

**Analysis of Gender Factors Influencing Skills Development by TVET Graduate in Animal Husbandry in Akwa Ibom State**

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**BY**

**Patrick Sambo WILLIAMS, *Ph.D***  
**Department of Agriculture Education**  
**University of Uyo**

**AND**

**Usen Godwin IKPE, *Ph.D***  
**Department of Curriculum Studies, Educational Management and Planning**  
**Faculty of Education, University of Uyo, Uyo**

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**ABSTRACT**

*The study investigated on the analysis of gender factors that influence skills development of TVET graduates in Animal Husbandry in Akwa Ibom State. To guide the study, two specific objectives, research questions and null hypotheses respectively were formulated. Survey research design was adopted. The population comprised 300 Animal husbandry TVET graduates while Yaro Yamane formula was utilized to select 172 respondents as simple size. The researcher developed structured questionnaire titled Animal Husbandry Gender Analysis Skills Development Questionnaire (AHGASDQ) was used to generate data for the study. The findings of the study reveals that TVET skills development factors influences male Animal Husbandry graduates more than female. Moreover, TVET impact greatly on male and female employment opportunities in Animal Husbandry. One of the recommendations was that Technical Vocational Education and Training (TVET) should be used by Vocation Agriculture educators to ensure cognitive, psychomotor and affective skills development by male and female graduates in Animal husbandry.*

**KEYWORDS:** **Animal Husbandry skill development, male and female graduates, employment opportunities animal Husbandry, Akwa Ibom State and Nigeria**

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**Introduction**

Education has generally been accepted as the foundation on which meaningful and sustainable developments are laid and Technical Vocational Education and training TVET is a cornerstone that helps this about. The quality of TVET acquired by workers will manifest in their skills and competencies exhibited at their work places. In the light of these facts, the Federal Government of Nigeria directed her training institutions to re-organize their curricula to emphasize more Technical Vocational Education so as to produce more self-reliant graduates (FGN, 2014). It is commonly observed that our society is becoming increasingly dependent on technical and vocational oriented businesses that are necessary for effective and efficient employment opportunities to the increasing number of males and females in the country

(Williams, and Bassey 2013). Technical Vocational Education and Teaching (TVET) now becomes imperative and demands more practical teaching for effective transfer of relevant occupational skills to learners.

Olaitan (2004) noted that graduates could only be self-employed if they have acquired sufficient skills and competencies in their chosen careers, thereby fulfilling the objectives of technical vocational education which objectives include; providing men and women with adequate skills to make a living and progressively advance in their careers, advancing production through improvement in indigenous production techniques, providing occupational entry-level skills to interested men and women, preparing men and women for successful establishment in a chosen occupational enterprise, and preparing men and women adequately for producing and marketing commodities efficiently (FGN, 2014).

The researcher had observed that; these objectives as explained by Jimoh (2003) are not fully realized due to lack of incorporation of skills TVET programmes into our secondary and tertiary institutions. Rather, as observed by (Ekong, 2011) our technical and vocational institution of learning had settled for theoretical and abstract teaching of TVET at all levels of instructions. Williams and Bassey (2013) opined that in Nigeria, training programmes at both secondary and tertiary institutions lay emphasis more on teaching knowledge and principles to the learners' void of development of relevant skills. Ekong (2013) agreed with this assertion and reiterated that Technical Vocational Education and Training should be practical driven to develop relevant skills and competencies in the learners.

It is also observed that in Nigeria, gender inequality exists in various forms. Gender disparity in human development and access to education persist among all economic groups. Women are generally disadvantaged in access to qualitative education and in the labour market because of job segregation (Williams and Emah, 2014). Also, cultural beliefs give little emphasis on women education and job opportunities in Nation. This situation is very pronounced in Akwa Ibom State.

Unemployed and a large number of unemployable men and women have informed the need for specific technical and vocational skills acquisition by prospective career persons. The researcher had observed that despite many years of instruction in technical vocational education in Akwa Ibom State, there seem to be lack of employment opportunities in the state as 4120 graduate remain unemployed comprising 2525 males (61.29%) and 159 (38.71%), females (National Directorate of Employment, 2014).

Animal Husbandry is a field of specialization in agricultural production dealing with Animal production including poultry, pigs, rabbits, goats, sheeps and cattle production. Interestingly this sector of agriculture has the capacity to supply meat and other animal products to meet the protein demand of the state and provide employment to the teaming population of men and women in Akwa Ibom State. (Williams and Bassey, 2013)

A number of tangential factors seem to contribute towards men and women lack of employment opportunities in Akwa Ibom State. The most outstanding being lack of relevant skills. TVET would provide needed skills, knowledge, attitude and values for work places. It prepares people for work environment. In Nigeria, it is important to note that TVET can transform the Nigerian workforce and cause it to be economically productive and able to enhance

national prosperity. However, to be able to do this, it must free itself from gender biases (Ekong and Williams, 2004) Barriers to its growth and application include inadequacies in; access and equity to all gender, gender balanced curriculum delivery, gender friendly facilities, rehabilitation and expansion, gender sensitive teacher production and certification, gender balanced teacher remuneration and incentives, gender balanced National Assessment and certification, gender impact monitoring research and evaluation, gender friendly status of TVET institutions, and gender considerate marketing of (TVET).

### **Statement of the Problem**

A close observation of employment opportunities in Akwa Ibom State shows that there is a shortage of properly trained and skilled persons, across a wide range of different technical vocational skill areas and careers. The latest employer's skills survey shows that employers have difficulties in recruiting skilled manpower, simply because they could not find people with the right skills. There are also insufficient skills among the existing workforce in Animal Husbandry resulting in low performance of task. The differences are particularly marked between men and women as noticed in Animal Husbandry production in Akwa Ibom State. The researcher has observed that many young men and women in the study area roam the streets as unemployed youths while others take to petty trading in order to make end meets. Evidences abound in the state with this observation which explain further that youths lack of TVET interest and relevant skills could be the main hindrance to their self-employment or gainful employment despite the many years of Technical Vocational Education and Training (TVET) in Animal husbandry in the area.

It might therefore not be wrong to associate the lack of interest and relevant skills of men and women in Animal Husbandry to gender bias teaching of TVET in our institutions of learning. Also, gender disaggregated TVET in our schools could not produce skilled technical vocational practitioners in Animal Husbandry; therefore, the beneficiaries of the training lack occupational knowledge and skills. It is commonly observed that gender issues have tremendous influence on knowledge acquisition in general and technical vocational skills acquisition in particular. It is therefore possible that both the nature of TVET and gender barriers may be some of the constraints that militate against, and limit effective skill acquisition in Animal Husbandry for employment opportunities in Akwa Ibom State of Nigeria.

### **Purpose of the Study**

The overall general purpose of this study is to analyze the gender dimension, impacts of TVET and employment opportunities in Akwa Ibom State of Nigeria. The specific purposes of the study are:

1. To determine the factors that influence Animal Husbandry skill development of male and female graduates.
2. Examine the influence of TVET on employment opportunities of male and female graduates in animal Husbandry.

### **Research Questions**

This work attempted to answer the following research questions:

1. What factors influence gender based skill development in Animal Husbandry?
2. How do TVET influence on employment opportunities of male and female graduates?

### Research Hypotheses

Derived from the purpose of the study and research questions, the following null hypothesis were tested at 0.05 level of significance.

1. There is no significant difference between male and female in factors influencing skills development in Animal Husbandry.
2. There is no significant difference between male and female in the influence of TVET on employment opportunities of Animal Husbandry graduates.

### Research Methods

The study adopted expo-facto survey design while the study area covers the thirty-one Local Government Area of Akwa Ibom State of Nigeria. The population for the study comprised 300 TVET graduate while 172 respondent constitute the sample size made up of 86 males and 86 females.

The sample size was derived at by applying 5% percission from 300 TVET graduates using Yaro Yamanes Formula

$(n=N / 1+N(e)^2)$  where:

N = population

e = level of percission at 5% (95% confidence level).

n = sample size.

Researcher made structured questionnaire named Animal Husbandry Gender Analysis Skills Development Questionnaire (AHGASDQ) constitute instrument for data collection. The instrument was validated by three TVET experts in the Department of Agriculture Education, University of Uyo. The reliability of the instrument was established using splite-halfed procedure Pearson Product Moment Correlation (PPMC) was utilized to established reliability coefficient of .92 at  $P < .5$ . This indicates that the instrument was reliable for data collection.

The study describes the factors influencing skills development in Animal Husbandry in Akwa Ibom State by male and female graduates. Frequency count, percentages and Chi-square statistics were utilized to analyzed the data generated. Percentages of Agreed and Strongly Agreed were being used for decision making.

### Table 1: Cognitive Domain Factors influencing Skills Development and Employment Opportunity

INFLUENCING FACTORS AND EMPLOYMENT OPPORTUNITY		Sex of the Respondents				Chi-square
		MALE		FEMALE		
		Count	Column N%	Count	Column N%	
<b>BASED ON COGNITIVE DOMAIN</b>						
1. Gender discrimination hinder understanding TVET training in Animal Husbandry	Strongly disagree	6	8.7%	7	10.1%	X <sup>2</sup> = .348 df = 4 Sig = .986
	Disagree	6	8.7%	6	8.7%	
	Do not know	2	2.9%	3	4.3%	
	Agree	26	37.7%	26	37.7%	
	Strong agree	29	42.0%	27	39.1%	
	<b>Total</b>	<b>69</b>	<b>79.7%</b>	<b>69</b>	<b>76.8%</b>	
2. TVET enhances the knowledge of skills and skills development of male and female graduates in Animal husbandry	Strongly disagree	0	0.0%	1	1.4%	X <sup>2</sup> = 4.806 df=4 Sig=.308
	Disagree	0	0.0%	1	1.4%	
	Do not know	0	0.0%	2	2.9%	
	Agree	28	40.6%	31	44.9%	
	Strong agree	41	59.4%	34	49.3%	
	<b>Total</b>	<b>69</b>	<b>100%</b>	<b>69</b>	<b>94.2%</b>	
3. TVET faculties are biased towards particular graduates in Animal Husbandry.	Strongly disagree	9	13.0%	11	15.9%	X <sup>2</sup> = 2.618 df = 4 Sig = .624
	Disagree	6	8.7%	9	13.0%	
	Do not know	13	18.8%	7	10.1%	
	Agree	27	39.1%	28	40.6%	
	Strong agree	14	20.3%	14	20.3%	
	<b>Total</b>	<b>69</b>	<b>59.4%</b>	<b>69</b>	<b>60.9%</b>	
4. TVET knowledge assist in the employment of male and female graduates in Animal husbandry.	Strongly disagree	9	13.0%	7	10.1%	X <sup>2</sup> = .932 df = 4 Sig = .920
	Disagree	12	17.4%	10	14.5%	
	Do not know	9	13.0%	9	13.0%	
	Agree	25	36.2%	25	36.2%	
	Strong agree	14	20.3%	18	26.1%	
	<b>Total</b>	<b>69</b>	<b>56.5%</b>	<b>69</b>	<b>62.4%</b>	
5. Gender barriers pose a hurdle in accessing employment opportunity by male and female by female graduates in animal Husbandry	Strongly disagree	9	13.0%	4	5.8%	X <sup>2</sup> = 6.099 df = 4 Sig = .192
	Disagree	4	5.8%	9	13.0%	
	Do not know	13	18.8%	7	10.1%	
	Agree	30	43.5%	33	47.8%	
	Strong agree	13	18.8%	16	23.2%	

	<b>Total</b>	<b>69</b>	<b>62.3%</b>	<b>69</b>	<b>71.0%</b>	
6. TVET understanding assist male and female graduates in acquiring skills by for employment in Animal Husbandry.	Strongly disagree	0	0.0%	0	0.0%	X <sup>2</sup> = 2.034 df = 4 Sig = .565
	Disagree	0	0.0%	2	2.9%	
	Do not know	2	2.9%	2	2.9%	
	Agree	23	33.3%	22	31.9%	
	Strong agree	44	63.8%	43	62.3%	
	<b>Total</b>	<b>69</b>	<b>97.1%</b>	<b>69</b>	<b>94.2%</b>	
7. TVET knowledge enhance graduates performances in their occupational choice in Animal husbandry.	Strongly disagree	0	0.0%	5	7.2%	X <sup>2</sup> = 6.716 df = 4 Sig = .152
	Disagree	1	1.4%	3	4.3%	
	Do not know	6	8.7%	4	5.8%	
	Agree	20	29.0%	20	29.0%	
	Strong agree	42	60.9%	37	53.6%	
	<b>Total</b>	<b>69</b>	<b>89.9%</b>	<b>69</b>	<b>82.6%</b>	

NS=Not significant, \* = significant.

Cognitive domain influencing skills development and employment opportunity of males and females in Animal Husbandry reveals that gender discrimination hindering understanding TVET training in Animal husbandry which influence males (79.7%) than female (76.8%) TVET enhancing the knowledge of skills and skills development of male and female in Animal husbandry affect males (100%) than females (94.2%). TVET facilities being biased towards particular graduates in Animal Husbandry influence males (54.4%) and females (60.9%).

TVET knowledge assisting in the employment of graduates influence females (62.4%) than female (56.5%) gender barriers posing a hurdle in access to employment opportunity in Animal Husbandry occupations by graduates affect females (71.0%) than males (62.3%). TVET understanding assisting graduates in acquiring employment in Animal Husbandry influence males (97.1%) than females (94.2%). TVET knowledge enhancing students' performances in their occupational choice in Animal Husbandry affects male (89.9%) than females (82.6%). Chi-square analysis reveals that there was significant effect of TVET enhancing the knowledge of skills and skills development of males and females, TVET facilities being biased towards particular gender. TVET knowledge assisting in the employment of graduates, gender barriers posing a hurdle in access to employment in TVET occupations, TVET understanding assisting graduates in acquiring skills for employment and TVET knowledge enhancing graduates performances in their occupational choice. The study therefore reveals that cognitive factors influence skills development and employment opportunity of males and females graduates in Animal husbandry. However, more males are influenced by cognitive factors than females in their skills development and employment opportunity in Animal Husbandry.

**Table 2. Psychomotor Domain Factors influences Skills Development and Employment.**

BASED ON PSYCHOMOTOR	Options	Count	Column N%	Count	Column N%	Chi-square
8. TVET training ensure skills acquisition of self-employment of male and female in animal Husbandry	Strongly disagree	1	1.4%	3	4.3%	$X^2 = 3.544$ df = 4 Sig = .471
	Disagree	4	5.8%	3	4.3%	
	Do not know	3	4.3%	5	7.2%	
	Agree	23	33.3%	29	42.0%	
	Strong agree	38	55.1%	29	42.0%	
	<b>Total</b>	<b>69</b>	<b>88.4%</b>	<b>69</b>	<b>84.0%</b>	
9. Parents are an influential factor for choosing TVET studies for self-employment for male and female in Animal Husbandry	Strongly disagree	8	11.6%	5	7.2%	$X^2 = 14.816$ df=4 Sig=.005
	Disagree	14	20.3%	6	8.7%	
	Do not know	8	11.6%	7	10.1%	
	Agree	28	40.6%	20	29.0%	
	Strong agree	11	15.9%	31	44.9%	
	<b>Total</b>	<b>69</b>	<b>56.5%</b>	<b>69</b>	<b>73.9%</b>	
10. TVET is suitable for male and female graduates who are to acquire pre-entry skills in animal Husbandry	Strongly disagree	4	5.8%	2	2.9%	$X^2 = 5.838$ df = 4 Sig = .212
	Disagree	1	1.4%	6	8.7%	
	Do not know	2	2.9%	5	7.2%	
	Agree	26	37.7%	23	33.3%	
	Strong agree	36	52.2%	33	47.8%	
	<b>Total</b>	<b>69</b>	<b>89.9%</b>	<b>69</b>	<b>81.1%</b>	
11. TVET education is meant for graduates who require skills for self-employment in Animal husbandry	Strongly disagree	1	1.4%	2	2.9%	$X^2 = 2.546$ df = 4 Sig = .636
	Disagree	4	5.8%	1	1.4%	
	Do not know	5	7.2%	4	5.8%	
	Agree	26	37.7%	30	43.5%	
	Strong agree	33	47.8%	32	46.4%	
	<b>Total</b>	<b>69</b>	<b>85.5%</b>	<b>69</b>	<b>89.9%</b>	
12. TVET graduates possess technical skills for employment in Animal Husbandry	Strongly disagree	3	4.3%	0	0.0%	$X^2 = 6.412$ df = 4 Sig = .170
	Disagree	5	7.2%	4	5.8%	
	Do not know	4	5.8%	5	7.2%	
	Agree	34	49.3%	26	37.7%	
	Strong agree	23	33.3%	34	49.3%	
	<b>Total</b>	<b>69</b>	<b>82.6%</b>	<b>69</b>	<b>87.0%</b>	
13. Male graduates show	Strongly disagree	3	4.3%	4	5.8%	$X^2 = 3.304$

better interest than females in the demonstration of TVET skills for employment opportunity in Animal Husbandry	Disagree	3	4.3%	2	2.9%	df = 4 Sig = .508
	Do not know	2	2.9%	6	8.7%	
	Agree	27	39.1%	30	43.5%	
	Strong agree	34	49.3%	27	39.1%	
	<b>Total</b>	<b>69</b>	<b>88.4%</b>	<b>69</b>	<b>82.6%</b>	
14. Male graduates show better interest than females in acquiring occupational skills in Animal Husbandry	Strongly disagree	4	5.8%	6	8.7%	X <sup>2</sup> = 5.875 df = 4 Sig = .209
	Disagree	2	2.9%	1	1.4%	
	Do not know	9	13.0%	7	10.1%	
	Agree	20	29.0%	32	46.4%	
	Strong agree	34	49.3%	23	33.3%	
	<b>Total</b>	<b>69</b>	<b>78.3%</b>	<b>69</b>	<b>79.7%</b>	

NS=Not significant, \* = significant.

Psychomotor factors influencing skills development and employment opportunity of males and females in TVET indicates that TVET training ensuring skills acquisition for self-employment influence males (88.4%). Parents being influential factor for choosing TVET studies for self-employment influence females (73.9%) than males (56.5%). TVET being suitable for males and female graduates are to acquire pre-entry skills influence males (89.9%) than females (81.1%). TVET education being meant for graduates who acquire skills for self-employment influence females (89.9%) than males (85.5%) TVET students possessing technical skills through exposure to TVET influence females (87.0%) than males (82.6%). Male graduates showing more interest than females in the demonstrating of TVET skills influence males (88.4%) than females (82.6%) and male graduates showing more interest than females in the demonstration of TVET skills influence females (79.7%) than males (78.3%) in acquiring employment skills in Animal Husbandry.

Chi-square analysis reveals that TVET training ensure skills acquisition for self-employment, parents being influential factor for choosing TVET studies for self-employment, TVET being suitable for male and females graduates to acquire pre-entry skills for employment. TVET education being meant for graduates to acquire skills for self-employment, TVET graduates possessing technical skills through exposure to TVET, male graduates showing interest than females in demonstration of TVET skills and males students showing more interest than females in acquiring employment skills were all significant.

**Table 3: Affective domain factor Influencing Skills Development and employment opportunity**

BASED ON AFFECTIVE DOMAIN	Options	Male Count	%	Female Count	%	Chi-square
15. Female graduates show more interest career opportunity in Animal husbandry	Strongly disagree	3	4.3%	11	15.9%	X <sup>2</sup> = 11.604 df = 4 Sig = .021
	Disagree	2	2.9%	7	10.1%	
	Do not know	4	5.8%	5	7.2%	



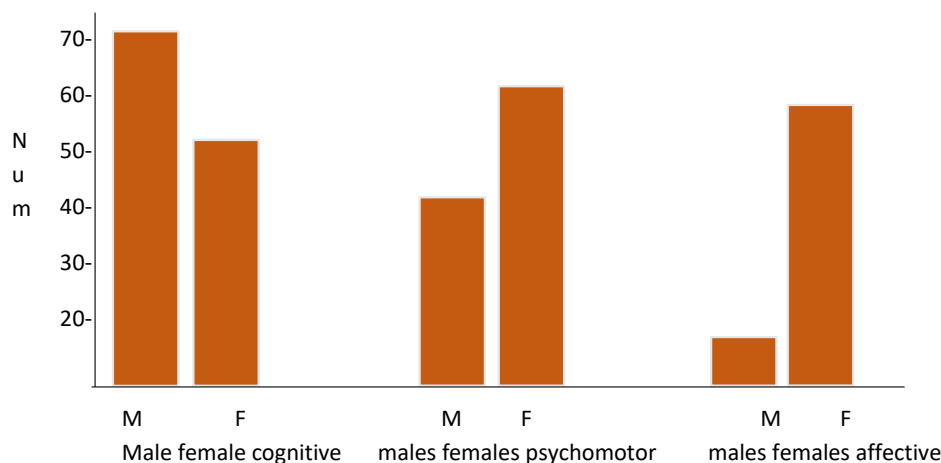
than their male counterpart	Agree	14	20.3%	17	24.6%	
	Strong agree	46	66.7%	29	42.0%	
	<b>Total</b>	<b>69</b>	<b>87.0%</b>	<b>69</b>	<b>66.6%</b>	
16. Female graduates show more interest self-employment opportunity than their male counterparts in Animal Husbandry	Strongly disagree	26	37.7%	14	20.3%	X <sup>2</sup> = 10.325 df = 4 Sig = .035
	Disagree	13	18.8%	7	10.1%	
	Do not know	9	13.0%	11	15.9%	
	Agree	13	18.8%	20	29.0%	
	Strong agree	8	11.6%	17	24.6%	
	<b>Total</b>	<b>69</b>	<b>30.4%</b>	<b>69</b>	<b>53.6%</b>	
17. Family pressure hinder female graduates interest in TVET studies in Animal Husbandry	Strongly disagree	6	8.7%	4	5.8%	X <sup>2</sup> = 7.066 df = 4 Sig = .132
	Disagree	12	17.4%	7	10.1%	
	Do not know	9	13.0%	9	13.0%	
	Agree	26	37.7%	19	27.5%	
	Strong agree	16	23.2%	30	43.5%	
	<b>Total</b>	<b>69</b>	<b>60.9%</b>	<b>69</b>	<b>71.0%</b>	
18. Female graduates are reluctant to take up Animal Husbandry as a career employment opportunities.	Strongly disagree	14	20.3%	12	17.4%	X <sup>2</sup> = 7.322 df = 4 Sig = .120
	Disagree	5	7.2%	4	5.8%	
	Do not know	12	17.4%	10	14.5%	
	Agree	25	36.2%	16	23.2%	
	Strong agree	13	18.8%	27	39.1%	
	<b>Total</b>	<b>69</b>	<b>55.0%</b>	<b>69</b>	<b>62.3%</b>	
19. Male graduates interest influence their participation in TVET programmes in Animal Husbandry	Strongly disagree	3	4.3%	2	2.9%	X <sup>2</sup> = 9.575 df = 4 Sig = .048
	Disagree	6	8.7%	0	0.0%	
	Do not know	2	2.9%	7	10.1%	
	Agree	25	36.2%	30	43.5%	
	Strong agree	33	47.8%	30	43.5%	
	<b>Total</b>	<b>69</b>	<b>84.0%</b>	<b>69</b>	<b>87.0%</b>	
20. Male and female graduates exposed to TVET programme developed interest in self-employment in Animal Husbandry	Strongly disagree	2	2.9%	0	0.0%	X <sup>2</sup> = 4.521 df = 4 Sig = .340
	Disagree	3	4.3%	4	5.8%	
	Do not know	9	13.0%	7	10.1%	
	Agree	33	47.8%	27	39.1%	
	Strong agree	22	31.9%	31	44.9%	
	<b>Total</b>	<b>69</b>	<b>79.7%</b>	<b>69</b>	<b>84.0%</b>	

21. TVET programmes ensure that male and female graduates develop positive value judgment for blue collar jobs in Animal Husbandry	Strongly disagree	5	7.2%	6	8.7%	X <sup>2</sup> = 2.762 df = 4 Sig = .598
	Disagree	6	8.7%	3	4.3%	
	Do not know	5	7.2%	6	8.7%	
	Agree	26	37.7%	33	47.8%	
	Strong agree	27	39.1%	21	30.4%	
	<b>Total</b>	<b>69</b>	<b>76.8%</b>	<b>69</b>	<b>78.2%</b>	

NS=Not significant, \* = significant.

Affective factors influencing skills development of males and female graduates include male graduates (87%) showing more interest in career opportunity in TVET than their female counterparts (66.6%). Female graduates (53.6%) showing more interest in career opportunities in TVET than their male counterparts (30.4%). Family pressure hindering female graduates (71%) interest in TVET studies than males (60.9%), female graduates (62.3%) are more renitent to take up TVET as a career for employment opportunity than male (55%). Female graduates (87%) interest influencing their participation in TVET programme than males (84%), female graduates (84%) exposed to TVET programme developed interest in self-employment than males (79.7%) and TVET programme ensuring that female graduates (78.2%) developed positive value judgment for blue collar jobs than males (76.8).

Chi-square analysis shows that male graduate showing more interest in career opportunity in TVET than females, while family pressure was hindering females for taking employment in Animal Husbandry.



**Figure 1:** Cognitive, Psychomotor and Affective Factors Influencing Males and Females Skills Development and Employment opportunity in Animal Husbandry.

### Summary of Findings

The findings of this study has revealed that several cognitive, psychomotor and affective factors do influence skills development in Technical Vocational Education and Training (TVET) in Akwa Ibom State of Nigeria. Those factors influence males and females differently and their influences on gender dimension are here discussed.

The study also reveals that a number of factors seem to contribute towards males and females lack of skills development in Animal husbandry despite the fact that TVET provides needed skills, knowledge, attitude and values for work places, and also prepares individuals for work experience in a given occupation.

### **Discussion of Findings**

The study reveals that a number of factors seem to contribute towards males and females lack of skills development in Animal Husbandry despite the fact that TVET provides needed skills, knowledge, attitude and values for work places (Williams and Emah, 2014). TVET also prepares people for work environment. The study shows that TVET is acquired formally and informally in Nigeria. Formally, it is acquired in schools but informally, it is acquired through apprenticeship system whereby the learner obtains skills through daily experiences. The researcher wishes to observe that TVET can transform the Animal Husbandry sector in Akwa Ibom State and cause it to be economically productive and able to create employment thereby enhancing national prosperity.

However, for TVET skills development in Animal Husbandry to be able to do this, it must be free from gender biases and discriminations (Williams, 20014 and Bassey, 2013). Factors influencing TVET growth and application (Ekong and Williams, 2004) include: access and equity to all gender, balanced curriculum and instructional delivery, encouraging friendly TVET facilities, rehabilitation and expansion.

Technical Vocational Education and Training (TVET) skills development in Animal Husbandry is very significant to the economic development of Akwa Ibom State. TVET training benefits individuals, organizations and the whole country (Ekong, 2011). The individuals' future earning, career progression and their chances of being employed are enhanced. The acquired Animal Husbandry TVET skills affords the unemployed, the opportunity of earning a living through establishing of a personal business outfit.

TVET skills development in Animal Husbandry is one effective method a society can develop the potentials of its citizen to meet with current economics demands (Williams, 2013). TVET skills development in Animal Husbandry has tremendous impact on male and female graduate employment opportunities.

The researcher wishes to observed that restructuring TVET curriculums to be gender friendly would ensure skills development for employment generation in Animal Husbandry. This will also enhance the employment of trained Animal Husbandry personnel and graduates that possess the right skills for performances. Moreover, instructional delivery in TVET is observed to be increasingly more knowledge-based and gender biased. Therefore, the role of the teachers and instructors must change from the didactic impacting of skills and knowledge to that of facilitation of learning in learner-centered instructional delivery.

### **Conclusions**

The study presents a general picture of factors influencing skills development of Animal husbandry graduates and therefore addresses the research question on what factors influence skills development in TVET. The gender factors were also considered based on cognitive,

psychomotor and affective domains that hinder effective understanding of TVET role Animal Husbandry instructional delivery. The study reveals that training, enhances the knowledge and skills development of male and female graduates in Animal Husbandry. The study also reveals that TVET skills development in Animal Husbandry impact positively on employment opportunities of male and female graduates in Akwa Ibom State.

### **Recommendations**

In the light of the findings of this study and the discussions made herein, the following twin recommendations are made.

1. Technical Vocational Education and Training (TVET) should be used by Vocation Agriculture educators to ensure cognitive, psychomotor and affective skills development by male and female graduates in Animal husbandry.
2. Institutions of learning should ensure that TVET graduate in Animal Husbandry acquire adequate skills for either self-employment or gainful employment after graduation.

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