as grazing cattle are categorized by the respondents to be feminine jobs, with little or non male involvement. Fetching water, 100 percent, fetching fire wood, 100 percent, cooking, 99.1 percent, and child care, 100 percent, are voted nearly all jobs performed by females. While grazing cattle and washing clothes were believed to be feminine by 73.5 and 98.2 percent of the respondents respectively.

On the other hand Farming, Harvesting and construction were categorized to be masculine by character. As such according to the respondents there is little or no place for female to participate in these jobs in the culture they know. They were all voted 100 percent male jobs. And this should be construed to mean in the cultures the respondents are aware of and not in all circumstances.

Finally, in this questionnaire on the same subject of gender characterization of jobs there are jobs, the majority of the respondents agree, available both sexes despite emphasis on either of them-the sexes. This is true for educating, sporting and trade as they were voted in this line by 92.3, 85.3 and 95 percents respectively.

This conclusion from the respondents' response to this item is clearly in line with the assessment of Kwesig's assessment (2002) as he said "Girls education in African Societies is assessed in light of what their future role in society should be." As such they remain home for much of the time and as they went to school the cultural perception of their role is reflected in their fields of training. This holds for Ethiopian Society for much of the respondents assert that some jobs are exclusively female and others are one of male.

Table 8 Gender characterization of jobs by trainee respondents

Kind of Job	Female	%	Male	%	For Both	%	I Don't Know
Fetching water	117	100	0	0	0	0	
Fetching Fire wood	117	100	0	0	0	0	
Farming	0	0	117	100	0	0	
Harvesting	0	0	117	100	0	0	
Forking Harvests	0	0	48	96	2	4	
Cooking	116	99.1	1	0.9	0	0	
Washing clothes	115	98.2	2	1.8	0	0	
Construction of Houses	0	0	117	100	0	0	
Child caring	117	100	0	0	0	0	
Grazing Cattles	86	73.5	30	25.6	0	0	
Educating	4	3.4	5	4.2	108	92.3	
Sporting	12	10.2	11	9.4	94	80.3	
Trading	1	0.9	4	3.4	112	95.7	
Others							

4.4.2. Gender characterization of selected jobs by respondents from the general public.

In the second questionnaire, filled by members of the general public in Addis Ababa, the jobs respondents were asked to characterize by gender were divided in to two. These were jobs common in rural areas and those common in urban areas. Accordingly respondents filled the parts of the questionnaire as summarized in the tables below.

Table 9 Characterization of commonly rural jobs by gender. Data summarized from the questionnaire filled by the general public.

Kind of Job	Characterization of jobs by gender						
	Female	%	Male	%	For Both	%	I Don't Know
Fetching water	49	98	0	0	1	2	
Fetching Fire wood	47	94	2		0	0	
Farming	0	0	50	100	0	0	
Harvesting	0	0	49	98	1	2	
Forking harvests	0	0	48	96	2	4	
Cooking	0		50	100	0	0	
Washing clothes	49	98	0	0	1	2	
Construction of Houses	0	0	50	0	100	0	
Child caring	50	100	0	0	0	0	
Grazing Cattles	17	34	20	40	13	26	
Educating	11	22	13	26	26	52	
Sporting	9	18	22	44	19	38	
Trading	8	16	6	12	36	72	
Others to mention							

As the figures in the table above evince vividly the opinion held looks much alike to those of the trainees. Accordingly fetching water from the river (98 percent), fetching fire wood (94 percent), washing clothes (98 percent), and child caring (100 percent) were characterized by and large as one of feminine jobs in rural settings. On the other hand the respondents agree farming (100 percent), harvesting (98 percent) forking harvest (96 percent), and construction (100 percent) are masculine jobs.

The respondents have not fully agreed on the remaining jobs as masculine or feminine, but as one that may be performed by either of the

sexes. These jobs are cattle grazing 34 percent female, 40 percent male and 26 both, educating 22 percent female 26 percent male and 52 percent both, sporting 18 percent female, 44 percent male and 38 percent both, and finally trading 18 percent female, 12 percent male and 72 both.

When we see the jobs common in urban areas the respondents also responded in a more or less similar fashion.

Based on the responses obtained from the questionnaire, jobs attributed to female include secretary (96 percent), Hair dressing cosmetology (62 percent), Janitor (86 percent), Nursing (78 percent). On the other hand, the following jobs were characterized as masculine: Building construction (96 percent), Mechanic (96 percent), Chauffeur (88 percent), construction painter (92 percent), Plumbing (100 percent), Metal working (90 percent), Guard (94 percent), and Physician (56 percent). It is important to note that some respondents still consider some of these jobs to be performed by both sexes. These jobs so considered include Chauffeur (12 percent), Cook (32 percent), Hotel catering (42 percent), Hair dressing and cosmetology (32 percent), (Construction) Painter (8 percent), Waiver (22 percent), Metal working (10 percent), Guard (6 percent), Janitor (12 percent), Nursing (18 percent), and Physician (44 percent). While Accounting (76 percent), Cashier (52 percent), Manager (56 percent), Tailor (50 percent), and Trader (74 percent) were voted to be jobs shared by both sexes.

Table 10 Characterization of jobs common in urban areas by gender. Data based on the questionnaire distributed to members of the general public in Addis Ababa.

Kind of Job	Characterization of jobs by gender						
	Female	%	Male	%	For Both	%	I Don't Know
Secretary	48	96	0	0	2	4	
Building Construction	3		47	94	3	6	
Mechanic	0	0	48	96	2	4	
Chauffeur	0	0	44	88	6	12	
Cook	26	52	8	16	16	32	
Hotel catering	29	58	0	0	21	42	
Heir dressing and cosmetology	31	62	2	4	16	32	
Plumbing	0	0	100	0	0	0	
Construction painter	0	0	46	92	4	8	
Waiver	7	14	32	64	11	22	
Metal work	0	0	45	90	5	10	
Guard	0	0	47	94	3	6	
Janitor	43	86	1	2	6	12	
Accountant	1	2	11	22	38	76	
Cashier	6	12	17	34	26	52	1
Manager	1	2	21	42	28	56	
Tailor	7	14	16	32	25	50	2
Nurse	39	78	2	4	9	18	
Physician	0	0	28	56	22	44	
Trader	0	0	13	26	37	74	

Once again as one can see in the table above there are respondents who consider jobs characterized as one of male or female by the majority to be performed by either sex alone.

But from the point view of the literature the data collected from the respondents represent the existence of culturally defined gender roles in our society. However, all role assignments in society are not exclusively to male or female as Bonvillian 167:1998) in her study of gender roles in the United States and Sanday(1981:79)cited the researches made by Margaret Mead's South American indigenous tribes, agreed. As such there are jobs exclusively for either for male or female and others possibly to both sexes. And it is found out that these gender based assignment of roles is available in both rural and urban settings.

4.4.3. Assessment of respondents opinion on culture and gender roles

In both questionnaires items were given regarding the role of culture in defining gender roles in society. Both the trainee respondents and respondents from the general public have a relatively similar opinion concerning the role of culture in defining gender roles. The responses obtained from the respondents which could be summarized under this sub topic are considered as follows.

The questionnaire for trainee respondents contains items to be answered exclusively by female respondent. Both closed and open indeed items were included. When we examine the responses given to each item we see that there are some questions many respondents has not been bold enough answering them. But quite a good deal of the items is answered by the respondents.

The respondents were asked in the first place, "If you were male would you choose the field of training you are now undergoing?" From 75 respondents, across the six fields of study, 34 of them (45.3 respondent) says "yes" while 21 respondents (28 percent) answered it "No" and the remaining 17 respondents (22.6 percent) answered neutrally by saying "I don't Know". Three respondents did not provide answers to this item. One of the respondents has answered the question that follows in a manner that suggests the answer to the item under consideration is in the negative- "No".

As shown here in below quite significant number of respondents failed to answer the open ended question that followed the close-ended type item we examined above. From the total of 72 respondents who answered the first question 14 did not answered the open ended question that was meant to obtain the respondents justification for her answer to the preceding question, that reads 'If your answer to the preceding question is "yes" what is your reason?' . The most common answer for this question is seen in two ways. First those respondents who answered the first question in the affirmative are examined. From among the 34 respondents saying "yes" 7 of them (20.5 percent) contradicted their answers by giving answers that does not agree with the original question. They commonly answered this question by saying "Because it may not suit to my sex" or others say "Because I want a good job" answers which either directly contradict, as the first one, or imply a contradiction, in the second instance. And the other 22 respondents out of the said 34 (64.7 percent) answered the question with an understandable sense of "Because it doesn't matter to me". The remaining 5 respondents answered the question in very different unrelated fashion.

All respondents were also consistent in their answer to the item that follows. The item was one of close-ended question followed by an open ended item to shade light on the main question. When we come to the

analysis of the responses given by the respondents we first look in to the 34 respondents who answered the first question in the affirmative and then those who answered in the negative. The question posed here is : "Have you been influenced by the cultural environment in your choice of the field of training?" Those who answered the first question above in the affirmative are now inclined, in their answer to the present question to the negative, affirming that the culture did play no role in their choice of fields. And in this respect they were consistent. If they don't care about their sex in choosing the field of training, it in fact signifies that the culture does have no role in the making of their choices. From among the 34 female respondents claiming to be indifferent about their sex in the choice of field of training 29 of them (64.7 percent) remain firm. The remaining 22 who answered to the first question in the negative, i.e. "wouldn't choose the field I am undergoing now if I were male" also insisted with their answer justifying "why"- the culture does not allow me. It is worth noting here that the respondents who answered in the affirmative asked to justify by answering the open ended question largely failed to answer the relevant question- "if your answer is "yes" how do you explain the influence?"

From the response gathered from this item it could be learnt that the majority of the respondents have taken the position that they "are not influenced by culture" in their choice of field of studies. This contradicts the assertion of the literature which takes a contrary position: "There are culturally defined gender roles". (Lindsey, 2005:76; Bonvillain, 1998:173; EWLA, 2006:17; and Miller, 1980:47).

Another related question posed to the respondents was: "Would it be difficult for you, if you take up a job the society consider one of males' " 26 (34.6 percent) respondents says "yes". Most of these respondents answered the question to the above questions in a manner that signify the culture has impacts on their choices. Further 31 (41.3 percent) other

respondents said "No" and the remaining 18 respondents (24 percent) said "I don't Know". This item was followed by another item that demand for justification of the reason why those respondents who answered the previous question "yes" have difficulty. The question is "If your answer to the previous question is "Yes", which one is your reason?" The alternatives suggested to the respondents were A) As female I have no employment opportunity? B) As female I can't carry out the job properly C) My parents wouldn't allow me? D) My friends would laugh at me E) The college instructors wouldn't accept me F) I don't know.

From 26 respondents who said 'it would be difficult to take up a job the society considers as one of masculine', 14 (53.8 percent) chose 'A' saying "As female I have no employment opportunity". Other 4 respondents (15.3 percent) Chose "B" saying "As female I can't carry out the job properly". While 3 (11.5 percent) others chose "C" the remaining 5 respondents (19.2 percent) resorted to "F".

Similar questions were included in the questionnaire filled in by members of the general public. Analysis of the responses reveal that many people still believe that engaging in jobs culturally assigned to the other sex is not simple or should not be advocated. The question was based on the respondents' prior classification of jobs, in their view, as one of male and female. When they were asked "Is there any problem if males engage in what you have classified as one of "females"?". Out of 50 respondents 24(48 percent) "agree" while 14 respondents (28 percent) "disagree", 6 others said "strongly disagree" and the remaining 3 (6 percent) said "I don't know" and 3 respondents failed to answer. In the question that follows 24 respondents who "agree" that there is a problem "if feminine jobs are to be engaged by males" try to justify by giving various reasons ranging from efficiency to immorality and social problems. Asked if there is at all such distinction between male and female jobs most agree that there are but most claim that these are only

traditional and are gradually fading in the practice especially in cities. From the 50 respondents 41 of them answered the open ended question that there is such distinction of jobs in the affirmative and tried to show the problem of this situation. While other 4 said nothing and 5 said no.

The investigator has conducted interviews to clarify reasons why respondents were contradicting their own answers and whether in fact the respondents are answering in support or against the influence of culture in their choice of fields of training. Three teacher respondents held that they obviously perceived throughout their life time working as teacher they seldom came across a male attending secretarial science and for them no doubt because a male secretary is not socially acceptable. And one of the respondents further pointed out that "no male wants to find himself subordinate to another male as a secretary" (Mohamed Dejen and Ahmed Seid, Nefasilk TVET, 27/04/09 Mekonnen Yemer Entotot TVET college Interview 24/04/09).

Despite the responses rejecting culture as an explanation for their choice by 41.3 percent of the respondents, it is possible to say that the data generally supports the literature that there is a generally accepted attitude against assumption of roles contrary to the culture. The fact that 34.6 of the respondents accept the influence of culture and other 24 percent of them responded "I don't know" may be a ground to argue that the data supports the literature on existence of culturally defined gender roles in the context of Addis Ababa. Moreover, while it is possible to say that a respondent joined a particular field because she believes that that field better suits her future dream but by no means does it mean that she even has made a comparison of all list of jobs including those dominated by males. Above all the researcher agreed with the point of view of the interviewees that most often trainees are subject to the influence of culturally defined gender roles are at subconscious level. This could be further understood from the part of the questionnaire

where respondents were asked to list choices of priority as is shown in the next section.

4.5. Trainees' ranking of fields of training for admission

The trainee respondents at the three TVET Colleges were also asked concerning their ranking of fields of training before admission. Accordingly, the respondents indicated their ranking of fields from those available in their respective colleges. While the question is posed to all respondents filling the questionnaire, it is still important to note, there are trainees who joined fields of trainings by placement rather than as a matter of choice. However, the investigator believed that the ranking, despite the effect, shade light on the unconsciously pushing reasons of the trainee in determining her/his field of training.

Trainees who joined their choice fields of training had chose fields of training much akin to the field of training they have chosen and ultimately joined.

From 14 Home Management trainees most of them, nine in number, and ranked field of trainings commonly dominated by female rather than by male. These fields ranked next to Home Management by the majority of respondents in this field of training are Food Preparation, Front Office, another field dominated by female trainees, available at Entoto and Nefas Silk TVETs, Accounting, a field that is commonly joined by both sexes, and Secretarial Science. Examination of rankings made by the trainee respondents in the field of Food Preparation shows a more or less similar stance. This field is dominated by female trainees and their ranking shows, though not the majority, inclined to female dominated fields of training. However, the majority is found, in the case of field of training, to have ranked neutral fields rather than the female dominated ones. From 11 of them only 4 were found to be strictly speaking inclined to the

female dominated fields of training. The former 7 trainee ranked electronics marketing and Human Resource Management in the ranks 2nd to 4th. While the minority ranked Secretarial Science, Home Management, Catering and Front Office, female dominated fields. The pattern is even stronger when we come to the field of Secretarial Science and Office Administration. From 20 trainees voluntarily joined this field only 11 of them inclined to neutral fields and none of them showed interest in traditionally male dominated fields in the ranking from 2nd to 4th. The remaining nine from the same field were strictly limited in their choice of priority to feminine fields of training. Accordingly, in addition to Secretarial science, which is their first choice, they provide Front Office, tiling, Cosmetology and hair dressing, and catering are in the ranks from 2nd to 4th level of priority.

Coming to the fields dominated by male trainees, the investigator has identified from among 16 trainees in Auto Mechanics none of them has ranked a training field often dominated by female majority. The fields they ranked in the 2nd, 3rd and 4th level are mostly Electricity, General Mechanics, Woodwork, Accounting, Marketing and Electronics Technician. From among 7 General Mechanics trainees who joined the field on their own choice none of them even opted for a gender neutral field of training. Metal work, Auto Mechanics, Electricity, Wood Work and Road Construction were in the list of their ranking next to the field they ultimately joined. Again an astonishing similarity is observed from the response of respondents in the Road Construction field of training. Only one of those who joined the field has a neutral field of training in his options in the next priorities of choice. The rest of them, 6 respondents, responded that they opted, in case of not securing their first choice, Road Construction, to other fields more opted by male. These fields, the majority of respondents inclined to, were Building Construction, Wood Work, Electronics Technician and Metal Work.

The trend is very close to those we have seen above when we come to the respondents who joined the field of trainings by placement. To put it in general terms, from a total of in all the six fields of training shown in table 7 about 80.9 % of them (34 respondents) had as their first choice more inclined to a training field to their own sex dominated fields. Six respondents in this category, 14.2 percent, inclined to fields often neutral to the sexes. These fields include: Accounting, Marketing, Information Technology, and Human Resources Management. The remaining 2 respondents responded that they had some other choices such as Catering, Food Preparation and Information Technology, of which any other than the field to which they have been placed, was their first choice.

The conclusion from this is simply that trainees in either male or female dominated fields do not most often choose a field dominated by the opposite sex. Because this item that request trainee respondents to rank their choices for admission was intended to reveal their unconscious decision to shed light on their inclination the answer by majority for preceding items were substantially contradicted. From 117 respondents 95 percent contradicted their response that they don't mind to join fields the society considered one of male or female (opposite sex). This gives the impression that the respondents could not realize that culture was the driving force in their choice of fields of training they unconsciously believe is appropriate to their sex type. Or, in other words, it could be also possible to say they avoid a job which they otherwise could face by confining themselves to fields dominated by their sex type and avoiding the opposite. Ultimately the response to this item agrees with the interviewees' response, in that the trainees normally are not conscious of the influence of culture on them; and the literature regarding the significant role of cultural on choice of fields of work, in the context of this study, field of training.

4.6. Factors affecting choice of training fields.

4.6.1. General

Different factors were suggested in the questionnaire for the respondents to choose as to which of them, from among the given, had in fact influenced them in their choice of training fields. The alternative factors

Table 11 Factors influencing respondents in their choice of training fields

	Factors influencing Choices of Fields of training								
	Total No. of respondent in the Fields	Better Employment Opportunity		Fit to My Sex Type		Prospective Income		Taking in to Account Physical and Mental Capacity	
Field of training	Number Of Trainees	Numbers	Percent	Numbers	Percent	Numbers	Percent	Numbers	Percent
Auto Mech.	23	14	60.8	2	8.6	7	30.4	0	0
Food Preparation	19	10	52.6	1	5.2	5	26.3	2	10.5
Home Mgmt.	20	8	40	1	5	4	20	6	30
General Mech.	12	11	91.6	0		1	8.3	0	0
Secretarial Science	34	21	61.7	6	17.6	4	11.7	3	8.8
Road Const.	9	5	55.5	0	0	2	22.2	1	11.1
Total	117	69	58.9	10	8.5	23	19.6	12	12.2

given were A) Better Employment opportunity, B) job fitness to gender type, C) The prospective income and D) Physical and Mental fitness to the field of training. But the respondents were also given the opportunity if they had a different factor influencing them in choosing the fields (for those who joined fields of their choice) and ranking the different fields of training according to orders of priority. The results of the response for each variable have been summarized in table 11 above.

The different factors suggested in the questionnaire to the respondent were taken as having an impact on the respondents in their choice of fields of training, though to a varying degree from field to field and from one sex to the other. In fact the responses were chosen based on the literature's suggestion that many variables can play role in influencing the job preferences of female. In this regard it is relevant to mention Sanday's tip, though in a general fashion, on some of the factors on the basis of which society determine what the role of its male and female members should play. These factors are physical strength, efficiency (economies of effort) and protecting women from danger and hardship thereby ensuring the continuity of generations after through them.(Sanday, 1981:77) Taking in to account the suggestions made by Sanday, the researcher used a more specific variables that can possibly counter culture as the only explanation of choice of fields of study.

4.6.2. Better employment opportunity

Generally speaking, "better employment opportunity" constitutes a major factor in the push with respect to the choice of fields of training and making the rankings. Respondents in the field of General mechanics are the most influenced by this factor. From 12 respondents in the field 11 respondents, 91.6 percent, claimed that their consideration was the "better job opportunity" they expect up on completing the training. The

other groups of respondents influenced by "better job opportunity" factor are those in the Secretarial Science and Office Administration. From among 34 respondents in this field 21 of them, 61.7 percent, were influenced by this factor. In other fields of training trainees from Auto Mechanics, 14 from 23 respondents (60.8), Road Construction, 5 out of 9 (55.5 percent), Food Preparation, 10 Of 19 respondent (52.6 percent), and finally Home Management, 8 from 20 respondents (40 percent) were influenced by the "better job opportunity" prospect.

It could not be true and therefore should not be believed this as the only factor influencing. Multiple factors could play role in the choice of fields of study. Obviously no doubt respondents who responded to have been influenced by factors other than "better job opportunity" do not mean that they don't regard other factor at all in considering their choice. What ever jobs females engage they naturally consider a job that could entitle them the best job they could. (Bonvillain, 1998:67, Lindsey, 2005: 234). And it could be further argued that the fact that 58 percent of the respondents have been influenced could be dismissed as a viable ground to displace culture and culturally defined gender roles as still the respondents look for the best job they could only within the sphere of competence given what the culture allows them to be and to do. This was reaffirmed by the interviewee when they say "After all female trainees little opt to jobs the culture consider one of male's job. This being the truth choosing the best job is only to mean choosing from what is available to them on the basis of the cultural prejudices and biases in this regard." Like "Beauty is in the eyes of the beholder. Better job opportunity does mean relative to the sexes and could not be objective. (Mekonen and Mohamed,

4.6.3 Job fitness to sex type

Only 10 percent of the respondents considered this factor as an important consideration in their choice and ranking of the various fields of training. In other words from a total of 117 respondents only 8.5 percent of them has taken this factor in to consideration to decide or rank the training area they would like to join. Most of the respondents influenced by this factor in their choice or ranking are found in Secretarial Science Office Administration. They were 6 out of 34 trainees and constituted 17.6 percent of the respondents in the field. The rest of the respondents with this factor influence are to be found in Auto Mechanics, 2 out of 23 respondents, Food Preparation, 1 out of 19, and in Home Management 1 out of 20. This is the less influential factor compared to other factors suggested in the questionnaire. Some interviewed trainees asked about why some fields are fully or dominantly occupied by either male or female trainees they said "because they seek better employment opportunity". But when further asked if their chance of employment would be compromised or is less if they engage in a field dominated by the other sex, their answer contradicted their answers that deny the role of culture.

This is a variable that has taken specifically a factor that culture has as it's rational. As Sanday "the occurrence of the strictly masculine tasks on the basis of the greater physical strength of males and their superior capacity for mobilizing it in brief bursts of excessive energy". On the other hand they all so suggest that "the burden of pregnancy and infant care" forced women to remain attached to the house hold. (Murdock and Provost, in Sanday, 1981:77). This is all to mean those females are assigned to a kind of job that women can performe with out seriously affecting their reproductive effect.

As any of the other factors that are based on culture, it has been overlooked by many respondents and only some of them have considered as factor affecting their share. But based on the literature and the circumstances as it is possible to say once again citing interview respondents Mohamed Dejen and Mekonnen Yimer that the trainees do not often realize what forces are in play in their decision making.

But, in any case the researcher holds the opinion that what factors has really influenced their choice should be determined by having regard to other considerations, without, however, denying the fact that the majority respondents do not recognize this factor as important.

4.6.4 Prospective income

This is the second influential factor for the respondents. From the total 117 respondents about 23, this is 19.6 percent, has responded to have considered the prospective income they would get from completing the training. The respondents influenced by this factor are found in the various fields of training in the following number and proportion: Auto Mechanics, 7 out of 23 (30.4 percent), Food preparation, 5 out of 19 (26.3 percent), Home Management 4 out of 20 (20 percent), General Mechanic 1 out of 12 (8.3 percent), Secretarial Science and office Administration, 4 out of 34 (11.7), Road Construction, 2 out of 9 (22.2 percent). It is visible from this figures that more respondents influenced by the "prospective income" factor are in the Auto Mechanics field while the list influenced are those in the General Mechanics.

It is less doubtful one who is undergoing a training with the purpose of getting employment, self or by others, would have regard to the potential income that job could generate. What other reasons a person would consider in his/her decision to choose getting trained in a particular field

with out expecting economic return there from? The researcher sees no reason at all. As Yalaw (2006: 46) said there are reasons respondents could be biased in their response. The reason for such inaccurate information may be some times because the respondent is making fool out of that, young respondents specially, or in other cases because he/she is careless in whatever the answer he gives etc. Given this possibility and the contradiction the respondents' exhibit in their answer is not convincing.

It is not convincing given the repeated assertion that female workers every where get less than their male counterparts due to largely the kind of job they often occupy. Bonvillain (1998: 72) and Lindsey (2005:235) as well as EWLA's (2006: 21) report support this dilemma. On one hand the low income female are generating due to the roles they are culturally given to be able to perform and on the other hand the fact that we have respondents who claim to have chosen a field of training that is culturally defined to be one of either sex. When we consider female respondents particularly they all have relatively lower income to those compared to the fields male respondents have preferred to join. (The researcher's informal discussion with different individuals working in fields under consideration revealed that generally speaking auto mechanics, general mechanics and road construction generate better income compared to secretarial science, home management and food preparation).

4.6.5 Physical and mental capacity of respondent

This is the other least influential factor according to the respondents. Most respondents who ranked their areas of training on the basis of this factor are in the field of Home Management, 6 out of 20 (30 percent) followed by Road Construction 1 out of 9 (11.1 percent), Food Preparation, 2 out of 19 (10.5 percent) and finally secretarial Science, 3

out of 34 (8.8 percent). In its totality, this factor has influenced only 12 respondents, out of the total 117 respondents across the various fields shown, which represents 12.2 percent of the respondents generally.

The questionnaire also contains open ended items which the respondents were supposed to fill in by their own. These items were intended to give chance to explain their position on culturally defined gender roles and say on the problems they pose to females and the society at large. However, most respondents failed to fill this part of the questionnaire. Those who filled the items in this part of the questionnaire failed to respond properly. Therefore, the investigator has made attempts to fill the gap by interviews. From the total 50 respondents 27 failed to respond and 11 others gave an answer totally out of context while 12 others responded relatively to the point and with in context.

All agreed that it is discernable from the practice that jobs are culturally partitioned among the gender divide though the distinction is not absolute and does not go to the entire list of jobs. Accordingly, the respondents agreed jobs in this country may be **predominantly male**, or **predominantly female** or **common jobs**-performable by both sexes. As to what effect, negative or positive, this may have 7 of the respondents (63.6 percent) assert that it results in subordination of women and perpetuate female inequality as females remain in jobs that are less prestigious, relatively less paid and often little chance to get promoted.

At this juncture it is worth while to mention what a seasoned instructor at the College has said to the investigator in an informal discussion. Asked about what he thinks on male-female thinking of their capacity and potentials he said and others agree:

“Often it is not consciously that female trainees choose a training field that is defined by culture as one of feminine and refrain from male dominated jobs. They don’t even admit if you tell them the reason why they joined the job favorite to their sex and avoid the other”. Therefore, even if people do not recognize, females, given the cultural attitude, usually under estimate their capabilities and potentials to dare to work with male equally.

But, male and female students the investigator has asked as to why some fields of training are male or female dominated, some times entirely by one sex, they conceded to the idea that the culture must have its impact on both sexes. They often said they have never seen a male secretary or a female plumber or carpenter in their entire life. But they do not justify it based on culture but in a manner that can be implied to mean that.

The literature is clear that culture define roles in almost all communities around the world.(Lindsey, 2005: 234; Bonvillain 1998:72; Miller, 1980:47) But the responses given by the respondents is not also generally far from that despite contradiction in terms of specific items they were given.

4.7. Overall assessment of the data

The literature established that there are culturally defined gender roles in every society even in societies where economic and social development has been claimed advanced. And it could be learnt from the data collected and presented in this chapter that this trend exactly works in Addis Ababa, i.e there are culturally defined gender roles whereby male and female as members of the family and their society have to live up to. This conclusion emanates from the fact that respondents with unanimity

consider jobs as exclusively male and female and some others as one of common jobs.

When we come to analysis of female enrollment in TVET Colleges in Addis Ababa the analysis of each item in the data collection instruments show that male and female trainees actually dominate some fields is an apparent indication of the role of culture in the first place. Numerically female trainees represent in fields traditional to them the highest percentage, 98 percent and only 6 percent in male dominated fields being exactly in agreement with Bonvillain's data in table one in the literature. Examination of respondents' reasons for joining the field of training shows that it may be either placement by the college (represent 36 percent) or as per own choice (represents 64 percent). In this respect it apparently seems irrelevant to consider who are place by the college in to a particular field of training for it could be an external factor to culture or to the personal choice of the respondent on whatever grounds he would have preferred to join any other field. But the researcher further examines if this external factor has any effect on the determination of the role of culture on female enrolment. One thing important in this respect is the colleges do not have regard to the sex of the respondents in placing them in any field at least at a policy level. Therefore, to make these respondents relevant the researcher excluded them from considering in items that normally should consider those respondents who joined the fields with their own choice; and consider in matters that is still relevant to consider them. As it is the group of respondents who joined fields by their own choice who could tell as if they were influenced by culture or not the specific items for reasons respondents took in to account in their choice were available only to them.

Therefore, the response obtained from those who joined the fields by their own choice was analyzed. In this respect spectra of reasons were given by respondents where no majority claim to have been influenced by a single factor, each reason representing as the table indicates below.

From the total 75 trainees who joined fields of training 45 percent said family influence, 12 percent has said influenced by advise from friends, 18 percent others claim to have been influenced by nobody and joined by their own choice and the last 21 joined the field due to lack of information. This figured coupled with the educational background the fact that culturally defined gender roles must have its impact in the choice of fields of training. Regarding the educational background of the respondents' parents 49 percent of them have a father whose educational background is below grade 12. Similarly 74 percent of them have their mothers on same level of education. If parents influence their children in their choice as 45 percent of our respondents affirmed then it is possible to say that less educated parents would influence based on the cultural practices they are amenable to. In the context of rural settings EWLA says "The prevalent illiteracy and low level of gender awareness has become an obstacle in the fight against malpractices affecting women."(EWLA, 2006: 18.) (Researcher's translation). And it further held that the level of literacy and gender aware awareness in urban areas is not as such significantly better (EWLA, 2006: 19).

Table 12 Reasons considered by trainees in their ranking of fields

No. of trainees joining on own choice	Family influence	Friends' advise	Own initiative	Lack of information
75	45 percent	12 percent	18 percent	21percent

On the other hand, those trainees who joined the selected fields of training by placement were also assessed in terms of other relevant questions with the remaining respondents. In this regard the response we get from item 6 reveals that the respondents were influenced by

culturally defined gender roles. Even if those who joined the fields of training by placement were actually forced, not opted for, but their choice of fields has made it sufficiently clear that their consideration, if they were given the chance, is not different from those who joined by their choice. 96 percent of the respondents exclude fields that are culturally relevant to the other sex, while 81 percent of the total respondent, while generally adhering to the fields traditionally dominated by their sex type also include fields that are traditionally common fields of engagement to both sexes. Only 4 percent of the respondents were found to have ranked fields from the other sex type. Most importantly the ranking of fields in line with the gender divide could only imply that trainees often look to their type having regard to their sex and what the culture has to say to that effect. And trainees do the choices and rankings being under the influence of the culturally defined gender roles at a sub-conscious level, without being aware of its impact.

CHAPTER FIVE

Summary, Conclusions and Recommendation

5.1. Summary

The research question the researcher set out to answer in this research work is the following:

- 📖 Does culture define gender roles in Addis Ababa society?
- 📖 What are those culturally defined gender roles impacting female enrolment in TVET Colleges in Addis Ababa?
- 📖 What is the implication of gender on female enrolment in TVET Colleges?

Since early days of human history gender has served as an important ground for assignment of roles in the family and society. Members of families as boys and girls, husband and wife and communities as male and female and young and elder roles were assigned. Looking after the herds, cooking, working in the grain fields, fetching fire wood or water from the river or serving as arbitrator/conciliator, as priest or soldier all were subject to the consideration of ones gender, age, status and other traits.

This continues to be reflected in current life every where in the world though the degree of role assignment to the sexes varies. Even if it is not recognized all the time by every one the reflections of gender stereotyping of jobs is vividly visible. There are efforts as well world wide to reduce such stereotyping, among others due to an increasing necessity of maintaining equal opportunity and equality among the sexes. Female lag behind male in highly paid, prestigious and jobs with good prospects of promotion.

It all starts at home. In traditional communities' settings female are confined by and large to house hold routines, which authorities in sociology referred to it as reproductive activities. The back bone of the economy of the household and the society are largely held by the male. This trend is reflected across the rural and urban settings. In rural areas where communities relay on farming and herding, the main economic activities are in the hands of the male where women principally are given a supportive role. Males do in the fields the activities of farming, harvesting, forking and finally they takes control of the agricultural produce, such as grain. Women and children may be called to help at the collection stage and in such times where their labour is necessary, yet under the supervision of the men, the head of the family etc. Women controls on such matters having little economic benefit as far as agricultural produce is concerned. These may be over vegetables they may grow in their backyard and chickens they take care of at home. Even in communities whose principal economy is mixed farming where they farm and keep herds women have little or no control on the cattle and other animal herds. These are the males sphere of interest for both to maintain and their marketing. This well works for communities principally pastoralist. The herds remain in the hands of the male and they remain after them. Women and children remain back home and do such supportive activities as may be assigned by the culture. They don't deal with the herds in both maintaining and disposing them either by selling or even slaughtering for example.

In the urban setting though as a matter of principle both male and female go out to work at places of employment. But the activities in which male and female are largely divided. Male and female engage in what the culture defined as their role. Female are largely are employed in clerical type of work, secretarial, record keeping and largely characterized by relatively low pay and less prestigious and little prospects of

promotion. But the husband bears the responsibility of maintaining the household's economy and the wife is supposed to support by and large.

The data collected, primary and secondary supports the assertion that there is vividly depicted picture of culturally defined gender roles. And it is also clear from the data there is a clear male and female trainees prefer their fields of training by having regard to what is convenient to them given the culture and public opinion on their role both at home and in the larger community.

5.2. Conclusions

On the basis of the data presented in the foregoing discussions of the data collected using the various types of tools the following could be concluded:

1. Even if it is not in any case possible to say there is 100 percent dissection of roles among the sexes, there are roles the culture has assigned to both sexes. It was also shown that there are things permissible for both sexes to do.
2. People with little or no awareness on how the culture dictates them in their daily life and exercise of their right to choose field of training or means of making a living, do not recognize the role of culture. Culture is an invisible guide to them. Therefore, the respondents seem to be in the same position for the response to direct questions contradict with analytical questions, such as the ranking of fields.
3. Fields of training dominated by female trainees were found to be as those jobs Lindsey had characterized. Low pay, little or no

opportunity of promotion, less prestigious and mostly working as subordinates to male counterparts.

4. The gender roles reflected in the world of works and life of communities is also reflected in the training male and female trainees choose. Females prefer the fields which they hope finds jobs but regard being had to what their role is/should be. The same is true for male trainees.
5. Trainee respondents evidently choose fields of training that makes them one the society accepts them to be. This is a conclusion based on the data than the respondents answer to specific items in the questionnaire. The figures are useful indicators that ultimately the T-test has proved in fact female trainees join fields of training predominantly that makes female trainees what they are supposed to be by their community.
6. This trend of female inclination to enroll in fields that bring them in to culturally defined female roles, or fields neutral to gender, perpetuates female economic, social and political subordination to their male counterparts. As a result women remain lagging in many respects that require decision making including on matters that concern their own affairs at macro and micro level

5.3 Recommendations

Based on the conclusions we have made above the following recommendations are made:

1. Because culturally defined gender roles are the reasons that inhibit female trainees from choosing fields other than those dominated by

female and those of neutral fields, it is important to nurture children from early days at school with the progressive ideas of gender. Therefore, the investigator recommends strong gender education at school and to the public at large. This must be part of the government's policy of women empowerment.

2. It is very important that TVET Colleges give more extensive orientation on the issue in view of increasing female enrolment across fields of training and maintaining the gender balance in all fields of training and encouraging females enrolment in fields with better prospective income and promotion as well as independent career to them.
3. The forum for awareness for female engagement in fields of employment may also be made available to the general public in view of gradually changing the gender perspectives of career on the part of the public. The media may play an important way of reaching out the public in this respect.
4. The investigator calls on government and civic societies to work in a coordinated manner to reach out the public in bringing a changing attitude on gender outlooks and change the prospects for the role of women in social, economic and political life of our society. In this respect "Female to all jobs all jobs to females" kind of campaign may be organized and clubs and groups involving male and female may be established at schools and in colleges to encourage interchange of ideas on the subject.

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Appendices

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የስነ ትምህርት ኮሌጅ
የካሪኩለምና ኢንስትራክሽን ትምህርት ክፍል

በቴክኒክና ሙያ ትምህርት ስልጠና ኮሌጅ በሴትና ወንድ ስልጣኖች የሚሞላ የዕሁፍ መጠይቅ የዚህ የዕሁፍ መጠይቅ ዋና አላማ ባህል በሴቶች የቴክኒክና ሙያ ትምህርት ስልጠና ተሳትፎ ላይ የሚኖረውን ተዕዕኖ መቃኘት ነው። ስለዚህ መረጃዎችን በተገቢ እንድትሞሉ(ላ) እየጠየኩ ለትብብርሽ/ህ/ በቅድሚያ አመሰግናለሁ።

አጠቃላይ መመሪያ

- አማራጮች በቀረቡበት ቦታ ሁሉ ምርጫሽን/ህን/ (X) ምልክት በመጻፍ አመልክት/ት/ ወይም ተጨማሪ ማብራሪያ የሚያስፈልግ ከሆነ በጽሁፍ ግለጪ/ዕ/
- በዕሁፍ መልስ መስጠት ካስፈለገ ዕሁፍሽ/ህ አጠር ያለና ግልፅ ቢሆን መልካም ነው።
- በደረጃ የሚቀመጡትን በቁጥር ቅደም ተከተል አስቀምጪ/ጥ/
- የመጀመሪያዎቹ ሁለቱ የመጠየቁ ክፍሎች በሁለቱም ጾታዎች የሚሞሉ ሲሆን ክፍል ሶስት ግን በሴቶች ብቻ የሚሞላ መሆኑን አስተውይ (ል)

ክፍል አንድ:- የተማሪዋ/ው/ የግል መረጃ

1. ሥልጠናውን የምትወስዷ/ድበት/ ኮሌጅ ስም

- ሀ. እንጦጦ ቴ/መ/ት/ሥ/ኮሌጅ ☐
- ለ. ተግባረዕድ ቴ/መ/ት/ሥ/ ኮሌጅ ☐
- ሐ. ንፋስ ስልክ ቴ/መ/ት/ሥ/ኮሌጅ ☐

2. ፆታ ወንድ ☐ ሴት ☐

3. ዕድሜ ሀ. 14 ዓመት በታች ☐ ሐ. ከ 18-21 ዓመት ☐

ለ. ከ 14-17 ዓመት ☐ መ. ከ 22 በላይ ዓመት ☐

4. የአባት የትምህርት ደረጃ

- ሀ. ከ 5ኛ ክፍል በታች ☐ ሐ. 9-12ኛ ክፍል ☐
- ለ. 5-8ኛ ክፍል ☐ መ. ከ 12ኛ ክፍል በላይ ☐

ሠ. ሌላ ካለ _____

5. የእናት የትምህርት ደረጃ

- ሀ. ከ 5ኛ ክፍል በታች ☐ ሐ. 9-12ኛ ክፍል ☐
- ለ. 5-8ኛ ክፍል ☐ መ. ከ 12ኛ ክፍል በላይ ☐

ሠ. ሌላ ካለ _____

ክፍል ሁለት፡- የተማሪዎችን የትምህርት ተሳትፎ የሚመለከት መረጃ

1. የምትሰለጥኝበት/ጥንበት የስልጠና ዘርፍ -----
2. ስንተኛ አመት ተማሪ ነሽ/ህ/
 - ሀ. 1ኛ ☐ 2ኛ ☐ 3ኛ ☐
3. የምትሰለጥኝበት/ጥንበት ስልጠና ዘርፍ የገባሽው/ኸው
 - ሀ. በምርጫ ☐ ለ. በምደባ ☐
4. ለተራ ቁጥር 3 መልስሽ/ህ «ሀ» ከሆነ ለምርጫሽ/ህ ምክንያቱ ምንድን ነው?
 - ሀ. የቤተሠብ ግፊት (ተዕኖ) ☐
 - ለ. የጓደኛ ምክር ☐
 - ሐ. የራስ ተነሳሽነት ☐
 - መ. በቂ መረጃ ካለማግኘት ☐
 - ሠ. ሌላ ካለ -----

5. ከዚህ በታች የተመለከተውን ሠንጠረዥ በማየት በማህበራዊዎችን ውስጥ በባህል የሴት ወይም የወንድ በመባል የተከፋፈሉ የስራ መስኮች/ ድርሻዎች የትኞቹ እንደሆኑ (X) ምልክት በማድረግ መልስ ይስጡ።

ሥራ	የሴት	የወንድ	የሁለቱም	አላውቅም
1. ውሃ ከወንዝ መቆዳት				
2. የማገደ እንጨት መልቀም				
3. እርሻ ማረስ				
4. ማጨድ				
5. መውቃት				
6. ምግብ ማብሰል				
7. ልብስ ማጣብ				
8. የህንጻ(ቤት) ግንባታ				
9. ህፃናት መንከባከብ				
10. ከብቶች ለግጦሽ ማሰማራት				
11. ትምህርት				
12. ስፖርት				
13. ንግድ				
14. ሌሎች ስራዎችም ካሉ				

6. የስልጠናውን ዘርፍ ስትወስኒ/ን/ የምርጫሽን/ህን/ ቅደም ተከተል ከታች በተዘረዘረው የስልጠና ዘርፍ ላይ በደረጃ አስቀምጪ/ጥ/

- | ዘርፍ | የምርጫ ደረጃ |
|--------------------------------|--------------------------|
| 1. የመኪና ጥገና ቴክኒሻን | |
| 2. መካኒክስ ቴክኒሻን | ☐ |
| 3. የማሽን ቴክኒሻን | ☐ |
| 4. የኤሌክትሪክ ቴክኒሻን | ☐ |
| 5. የኤሌክትሮኒክስ ቴክኒሻን | ☐ |
| 6. የህንፃ ግንባታ | ☐ |
| 7. የመንገድ ስራ ቴክኒሻን | ☐ |
| 8. የቅየማ ቴክኒሻን | ☐ |
| 9. የንድግ ሥራ ቴክኒሻን | ☐ |
| 10. የእንጨት ሥራ ቴክኒሻን | ☐ |
| 11. የሴቶች ልብስ ስራት ሠራተኛ | ☐ |
| 12. የወንዶች ልብስ ስራት ሠራተኛ | ☐ |
| 13. የቴክስታይል እደጥብ | ☐ |
| 14. አካውንታንት | ☐ |
| 15. የሽያጭ አገልግሎት ሠራተኛ | ☐ |
| 16. የባንክና ኢንሹራንስ ኦፕሬተር | ☐ |
| 17. ጽሕፈት ሰራተኛ | ☐ |
| 18. ረዳት የኢንፎርሜሽን ቴክኖሎጂ ቴክኒሻን | ☐ |
| 19. የሆቴል አገልግሎት ሠራተኛ | ☐ |
| 20. የቤት አያያዝ ሀላፊ | ☐ |
| 21. የምግብ አዘጋጅ | ☐ |
| 22. የዳቦና ኬክ አዘጋጅ | ☐ |
| 23. የፀጉርና የውበት ሥራ | ☐ |
| 24. የአካል ብቃትና የአትሌቲክስ ስልጠና | ☐ |
| 25. የጠረጴዛ የሜዳ ቴንስና የእጅ ኳስ ስልጠና | ☐ |
| 26. የህግ አገልግሎት | ☐ |

7. ለተራ ቁጥር 6 መልስ ያስቀመጥሽውን የስልጠና ዘርፍ የምርጫ ቀደም ተከተል ከሚከተሉት የትኛው በምክንያትነት ይገልፀዋል

ሀ. የተሻለ የስራ እድል በማስገኘቱ ☐

ለ. ከፆታዬ ጋር ተስማሚ በመሆኑ ☐

ሐ. በሚያስገኘው ገቢ ☐

መ. አካላዊና አእምሮአዊ የብቃት ሁኔታን ግምት ውስጥ በማስገባት ☐

ሠ. ሌላ ምክንያት ካለ -----

8. ስልጠናውን ካጠናቀቅሽ/ህ በኋላ እቅድሽ/ህ ምንድነው?

ሀ. በሙያው የግል ስራ መስራት ☐

ለ. በተለያዩ ድርጅቶች ተቀጥሮ መስራት ☐

ሐ. አልወሰንኩም ☐

ሠ. ሌላ ካለ -----

9. የምትሰለጥኝበት/ንበትን የሙያ ዘርፍ ዘላቂ የሥራ መስክ አድርገሽ/ህ

ትመለከችዋለሽ/ተዋለህ?

ሀ. አዎ ☐ ለ. አይደለም ☐ ሐ. እርግጠኛ አይደለሁም? ☐

10. በምትሰለጥኝበት ሙያ ስትሰማሪ የምታገኘው ገቢ ራስሽን ለመርዳት በቂ ነው ትያለሽ?

ሀ. አዎ ☐ አይደለም ☐ ሐ. ☐ ውቅም ☐

11. ስለምትሰለጥኝበት/ንበት የሙያ ዘርፍ ያለሽ/ህን አስተያየት ባጭሩ ግለጪ/ጭ::

12. ባህሉ የወንድ ብሎ ባስቀመጣቸው የስራ ዘርፎች ውስጥ ለ ጾቶች አለመሳተፋቸው :-

ሀ. ችግር አለው ለ. ችግር የለውም ሐ. እርግጠኛ አይደለሁም

13. ለጥያቄ ቁጥር «12» መልስዎ «ሀ» ከሆነ ያሉትን ችግሮች ይዘርዝሩ :-

ክፍል ሦስት፡ በሴት ተማሪዎች ብቻ የሚሞላ የዕሁፍ መጠይቅ

1. ያታሽ ወንድ ቢሆን አሁን ያለሽበትን የስልጠና ዘርፍ ትመርጫ ነበር?

ሀ. እመርጣለሁ ☐ ለ. አልመርጥም ☐ ሐ. አላውቅም ☐

2. መልስሽ እመርጣለሁ ከሆነ ምክንያትሽ ምንድነው?

3. ለሙያ ሥልጠና ውሳኔሽ የአካባቢ ባህል ተጽዕኖ ነበረው?

ሀ. አለው ☐ ለ. የለውም ☐ ሐ. አላውቅም ☐

4. መልስሽ አለው ከሆነ ተዕዕኖውን እንዴት ትገልጫለሽ?

5. ማህበረሰቡ የወንድ ሞያ ብሎ ባስቀመጠው ስራ ለመቀጠር ይቸግርሻል?

ሀ. ይቸግረኛል ☐ አይቸግረኝም ☐ ሐ. አ ☐ ትም ☐

6. ለተራ ቁጥር «5» ጥያቄ መልስሽ «ሀ» ከሆነ ምክንያትሽ የትኛው ይሆናል?

ሀ. ሴት በመሆኔ የመቀጠር ዕድል ጨርሶ የለኝም ☐

ለ. ሴት በመሆኔ ስራውን ልወጣው አልችልም ☐

ሐ. ወላጆቼ አይፈቅዱልኝም ☐

መ. ጓደኞቼ ይስቁብኛል

ሠ. የኮሌጁ መምህራን አይቀበሉኝም

ረ. አላውቅም ☐

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የስነ ትምህርት ኮሌጅ
የኮሪኩለምና ኢንስትራክሽን ትምህርት ክፍል

በአዲስ አበባ ከተማ ውስጥ ነዋሪ በሆኑ አንዳንድ ነዋሪዎች የሚሞላ ቃለ መጠይቅ

የዚህ የዕሁፍ መጠይቅ አላማ በባህል የተወሰኑ የፆታ ሚናዎችን ለመዳሰስ ነው።
በዚህ መሠረት መረጃው የሚያገለግለው በቀጥታ ለጥናቱ ስራ ብቻ መሆኑን
እያረጋገጥኩ እርሶም ለመጠይቁ ትክክለኛውንና ተገቢ ነው ብለው የሚያስቡትን መልስ
በመስጠት እንዲሞሉልኝ ትብብርዎትን በትህትና እጠይቃለሁ።

ስለትብብርዎ አልብ አመሠግናለሁ።

ክፍል አንድ : የግል ሁኔታ

1. የተሰማሩበት የሥራ ዓይነት _____

2. ጾታ ሀ. ሴት ☐ ለ. ወንድ ☐

3. ዕድሜ ሀ. ከ 21 ዓመት በታች ☐

ለ. ከ 21-25 ዓመት ☐

ሐ. ከ 26-30 ዓመት ☐

መ. ከ 30-35 ዓመት ☐

ሠ. ከ 36-40 ዓመት ☐

ረ. ከ 40 ዓመት በላይ ☐

4. የትምህርት ደረጃ

ሀ. ከ 5ኛ ክፍል በታች ☐ ሐ. 9-12ኛ ክፍል ☐

ለ. 5-8ኛ ክፍል ☐ መ. ከ 12ኛ ክፍል በላይ ☐

ሠ. ሌላ ካለ _____

ክፍል ሁለት

1. ከዚህ በታች የተመለከተውን ሠንጠረዥ በማየት በማህበረሰባችን ውስጥ በባህል የሴት ወይም የወንድ በመባል የተከፋፈሉ የስራ መስኮች/ ድርሻዎች የትኞቹ እንደሆኑ (X) ምልክት በማድረግ መልስ ይስጡ።

ሥራ	የሴት	የወንድ	የሁለቱም	አላውቅም
1. ውሃ ከወንዝ መቅዳት				
2. የማገደ እንጨት መልቀም				
3. እርሻ ማረስ				
4. ማጨድ				
5. መውቃት				
6. ምግብ ማብሰል				
7. ልብስ ማጠብ				
8. የህንፃ(ቤት) ግንባታ				
9. ህፃናት መንከባከብ				
10. ከብቶች ለግጦሽ ማለማራት				
11. ትምህርት				
12. ስፖርት				
13. ንግድ				
14. ሌሎች ስራዎችም ካሉ				

2. ከባህል ጋር የተያያዙ ሴቶች በቴ/መ/ት/ሥ/ኮሌጅ ውስጥ በአንዳንድ የስልጠና መስኮች እንዳይሳተፉ የሚያደርጓቸው ምክንያቶች

ሀ. በቤተሠብ ውስጥ ባለው ተፅዕኖ

ለ. በኃይማኖት ተፅዕኖ

ሐ. በጓደኛ ተፅዕኖ

መ. በማህበረሰቡ ተፅዕኖ

ሠ. ሌላ ካለ _____

3. ከሚከተሉት መካከል በልማድ የሴት ወይም የወንድ በመባል የሚታወቁ ሥራዎችን (X) ምልክት በማድረግ መልስ ይስጡ፡፡

ሥራ	የሴት	የወንድ	የሁለቱም	አላውቅም
1. ፀሐፊነት				
2. ግንባሪ				
3. ሜካኒክ				
4. ሾራር				
5. ምግብ አዘጋጅ (cook)				
6. የሆቴል መስተንግዶ				
7. የፀገርና ውበት ሥራ				
8. የቧንቧ ስራ				
9. ቀለም ቀበ.				
10. ሽመና				
11. የብረታ ብረት ስራ				
12. ጥበቃ				
13. ዕዳት ሠራተኛ				
14. የሂሳብ ባለሙያ				
15. ገንዘብ ያዥ /ከፋይ (Cashier)				
16. ስራ አስኪያጅ				
17. ልብስ ሠራ (Tailor)				
18. ነርስ				
19. የህክምና ባለሙያ				
20. ነጋዴ				

5. ከላይ የሴት ባሏቸው ሥራዎች ወንዶች ቢሰማሩ ችግር አለው?

ሀ. በጣም እስማማለሁ ☐

ለ. እስማማለሁ ☐

ሐ. አልስማማም ☐

መ. በጣም አልስማማም ☐

ሠ. አላውቅም ☐

6. ለተራ ቁጥር 5 ጥያቄ መልስህ «ሀ» ወይም «ለ» ከሆነ ችግሩን ባጭሩ ቢገልፁት

7. የሴቶች ስራ ናቸው ተብሎ ባህሉ ያስቀመጣቸውን ወንዶች ቢሰማሩ ችግር አለው?

ሀ. በጣም እስማማለሁ ☐

ለ. እስማማለሁ ☐

ሐ. በጣም አልስማማም ☐

መ. አልስማማም ☐

ሠ. አላውቅም ☐

3. From the jobs in table please indicate those which are culturally assigned to male or female or both.

Kind of Job	Female	%	Male	%	For Both	%	I Don't Know
Secretary							
Building Construction							
Mechanic							
Cook							
Catering							
Hairdressing and Cosmetology							
Plumbing							
Painter (construction)							
Weaver							
Metal work							
Guard							
Accountant							
Cashier							
Manager							
Tailor							
Nurse							
Physician							
Trader							

4. Does it matter if male engage in jobs you characterized above as one of female?
- A. I strongly agree

Interview Questions

Guiding Questions in Conducting the Interview

- ♦ Do male and female trainees give different values to their own sexual identity and to the opposite?
- ♦ Is there at all such distinction between male and female jobs?
- ♦ Why some fields of training are male or female dominated, some times entirely by one sex?
- ♦ Why is it female trainees often reject the influence of culture while their conducts clearly show its effect?
- ♦ What do you think is the effect of female enrollment in large numbers in sometimes and absent in other fields?