

Dwindling Male Enrolment in Teacher Education in South East Nigeria: A Case of Federal College of Education (Technical), Umuze, Anambra State, Nigeria

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Abstract:

This study examined dwindling male enrolment in teacher education in South East Nigeria with special case for Federal College of Education (Technical), Umuze, Anambra State, Nigeria. An ex post facto design was adopted to analyse enrolment of students across departments over three sessions. The findings revealed a significant underrepresentation of male students, with female students consistently dominating enrolment across various departments, particularly in Early Childhood and Educational Management. The study identified key factors contributing to male apathy toward education programmes, including gender stereotypes, economic considerations, cultural expectations, limited male role models, social stigma, a preference for STEM and technical fields, and institutional gaps. The study highlighted the implications of this gender imbalance, particularly in shaping the future teaching workforce and its potential effects on education quality and diversity. To address these issues, the study recommended targeted policy interventions, financial incentives, mentorship programmes, public awareness campaigns, and community engagement to encourage greater male participation in education-related fields. These strategies aim to create a more balanced gender representation in teacher education, ensuring a diverse and inclusive learning environment.

Keywords:

Gender, Enrolment, Teacher Education, Igbo people.