THE PERCEPTION OF NIGERIAN WOMEN ABOUT THEIR ECONOMIC AND POLITICAL POTENTIALS: IMPLICATIONS FOR GENDER EDUCATION

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NOVEMBER 2000.

DECLARATION

I hereby declare that this dissertation has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks or indentation and the sources of information are specifically acknowledged by means of references.

Hadiza Ladingo Gadu

19th Oct 2009
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CERTIFICATION

This dissertation, entitled "The Perceptions of Nigerian Women about their Economic and Political Potential: Implications for Gender Education" by Hadiza Ladingo Gadu meets the regulations governing the award of the degree of Doctor of Philosophy (Ph.D.) in Curriculum and Instruction (Social Studies) of Ahmadu Bello University, Zaria. It is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is affectionately dedicated to my son, Adnan for the inspiration he gave me; Sani Sambo, my late nephew, for his friendship and trust; and to my mother, Hajia Maryam Adamu, for her care and concern.

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Allahu Akbar,

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ABSTRACT

Education has been considered as one of the most important means to empower women with knowledge, skills and the self-confidence in order to participate fully and realize their political and economic potentials for development purposes. The purpose of this study was to investigate the perception of Nigerian women about their political and economic potentials. To achieve this purpose, a 52 item questionnaire on a Likert scale was designed, validated and administered to 1,114 women, selected randomly from 12 states of the Federal Republic of Nigeria and it's capital, Abuja. One way analysis of variance (ANOVA), the student t-lest and chi-square were used to analyze the data at alpha level of 0.05 level of confidence.

The findings showed that age plays an important role in the economic awareness of women, and that rural women were more inclined to participate in political activities than their urban counterparts. The level of education of women was found to positively enhance their perception about their economic potentials. The illiterate women were found to also have a clear view of their economic abilities as compared to their literate counterparts. The study also established that urban women had a greater perception of their political potentials, but were not likely to participate in politics like their rural counterparts.

Based on these findings, it was recommended that:

1. women should be encouraged to seek economic participation at an early age.
2. the level of women's educational attainment should not be used as a yardstick for measuring their ability to participate in economic or political activities.
3. the place of residence of women should not be allowed to hamper their ability to participate in politics and economic activities.
4. gender segregation should not hinder women's participation in economic and political endeavours.

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NORDIC COUNTRIES:

Means independent nations of Finland, Norway, Sweden, Iceland, Denmark and Faroe Islands.

CRITICAL MASS

This means when a group has exceeded 30 percent representation in parliament it has reached the point at which it is regarded as beginning to exert a tangible influence in decision making.

G8

Means eight most industrialized nations of the world namely, United States of America, Britain, Canada, Germany, France, Japan and Russia and Italy.

URBAN POPULATION

Means residence of towns and cities with basic infrastructure, such as electricity, pipe borne water, telephones, net work of roads.

RURAL POPULATION.

Means residence of villages, hamlets, farmsteads without all or some of these basic infrastructure like road, pipe borne water, electricity, telephone.

KIBUTZ

Means central community of Israeli Jews who live in communities, in which every aspect of life is lived in an organized framework.

STEREOTYPING.

Means to the prejudices and fears about certain social groupings, usually seen as inferior to the dominant group. Individuals are then judged according to their group identity.

PARTRIACHY

Means a social system in which decent is traced through the male line in the family and which serves men's interests.

MATRIACHAL

This means a society that is mother – centered.

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND TO THE STUDY

Considerable progress has been made in the opportunities given to women in the various regions of the world. There is a growing number of women Heads of States and governments, Head of National and International agencies. Women are beginning to penetrate every facet of the global economy. Much of this progress may be due to educational opportunities available to women, and to the growing recognition of their roles in the development of the world.

Education is considered as one of the most important means of empowering women with knowledge, skills and the self-confidence to participate fully in developmental processes. This was observed by the Beijing Action for Equality Group (1995) as the positive changes in the value system of women. For example, educated women marry later, want fewer children and are more likely to use effective methods of contraception and have greater means to improve their economic livelihood (Guttman, 1995). This observation has made it imperative for women to pursue education at all levels, using all means at their disposal.

To be poor is to be deprived of the means to meet basic economic needs of survival. Education is the basic human right, which is essential for achieving

the goals of equality, development and peace. Children of educated mothers are more likely to become educated too (Action for Equality, 1995) because educated women have a better perception about their potentials than the illiterate women. Therefore, it is appropriate to consider the steps that have already been taken to promote the perception of women about education, economy and politics. It is also appropriate to review obstacles that stand in the way of further progress vis-à-vis economic and political attainment, and identify actions that now need to be taken, to improve upon and consolidate those gains.

1.1 WOMEN EDUCATION IN DEVELOPMENT

The United Nations General Assembly in December 1948, adopted the Universal Declaration on Human Rights. The key sentence of the declaration in the Articles 2 and 26 read as follows:

> The General Assembly Solely declares that:
>
> Everyone is entitled to all the rights and freedom set forth.... without distinction of race, colour, sex, religion, political opinions, to education and economic growth of women has been specified as a basic human rights respectively (UNIFEM, 1995).

There is no doubt that women education and economic growths are human rights. The primary thrust of the human rights declaration in a majority of developing nations during the past four decades has been on clarifying the relationship between modern education and economic development,

particularly women (International Women Rights Actions Watch, 1993).

According to Clark and Zimmerman (1992), there are many young women in developing countries with an overwhelming desire and interest to develop individual and collective potentials mainly for the purpose of making relevant and important contributions to socio- cultural, economic and political development of their countries. Unfortunately, many of them are not provided with the support or instructions they may need to realise their interest and potential abilities. As a first step, Clark and Zimmerman (1992), further added,

> In helping young women with much burning desire to participate in social, economic and political advancement of their nations as well as personal improvement, is to recognize their potentials and to help them acquire education, competencies and attitudes they need.

Thus Clark and Zimmerman are of the view that education helps women to become more confident and competent.

Widening access to education has been and remains an issue of contemporary education. It is significant and a major policy in most economic development plans of many developing countries for the past three decades. This, it is hoped, will help to improve current trends in education, which has been characterised by neglect.

The current theoretical issue is the extent to which women recognise the fact that education is essentially an integral component of human rights, which is in turn related to economic development and political emancipation of the individual. This has been the generally accepted view.

Experts in educational theories have generally pointed to the overwhelming evidence that education improves health and productivity and that the poorest gain the most. When schools open their doors wider to girls and women as they do to boys and men, the benefits multiply (Schubert, 1982). Tanner and Tanner (1980) and Hannen and Briggs (1982) observed specifically the need for investing adequately in women and men. However, Hannen and Briggs (1982) assert that failure to make such investment in women would result in high cost of living and the opportunities to raise productivity, increase income and improve the quality of life. This is because women are increasingly becoming breadwinners and protectors in the families in many societies due to a lot of internal and external factors such as separation, divorce and economic hardship. Despite these observations, women's education still lags far behind men's in most developing countries, and this situation has long-term adverse consequences for the national economic development. Worldwide data on the status of women shows that 'women continue to be denied equal quality education and especially in Science and Technology'. In a study in Pakistan, Waheed (1995) asserted that as recently as 1990, 72% of secondary vocational schools barred women. Women represent two third of the more than one billion adult illiterates who have no access to basic education worldwide. Majority of these women live in rural areas. Two thirds of adult women in Southern Asia are illiterates. In sub-

Saharan Africa, South Asia, Latin America, and the Caribbean, less than half the female intake to Grade 1 finish Grade 5 in high schools. Girl enrolment in primary schools has reached parity with boys in most regions, but not in Africa and Asia. Out of more than 900 million illiterate adults, two out of three are women. The rate of female illiteracy in Romania is 35 % twice that of men. On the average, by the age of 18 years, girls have received 4.4 years less education than boys (World Wide Facts and Statistics about the Status of Women, 1995)

After decades of ignoring women's need for education, Government and international organisations have begun to realise that women are the key to economic advancement in developing countries. Women educators actively challenge the unequal power relations between women and men. They do this by focusing on women's experience.

Women's rights and strategic interests are different from their practical needs. Practical needs relate to daily needs such as food, shelter, clothes, paid - work and so on, while strategic interest arise from their disadvantaged position and things such as having access to education and employment so that they can control their own lives. The question of interest here is whether fulfilling women's practical needs through education would necessarily change their perception of their strategic interest in economy and politics. Will education create the awareness women need for economic and political participation?

Women in Nigeria must begin to acquire appropriate education, if the gap between them and men, which hitherto had been very wide, is to be bridged, since education is seen as the most important tool that will help emancipate the Nigerian woman. Education, is therefore, the pre-requisite to achieving social, economic and political power, since women with good education are more likely to get good jobs as men. But available information indicates that women are far behind men in education. According to statistics available from the Federal Ministry of Education between 1984 and 1987, there were 16,520,680 females in primary schools as against 20,959,456 males, and in 1987, there were 690,435 females as against 15,853,381 males in secondary schools. The National Board for Technical Education (NBTE) has reported that 37,972 females as against 140,517 males were admitted into polytechnics and 52,676 females as against 240,266 males into technical colleges in the country between 1994 and 1997. The National Universities Commission also reported that there were 229,588 females as against 735,352 males admitted into Nigerian Universities between 1980 and 1990 (Nigerian Country Report, 1995). These figures imply that more women should attend schools to enable them fully participate in socio-political and economic activities.

1.1.1 INTERNATIONAL COMMITMENT TO EDUCATION FOR GIRLS AND WOMEN

At the World Conference on Education for All, held in Jomtien, Thailand, in March 1990, education for all was declared to be one of the main development goals for the decade. One hundred and fifty three countries signed the declaration stating that: 'the most urgent priority is to ensure access and to improve the quality of education for girls and women, and remove every obstacle that hampers their participation. All gender stereotyping in education should be eliminated' (Education for Girls and Women, 1995). The participants in the conference stressed the importance of an expanded five elements: the universalization of access to learning, the promotion of equality, emphasis on learning improvement in the learning environment and a strengthening of partnership in the interest of education.

Since the milestone reached at Jomtien, girls and women education became prominence in international fora. The World Summit on Children held in New York in 1990 also stressed that education for girls was essential for improving the status of women and for enabling them participate in development. A Pan African Conference on Education of Girls, held in Ouagadougou in Burkina Faso in April 1993, which was the largest regional gathering to be held on the subject, representatives of forty-five African Countries agreed to adopt a series of measures, to reduce the gender disparities

in education, which existed in their countries. The year 1993 ended with the education for all summit of the Nine High - Population Countries, where their leaders representing more than half of the world population and seventy percent of its illiterates, reaffirmed their commitment to the declaration of the Jomtien Conference and the World Summit on Children. They unanimously agreed that 'the education and empowerment of girls and women are important goals in themselves and key factors contributing to social development' (The Education for Girls and Women, 1995). Thus with this magnanimous adoption, at least, at policy level, women education was given some prominence by some governments.

The key role of education is assisting women make informed choices and gain control over themselves and their destiny was emphasised at the International Conference on Population and Development, held in Cairo in September 1994. Similarly, the world summit on social development, held in Copenhagen in March 1995, stressed the fact that empowerment of women, through life long education programmes was an essential factor in Social Development and integration. This general awareness created by the summits at various international fora made some women in various countries including Nigeria to start to think of participation in education, economic life and subsequently political decision-making.

At the UNESCO international experts' meeting on the promotion of Equal Access of Girls and Women to Technical and Vocational Education, held in Seoul, South Korea, in July 1995, fourteen member-states adopted a statement demanding action to promote technical and vocational education for girls and women as an essential means of contributing to economic and social development.

Particular emphasis was given to learning needs of deprived groups of women such as the disabled, refugees, immigrants, single parents and minority groups. By this adoption it was hoped that the barriers which impede women education in any society will be eliminated.

In Nigeria, education as a means to improve social, economic and political freedom has not really achieved this purpose. Rather, according to Danladi (1994), education continued to be used as a divisive weapon to achieve self-interests and marginalization of women in the country, where a lot of women are denied access to school due to gender or cultural belief or as a means to keep them at a 'safe' distance.

In the journal of Sociological Studies (1990) on women and development, concern has been expressed about the negative effect of gender disparities in schools, on economic and social development. Hosken (1993) reiterates that, 'it is important to seek understanding why these disparities nevertheless persist in developing countries, by considering the environment

within which educational decisions are made' (Women International Network, 1993). This lends credence to Danladi's (1994) observation. The pertinent question here is 'how has gender disparity affected the education and perception of women about their economic and political potentials?'

1.1.2 GENDER DISPARITY AND THE ECONOMIC BENEFITS OF EDUCATION TO GIRLS/WOMEN.

Much progress has been made since the first World conference on Women in Mexico City, 20 years ago. However, gender inequalities still exist in many areas of life. The use of the term gender reflects a shift from viewing women in isolation from men, towards a broader focus on the relative position of men and women in the divisions of resources and responsibilities, benefits and rights, power and privileges. Gender as defined by Mackenzie (1993), is:

> "a set of qualities and behaviours expected from a female or male by their society. A person's gender behaviours is affected by social or cultural expectations come from the idea that certain qualities and therefore roles are 'natural' for women, while other qualities and roles are 'natural' for men, (On Our Feet, 1993).

It has been shown that there is a relationship between women's education and economic gains (Education for Girls and Women, 1993). Research indicates that each year a girl remains in school can result in a 10 to 20 % increase in earnings.

Among the most difficult barriers to a girl's education is her own family ambivalence; Sanday and Goodenough (1990) are of the view that, "although most school girls maintain high educational and career aspirations for

themselves, their families' perceptions of their potentials are less clear". This is an indication that gender plays an important role in keeping women out of school. This lack of clear vision is the result of gender biases towards women by their families.

In a special report on educating women, it has been mentioned that educating women is the single most important step government can take to improve the health of their citizens and their economies (Private Decision, Public Debate, 1994). This indicates that women as care-givers can only improve their primary health and those of their offspring by having a good education.

Gender equality is not only a matter of social justice, but also of good economics. It is good for society and the economy. Although the gender gap is narrowing, more women than men are still illiterate (Adepoju, 1994). Does eliminating gender inequalities lead to perceived productivity gains for women? Are perceptions of such gains affected by demographic characteristics? The primary focus of this investigation was therefore to address these questions.

1.2 THEORETICAL FRAMEWORK

The capacity of women to attain their maximum in politics and economic betterment, has pre-occupied the mind of many scholars highlighted above.

There is a tendency to believe that certain political and economic handicaps deter the women folk from realizing their economic and political

dreams. The focus of this work is to debunk or validate some of the claims made by scholars, regarding the ability or inability of women folk to attain certain position in the society. Thus the roles of place of residence, age, literacy status and educational attainment will be examined in relationship to women's economic and political potentials.

1.3 STATEMENT OF THE PROBLEM

Education for social change is based on the assumption that if learners take charge of their lives, they will change their perceptions (Education For All, 2000). Issues of gender equality are moving to the top of global agenda, but better understanding of women's and men's contributions to society is essential to speed the shift from agenda to policy and then to practice.

Too often women and men live in different worlds; worlds that differ in access to education and work opportunities, health, personal security and leisure time. One of the main documents of the Fourth World Conference on Women provides information and analysis to highlight the economic, political and social differences that still separate women's and men's lives and how these differences are changing (World Women, 1995). The main issue here is, "does education make women more aware of their economic capabilities"?

Despite widespread movement towards democratisation in the past decades, women have made little progress in attaining political power in legislative bodies, or achieving the target of 30 % in decision-making levels as

set by the UN.

As at December 1994, only 24 women had been elected Heads of States or Governments in this century, half of this number after 1990. At the end of 1994, ten women headed governments; a historically unprecedented figure, when compared to that of men, which is 99 % (Lorber, 1995; The World's Women, 1995).

This low pattern in global representation of women is more severe in Africa, with an average of only 6% women among parliamentarians. If women are to increase their political voice, there is a need to understand the underlying causes of this situation and its location within the structure of gender inequality. It is believed that lack of participation in active politics is one of the key reasons why women do not participate in decision-making. Ibrahim (1997) and Hassan (1992) observed that the shackles imposed by law, customs, religion and attitudes have forced women to play the "second fiddle". In fact they mostly remain relegated to the last rung of the socio-political ladder. Inspite of these constraints, however, some of them are still found in powerful positions in prestigious professions like Aisha Ismaila, Laraba Gambo, Alele Williams, Kema Chikwe. Khairat Gwadabe and Ita Giwa. This is usually achieved through active participation in educational activities and also by coming together as a united front in order to improve their condition, and freeing themselves from patriarchal dominance.

Given the above background of women education, political and economic participation, it is pertinent to investigate the untapped economic and political potentials of women at the turn of the 21st century, especially when issues like basic education, political participation and economic emancipation of women are a matter of choice and not necessity. Although perceptions of such potentials are believed to be influenced by a variety of demographics, this investigation has not come across any empirical evidence to support these beliefs.

1.4 PROBLEM OF THE STUDY

The purpose of this study is to investigate the influence of demographic factors on the perception of Nigerian women about their economic and political potentials. Specifically, an attempt was made in this investigation to find out whether the perceptions of Nigerian women about their economic and political potentials change as a function of their age, residence, literacy and educational disparity.

1.5 RESEARCH QUESTIONS.

This study was conducted to find answers to the following research questions.

I. Do the perceptions of Nigerian women about their economic potentials change as a function of their age?

II. Does the literacy status of Nigerian women affect their perception of their economic potentials?

III. Does the place of residence of Nigerian women affect their perception about their economic potentials?

IV. Are the perceptions of Nigerian women about their economic potentials affected by differences in their educational levels?

V. Does the perception of Nigerian women about their political potentials change as a function of their age?

VI. Does the literacy status of Nigerian women affect their perception of their political potentials?

VII. Does the place of residence of Nigerian women affect their perception of their political potentials?

VIII. Are the political potentials of Nigerian women affected by differences in their education levels?

1.6 HYPOTHESES

On the basis of available research evidence and in light of the above research questions, the major hypotheses for this study is:

The perceptions of Nigerian women about their economic and political potentials are not affected by differences in their age, literacy status, residency and educational disparity.

1.7 STATEMENT OF OBJECTIVES

The objectives of this research are:

(a) to determine the relationship between women education and the perception of their economic and political potentials;

(b) to determine the relationship between age and their perception of their economic and political potentials; and

(c) to determine the relationship between women's residence and their perception of their political and economic potentials.

1.8 PURPOSE OF THE STUDY

In the past 30 years, women in Nigeria have achieved recognition and assertion of their right. Nowadays, according to Kofoworola (1983), women in Nigeria have been emancipated in some forms of socialization. However, most women have not been liberated from certain social obligations. Liberation for the woman in Nigeria exists only on political terms, not on social terms because traditional concepts, customs, and values still control the minds of Nigerians. For that reason, the socio economic and political statuses of women have not been empowered to the point of undeniable recognition. The question "does it matter if a wife is a bread winner"? (Joseph, 1982) could therefore be perceived as a revelation of undercurrent waves of changes in the socio-economic status of women in modern Nigeria. But the waves are not strong enough for the recognition of the Nigerian Society. Most women who are

bread winners of their families are either too inarticulate or too ashamed to talk about it in public. This can generally be attributed to gender oppression stemming from socio-cultural orientation.

In spite of the progress so far made on women's rights, there seems to be no significant participation of women in political and economic spheres in the country.

This study examined whether the perceptions of Nigerian women about their economic and political potentials were affected by demographic factors like age, area of residence, literacy status and level of education. Results of the study would reveal whether the perception of Nigerian women about their economic and political potentials is affected by their age. The study would also reveal whether literate women perceive their economic and political potentials differently from illiterate Nigerian women. It is often believed in the social sciences that urban residents are more enlightened about their rights and responsibilities. It is not clear whether urban Nigerian women would perceive their economic and political potentials differently from rural women. The result of the study would clarify this issue.

It is an established fact that achievement in any human endeavour is enhanced by education. However, it is not clear whether higher levels of education modify the perception of Nigerian women about their political and economic potentials. Results of this study would resolve this issue. The result would also contribute to the content of social studies on the factors affecting female perception of their economic and political potentials. In addition, this

study would bring to light unresolved issues relating to the factors influencing female perception of their potentials, which would be potential areas for future research.

1.9 SIGNIFICANCE OF THE STUDY

This study is significant in many respects. Firstly, it highlights the ordeals women among the three major Nigerian tribes pass through in modern day Nigerian society. Secondly, it establishes a high positive correlation between a Nigerian women's ability to attain her optimum and the level of education she attains.

Thirdly, it would bring out clearly that in the productive sphere, women are a force to be reckoned with. It would indicate very clearly that it would be in Nigerian's interest to cultivate and enhance women's capacity for productivity and development. Fourthly, the perception of women as regards their potentials and ability to achieve is not a static phenomenon. It keeps changing. It is dynamic. It is one that should be studied to keep abreast of it.

Lastly, because of its complexity and pivotal importance, it is worth a place in the curriculum of the school system.

1.10 DELIMITATION

This study was delimited to the following

(i) The study was conducted to find out the perception of only women on their economic and political potentials and to determine their exact involvement in this pursuit.

(ii) It attempted to determine the influence of demographic factors such as literacy, residence, age and educational disparity on perceptions of women about their economic and political potentials.

(iii) The study was delimited to 12 states of the Federation and Abuja the Federal Capital Territory, which are enough representative to generalize the findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The present study was intended to examine the perception of Nigerian women about their economic and political potentials and their implications for gender education whether they were affected by demographic factors like age, residence, and educational disparity.

Over the years, a lot of research work has been carried out on a global scale on women and education, women and politics, but in term of perception and potentials of women, economics and politics, a lot more needs to be done. However, contributions by other authors with regard to the relationship between educational attainment of women and its contribution to economic and political potentials of women were reviewed.

From the literature reviewed, it was seen that women constitute about half of Nigeria's population. They make an essential and largely un-acknowledged contribution to economic life and play a crucial role in politics and other spheres of societal activities. For the purpose of this study, the literature has been organised under the following headings:

(i) Women and Education;
(ii) Women and Employment;
(iii) Women and Gender; and
(iv) Women and Politics.

2.2 WOMEN AND EDUCATION

It is a generally accepted fact that education is necessary for the growth of any nation. Education plays a very important role in maintaining continuity in human and material development. Since women bear and rear children, their education is often said to have a wider implication, hence the adage, "if you educate a man you educate an individual, but if you educate a woman you educate a *nation*".

In a fundamental sense, education is the cultural process by which successive generations of individuals take their place in history. Scheffler (1986) views education as the indispensable roles:

> through the prolongation of infancy and through the plasticity of human faculties. By nature man is not equipped for life but with capacities that enable him learn how to live .... through education men acquire the civilization of their past and are enabled both to take part in the civilization of the present and make the civilization of the future.

That means, the purpose of education comprises inheritance, participation and contributions. Dewey (1916) observes that:

> it is the very nature of life to strive to continue in being what nutrition, and reproductions are to physiological life, education is to social life.

From the above, it can be deduced that education should bring a change not only in the amount of knowledge gained, but in abilities to think and to acquire habits, skills, interests and attitudes which characterize a person who is socially accepted, personally adjusted and responsible. Durkheim (1956) in his

own contribution sees education as:

> the systematic socialisation of the younger generations by which the latter learns religions and moral beliefs, feelings of rationality (of belongings) and collective opinions of all kinds

In other words, education serves to integrate the individual into the wider community in which she or he is born.

Peters (1973) and Fafunwa (1974) are of the common view that education means the knowledge, skills, attitudes, culture and other values which are passed down from one generation to another. Thus, it can be formal, non-formal and informal education. It is considered formal if it takes places in a patterned and systematic way with a focus, place and set duration. Non-formal educa...on is the western systematic educational activity carried on outside the framework of the formal school system to provide selected types of learning to particular sub-groups in the population of adults as well as children. These special courses are for adults, for out-of-school youths and other disadvantaged groups. Informal education is, by contrast, unorganised and often unsystematic, constituting:

> the life long process by which every person acquires and accumulates, knowledge, skills, attitudes and insights from daily experiences and exposure to the environment (Women Development in Thailand, 1995).

From the above quotation, it goes to show that experience sometimes is the best teacher, but since it cannot be measured, an individual cannot use only

experience without formal education to gain employment.

Education generally has the objective of providing or equipping members of the society with the skills and knowledge considered necessary for the performance of particular roles. Human beings have many innate or latent abilities than can only be useful if adequately developed and tamed.

Education helps a person to learn to be what she or he is able to be (Hesiod, 1989). From this definition, education can be seen as a means to an end and not an end in itself. It helps to develop the individuals. Education may thus be viewed as a stepping stone for greater achievements in many spheres of life. There is growing concern in Nigeria and the world over that women have not enjoyed much of their abilities to improve their economic and political potentials, based on their low educational attainment.

Education has been recognised to be essential to the economic and political development of women. Although it is no longer a matter of debate, whether girls and women should be educated, some references to the gains of women education are required. That is, educated mothers are more likely to adopt desirable health and nutritional practices than those who are uneducated. Girls, who have received a minimum of eight years of schooling, will probably marry later, have fewer children and will be more willing to use contraceptives (Power, 1995). Educated mothers, according to Gienycz (1994) are more likely to send their own daughters to school and ensure that they benefit

socially and economically from the education they receive. This was evident in a research carried out in Eastern European countries. Evidence obtained from this study suggests that each additional year of schooling results in a 5 to 10% reduction in infant mortality (UN World's Women, 1995). In Brazil, illiterate women have an average of 6.5 children, whereas those who have had secondary education have only an average of 2.5 children (Global Trends, 1995). In the South Indian State of Kerala, where total literacy has been achieved, it is noteworthy that it also has both the lowest infant mortality rate in the entire developing world and the lowest fertility rate in India (Power, 1995). This shows the positive impact that education can have on the lives of women.

Statistics show significant positive relationship between women's education and economic gains. Research indicates that each year that a girl remains at school can result in a 10 to 20% increase in earnings (World Wide Facts and Statistics about the Status of Women, 1995). However, it is not a matter of coincidence that poverty and illiteracy are closely linked, inter-connected and interrelated, as poverty and disease are more rampant among uneducated in many societies. Tadesse (1979) is of the view that educating women is the single most important step governments can take to improve the health and economic potentials of their citizens. Despite the fact that educated women are more productive in Nigeria, the Poverty Alleviation Programme, introduced by the Obasanjo regime, seems to be failing mainly because of the

failure of educated women to take the programme to the grass-root level (Hassan, 1992).

Literacy and numeracy among women are associated with the adoption of improved farming methods. Data from 70 developing countries suggest that increasing girls secondary schooling from 4.1-16.1% would increase women's participation in the labour force by over 12% (Power, 1995). In Morocco, a year of secondary education is associated with a 15.6% increase in women's earnings. In Thailand, an additional year of women's schooling is associated with 26% of their hourly wages (People and the Planet, 1993). Given the above information, the pertinent question to ask is whether education of women actually improved their perception of their economic and political potentials.

The socio-cultural and economic factors that influence the education of women based on the general belief that women are subordinate to men which often determines, whether a woman is given the opportunity to benefit from various forms and types of education (Sadik, 1990). Sanday and Goodenough (1990) observed that:

> social values and norms are geared towards 'Recreating' women to perform roles which are considered appropriate for them. The kind of up-bringing that girls are given is meant to make them obedient, servile, home-bound and under-adventurous. On the other hand, boys are brought up to be bold, courageous, enterprising, adventurous, confident and generally prepared for leadership positions.

According to an UNICEF report, there is a higher probability of uneducated young women marrying earlier and having more babies, while

education would provide skills for higher-paying jobs that might deter girls from early pregnancy. Yet, 60 million girls and more than 30 million boys have no access to make use of the opportunities to attend primary school. Only 36% of girls in developing countries receive secondary education at all (UNICEF, 1994). This has made younger women to enter early marriages or the job market as a result of which they fail to realise their maximal economic and educational potentials. Espinoza (1983) asserts that illiteracy is a principal cause for underdevelopment (women) and that illiteracy may be seen as an illness or 'social blindness'. Therefore, illiterates are ignorant people to whom the light of knowledge must be given. This implies that no stone should be left unturned when it comes to education especially that of women.

Literacy work should be selective, concentrating on those sectors of the population which will enhance economic development. Literacy according to Espinoza (1983) is a key element in development. It is both a basic human right and major contributor to meeting basic human needs. Pressing the point much further, there are some who would assert that illiteracy is a general phenomenon of a structural character related to social inequalities (Fordham, 1983). According to this view, to eradicate illiteracy implies a total re-ordering of the national social structure and in that context to initiate and deepen egalitarian actions for equitable development to the benefit of the entire geographical area and of all sectors of the population especially women.

Therefore, if lack of education can be viewed as 'social blindness', then women can be regarded as the 'blind' of the society, since out of the one billion illiterates in the world, women make up a galloping 800 million. This is quite an alarming figure. Government must ensure a women oriented education programme to improve the lot of the women in this planet.

There is a worldwide discrimination in girls' access to education. In the Action of the Fourth World Women's Conference (4WWC), it was pointed out that customary attitude (e.g. early marriages, pregnancies, inadequate and gender biased teaching and educational materials, sexual harassments and lack of adequate and otherwise accessible schooling facilities) were identified as factors mitigating against women education. There was also ample evidence to suggest that girls undertake heavy domestic work at an early age. Girls and young women manage both educational and domestic responsibilities, often resulting in poor scholastic performance and early dropout from the educational system. This has lasting consequences for all aspects of women's lives (Platform for Action, 1995).

It should be pointed out that most governments, especially in the developing countries found it essential to educate women in order to improve their economic and political status. Yet Women's education still lags behind those of men's in most developing nations, with far-reaching adverse consequences for both individual and national well being. Buvinic (1995)

buttressed this point further when he asserted that poor women are doubly disadvantaged as compared to poor men, although the majority of formal educational systems are now based on the principle of equal opportunity. In reality, the access and participation rates of boys and girls in developing countries differ considerably. Women lag behind men at all educational levels. When a family can ill-afford the release of labour of both sons and daughters, girls are often kept at home to assist their mothers in household and agricultural tasks. When school fees and expenditures increase, such as in the framework of the structural adjustment policies, girls are expected to eventually marry and have children (Brydon and Chant, 1989). Investing in their education and training is often regarded as neither important nor even desirable. Because of women's low level of skills and education, they are unable to qualify for many jobs. Due to their low levels of remuneration compared with men, families are unwilling to invest in the education of their daughters.

In both formal and non-formal education and training, it is not unusual to find boys and girls channelled into different areas. For girls, this means subjects which are essentially extension of women's household and reproductive tasks such as sewing, food processing and nutrition. Thus, at an early age, girls are limited to home craft and occupation in the services and trade sectors, which also tend to be marginal economic activities. It also helps to compound the level of segregation of women and to make the cycle of

poverty unbroken.

The ability to read and write is considered almost a basic human right. Yet, low literacy rates prevail among women in many countries. In fourteen of the fifty-one developing countries for which data were available, Hosken (1993) observes that female adult literacy rate was less than 20%. In none was the male literacy rate as low. In Afghanistan, Burkina-Faso, Nepal, Somalia and Sudan, where fewer than 10% of adult women were literate, the percentage of men who were literate was three to four times larger. Among those countries with male literacy rates greater than 70%, the gender gaps were notably larger: Libya (30 %), China (28%), Zaire (26%), Turkey (23%) and Botswana (21%). In contrast, the literacy rates for men and women were equal in Columbia, the Dominican Republic and Philippines. This shows considerable progress, but not enough bridge the gap.

Even when girls are willing to go to school, sometimes a combination of high population growth, trade imbalances and heavy debt burdens, natural disaster and civil wars have led to a drop in the value of income in a large number of sub-Saharan African countries. While African governments have recognised that education of girls and women is a priority for social and economic development, the challenge of achieving education for all and ensuring equality of access is enormous. In 1990, girls accounted for 53.8% of the 44 million African children between the ages of 6 and 11 who were out of

school (Power, 1995).

Despite great efforts world wide to improve the education of women by individuals and governments, it can be argued that women are still in a disadvantaged position. Waheed (1995) observes that during the last decade in Pakistan, women have achieved only marginal gains in education, and they continue to be disadvantaged at all levels of education and training. The systematic erosion of women's legal and social status between 1977 and 1985 under a martial law regime strongly reinforced the prevalent patriarchal culture, which devalued the need and contributions of women.

For the Nigerian woman, her orientation for western education started with the missionaries who brought formal (western) education to the country when they set up schools to train clergymen and teachers for the church in the early 1900s. From the beginning, more men than women had access to formal education (Oyekanmi, 1999). According to Mba (1988),

> the early educational system was modelled on the literacy education of the English Public School System of the second half of the 19th century. In this system, there were fewer schools for girls than boys and the curriculum for girls consisted of painting, singing, dancing and 'accomplishment' in order to prepare girls to become wives and mothers. Accordingly in the mission schools in Nigeria, the emphasis in the education of girls was on character training, domestic science, and marriage training.

The proportion of girls to boys in the mission secondary school was extremely low. For instance, in 1920 the ratio of girls to boys in secondary schools was 1:35 (Nwankwo, 1996). In effect, the few females, who were

getting any education at all, were deliberately being steered away from any preparation for public life. Yet those in school were the very lucky ones. A majority of female children were not sent to school at all, as it was believed that the best woman was the one who mastered the traditional female chores and roles, a quality she did not need the school to learn and perfect.

Educational opportunities for women were even fewer at the higher levels. For instance, when the country's first University College, Ibadan, opened in 1948, out of the 104 students admitted, only three were females. The situation has improved greatly over the years. Although the female population in the Nigerian Universities has risen from the ratio of 1:40 around 1950 to about 1:4 in 1980, women still lag far behind particularly in those courses that do not lead to teaching and social care (Oyekanmi, 1990). Olojede (1992) has observed that women were geared towards social care courses. She noted that, since the government was neither interested nor had the money to provide education, the missionaries took control of the educational arena. Since missionaries had a mutual monopoly of schools, they were able to use them as a means to further conversion in all aspects of life. Women were inculcated with spiritual value for the "home" and the "needy". It is no surprise that most of the first Nigerian women who attended schools, felt obliged to become teachers and nurses. Sexism became manifest in educational practice, range of subjects opened to girls, content of textbooks, and teacher attitudes.

Thus women were encouraged to take subjects which were complementary to their domestic roles while men were oriented towards professions to enhance their leadership qualities.

The fact that men get most of the public relevant training is evidenced by the finding of a manpower survey of 27 technical, scientific and professional occupations in Nigeria in 1980. The survey showed that women comprised only 2.2 % in these professional occupations. In other words, a majority of women are still not being trained and employed in areas that enhance their chances of competing for positions in public life (Sagir and Ibrahim, 1997).

As can be expected, denying women comparable educational opportunities and public organisational training help to worsen the imbalance of power that has existed between the sexes. One of the legacies of this denial is the absence of the female equivalent of the male political class. This class comprises mostly men who have learned their organisational and public speaking skills through their decision-making positions in their work places and their membership of various boards.

The interrelationship between education, employment and political power is aptly analysed by O'Barr (1990) as follows:

> access to education and employment is the key ingredient for individuals in modern society to obtain if they want to exercise political power .... the education of an individual, both formal and non- formal, enables her or him to have access to a job or profession, which guarantees economic control of some resources. These resources coupled with an organisational base, which teaches leadership skills,

> give person self-esteem from a psychological point of view. It is this self-esteem which enables a person to gain political power and to exercise it effectively when the occasion arises. Thus without education and employment that prepare them for public life, women will not be competitive in the contemporary political world.

The paucity of women in the political scene therefore finds a part of the explanation for the discrimination they face in the area of education. Also in Nigeria, the Federal government, religious and charity organisations have focussed attention on the education of women. But, women and girls are still less educated. Kisekka (1989) and Imam (1992) have reported that women's education in Nigeria was of a secondary consideration vis-à-vis the education of males. They reported that even among children of the same parents, boys were more likely to be given an option of schooling than girls as exemplified by the Hausa saying "**bishiya na gidan ka, inuwa na gidan wani**", which literally means "a tree is in your compound but its shade is in someone else's house". In relation to women education, a girl is seen as a wasteful undertaking for parents, the benefit of which is reaped by somebody else after her marriage.

The Population Reference Bureau (PRB, 1981 Data Sheet) estimates that Nigeria has only 6 % of its adult females literate as opposed to 25% of males. Even granted that total literacy rate of 31% is appallingly low, the ratio still means that four men are able to read for every single literate woman. The situation is worse when we look at the situation in rural Nigeria where majority

of our women folk live. For example, according to the WIN Document (1992), in rural areas, females were 0.14% in nursery, 16.81% in Primary, 2.7% in Secondary and 0% in post secondary schools. Their total in schools was 19.92% and total not in school was 80.08%. That does not mean that their counterparts in the urban area fare better as 72.91% of this number is not in school.

International organisations, especially the United Nations (UN), regard education as fundamental and basic human right. In this regard, it is argued that "access to education and training is not only basic human right recognised in many international institutions, it is also a key factor for social progress and in reducing the gaps between social economic groups and between sexes" (UN, 1975a: 73). This notwithstanding, published and unpublished research reports in Nigeria indicate significant gender differentials in education. There is a very gloomy picture of the issue even at the global level. Peil (1977) indicates that in all countries, men receive more education, but that the differential is worse in areas where most of the populace do not participate in education. Peil (1977) argues that the gap diminishes when there is virtual universal education, but in all cases, girls still lag behind at the higher educational levels. The UN report confirmed this view. It observed that in most countries, female enrolment at all levels of education is considerably below that of men (UN, 1995).

As reported in the Population Reference Bureau (PRB, 1981 data

Sheet), it is estimated that Nigeria has 6% female literates. This, according to Adewoye and Shettima (1992) is pathetic. Available evidence shows that there are many constraints to women's education in our society. Government must be seen to take effective steps to encourage female schooling by using incentives, like free schooling, uniform and books at least at the primary school level (Adewoye and Shettima, 1992).

Lloyd (1967) discerns both the elements of continuity and change in Nigeria's disposition towards female schooling. He observes a gradual progress on one hand while at the same time drawing attention to emerging opposition from a hard core of men who feel threatened by the new educated female elites, who they feel will begin to threaten the status quo. However, studies by Trevor (1977) in Sokoto have shown that there is no basis for such fear as divorce and 'promiscuity' are more frequent among illiterate women than literate ones. Other factors put forward to explain the low rate of girls' education include lack of post primary institutions for girls and employment (Adamu 1979); jealousy, purdah, selfishness among males (Hong, 1971); 'spoiling' of girls (Ame, 1972); early marriage (Mohammed, 1982), child labour (Gan, 1972); pregnancies, financial hardship (Alabi, 1977), the preponderance of male teachers (Aboi, 1976); and government 'lukewarm attitude to female education' (Sabo, 1973). These observations, though true as they may be for females to close the gap between them and males suggest that

decisive steps must be taken to make girls attend school.

Despite the problems enumerated above as constraining factors, female education is a reality in Nigeria. Ogunlade (1985) reported that female education has grown immensely in the last fifteen years. This is further confirmed by statistics of enrolment of male and female students in primary and particularly, in post-primary institutions (WIN Document 1985). While one concedes the fact that there are a growing number of females at different levels of formal education, it must still be recognised that fewer females have access to education than do males.

Sadik (1990) maintains that in Somalia, most girls have high aspirations for themselves but their family's perception of their potentials are less clear. In the past, family opinion was largely negative. They felt that the girls were going to grow up to be house wifes anyway, and therefore they did not want to waste resources on them unlike boys who could get jobs. This is a general feeling all over Nigeria. That is why most parents give priority to male children's education compared to that of female children.

Lustig (1995), in a study of seven Latin American countries, examined four factors: age, employment, category, education and economic sectors to explain inequalities in income. Education had the strongest impact on income, inequality and poverty. The less educated the individual, the greater the possibility of belonging to the 20% lower income group. But this is only part of

the story. Besides education, age, economic status, and employment, working females have a 34% probability of belonging to the bottom (20%), versus 14% for males (Lustig, 1995). In whichever way it is examined, education seems to hold the key to economic and political development of people in the society in which women are at a disadvantage.

In Israel, given the Kibbutz system, a lot of women have been able to overcome the barrier in education. It has been reported that there is a positive correlation between employment and education ranging from 76% of women university graduates working outside the home, to only 8% of those who did not have a chance to complete elementary school (Moore, 1995). In a related study, Rodgers (1995) observes that indigenous people, who suffer from very poor level of living as compared to the non-indigenous population, women tend to be in a worse situation than indigenous men are. For instance, he points out that in Bolivia where the education levels of the indigenous population are much lower than that of the non-indigenous, the disparity in schooling rates is even greater among indigenous women. The problems of enhancing the economic perceptions of women through educational systems serve primarily to maintain the status quo rather than create opportunities for social mobility that will especially develop potentials of women, which is still being argued. Bowles and Gintis (1996), and Cixourel and Kitsuse (1994) suggest that the internal workings of schools themselves reinforce the inferiority of

disadvantaged youth (females). Basic to this position is the idea that schools operate primarily to maintain the existing distribution of power and wealth in society and that social mobility vis-à-vis education system is incidental and in any event, minimal.

The study reviewed in this section, showed education as viewed and practised to bring about significant positive changes in knowledge acquisition and interpretation. Education also enables the development of abilities to think, adapt to habits, skills, interest and attitudes required for an individual to be socially accepted, personally adjusted and firmly responsible to the demands of the society. In short, it should enable an individual to integrate into the wider community. Any system of education, either formal, non-formal or informal should aim at developing knowledge and skills required to perform expected roles in individuals. It thus promotes an individual's abilities to maximally realise social, economic and political potentials.

This study was conducted on the premise that women lagged behind men in education, which has been shown by the studies reviewed in this section, to hamper their economic development. This premise is justified by the fact that educated mothers adapt earlier to better nutritional practices than the uneducated as evidenced by the results of several studies reviewed. For example, educated mothers are more likely to send their daughters to school to receive socio-economic benefits of education and its concomitant decline in

infant mortality rate. It has also been shown by these studies, that such benefits of education results in late marriage and lower fertility rate of educated women, which also promote economic gains.

A variety of social, cultural and economic factors and the general belief that women are subordinate to men have been shown to be the main constraints for the education of women. It has also been shown that discrimination in girl's access to education is nurtured by the customary attitude towards early marriage and pregnancy, inadequate, ineffective, inefficient gender bias teaching, sexual harassment and inadequate access to schooling.

In recent years several international conferences and workshops have emphasized the importance of equal opportunities to education for women. This emerging emphases of women's education has stimulated new found political will in developing countries to enhance educational opportunities for women. Yet the educational gap between men and women has not significantly contracted, mainly because of socio-cultural taboos and gender biased teaching. The case of women education in Nigeria has been shown to be very much similar to what obtained in other countries. Thus, studies reviewed in this section have clearly shown that empowerment of women in socio-economic and political fields is only possible through the provision and promotion of adequate and appropriate educational opportunities for women.

Thus, women who might hope to improve their economic status and

political perception through education may find out that they are still at the bottom of the ladder. This calls for an investigation and it is one of the focus of this research.

2.3 WOMEN AND EMPLOYMENT

In the avalanche of literature available on women and development, one finds only a handful of studies dealing with the economic perceptions of women in relation to their education.

By women participation in the economy, it is meant the extent to which women contribute to the management and mobilization of the nation's resources. In the last 30 years, women in many countries have achieved significant recognition and extension of their rights. Very many now can exercise more fully their civil, political, economic and cultural rights. Many now have better access to education and training and control over their income and resources. It is very important here to examine the global trends that gave birth to the present economic situation and consequently how women are faring in the economy, given their educational attainment in the new global dispensation.

By economic potential, it is meant the level of awareness about qualities that exist or can be developed about the production, distribution and development of wealth. Cleaver, *et al.* (1994) observe that the 'free market' model of economic development has reached a new level of universality and

sophistication with the neo-liberal policies of the 1980's and early 1990's, promoted with renewed vigour by the Group of Eight (G8) countries and the international financial institutions to deal with debt crisis. Geographical locations, class, race, gender, religion and age determine even widening gaps in access. A small elite have well paid jobs and the majority can earn a little, whereas insignificant percentage have surplus to the needs of the global economy. Women are disproportionately in the latter two categories. This global trend has made investments in education to come under scrutiny everywhere, as the days are long past when a simple and direct connection was assumed between investment in education and economic development, especially of women.

Global recession, the accompanying need to reconsider development priorities and the absence of any clear balance between the availability of education and the availability of paid jobs, all these question the importance of literacy as a priority development goal. When thousands of school leavers are mostly unemployed, the question that comes to mind is whether scarce resources are devoted to education, especially of women, who most societies regard as homemakers instead of providers.

Dajardin (1995) reported that social policy, employment and poverty have been a major focus of the ILO since its inception, and much more so after the World Employment Conference in 1976. It has been reaffirmed as one of

the three priorities of ILO's action in 1990, together with the other two priorities of promoting democratisation and social protection of workers. The world summit on social development in 1995 stressed the role of the ILO in the implementation of the programme of action, especially in the area of the promotion of productive employment, because the problem of poverty is a world wide phenomenon, and women are the hardest hit by economic policies, even though much attention is given to their case. But the attention has not yet started to yield any fruit for women in most countries (Global trends and development, 1995).

According to Tuominen (1980), the basic relationship between poverty and employment lies in the extent to which, "income generated from employment permits workers and their dependents to obtain goods and services necessary to meet minimum needs". This view, implies that being employed is not enough, and that gainful employment is the only cure for abject poverty, which in developing countries is principally linked to under-utilization of labour, whether in the form of open unemployment or massive under employment. Generally speaking, poverty can be traced to unemployment, especially in urban areas, which in the last three decades have expanded to accommodate huge influx of job-seekers. Most of the urban poor are either unemployed or continually face irregular job access and precarious working conditions (Dejardin, 1995). The majority of women fall into the above

category in many societies

Tuominen (1980) believes that the vulnerability of the poor, especially women, is due largely to under-employment and low returns to labour rather than open unemployment. Women may undertake most available economic activities regardless of pay or working conditions in order to survive. Hence the majority of women are a 'working poor' in the rural and urban informal sectors, who work for long hours, combine multiple activities, but are still unable to earn enough to meet their families' basic needs. This goes to show that women's poverty arises from a combination of general mechanisms creating labour market vulnerability for the poor, and more specific disadvantages related to social and cultural norms.

Job opportunities for women have generally been confined to being clerks, sales persons, maids, household workers and the informal sector. They receive lower wages than men for equal work and drop in and out of labour force because of child bearing and rearing responsibilities (Buvinic, 1995) Statistics given by the United Nations show that the average ratio of women to men (number of women per 100 men) in the economically active population is on the rise: 37 in 1970, 52 in 1980, 62 in 1990 (Buvinic, 1995). About half of all economically active women in developing countries are in the informal sector. Studies of major cities in Latin America and Africa indicate that 25-40% of the informal workforce is female (United Nations, 1995).

According to Gillette and Ryan (1995), there were about 897 million women aged 15 years and above, who are economically active in 1994. They also predicted that women will make up more than half of the labour force in most countries by the year 2000 A.D. But are these women in age 15 years and above gainfully employed? This shall be one of the focal points of this study.

The denial of educational opportunities and cultural subordination have produced an inferior socio-economic standing for the Nigerian Women. The lack of comparable educational qualifications alone means that women cannot compete with men in the job-market. In well-paid professional jobs particularly, women are no match for the men, since they were not trained for such jobs in the first instance. In 1990, women made up of only 20% of Nigerian paid labour force (Akpan, 1990). In Africa, the few women who have paid employment are concentrated in the low cadre and low-paying jobs, particularly in teaching, care and service sectors. The rest of the women work without payment as rural subsistence farmers, petty traders and housewives (Henn, 1989). This observation about African women applies to those in Nigeria. According to Henn (1989),

> the great majority of African women are farmers. Most days they must work in the fields from four to eight hours, aided only by a simple hoe, in order to provide their families basic food. They must also work a second labour day fetching firewood and water, and drying, shelling, storing and cooking the food from their garden, all the while caring for their children.

Those who hold paid jobs find that men, who are in a comparable position within the company, get more take-home pay than themselves. This is because men are automatically designated as household heads, which entitles them to claim tax relief for dependent children with ease. The man will also get pay rises and company loans more easily, because he is perceived to need the money more than the woman. He is presumed to be running a family, while the woman is seen as being supported by her husband.

The fact that most women's works go unremunerated means that on the whole, they have less economic power. As may be expected, the more money men get the better placed they are to get even more. The reverse is true for women. This situation suits many men since it forces women to be economically dependent on them. Many men egotistically may fear they will lose the power to subjugate the women in their lives if they do not need their money (Boserup, 1970).

At present, many rural and urban women in Nigeria do some petty trading alongside their normal work to help make ends meet. Although, many show much business acumen, only very few are able to get into big- time business. The main hurdle is capital, and the business and social connections needed to initiate trading links. Again, men feel that large-scale business should be their preserve because it is considered tedious, too intensive and

harrowing for women. This is inspite of the fact that the few women who manage to break into it, do as well if not better, than the men and seem to enjoy it (Alfa, 1996). Women economic standing is worsened by customary laws of inheritance, which makes it difficult, if not impossible, for most women to inherit landed property, although with the introduction and use of wills by enlightened families, this is slowly changing. However, women's rights to inherit are still open to contest by the deceased male's relatives. In Nigeria, as in many other parts of the world, land and landed property remain the most valued economic assets. They are demanded as loan collaterals and as proof of economic standing as guarantor.

Women also suffer innumerable social disadvantages from not owning land in addition to their lack of financial power. For instance, by law, nothing should prevent women from bailing a police suspect. However, women are frequently denied this right because they are not judged to have enough economic standing. As Obe (1989) observes, in many police stations and even in some courts in Nigeria today, women proposing to stand as sureties for accused persons who have been granted bail, are routinely disqualified mainly on grounds of their sex even though the relevant laws do not sanction such practice. An equally grave consequence of their poor economic standing is that women who decide to vie for political office are unable to fund themselves or to sponsor other ambitious women. Their inability to put money down during

political campaign also gives them little or no leverage to persuade or arm-twist the male politician who eventually gets into power. This lack of political influence further erodes the economic power of women since their needs are rarely taken into proper account by men.

Economic necessity is forcing a lot of women to engage in paid employment without relieving them of their domestic responsibilities. Cultural factors leave women in poor household responsibilities to spend long hours in the double burden of reproduction and household chores. In Pakistan, Nigeria and most of developing nations, especially in the rural areas, collecting fuel, fodder and water are typically women's responsibilities, besides other very arduous and time consuming activities (Waheed, 1995).

Akpan (1990) observes that with regard to female employment in Nigeria, the picture is bleak. According to a 1990 survey of labour force, Akpan (1990) points out that while 94% of the eligible males between 15 and 55 years were assessed as economically active, the corresponding figure for females was only 46%. Furthermore, a national manpower survey reveals that women constitute less than 18% of the total staff of all major organisations. Accordingly, the proportion of women in the technical, professional, and scientific manpower categories was under 7% of all occupations, and less than 1% for engineering and aircraft operation. By 1982, women accounted for only 14% of all employment under the Federal Civil Service (Akpan, 1990).

women suffer from undue discrimination, marginalization and exploitation. According to his report, women in Nigeria play vital roles as producers and agents of social progress. Yet they carry the double burden of discrimination and poverty. For all their worth, different women associations in Nigeria have not been able to fight for women wages to have some semblance with those of men. It is pertinent to note that illiteracy closely coincides with the maps of poverty, malnutrition and ill-health. Hence, in a typical case, the illiterate woman is not only unable to read and write, but is also more usually poor, hungry, vulnerable to illness and uncertain that the present miserable circumstance will not decline to a point where survival itself may become the issue.

The principal asset of the poor is said to be his or her labour. Increasing the productivity of his or her asset, through improvement in education, training, health and nutrition, is one of the keys to raising earning of the poor of which women are a majority. Improving the position of women in the labour market and reducing inequality in the income distribution are the main aims of the World Bank Project in Burkina Faso where awareness sessions with women and programme implementers as well as training to enable women to make cement blocks, a job traditionally reserved for men are conducted. Women are also made to use wheelbarrows in lieu of head loading. In North Kordofan province of the Sudan where construction work is considered to be a man's

job, women eventually participated in the construction of schools and 'Hafir' (rain water catchment basins) (Dejardin, 1995). This shows that, if the society is willing to give more opportunities to women, they can improve upon their economic gains.

Improved educational levels have been shown to raise productivity in peasant agriculture, as better-educated farmers are more likely to innovate and better able to absorb information on new techniques of production. This will benefit a lot of women. 75-80% of female workers in developed market economies are in the service sector while 5% is in agriculture. In Nigeria, 60% of women are in agriculture and in Ethiopia, 46% (United Nations, 1995).

Vocational training outside the regular school system is particularly important because of the high school dropout rate among the poor. It offers the poor the last chance to acquire the skills for employment. Education and training enhance the individual's capacity to respond to market opportunities and provide a route to more skilled and better paying jobs. But then, the poor generally lack access to these services. There is little investment in their human capital, and this increases the probability that they and their children would remain poor (ILO, 1995).

It is well documented that women have a disadvantaged position and weak bargaining power in the labour market. Labour segmentation widely follows gender lines. Women tend to have a limited access to wages and

employment world wide, to be clustered in relatively low-income occupations and within similar occupations to earn less than men. Zang (1995) posits that while advances have been made in wages equity over the past 40 years, most women still earn 50% of men's wages. Wage segregation is particularly prevalent in developing countries with export-led industrialization. According to the Economic Commission for Latin America, women earn an average of 44-77 % of men's wages. In countries at comparative levels of development, nearly half the women in urban areas are illiterate and the rate rises to 87.2 % in rural areas. As many as 79 % of economically active women in rural areas (and 63 % overall are unpaid family labourers). Men and women are considered equal before the law, but women have not enjoyed the same benefits in education and consequently economic empowerment is yet to be achieved.

Unwritten norms and social customs have further prevented women from attaining equal status with men. Women spend a disproportionately large amount of time in home production and household duties such as fuel, wood and water collection, childcare, and food processing and livestock care. These demands on women's time together with poor quality of infrastructure and transport in the rural areas, coupled with the stress of culture and economic necessities limit women's economic potentials and opportunities (Gender and Poverty, 1994). Rogers and Hoeven (1995) in their research, coping with

austerity observes that,

> cultural constraints and attitudes tend to reinforce discrimination against women. The social perception that their reproductive and domestic roles are their primary function restricts their entry into wage employment. Preconceptions of which jobs are suitable for women's lower educational and skill levels limit the range of jobs available to them.

This goes to show that women's domestic responsibilities interfere with their mobility and career progression in regular wage work, and gender is not on their side.

Economic processes are usually considered responsible for creating and maintaining inequality. In Israel, Moore (1992) posits that socio-political ideology and societal norms interact with existing economic processes to shape inequality. Although women comprise about 40 % of the total labour force, their participation rate is a function of age, education, ethnic background and family size. These factors help to create inequality in employment. Thus, according to the above analysis, even if there is correlation between education and employment, women have not achieved that equality given their economic perception.

Zimmerman (1995) is of the view that Cambodian women face many challenges and problems as a result of the ongoing conflict resulting in inequalities in power sharing, poverty, lack of access to resources, essential services and the absence of a strong commitment to advocate for women's

advancement. In recent years, 90 % of females and 84.4 % of males (over 15 years) have been economically active in Cambodia. Also according to a United Nation's Human Development Report (1995) in Cambodia, labour force consists of 43 % of the population which supports Zimmerman's analysis. Among women, however, 56 % are involved in economic activities. Despite women's vital economic participation, their access to credit facilities is limited. With economic liberalization, there has been a manifold increase in women's unemployment, destitution, landlessness and urban migration. Given the above analysis, women still have not achieved equality of opportunities despite their great number in the labour force. This may be attributed to low-levels of education and poor perception of economic capabilities

The United Nation Industrial Organization (UNIDO, 1995) reported that women have always played a central role in African economies, being the main agricultural producers and suppliers of welfare services at the household and community levels. It holds colonialism partly responsible for having eroded women's economic power and social status. In an attempt to rectify this, the Kenyan government has, according to a plan, been working to restore women to their active roles not only in the development of the economy, but also in the ownership and control of wealth arising from economic production. The role of women has been acknowledged in various official statements, but no specific policies have been designed to integrate women into the mainstream of

development (Women in the Mainstream, 1995).

The same research shows that in Tanzania women are majority of the population. However, their participation in the formal employment sector was very low. They (women) concentrated on subordinate positions, working mostly as clerks, secretaries, nurses and so forth. They were generally scarce in most of the other sectors. For example, although it was women who usually do the farming, there were only 47 women at the headquarters of the agriculture department compared to men. Most of them held very junior positions. There was not a single woman principal agriculture officer. Women in Tanzania, as reported, are beginning to enter the industry, but their participation is still limited by a lack of resources and low literacy rates. Consequently, many of them are confined to the small-scale enterprises. Women, it was realised, face many problems of participation in the economy, like the lack of suitable equipment, unsuitable premises or no premises at all for their economic activities. Lack of know-how and transportation facilities also contribute to limit the capabilities of women. From this research position, women in Tanzania have suffered segregation based on gender and education. These problems through the years have contributed to the poor economic participation of women in Tanzania.

As it occurs elsewhere in Africa, in Zambia, the formal sector is the largest employer of women. Even so UNIDO (1995) finds that 15 % of the

formal sector labour force are women, the labour force survey, in 1986, shows that the number of men in the formal sector was almost six times that of women. In rural areas the average monthly earnings of women was one-eighth that of men and in urban areas, it was one-third that of men. Within the public sector, women were mostly concentrated in the traditional professions as nurses, teachers, clerks, typists, etc. UNIDO (1995) realises that the low-participation rate of women in the manufacturing area can be attributed partly to lack of production skills and partly to the sexist views of some employers. This general outlook of women's sex usually creates a drawback for women. In some cases, it even makes it impossible for women to get jobs.

Women employment in Malawi is in income-generating activities. Asenbauer (1995) reveals that Malawi's development plans since independence have focused on the development of the agricultural sector. The country has also been committed in principle to the development of private enterprises. Asenbauer (1995) also focusses on the fact that most women who earn incomes in Malawi have their own businesses. She notes that the government has been encouraging schemes by which women can generate income collectively. This level of encouragement helps women to improve on their economic potentials.

A 1990 survey of the development by Malawi Traders Trust (DEMATT) reveals that 933 Malawian women own and operate their own

businesses. Of this total, 624 or 66 % are located in the South, most of Malawi's three geographical regions. This is not surprising given that Malawi's only commercial centre, Blantyre, is located there. Of the businesses that Malawi women own and manage, 39.7% involve textiles and 13.7 % in food and beverages. The next most frequent type of business, rest houses and hotels, services and food, which account for 12.5 % of women's enterprises. There are very few in the manufacturing sector. (Rodger and Hoeven, 1995). DEMATT found that the minimal involvement of women in business in the past was attributed to three factors: Women's lack of self-confidence which made them reluctant to venture into new activities, their ignorance of service to support small enterprises and of opportunities for establishing new business; and their lack of education. Education has played a vital role in the drawback of women economically of which Malawi is not an exception. The perception of women is deeply affected by their educational achievement in most cases.

Pearce (1992) conducted a research on the trends of women's lives. It showed that economic necessity was one of the key factors why women work. Girls, who received little or no education, suffered a massive disadvantage in facing the modern world of work. She observed that they lacked resources with which they could tackle poverty effectively. Without basic education, most subsequent training were closed to them, and economic opportunities were therefore limited in the formal sector. In Nigeria, government is now

laying emphasis through its various female programmes especially the Better Life Programme, and most recently, the Family Support Programme, to work for ways to improve female participation in more lucrative economic activities. The major root cause of inequality of women to men is generally accepted as economic. Because without economic power, poverty alleviation is not possible, thus paid work remains the key to realizing female economic potentials in Nigeria and the world at large.

From the foregoing observation, the arguments are that women deserve more attention than they are getting from planners and policy makers. Their social roles made them central actors in the solutions to poverty, ignorance, disease and currently hunger and population control. In other words, women are a valuable resource that should not be wasted. It is not enough for males to find women labour indispensable or for politicians to pay homage to their mothers. This recognition and praise need to be translated into concrete programmes that will assist women in executing their duties more efficiently without the documented handicaps, lack of educational opportunity, and lack of access to information, credit facilities and labour. In short, it is here that developing countries will have to use new and difficult norms to interpret the traditional values so that the outcome is innovative and can truly be termed as progressive.

The focus of this section is the constraints for the participation of women

in economic activities as evidenced by results of studies from all over the world in general and from Africa in particular. Preponderance of research evidence suggests that the widening gaps and access to economic activities are largely determined by race, gender and age. Many of the studies have shown that most women earn very little and very few women have supplies to meet the needs of global economy. Gender discrimination in economic activities and opportunities have been evidenced in all studies reported. The major cause for this gender inequality in employment has been lack of appropriate education of women. The findings of the reported research on this aspect were taken into consideration while developing the instrument for this study. In addition, they were also considered while interpreting the result of the study.

The studies reviewed so far support the view that, it is essential to promote both economy and education to alleviate poverty. The extent to which poverty and underemployment are indicators of lack of education as independent factors has been explored. This is mainly because of the fact that this section has clearly shown that the vulnerability of the poor especially women, is largely due to underemployment and low returns of labour. The revelation that the majority of women are a working poor class in both rural and urban sectors has been considered in this study in developing the instrument. This is particularly useful in providing explanations for gender inequality in white-collar employment.

The studies reviewed suggests that the position occupied by women in Nigerian society, as in other African societies, is determined by a variety of socio-cultural, religious, economic and political factors. It is not just the influence of a single factor but an interaction of different factors. For example, women are expected to be subordinates to men by tradition and by religious beliefs, serving only the needs of men. This in turn limits the opportunities of better education for women, which again restricts their social mobility and employment opportunity. The cumulative effects of these factors contribute to the subordinate position of women in socio-economic and political activities. These findings, coupled with the findings of this study, would be considered in making recommendations for policy development on women.

2.4 WOMEN AND GENDER

In its broad political and philosophical context, gender means equal access. Gender equality is not only a matter of social justice but also a good sense of economic participation by all sexes. Before a literate or non-literate woman exercises her political and economic capabilities, the gender issue must be critically examined in its social context.

Mackenzie (1993) defines gender as a 'set of qualities and behaviour expected from a female or male by their society'. This implies that a person's gender behaviour is influenced by social and cultural expectations. These expectations come from the idea that certain qualities and therefore roles are

natural for women while other qualities and roles are natural for men.

The use of the term 'gender' reflects a shift from viewing women in isolation from men, towards a broader focus on the relative position of men and women in the division of resources and responsibilities, benefits and rights, power and privileges. This approach according to Kristmunddothr (1995) helps us to concentrate on the root cause of injustice rather than on mere symptoms.

By comparing women and men, instead of looking at women as an isolated group, it becomes easier to identify the obstacle in improving society and to determine how gender has affected the perception of women about education, economy and politics. Gender issues were examined here to see how they have contributed either to the advantage or disadvantage of women. That is to say, the research examined the role gender has played in shaping the lives of women, their acceptance in society and their roles and participation in economic and political activities of their societies.

Gender relationship shapes access to resources and work opportunities of women and the roles of women in the family and public life. Gender also determines the status of woman. By comparing women and men rather than looking at women as an isolated group, gender analysis eliminates key aspects of society, making it easier to identify the obstacles to improving society and to finding solutions to women's issues. Diehl-Huwe (1992) observes that two significant changes have occurred over the past 10 years. One is the change in

the legal status in the direction of equality and the other is in women's achievements to equal access to education and training. By 1990, in most countries, girls had the same access to primary education as boys. Even more progress has been made in the second and third levels of education. However, there are regional differences, with Africa and South Asia being less rapid in closing the gaps between boys and girls. But women in South Africa have now decided to come out to participate in educational and political activities to reduce gender segregation. It was also reported in a research by the UN that the development in gender isolation cases, which relegated women to the background, have been improved to provide equal opportunities for an increasing number of women, and allow them utilise the skill and priorities that they derive from their gender roles. Progress, as the report shows, has been uneven in developing and the developed countries as obstacles to women's advancement remain everywhere (Action for Equality, 1995). With this manifest gender related crises, women must take action in order to fight for their emancipation from male patriarchal dominance.

In Nigeria, like in most nations of the world, gender has played an important role in keeping women in the background. GADA (1998) reported that the main cause for women backwardness was gender differentials. For instance, in 1998, it was observed that a little over one third of women in the 12-25 age bracket still had no access to print knowledge, new skills and

appropriate technology that would improve their quality of life (GADA, 1998). This development emanated largely as a result of societal prejudicial attachment to gender consideration. These gender differences in the society only helped in compounding female problems. Generally in the Nigerian society, early marriage, child raising and development, active engagement in basic house chores are seen as women's basic pre-occupations with the least attention given to educational attainment. The result is that women are generally found to engage in less profitable venture, have poor access to credit and other productive input facilities due to ignorance resulting from lack of education and gender segregation.

Socially, culturally, economically and politically, gender plays an important role in maintaining this 'cycle of poverty' for most women. Lack of adequate and appropriate education, gender inequality and social prejudice are the three major factors that channel women into low-income, low productive, and casual or temporary employment. Women's reproductive and domestic responsibilities, which going by gender, are generally perceived to be their primary function. Thus, it is not easy for most women to come out of this cycle of gender segregation. As some women are afraid of being regarded as non-conformist by men, some are even taunted by their fellow women who find them as socially liberal and are considered bad for the harmony of the society in which they live. The Nigerian Government must provide gender responsive

education. It must achieve gender equality in retention by the year 2000 and positive steps must be taken to encourage girls and women to enter fields of science and technology, which according to Alfa (1996), is the most viable step.

In Nigeria, government can take steps to reduce gender disparity. Results of the National Common Entrance Examination (NCEE) into secondary schools from 1993-1995 show that the ratio between female and male students at the end of primary education is in favour of girls as shown in Table 2.1. It should be noted, however, that there are regional and state disparities. In the Northern states, there are more boys than girls, in the Eastern states there are more girls than boys, while in the Western states they are almost equal.

TABLE 2.1: NATIONAL COMMON ENTRANCE EXAMINATION INTO SECONDARY SCHOOLS ACCORDING TO SEX

YEAR	MALE	FEMALE
1993	45.95%	55.5%
1994	45.83%	54.17%
1995	45.82%	54.18%

Source: NCCE, 1998

By the end of secondary education, Alfa (1996) noted that, the situation changes strongly in favour of the boys. This is due to cultural and traditional societal roles, which are gender biased. The girls are made to assume their roles in the society as caring, nurturing and servicing. Furthermore, with

primary education, some girls are encouraged to feel adequately prepared to be successful wives and mothers. The tendency towards preferential education of boys over girls is seen to encourage the drop-out syndrome in women from the school system. By the time of entry into the universities, the number of girls is much fewer than boys (Alfa, 1996). Looking at the percentage enrolment by academic year and sex between 1987-1993, there is less than 30 % of Nigerian women in Nigerian Universities from 1987/88 to 1992/93 sessions as shown in Table 2.2.

TABLE 2.2: ENROLMENT IN NIGERIAN UNIVERSITIES BY YEAR AND SEX, FROM 1988 TO 1993

SESSION	MALE		FEMALE	
	NO	%	NO	%
1988-89	127,170	73.0	46,963	27.0
1989-90	131,042	73.0	48,446	27.0
1990-91	150,114	74.8	50,660	25.2
1991-92	170,945	73.5	61,537	26.5
1992-93	199,808	71.6	79,167	28.4

Source : National Universities Commission, Abuja (1994)

Table 2.2 reveals that women's education is still secondary in Nigeria. This has a lot to do with gender biases because most families feel that the education of women should take secondary position to that of men. Government policies worldwide have not helped the plight of women.

The Structural Adjustment Programmes (SAP) which widely dominated economic policies during the 1980s, has given the decade its

name as the decade of structural adjustment. SAP, as it was popularly known, usually began with policies that were intended to promote growth by reducing inflation and achieving a sustainable balance of payments position. In the 1989 fiscal year, Lustig (1995) notes that the World Bank made 143 structural adjustment loans to 62 countries. According to some critics, the loans accompanied economic restructuring, but at a cost to long-term growth prospects. Many people believed that the loans were blind to poverty, environment and goods. Because with subsidies removed, prices for staple goods rose to market levels and government expenditure for health and education were cut drastically. In most cases, women bore the brunt of coping with these changes within the household. Most women were forced to go outside their home for the first time to find food, and to some extent, shelter for their families. This situation further put a strain on women's relationship with men. Because some of them found it difficult to balance the roles of wife, mother and breadwinner. This led to the disintegration of many families.

The effects of this economic restructuring effort as it relates to gender and employment in the short-term situation, have almost the opposite effect in the transitional economies. Women in these economies had already achieved quality in labour force participation, but restructuring of state owned enterprises has led to high unemployment rate among women. For

example, figures for the Czech Republic shows that in 1991 and 1992, when the number of private enterprises and businesses were growing rapidly, about two thirds of the private sector jobs were taken by men. In Hungary, 8.7 % of managers polled said they would be less likely to hire men who had children under the age 6, and that number increased to 78.7 % when applied to women. The situation was complicated for women by the fact that new private firms were unable or unwilling to maintain the social support service that was guaranteed under the former communist system, making it difficult for women to participate in economic activities on the same basis as before (United Nations, 1995). By and large, the Structural Adjustment Programme was a serious weapon, which worked in no small way to make women lose some freedom gained through economic emancipation. It also made women to go back to their menial jobs to keep their families together. Thus, the self worth of a woman was devalued.

Despite a renewal in economic growth worldwide, the number of people living in abject poverty has increased to 1.2 billion (Gittet and Ryan, 1995). The gender perspective looks at how this major development failure affects women and men differently and how they become poor through different processes. The research reviewed on gender and employment by the World Bank suggests that women more often than not, shoulder the burden of poverty. In the household, the division of labour between men

and women is unequal as women work longer hours at tasks that yield little or no money. When they work outside, women receive less return for their labour than men, though they are more likely to use their incomes for household purposes. Women's access to land, capital and credit is also limited. This is observed to prevent women from building up their skills and resources (Cixourel and Kitsuse, 1993). This in essence means that women have been victims of government policies, which exploit their gender affiliation. That is to say, as most women may not abandon their families in times of great financial crises, most men abdicate their responsibilities to them.

Heise and Pitangy (1994) reported that the strongest link between gender and poverty is found in female-headed household, which is a significant source of female poverty. There are major differences in the share of female-headed household in developing regions, with the highest percentage found in sub-Saharan Africa at 31 %. Globally, the percentage of female-headed households is the highest in Europe and North America (31.2 % in Western Europe), where they constituted the poorest segment of the otherwise wealthy societies (Clinton, 1995). Female headship can be as a result of migration, family dissolution, male mortality or single parenthood. This in effect goes to show that women are increasingly becoming providers instead of homemakers. As a result of this new global

dispensation, the social stereotyping of gender must be addressed in relationship to the new woman. Unlike households with two or more adult income earners, female headed households force women to take both productive and reproductive activities, with an inevitable trade off between the two. These households are consequently poorer, and the welfare of children in them is often lacking. This however varies by region. Head (1995) reported a significant negative correlation between female headship and children welfare in Latin America, positive correlation in Africa and uncertain correlation in the Caribbean. In Africa, there are, however, lower incidents of illness among children in female-headed household and children's education was more likely to receive priority. Studies showed that women typically spend income on their families, while men spend their money carelessly.

Gendering of poverty, according to Mackenzie (1992) is the most common act that culturally and socially suppresses women, especially in the rural areas as compared with urban ones. In the rural areas, poverty afflicts women from all regions of their lives. There are specific problems of gender participation facing rural women, which include access to resources, economic and social, illiteracy, male migration, as compared to their urban counterparts. This fact has given way to the phrase 'Feminisation of Poverty.' This is to say that women worldwide are more likely prone to

poverty than males. The risks are higher for the rural woman than for the urban woman. This formed a basis for one of the basic assumptions of this research.

Apart from land, gendering of poverty, for example, among the Igbo people of eastern Nigeria, it is heresy for a woman to inherit landed property. In Pakistan, Japan, India and most countries of Sub-Saharan Africa, daughters are deprived of this scarce resource, held back from school, and expected to be the secondary supporter, assisting in the care of siblings, and other needy members of the family. This has severe consequences for inter generational transmission of poverty, as girls born into poverty are brought up to be women who will remain in poverty (Hume, 1992). According to this observation, this transmission also results in gender injustices, where the girl's right to life and her own person is not assured. Girls, born into poverty, are more likely to suffer early deaths- either through deliberate infanticide (India, Pakistan) or through less deliberate but no less fatal deprivation of food, clothes and healthcare. This is because women themselves have the perception of being inferior or subordinate to men. Thus, this gender disparity and the way women perceive themselves as making low economic contribution to their society and their low levels of political perception can be attributed to that 'Natural' role gender attributes to them. Gender, it is assumed, has played a very

vital role in the economic and political segregation of women in societies. In the Pacific Rim, gender even outweighs women's natural biological tendencies in developing their education vis-à-vis economy and politics. This attribute show's that gender in effect is the single most important issue women the world over must address.

In contributing to the issue of gender as it relates to education and the economic and political perception of women, Jazairy *et al* (1992) observe three major factors that channel women into low-incomes, low-productive and often temporary employment, 'Women's reproductive and domestic responsibilities are generally perceived as their primary function' (Jazairy *et al*, 1992). The above observation helps to reinforce this perception. The perception reinforces structural barriers to women's access to education, training, land and productive work, and limits their choice of income earning activities. They (Jazairy *et al*, 1992) also reiterated that women are perceived to be more secondary income earners. This is because men are regarded as primary income earners, thus having priority over women in the allocation of opportunities for productive work and remunerated employment. Yet, women are responsible for part of household food provision in many societies and tend to be the major income earners among poorer households. On this Jazairy *et al* (1992) observe that,

> women's work tends to be undervalued: occupation and sectors, that were once dominated by women workers ('Feminised') tend to be perceived as work that is of low

> importance, low skill and hence low economic value. Thus, *from this point of view, gender has relegated women to the* background. It has made their contribution to the economy through subsistence and intermittent activities generating income, but it has never had a social status of a ' real job'.

The literature reviewed on the gender issues showed that gender is organised differently in different societies. Accordingly, expectations for women and men vary throughout the world. These differences are most clearly illustrated in intercultural comparisons of what is considered 'male' and 'female'. By these comparisons, gender can only be viewed in its social context. The present study has been conducted on the premise that gender is important in determining roles of individuals in the society.

The studies reviewed here support the view that gender is an important and integral issue if the economic and political potentials of women are to be empowered meaningfully. Gender influences the thinking of every society be it developed, developing or underdeveloped nation. Women crave for the same rights, recognition and opportunities the world over.

Poverty as a social-ill has been mostly attributed to gender segregation. As it is true for most societies, the poorest members are usually female. The highlights of bulk of the literature reviewed are the call to see women as partners in development not as equals to men. Women should be viewed in their social capabilities not by their biological

difference. These findings shall be taken into consideration when making recommendations for this study.

By and large, the problem of poverty remains one of the main challenges and will continue to confront human kind at the dawn of the 21st century. This holds true for both developed and developing countries, although the extent, seriousness and characteristic may vary greatly within and across regions as they affect different social groups.

2.5 Women and Politics

The underlying nature of the ever 'changing political system in Nigeria has undoubtedly severely hindered women participation. The country has been independent for 40 years but has been ruled by the military for over 25 of those years. Women were virtually absent from the military and so were not part of the rulership. Even when the military involved civilians in governance, women did not seem to be reckoned with. For the purpose of this research, political potential is defined as the level of awareness about qualities that exist and can be developed about acquiring or exercising power within a group, organisation or society.

Strictly speaking, civilians have not had much chance to develop and adjust to any political system. For instance, the system of government during the First Republic (1960-1966) differed from that of the Second Republic (1979-1983). In the Second Republic, the form of government

was presidential, similar to the American system of government, in which there is a clear separation of powers between the executive and the legislature; the executive deriving its power from the direct popular vote of the electorate and from the constitution.

Furthermore, in recent years, in the attempt to usher in a civilian democracy, there has been so much tinkering with the political system resulting in the emergence of a yet-to-be tried political system. The dizzying changes have meant that most people have not learnt how to conduct themselves in any political system. In other words, there has been no continuity in the effort to provide any political tradition, and all the politicians have since been freshers. What is more worrisome, however, is what became Nigerian definition of politics as can be gleaned from the fragmented 10 years of civil rule. For one thing, many politicians seemed to have a wrong definition of their purposes. Politicians commonly sought powerful positions only to enrich themselves. Most appeared to feel no guilt about not giving anything in return to their people and the country. In other words, power became an end in itself, to be used mainly in the pursuit of the self-interest of the political 'ruling class', a class which claimed rights and privileges, but refused to recognise any relevant duties or obligations to the rights claimed (Karanja, 2000).

This definition of politics also made it a winner takes all situation,

since those in power did not feel any obligation to improve the lives of their political opponents and the electorate. Elections have, therefore, been seen as a do-or-die affair. If people felt that once they have lost an election they lost everything, they would obviously do anything to win and hence the logical birth of electoral frauds, thuggery, bribery and violence. The undue influence of money and ethnicity is identified by many Nigerian's as the worst problem with politics. The products of the dangerous combination of these factors as Olagunju *et al* (1988) wrote: 'Is the devaluation of politics, so much so that it triggers negative reaction from opponents and the electorates and consequently political instability. Politics which should be a creative and regenerative enterprise is turned into a destructive vocation'.

For many women, however, money (or rather the lack of it) and violence rank highest on the political problem list. For instance, in July 1991, the National Commission for Women, in conjunction with the Centre for Democratic Studies, held a one-day dialogue with women political aspirants to discuss their problems. Part of the communiqué issued afterwards reads as follows:

> as aspirants, our major handicap in the field is our financial inadequacy vis-à-vis our male counterparts. While we do not want to get involved in money politics, which we decry, nonetheless in reality money is required for organisation. Women aspirants are critically marginalized organisationally, because they generally do not have money to mobilise. The security agencies should direct their attention to the most disturbing problem of thuggery and political violence. We affirm that thuggery and political violence are scaring women away from political participation. We call for the harshest punishment for thuggery and political violence.

This background explains why a lot of women do not participate in politics in the situation where they fear intimidation. Although a couple of women are actively participating in policies and governance in the present dispensation, it may take a long time before the full involvement of women in politics may be achieved in Nigeria. It seems that there is an 'invisible line' in Nigerian politics, which women cannot cross. Although women are politically very active at the grassroots level, they are only a small minority among the officials at the party national level.

In the report of the Secretary-General of UN, (Anan, 1999) stated that

> although the nature of women themselves are not in many respects homogeneous group, one condition is common to all of them, they are not full participants in the public choices that affect their lives and they are grossly under represented in politics and the civil service, especially at decision-making levels. The condition has to be created in which there will be sufficient number of women in decision making positions, whether in politics or civil service, to make gender an unremarkable attribute and the selection of women for high positions inevitable and normal.

However, women conditions all over the world are generally the same when it comes to decision-making. This study intended to look at the participation of women in politics in Nigeria and the gains they have made, and what needs to be done to improve and consolidate these gains.

In Nigeria, women have a long way to go in the political arena (GADA, 1995). More often, it is the husband's political idea that the family

adopts. Women are hardly given the opportunity to critically examine the complexity, implication of political decision and their impact on the family and the society. Women's inability to participate in the formation and direction of family and political opinion(s) could be attributed to low education, religion and probably the misconception of democratic politics during its inception and infancy in Nigeria. Enabulele (1988) observes that there have been changes and women are seemingly becoming more conscious of their political rights. This use of the term 'political consciousness' may not be unconnected with government efforts through Better Life for Rural Women, National Council for Women Societies, Family Support Programme and other non-government efforts, to create awareness and to make women participate more in politics.

In his own contribution on the issue of Nigerian women in politics, Gbadamosi (1988) comments that,

> the political future of Nigerian women is in their own hands. They have the constitutional right to be represented in the State and National Assemblies, like men, but at the moment, most of them lack the will, inspiration and fortitude to compete with men. Even though they are now endowed, more than before, with education, better standard of living and freedom to think independently.

This encouragement of women by a man to exploit their political force can be perceived as one of the general pattern of views often expressed in the current political dispensation. But, how free and acceptable

are women in Nigerian political arena?

Although the Nigerian women are endowed with socio-political privileges and opportunities, at least as granted in the Nigerian Constitution, they have not been freed by the psychological and emotional impact of the patriarchal values, customs and traditions of the society (Kofoworoki, 1988). Although according to the above observation, it can be assumed that the privileges and opportunities offered to women on the surface do not measure up on equal terms with their other social and family commitments if compared with those utilised by men. Consequently, it could still be assumed that despite their emancipation socially and educationally, women are not yet liberated from certain unique social and family obligation through which the continuity of the society is maintained. This idea is aptly summarised by Gbadamosi (1988) in which he posits that

> a substantial number of Nigerian women may not know it is their legitimate right to vote at any election. Some may feel it is unnecessary, while others may be constrained by a number of factors, one being inaccessibility to adequate education about voting right for women in the society.....

Despite widespread movement towards democratisation in the past decade, women have made little progress in attaining political power in legislative bodies, or achieving the target of 30 % in decision -making levels as set by the United Nations.

As at December 1994, only 24 women had been elected as heads of

states of governments in this century, half of this number after 1990. At the end of 1994, ten women headed government - a historically unprecedented figure, when compared to that of men, which is 99 % worldwide (UNICEF, 1995). This relationship between women and men in power sharing calls for an investigation.

Sadik (1990) had observed that the extent to which women are free to make decisions affecting their lives may be the key to the future, not only of the poor countries, but also of the richer ones too. Whether mothers are producers and manufacturers, political and community leaders at the centre of the process of change, this observation cannot be far from accurate in most countries of the world. No country, especially the developing nations, can afford to keep their women out of the scheme of things, since women constitute a majority in most populations of the world, with the exception of India and Nigeria. By neglecting the education and leadership role of women in development and leaving them out of the decision-making process, a country would be denying itself the possibility of realizing the potentials of almost half of its human resources.

In recent years, studies tend to focus on the changing role of women in relation to their political potentials. These studies have examined the extent of the failure of women in politics, which has led to the loss of development potentials. Karanja (1993) reports that in 1993, there were

only six female heads of government worldwide. Only one elected politician in nine was a woman, and over hundred countries worldwide have no single woman in their parliament at all. Given the above information, it looks like the ability of a sizeable number of the population to take part in decisions affecting their lives might have been denied, by a combination of issues especially gender and education.

The Universal Declaration of Human Rights states that, 'everyone has the right to take part in the government of his or her country'. The empowerment of women's social, economic and political status is essential for the achievement of both transparent and accountable government and administration, and sustainable development in all areas of life. The power relations that impede women's attainment of fulfilling lives operate at many levels of society, from the most personal to the highly public (United Nations, 1995).

Political participation and empowerment means strengthening the role of women in governance and decision making at all levels, defending and extending women's right's, helping women achieve control of their lives and bringing women's perspective into decision making. Available statistics (United Nations, 1995) show the extent to which women's political perception and participation have been affected for the past decades, which is not too impressive. The data showed that the highest number of women in

the United States congress at any time was during the 1961-62 session, when 20 served. The whole of the United Nations with its 185 member countries has only six women representing their countries as permanent representatives. Women represent only 22 % of the total diplomatic staff in the UN as an international organisation. This figure is quite alarming given the level of development of US and the mission of the UN. Contributing to the issue of female political participation, Rogers (1995) is of the view that achieving the goal of equal participation of women and men in decision - making will provide a balance that more accurately reflects the composition of society in political decision-making. He notes that this performs a leverage function without which it is highly unlikely that real integration would be achieved. In the fourth world conference on women, it was stated that equality dimension in government and policy-making is not only a demand for simple justice or democracy, but can also be seen as a necessary condition for women's interest to be taken into action (Unesco, 1995), These positions have made it clear that women's participation in decision making should no longer be regarded as a privilege, but as a necessity, so that women can represent their own interests in society.

Despite recent gains, gender discrimination remains a formidable barrier to women's participation in formal decision-making process, and to the control of material and political resources. In no country in the world

do women yet enjoy political status, access or influence equal to that of men. Statistics have shown the following female representations in government: Latin America / Caribbean countries = 10 %, sub-Saharan Africa = 8 %, Middle East/North Africa= 3 %, South Asia = 5 %, East Asia/pacific= 9 % and Industrialised countries = 18 %. This gender disparity is more alarming if one looks at the statistics from Bahrain, Kuwait, and the United Arab Emirate, which are not available because women are denied the right to vote or stand for election. This is a serious setback as women in these nations have never been privileged to take decisions as they concern them or their families. In the context of an election, where women are not restricted by law to participate, women still had a poor showing in comparison to Nigeria. Progress made by women in Nigeria before and after Beijing 1995, and their consistent effort at bringing several issues and concerns to the fore in national decision-making, their participation and representation, continue to be minimal. The statistics emerging from the general elections concluded on 27th February, 1999, left an unexpected gap between the dismally few elected women, and the huge demand of their more than 49 million strong constituencies. Women and their allies are faced with a continual challenge on how they can ensure that the new government is sensitive to the implication of this under-representation for their constituencies for democracy and for sustainable

development in Nigeria. Statistics from general elections reveal the following as given in Table 2.3.

TABLE 2.3: RESULTS OF LOCAL GOVERNMENTS, STATES AND FEDERAL ELECTIONS OF 1999

TYPE	SEATS	NO OF FEMALE CONTESTANTS	NO OF FEMALE WINNERS
LGA Chairmanship	774	46	9
Councillorship	8810	510	143
State Assembly	990	39	12
Governorship	72	6	1 Deputy Governor
Senate	109	5	3 (One Nullified)
House of Reps.	360	29	13 (One Nullified)

Source: National Electoral Commission, Abuja (1999)

These scores show that women have a long way to go in Nigeria to be able to attain the 30% critical mass, which is recognised by the UN as the possible percentage of representation in any assembly that can have any meaningful effect on decision-making. Generally speaking in Nigeria, women constitute 49.7% of the total population (1991 Census). In the first republic, there was only 1 (one) woman of the 36 senate members, none of 312 in the House of representatives, and none in the federal cabinet. There were only (5) five women out of 150 members of the Constituent Assembly that debated the draft constitution in 1989. Women are said to make up to 60% of the electorate. However, in 1978, there was not a single woman

presidential candidate and no woman running for governor in all the 19 states of the federation. Of the four women who contested positions in the 57 member senate in 1979, none won. In 1990, out of 1,297 local positions nationwide, women won only 12 out of 538 (1.8%) in the House of Representatives (GADA Report, 1999). This shows that there is an established restrictive practice or constraint that always puts women in Nigeria at a disadvantaged position. This research sought to highlight those areas with a view to remedying them. In the United States, women in the current congress comprise slightly over 11 % in the House, and 7 % in the Senate. In Eastern Europe, women's participation in parliament dropped sharply from 22 % in 1987, to 6.5 % in 1993. This drop largely was as a result of the collapse of communism and the climimination of quotas for women in parliament (United Nations, 1995). The general global pattern of women's low representation in politics is particularly severe in Africa, with an average of only 6% women among parliamentarians (Longwe ,1998). That is to say, if women are to raise their voice, there is a need to understand the underlying causes of this situation, and its location within the structure of gender inequality. From most of the literature reviewed, it was observed by the researcher that interventions aimed at increasing women's political representation are very often misdirected, because they are based on inadequate analysis of the problem. It is all too often assumed that

women's increased participation in politics depends on increasing their skill in such areas as political organisation and public speaking. However, according to the testimony of some women legislators, it soon became clear that this type of explanation is largely mistaken and irrelevant (Longwe, 1998).

According to most of these legislators and councillors, this type of explanation is mistaken in two main respects. Firstly, it contradicts the empirical evidence of the level of participation of Nigerian women in grassroot politics, where there is a large proportion of active women. At this level women are notable for their skills in organisation and public speaking, and are generally self-confident and assertive. Secondly, it overlooks the seriousness of the obstacles, in the path of women who seek political office. From the theoretical point of view, it seems rather curious to explain women's low political representation simply in terms of purely technical explanation of limited skills and experience. A fundamental problem within gender politics surely demands an explanation of the political and ideological dimension of the problem, to look for evidence of patriarchal interest in maintaining male domination over the political system. In the country as a whole, only about 1% of women are councillors. In State and National Assemblies, women constitute less than 10% (curiously, the evidence suggests that it is much easier (but still very difficult) for

women to enter politics at the National level).

In general terms, there are only two possible types of explanation for this huge gender gap in political representation. These are either women are reluctant to enter politics, or are rejected when they attempt to enter. From the reluctant point of view, the small proportion of reluctant women might be attributed to their lack of political position, self-confidence assertiveness and political experience. In other words, it is the women's own fault and the solution to the problem lies entirely with them.

On the other hand, the alternative explanation is that various obstacles of control 'gates' keep out women from participation. In other words the 'rejection' explanation is that there is a systematic gender discrimination against women in access to political office. The other obstacles and challenges that somehow prevent women from contributing their quotas politically in the world include different aspects of segregation. In Africa, the most common hurdle women face includes the fact that political parties rarely support women candidates. Women also have difficulty obtaining campaign funding. Riria (1983) writes that few women have political campaign skills. Women as it was shown rarely vote for women, and women in public life are expected to follow rather than to lead. But this has not always been so. Hassan (1992) observes that in pre-independent Nigeria, women in the southern part of the country were

involved in two major events which made them to begin demanding for their political rights. What is popularly known as the 1929-30 'Aba Riot' or 'Women's War' or 'Ogu Umunwanye' was a major political uprising as a result of taxation (Hassan, 1992).

The late Fumilayo Ransome-Kuti spearheaded another incident in the western part of Nigeria. She was a teacher, a politician, and a crusader of women rights. She set up a group of educated women which always met to discuss issues. Later, she set up an adult education women class to educate market women, which was called the Social Welfare for Market Women, which later metamorphosed into Egba Women's Union. She led an uprising on taxation of women, which successfully toppled the Alake of Abeokuta. Similarly, in northern Nigeria, Hajia Gambo Sawaba was the only woman who came out boldly to enter politics. She suffered a lot of torture and imprisonment because she dared to break away from repression and from the norm (Hassan, 1992).

However, after the Beijing conference, Nigerian women now realised that for any meaningful impact to be made on the polity for the benefit of women, rhetorics must take the back seat. It was time they swung into action (Tell, 1999); Fortunately, their action has precipitated 'A political Agenda for Nigerian Women ' a definitive statement of women's minimal demands on the nation's polity. The agenda was prepared by Gender and Development Action (GADA), a non-governmental organisation in collaboration with the United Nation Fund for Women (UNIFEM). The guide is for the political empowerment for Nigerian women in the pursuit of

their own advancement in general (Tell, 1999). This type of action by groups and individuals is helping women to understand the reason why they must fight for a common course. This study intended to use these findings to enhance the capabilities of women in the political sphere. It also sought to enlighten women on the needed strategy for self and group actualisation of projects.

2.6 SUMMARY OF LITERATURE REVIEW

These studies in this review have proved abundantly that there is a high positive correlation the world over between a woman's potential for success and the level of educational attainment. These studies indicated that each year that a girl remains in school can result in increased earnings. Also it was also indicated that educated women were more productive the world over. Lack of education has been attributed as the single most important factor of female poverty.

It is important to appreciate from the foregoing literature review that a change indeed is necessary, most especially now, in the perception of women. Their political, economic and educational potentials are closely interconnected and inter-related to women's perceptions in Nigeria. Thus the very idea of education is both complex and dynamic. Complex because it can be defined in relation to a particular place and time. Dynamic because of the way it is perceived. By dynamic nature of education, it is believed that if it is vigorously pursued tactically, it can help to improve the relationship between the political and economic perception of women. So that women might be integrated into the mainstream of the society. Therefore, it is appropriate to consider the steps that have already been taken to promote the perception of women about education, economy and

politics and to review obstacles that stand in their way for further progress vis-a vis economic attainment, political participation and identify actions that now need to be taken.

Authorities have highlighted that women were usually forced into jobs as a last resort, due to lack of economic security from members of the community. Women are rated economically poorer off than the men folk and they are weigh down by economic cries of different categories. Studies reviewed also emphasized the fact that being employed is not enough but women need gainful employment as the only cure for abject poverty. They observed that taking jobs in order to survive had made women a working poor in the rural and urban informal sectors. These studies emphasized the need to promote women's finances in order to alleviate poverty.

The studies reviewed in this chapter have highlighted the recurring problems that are misconstrued in the literature about the role of women vis-à-vis men. Gender has been blamed for the economic, political and social subordination of women. It has been blamed for the lack of participation in some fields of economic endeavour. It has played an important role in maintaining the 'cycle of poverty' in women. Because more often than not they shoulder the burden of poverty. The access to land, capital and credit is also limited due to gender segregation the literatures' suggested.

Also some important ideas have been gained between women inter-relation to take a leading role in the affairs of their community. They implied the absence of the female equivalent of the male political class. It was also asserted that women have been intimated by men, financially and by thuggery have harassed women out of politics.

All these issues raised in this review will be used as a foundation upon which the edifice of this will be build.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter describes the design and the procedure that were used for the study. The areas covered are the design of the study, the population, sample and the sampling procedure, instrumentation, the procedure for data collection and data analysis.

3.1 THE DESIGN

To achieve the purpose of the study, 4 x 2 non-experimental factoral research design was used. This design, the four demographics, were compared with the two potentials (economic and political) as shown in paradigm (I).

Paradigm I: 4 x 2 Non-Experimental Factoral Research Design Used in this Study

Potentials	***Demographics***			
	Age	Residence	Literacy	Educational Levels
Economic Potentials				
Political Potentials				

In this design, survey method of research was used to collect data, from a stratified random sample, by administering a pilot test questionnaire.

3.2 POPULATION

The population for this study is the rural/urban, educated/non educated women in Nigeria.

3.3 SAMPLING PROCEDURE

The sample for this study consisted of women from the 12 states out of the 36 states and Abuja in Nigeria (Educated, non-educated). In order to select the required sample for this study, Nigeria was divided into the 6 geo-political zones, which were; North west, North east, North central, south west, South South, and South east. Two states were randomly selected in each of the zones and Abuja. Altogether, a total of twelve states were randomly selected as follows:

North-western Zone - Kaduna and Sokoto;

North Eastern Zone - Adamawa and Yobe States;

North Central Zone - Plateau and Niger;

South Western Zone- Lagos and Ekiti;

South South Zone - Cross Rivers and Delta; and

South East Zone - Anambra and Imo.

Stratified random sampling technique was used because the study sought to compare the views of women in urban and rural areas alike. The researcher used all the capitals of the selected states and one local government area from each State to get the responses of the urban and rural

population in these areas. The technique used for the selection of local government area was the lottery method. In each state selected, the local governments were numbered. For example, in Kaduna State, each local government was given a number that is 1 to 23, a group of students were asked to help in the draw. The number drawn was the one the researcher used for the local government it represented. The states and their local government areas are as follows:

Anambra State -	Awka and Onitsha local governments
Imo State -	Umuahia and Ideoto North local governments
Kaduna State -	Kaduna and Zaria local governments
Sokoto State -	Sokoto and Gumi local governments
Admawa State -	Yola and Numan local governments
Yobe State -	Damaturu and Geidam Local governments
Lagos State -	Ikeja and Badagry local governments
Ekiti State -	Ado Ekiti and Ikere local governments
Plateau State -	Jos and Lantang local governments
Niger State -	Minna and Bida local governments
Cross-Rivers -	Calabar and Obudu local governments
Delta State -	Asaba and Warri North governments
Abuja -	Gwagwalada and Abaji Area Councils

3.4 INSTRUMENTATION

The instrument for this study (a questionnaire) was developed by the researcher using the Likert Scale. It was shown to six experts, two from the Faculty of Social Sciences and four from the Faculty of Education, for vetting and correction, before it was finally submitted to the supervisors. This procedure was to ensure the content and face validity of the instrument. The questionnaire was translated into Hausa, Arabic, Yoruba, and Igbo languages. The translators were Senior Lecturers and a Professor who were experts in these fields. Thereafter, the instrument was used to test for reliability. A pilot study was carried out in two states of the federation, Makurdi, the Benue state capital and Ibadan, the Oyo state capital to establish test re-test reliability of the instrument. The reliability coefficient obtained was 0.96. This shows that the instrument was reliable.

3.5 PILOT STUDY

The questionnaire was administered in a pilot study to a sample of 50 women in Makurdi, Benue State capital, at the state women centre and 50 women in Ibadan, at Women Centre, Oyo State, in January 1997. The purposes of the pilot study were to:

(i) determine the reliability estimates of the instrument;

(ii) explore the feasibility of the study through a trial run;

(iii) identify any problem or difficulties which the respondents might

encounter, and the probable mistakes they might be inclined to make in completing the questionnaire; and

(iv) obtain any other logistic hints which might facilitate the success of the main study.

From the data obtained from the pilot study, the reliability coefficient was computed, which was 0.96. This showed that the instrument was reliable In summary, the following decisions in respect of the main study were guided by the results of the pilot study.

(i) The questionnaire was appropriate and reliable for the purpose of this research study.

(ii) No time would be set for subjects to respond to the test items.

(iii) The plan to administer to women at the state women centre was in order.

(iv) The verbal instructions at the beginning of the tests and the general level of language employed *in* writing the test items seemed adequate.

(v) Respondents had to be reminded (over and again) to ensure that all items were responded to and their personal data information duly supplied. This was taken to quickly check the instruments as the subjects turned them in. The use of research assistants was, therefore, necessary.

3.6 DISTRIBUTION AND COLLECTION OF QUESTIONNAIRE

Before distribution of the questionnaire, the researcher picked hundred women randomly from each state to serve as respondents - fifty from each state capital and the other fifty from each local government area. A total of one thousand and three hundred copies of the questionnaire were administered. In the local government areas, the Family Support Programme (FSP) centres were used to assemble the women on the days set-aside by the (FSP) centres in a week to teach women self-reliance skills. With the help of ten trained research assistants, the questionnaire was administered. Out of a total of 1,300 copies of the questionnaire distributed, one thousand, one hundred, and fourteen completed copies (86%) were returned. On the average, the researcher spent 2 days in each state to distribute and collect the completed questionnaire. The whole exercise started in June 1998 and was completed in July 1998.

3.7 SCORING OF RESPONSES

After the collection of data, the scoring of the questionnaire was done. The statements stated in positive terms were marked as follows.

Strongly Agree	-	5 marks
Agree	-	4marks
Un-decided	-	3 marks
Disagree	-	2 marks
Strongly Disagree	-	1mark

The scores coded were fed into the computer for the required analysis to test the hypothesis of the study.

3.8 STATISTICAL ANALYSES

To analyse the data collected for this study statistically, the researcher personally coded the data by using well-designed Data Matrix forms. The data from the questionnaire were neatly entered into matrix forms, after which entry was made into a mini computer at the Ahmadu Bello University computer centre. A total number of 1,114 copies of the questionnaire were coded and computed. Three different statistical methods were used for the analyses using a computer with statistical packages for social sciences (SPP Packages), in the data processing unit of the Institute of Agricultural Research, Ahmadu Bello University, Zaria. The responses were rank-order variables or ordinal scale variables. The data were, therefore, ordinal data apart from being ipsative in nature and hence lacking normal distribution. Siegel (1956) and Tuckman (1972) stated that parametric statistical tests, which use means and standard deviations (i.e. which require the operations of arithmetic on the original scores) and that "data measured by ordinal scales should be analysed by parametric methods". The parametric statistics were, therefore, used to analyse the data of the present study. An alpha level of 0.05 was set to test the eight null hypothesis of the study.

(i) **ANOVA :** The simple analysis of variance, a parametric test of significance, was used to determine significant difference

between or among two or more means at the probability level of 0.05 level of significance. ANOVA was used to test hypotheses 1,4,5, and 8 to find out if there were significant differences.

(ii) The t-test was used to test hypotheses 2,3, 6 and 7 because it is the most suitable parametric test of significance used to determine whether there is a significance difference between the means of two independent samples at a selected probability level.

(iii) Chi-square was used to summarize of the demographic variables used in the data collected for the studies.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 INTRODUCTION

In order to determine the relationship among women's education, age and other demographic variables and their effect on the economic and political potentials, the results of the analysis of the data collected for this study are presented in this chapter. The instrument used in the collection of the data is shown in Appendix I. The results are interpreted in frequencies and percentages where applicable and the hypotheses raised in the study were duly tested with the appropriate statistical procedures.

4.2 RESULTS

As indicated in Chapter three (Section 3.3), 1114 women, randomly selected from the six geopolitical zones of the Federal Republic of Nigeria, were involved in this study. The questionnaire (instrument) used for the collection of the data for this study was translated into the three major languages used within the country. 56% were selected from urban areas of the zones while 44% were from rural areas within the zones. The comprehensive results obtained for the entire study is shown in Appendix II. The differentials between the urban and the rural were as the result of the ones eliminated from the rural responses for being wrongly completed.

The age of the respondents was the first item in the instrument, the different ages of the respondent is shown in Table 4.1

TABLE 4.1: AGE CATEGORIZATION OF RESPONDENTS

AGE CATEGORIES	FREQUENCY	PERCENTAGE
Less than 21 years	76	6.8
21-30 years	245	22.0
31-40 years	263	23.0
41-50 years	304	27.3
51 years above	226	20.3
TOTAL	1114	100.00

The age distribution of the respondents in Table 4.1 showed that the adult women in Nigerian society were proportionately represented in this survey. The active population in politics and economy of any country are usually within the 30 years and above range. This age range was well represented.

Table 4.2 specifies the literacy status of the respondents:

TABLE 4.2: RESPONDENTS BY THEIR LITERACY STATUS

LITERACY STATUS	FREQUENCY	PERCENTAGE
ILLITERATE	262	23.5
LITERATE	852	76.5
TOTAL	1114	100.0

As shown in the table, the response to the literacy status of the women indicated 23.5% to beliterate, while 76.5% were literate.

Table 4.3 shows the level of education desired by the respondents:

TABLE 4.3: RESPONDENT BY THE DESIRED LEVEL THEY WOULD WANT TO ATTAIN IN EDUCATION

	LEVEL ATTAINED		LEVEL DESIRED	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
NONE	149	13.4	35	3.1
KORANIC	164	14.7	80	7.2
PRIMARY	363	32.6	237	21.3
SECONDARY	254	22.8	307	27.6
TERTIARY	184	16.5	455	40.8
TOTAL	1114	100.0	1114	100.0

Table 4.3 showed that most women involved in this study did not possess the rudimentary qualification for elective positions in the country. Only 16.5% had above secondary school qualification. On relative terms, over 40.0% of the respondents would want to attain tertiary education, which they were unable to attain due to factors beyond the scope of this study.

Table 4.4 indicates the marital status of the respondents:

TABLE 4.4: RESPONDENTS BY THEIR MARITAL STATUS

MARITAL STATUS	FREQUENCY	PERCENTAGE
NO RESPONSE	10	0.9
MARRIED	586	52.6
DIVORCED	170	15.3
WIDOWED	84	7.5
SINGLE	264	23.7
TOTAL	1114	100.0

The table showed that most of the respondents, 53.0% were married, 15.0% were divorced and 7.0% were widowed. Only 24.0% of the respondents were single.

Table 4.5 shows the level of the respondents' political consciousness:

TABLE 4.5: RESPONDENTS' POLITICAL CONSCIOUSNESS

S/No.	ITEM DESCRIPTION	YES		NO	
		FREQ	%	FREQ	%
1	I voted in the last election.	769	69.0	345	31.0
2	I would like to be voted in an election	840	75.4	274	24.6
3	I would follow my spouse for political campaign	764	68.6	350	31.4
4	' will assist my daughter actively in politics	635	57.0	479	43.0
5	I would like to contest in an election	68.7	61.7	427	38.3

The responses in Table 4.5 indicated that most of the respondents' had been politically active within the society where they were. Although 69.0 % voted in the last election, an overwhelming 75.0% would like to be voted for in an election. 69.0% were willing to follow their spouses to any political campaign, but 31.0% were not willing to do so.

A greater number (57.0%) would assist their daughters to actively participate in political process within the society than those (43.0%) who would not assist their daughters in this direction. However, most of the respondents (62.0%) would like to contest for an elective office if given the opportunity.

38.0% of the respondents, contesting for an elective position was not seen as a positive development on the part of women.

The two major variables investigated in this study were economic and political potentials. The results were analysed along the demographic variables (age, residence, literacy status and level of educational attainment).

The political potentials of the respondents along their age category, was also investigated. The responses of women based on age is presented in Table 4.6.

TABLE 4.6: RESPONSES TO POLITICAL POTENTIALS BASED ON AGE

ITEM	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
1. Age is a significant factor in female participation in politics	323	29.0	407	36.5	233	20.9	92	8.3	59	5.3
2. Age militates against women's perception in decision making	438	39.3	339	30.4	147	13.2	123	11.0	67	6.0
3. Political consciousness does not necessarily come with age.	202	18.1	281	25.2	187	16.8	220	19.7	224	20.1
4. The political potential of a woman does not improve with her age.	292	26.2	260	23.3	185	16.6	199	17.9	178	16.0

When strongly agreed and agreed responses were merged together, 66.0% claimed that age was a significant factor in female politics, while 13% disagreed with the claim. 69.0% of the respondents were of the view that age

hampered female participation in decision-making, while 17.0% thought on the contrary. The view that political consciousness did not necessarily come with age was not given a strong support (43% agreed with the view, while 40% disagreed). That the political potential of a woman does not improve with age was the view of 50% of the respondents while 33% did reject this opinion.

Table 4.7 reinforced all the views analysed in Tables 4.5 and 4.6 according to the age group.

TABLE 4.7: SUMMARIZED RESPONSES ON POLITICAL POTENTIALS BY AGE

AGE GROUP	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
< 21 years	571	26.8	634	31.1	357	16.8	344	16.2	172	8.1
21-30 years	2124	34.4	1636	27.3	802	13.0	945	13.3	626	10.1
31-40 years	1966	26.6	2504	34.0	942	12.7	1245	16.9	707	9.6
41-50 years	2296	28.0	2663	32.4	1077	13.1	1369	16.7	803	9.8
51 years & above	2125	32.5	1910	29.2	848	13.8	1043	16.0	608	9.3

$\chi^2 = 205.89$, df = 16, P = 0.000 (P < 0.05)

The distribution showed that 40-50 years of age had a higher perception of their political potentials. A careful observation of the table also revealed that the perceived political potentials increased steadily upwards until after the age of 51. From the table, the age category with the lowest perceived potentials was 51 years and above. These perceived relationships between the age groups of respondents and their political potentials were made more apt by the

observed chi-square (χ^2) of 205.89 at 16 degree of freedom. This implied that there was a systematic relationship between the age structure of respondents and perception of their political potentials. This may mean that age was an important factor in women's political ability.

Another factor in this study was the place of residence. The place of residence of women and their relationship to political potentials was examined.

The responses of women to political questions on perceived residential influences is presented in Table 4.8.

TABLE 4.8: RESPONSES TO POLITICAL POTENTIALS BY RESIDENCE

ITEM	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
1. Rural Woman rarely have access to political participation	468	42.0	319	28.6	93	8.3	15.3	13.7	81	7.3
2. Residing in an Urban area increases a woman's political status	93	8.3	206	18.5	58.6	52.6	6.0	5.4	169	15.2
3. Residence does not necessarily increase a woman's political status	639	57.4	319	28.6	54	4.8	57	5.1	45	4.0
4. Regardless of their place of residence, women have worked hard to create a new political status	493	44.3	280	25.1	112	10.1	124	11.1	105	9.4
5. Rural women are more disproportionately placed politically.	421	37.8	385	34.6	139	12.5	109	9.5	63	5.7

From the table and when strongly agreed and strongly disagreed were merged to agreement and disagreement, 61% of the respondents positively

agreed that rural residence inhibited the ability of women to participate in politics, 21% responded negatively. However, 85% were of the view that their political status was not influenced by their place of residence, while 10% thought it was. The assertion that rural women where disproportionately placed politically was outright accepted by 73% of the respondents.

A summary of the responses to political potentials of women in terms of their place of residence is presented in Table 4.9.

TABLE 4.9: PERCEPTION OF RESPONDENTS' POLITICAL POTENTIALS *BASED ON PLACE OF RESIDENCE*

LOCATION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
RURAL	4309	30.1	4388	30.9	1836	12.8	2418	16.9	1357	9.5
URBAN	4950	29.3	5268	31.2	2283	13.5	2741	16.2	1642	9.7

$\chi^2 = 7.70$, df = 4, P = 0.078 (P < 0.05)

The residence of the respondents did not affect their perceptions about their political potentials. This was evident by the observed chi-square of 7.70 at 4 degree of freedom. This implied that neither rural nor urban residence impaired a woman's political perception. This view further lent credence to the responses in Table 4.8.

The responses of women to political potentials by educational levels are presented in Table 4.10 below.

TABLE 4.10: RESPONSES TO POLITICAL POTENTIALS BY LITERACY LEVEL

ITEM	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	*FREQ*	%	*FREQ*	%	*FREQ*	%	*FREQ*	%
1. Education moved women from the periphery to centre of decision making	103	9.3	513	32.1	41	3.7	379	34.0	73	6.0
2. Women have reshaped political processes in the *state through their* education	467	41.4	447	40.1	112	10.1	63	5.7	25	2.2
3. Educated women participate fully in the formal policy-making of the state.	98	8.8	131	11.8	88	7.9	521	46.8	276	24.8
4. For a woman to develop her full potentials in politics she needs a certain level of education	479	43.0	446	40.0	101	9.1	54	4.8	34	3.1
5. Education makes women have access to resources for development of their political potentials	612	54.9	324	29.1	66	5.9	88	7.9	24	2.2

From the table above, 61.4% of the respondents were of the view that education moved women from the periphery to the centre of decision making, 40% thought it was the contrary. 81% of the respondents claimed that by their education, they had been able to shape the political process in the state, while 7.9% disagreed with this view. Educated women as seen from the table, did not make impact on the policy-making of the state, because 70% of the respondents rejected this opinion, while 11% were in agreement. 83% of women thought they needed certain level of education to develop their political

potentials.

In addition, Table 4.11 reinforced the perception of women regarding political potentials.

TABLE 4.11: PERCEPTIONS OF RESPONDENTS ON POLITICAL POTENTIALS *BASED ON THEIR LEVEL OF EDUCATION*

ITEM	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	*FREQ*	%	*FREQ*	%	*FREQ*	%	*FREQ*	%
No Formal Education	1249	29.9	1257	30.1	632	15.1	663	15.9	373	9.0
Koranic/ Adult	1430	34.5	1110	26.7	533	12.8	640	15.4	431	10.4
Primary	2686	26.4	3458	34.0	1312	12.9	1711	16.8	997	9.8
Secondary	2109	29.6	2181	30.7	928	13.0	1230	17.3	664	9.3
Tertiary	1785	31.9	1650	29.5	1650	29.5	915	16.3	532	9.5

$\chi^2 = 119.92$, df = 16, P = 0.000 (P < 0.05)

The table re-emphasized the view that the political perception of women did not increase with their level of education. The increase in perception was only obvious between primary and secondary school levels.

Table 4.12 is concerned with the effects of gender on political decision-making.

TABLE 4.12: RESPONSES TO POLITICAL QUESTIONS BY GENDER

ITEM	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
1. Gender does not hinder a woman from participating in polities in the state	228	20.5	490	44.0	205	18.4	146	13.1	45	4.0
2. Gender makes women face particular barriers in decision-making	2	0.2	8	0.7	365	32.8	210	18.9	529	47.5
3. Gender does not hinder a woman from being assigned any type of political duty.	263	23.6	450	40.4	76	6.8	234	21.09	91	8.2
4. A woman cannot belong to a different political party from her husband.	310	27.8	431	38.7	126	11.3	20.5	18.4	42	3.8

From the table, it can be asserted that gender prevented women from participating in politics; at least 64.5% of the respondents shared this view, while 17% thought it did not. Less than 1% of the respondents disagreed with the fact that gender was a barrier to political decision-making, but 65.9% agreed. Women felt they could handle any political responsibility in spite of their gender: 64.4% held this view, while 29% differed. Most women (69%) felt they were obliged to join the same political parties with their spouses and only a few (22%) felt independent enough to do that.

The second variable investigated in this study was economic potentials of women. The perception of the respondents on factors in this regard are shown in frequencies and percentages. Table 4.14 showed the responses to economic potentials by age.

TABLE 4.14: RESPONSES TO ECONOMIC POTENTIALS BY AGE

ITEM	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
1. Economic potentials of a woman improve with age.	805	72.3	309	27.7	-	-	-	-	-	-
2. Poverty is compounded by age differentials of women.	680	61.0	372	33.4	62	5.6	-	-	-	-
3. Women below the age of 40 years suffer constraints in achieving economic aspirations	526	47.2	526	47.2	31	2.8	31	2.8	-	-

From the table, respondents were of a unanimous view (100%) that there was a correlation between age and improved economic potentials. 94.4% of women perceived the differences in age as compounding their poverty, while 5% were indifferent. 97% of women were affirmative that age was a great constraint on women below age 40 in achieving economic aspirations.

Table 14.15 showed perceptions of the respondents on economic potentials tabulated against their age groups.

TABLE 4.15: PERCEPTIONS ON ECONOMIC POTENTIALS BASED ON AGE GROUP

AGE GROUP	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
< 21 years	449	10.4	650	29.5	389	17.6	489	22.2	227	10.3
21-30 years	1340	19.5	2070	30.1	1281	18.6	1563	22.8	616	9.0
31-40 years	1354	17.8	2614	34.3	1382	18.1	1650	21.6	627	8.3
41-50 years	1433	16.2	2832	32.1	1536	17.4	2105	23.9	910	10.3
51 years & above	1118	15.4	2532	34.4	1238	17.6	1632	22.5	739	10.2

$\chi^2 = 133.05$, df = 16, P = 0.000 (P < 0.05)

Table 4.7 revealed that there was a structural relationship between age and political potentials. As could be observed from the table, the economic perception of women increased with age, the most active being 31-50 years. The test of the relationships using chi-square further confirmed this view ($P < 0.05$).

The place of residence of the respondents was another demographic variable used to determine the economic potentials of the women. Table 4.16 showed respondents based on their place of residence.

TABLE 4.16: RESPONSES TO ECONOMIC POTENTIALS BY RESIDENCE

ITEM	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
1. Rural women have more access to trading facilities than their urban counterparts.	180	16.2	292	26.2	188	16.9	296	26.6	158	14.2
2. Residence does not necessarily increase a woman's economic status.	179	16.1	331	29.7	172	15.4	320	28.7	112	10.1
3. Rural women devote most of their time to unpaid housework.	116	10.4	340	30.5	221	19.8	302	27.1	135	12.1
4. Women's potentials to participate in and transform development depend on their place of residence.	188	16.9	343	30.8	174	15.6	256	23.0	153	13.7
5. Residence creates economic restraints to women	232	20.8	386	34.6	217	19.5	157	14.1	122	11.0
6. Rural women rarely have access to government funding	154	13.8	774	69.5	62	5.6	93	8.3	31	2.8

The table showed that 42.4% of women did not think that their place of

residence hindered them from accessing trading facilities. 40.2% on the other hand felt hampered by place of residence to access facilities. 49% of women agreed that rural women devoted more time to unpaid house jobs. However, 38.8% rejected this assertion. Place of residence influenced the way economic activities are pursued by women: 54.6% of the respondents agreed with this statement, while 25.1% did not. 89% of the rural dwellers believed that their residence put them at a disadvantage position when it came to government funding.

Table 4.17 summarized the perception of respondents based on place of residence.

TABLE 4.17: PERCEPTION OF RESPONDENTS ON ECONOMIC POTENTIALS BASED ON PLACE OF RESIDENCE

PLACE OF RESIDENCE	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
RURAL	2304	15.5	5098	34.4	2561	17.3	3370	22.7	1486	10.0
URBAN	3036	17.9	5385	31.9	3137	18.6	3790	22.4	1536	9.1

$\chi^2 = 57.63$, df = 4, P = 0.000 (P < 0.05)

The place of residence of the respondents had a significant relationship with their economic participation, as seen in Table 4.17. The observed chi-square value indicated that the perception of women's economic potentials had a relationship with their place of residence (P < 0.05). This gave credence to the views expressed in Table 4.16.

Education was a major factor in female participation in economic pursuits. Table 4.18 showed the responses of women to economic potentials based on education.

TABLE 4.18: RESPONSES TO ECONOMIC POTENTIALS BY EDUCATIONAL LEVEL

ITEM	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	*FREQ*	%	*FREQ*	%	*FREQ*	%	*FREQ*	%
1. Education acts as a catalyst in ensuring women involvement in the economic production of the country	464	41.7	420	37.7	68	6.1	131	11.8	31	2.8
2. Education opens new economic standards for women in the rural areas	334	30.0	426	38.2	92	8.3	173	15.5	89	8.0
3. Education provides women with entrepreneurial skills in business	206	18.5	491	44.1	143	12.8	161	14.5	113	10.1
4. Access to primary education would develop women's economic potentials and abilities	126	11.3	321	28.8	205	18.4	308	27.6	154	13.8
5. Education opens access for women to resources for development of their economic potentials	150	13.5	310	27.8	155	13.9	309	27.7	190	17.1
6. Women's full economic potentials are best developed through education	166	14.9	370	33.2	155	13.9	274	24.6	149	13.4

Table 4.18 revealed that education is a catalyst in economic involvement of women. 75% of them upheld this view. But 39.8% of the respondents did not uphold the view. 62.8% of subjects felt that education provided them with entrepreneurial skills. However, 24.6% said it did not. Access to primary education did not improve the ability of women to develop their economic

potentials: 40% were of this view. However, 39.9% of said it did improve their potentials. The differences were not very obvious. 48.2% of respondents supported the opinion that economic potentials of women were best developed through education. On the contrary, 38.4% did not agree with this expressed opinion.

To further highlight the view about the relationship between economic potentials and the type of education the respondents attained, Table 4.19 is presented.

TABLE 4.19: PERCEPTIONS OF RESPONDENTS ON ECONOMIC POTENTIALS BASED ON THE LEVEL OF EDUCATION ATTAINED

LEVEL OF EDUCATION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
No Formal Education	944	21.8	1278	29.6	724	16.8	942	21.8	433	10.8
Koranic/ Adult	736	17.1	1308	30.5	900	21.0	977	22.8	371	8.6
Primary	1845	17.5	3561	33.8	1852	17.6	2357	22.4	912	8.7
Secondary	1130	15.3	2535	34.4	1244	16.9	1696	23.0	761	10.3
Tertiary	905	15.6	2018	34.8	1031	17.8	1278	22.03	568	9.8

$\chi^2 = 165.16$, df = 16, P = 0.000 (P < 0.05)

The level of education attained by women had a positive impact on their economic potentials. It reinforces the view in Table 4.18, which states that strong relationship exists between education and economic potentials. In Table 4.19, this relationship gave a chi-square value of 165.16 at probability level of 0.000 (P < 0.05).

Table 4.20 presents the respondents responses to economic potentials based on gender:

TABLE 4.20: RESPONSES TO ECONOMIC POTENTIALS BY GENDER

ITEM	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
1. Women now create their own jobs due to gender segregation	826	73.2	204	18.3	58	5.2	22	2.0	14	1.3
2. Gender determines a woman's type of work.	4	0.4	8.3	7.5	264	23.7	494	44.3	269	24.1
3. Women still face discrimination work due to their gender	442	39.7	491	44.1	117	10.5	44	3.9	20	1.8
4 Gender makes a woman do more house work than income generating jobs	171	15.4	361	32.4	176	15.8	285	25.6	121	10.9

Table 4.20 showed that gender played an important role in determining the types of jobs women could create for themselves. 91% of the respondents subscribed to this view, while a mere 3% disagreed with it. The results also indicated that women rejected (68%) the fact that gender determines the type of work they did, while 7% agreed with this view. 84% of the respondents felt they were discriminated against at their place of work due to their gender, however 5% thought to the contrary. 47% of the respondents were of the opinion that gender made them to do more house work than income generating jobs, while 37% did not agree with this opinion.

4.2.1 TEST OF HYPOTHESES

Eight null hypotheses were raised in this study. They were aimed at determining the effects of such factors as age, location of respondents, and the effects their level of education have on the perceived economic and political potential of women. The hypotheses are as follows:

HYPOTHESIS I: There is no significant difference between different age groups of Nigerian women in their perception about their economic potentials.

The respondents were classified into five age groups. Their perception scores on economic potentials were summed up and divided by the total number of items (see Table 4.5). One-way analysis of variance procedure was then applied, as there were more than two categories of independent variables (age), the results of which are shown in Table 4.21

TABLE 4.21: ONE-WAY ANALYSIS OF VARIANCE ON PERCEIVED ECONOMIC POTENTIALS BY AGE GROUP

SOURCE	df	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between groups	4	2.36042	0.5911	6.5311	0.000
Within groups	1109	100.3638	0.0905		
Total	1113	102.7280			

Table 4.21 showed that the observed F- value is higher than the critical value of 3.00 at 4, 1109 degree of freedom. Moreover the observed significant level is less than the accepted level of 0.05 ($P< 0.05$). This means that

significant differences exist between the different age groups in the perception of their economic potentials. The null hypothesis is thus rejected. There is a difference between age groups of Nigerian women.

In order to locate the significance of difference, Scheffe post HOC test was carried out on the means of the different age groups, the results of which are shown in Table 4.21.1

TABLE 4.21.1 : RESULT OF SCHEFFE PROCEDURE ON GROUP MEANS

AGE GROUP			F	DECISION
<21 years	VS	21-30 years	6.5311	Not Significant
<21 years	VS	31-40 years	6.5311	Not Significant
<21 years	VS	41-50 years	6.5311	Not Significant
<21 years	VS	50 years & above	6.5311	Not Significant
21 –30 years	VS	31-40 years	6.5311	Not Significant
21-30 years	VS	41-50 years	6.5311	Not Significant
21-30 years	VS	51years & above	6.5311	Not Significant
31-40 years	VS	41-50 years	6.5311	Significant
41-50 years	VS	51years & above	6.5311	Not Significant

Table 4.21.1 showed that the age group between 31 and 40 years were significantly different in their perception from those within the 41-50years and 51 years & above.

HYPOTHESIS II: *There is no significant difference between Nigerian* women in Urban and Rural areas in their perception about their economic potentials.

The independent variable here has only two categories. The t-test was applied to test the results which are shown in Table 4.22

TABLE 4.22: t-TEST ON PERCEIVED ECONOMIC POTENTIALS BY URBAN AND RURAL WOMEN

LOCATION	MEAN	S.D	SE	T	df	Pval	Tcal
URBAN	3.551	0.286	0.011	4.30	1112	0.000	1.96
RURAL	3.473	0.320	0.014				

Table 4.22 revealed significant differences between urban-based women and rural-based women in their perception of their economic potentials ($P<0.05$), and therefore the null hypothesis is rejected. Scores in the table revealed that urban-based women had a better perception about their economic potentials than their rural based counterparts.

HYPOTHESIS III: There is no significant difference between literate and illiterate Nigerian women in their perception about their economic potentials.

Those respondents who could not read or write were classified as illiterate and those that had some level of education were classified as literate to test this hypothesis. Table 4.23 shows the results of the t-test used to test this hypothesis.

TABLE 4.23: t-TEST ON PERCEIVED ECONOMIC POTENTIALS BY STATUS OF LITERACY OF RESPONDENTS

LITERACY STATUS	MEAN	SD	SE	t	df	t-CRITICAL
ILLITERATE	3.540	0.316	0.020	1.49	1113	1.96
LITERATE	3.508	0.300	0.010			

No significant difference was observed between the groups at (P>0.05) level of significance. The null hypothesis is thus retained. This result shows that status of education did not have any significant influence on women's perception of their economic potentials.

HYPOTHESIS IV: There is no significant difference between Nigerian women of different levels of education in their perception about their economic potentials.

Educational levels were classified as follows: those with little or no education and could not read or write were classified into no formal education. The remaining four groups were those with primary, Koranic, secondary and those who obtained tertiary education certificate. One way analysis of variance was used to test the hypothesis, the results of which are shown in Table 4.24

TABLE 4.24: ONE WAY ANALYSIS OF VARIANCE ON PERCEIVED ECONOMIC POTENTIALS OF WOMEN BY LEVEL OF EDUCATION

SOURCE	DF	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between group	4	3.1640	0.7910	12.8774	0.000
Within groups	1109	68.1207	0.0614		
Total	1113	71.2846			

The results as shown in Table 4.24 revealed significant differences between the respondents by their level of education at the (P<0.05) level of significance. The observed F value (12.8774) is higher than the critical value of 3.00 at 1109 degree of freedom. The null hypothesis is therefore rejected.

Scheffe post HOC test was performed on the mean scores of the groups, the results of which are shown in Table 4.24.1

TABLE 4.24.1: **SCHEFFE PROCEDURE ON GROUP MEANS**

LEVEL EDUCATION		F	DECISION
NO FORMAL	EDUCATION VS KORANIC	12.8774	Not Significant
NO FORMAL	EDUCATION VS PRIMARY	12.8774	Not Significant
NO FORMAL	EDUCATION VS SECONDARY	12.8774	Significant
NO FORMAL	EDUCATION VS TERTIARY	12.8774	Significant
KORANIC	EDUCATION VS PRIMARY	12.8774	Not Significant
KORANIC	EDUCATION VS SECONDARY	12.8774	Significant
KORANIC	EDUCATION VS TERTIARY	12.8774	Significant
PRIMARY	EDUCATION VS SECONDARY	12.8774	Not Significant
PRIMARY	EDUCATION VS TERTIARY	12.8774	Significant
SECONDARY	EDUCATION VS TERTIARY	12.8774	Not Significant

The results of the Scheffe's procedure showed that the perception about potentials increases with the respondents' level of education. Thus, no significant difference was observed between the first three levels measured by the procedure. Respondents with secondary education were found to be significantly different from the first two levels, and tertiary level significantly different from the first three levels of education used in the test.

HYPOTHESIS V: There is no significant difference between different age groups of Nigerian women about their perception of their political potentials.

One-way analysis of variance was used to test this hypothesis, the results of which are shown in Table 4.25

TABLE 4.25: ONE WAY ANALYSIS OF VARIANCE ON POLITICAL POTENTIALS BY AGE GROUP OF RESPONDENTS

SOURCE	df	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB
Between group	4	3.1654	0.7913	12.8833	0.000
Within groups	1109	68.1193	0.0614		
Total	1113	71.2846			

Table 4.25 showed significant differences between the respondents at ($P<0.05$) level of significance. The null hypothesis is therefore rejected.

A mean separation test using the Scheffe's procedure was carried out on the mean scores of the different age groups, the results of which are shown in Table 4.25.1

TABLE 4.25.1: RESULTS OF SCHEFFE PROCEDURE ON THE GROUP

AGE GROUP			F- VALUE	DECISION
<21 years	VS	21-30 years	12.8833	Not Significant
<21 years	VS	31-40 years	12.8833	Not Significant
<21 years	VS	41-50 years	12.8833	Significant
<21 years	VS	50 years & above	12.8833	Significant
21 –30years	VS	31-40 years	12.8833	Not Significant
21-30 years	VS	41-50 years	12.8833	Significant
21-30 years	VS	51 years & above	12.8833	Not Significant
31-40 years	VS	41-50 years	12.8833	Significant
41-50 years	VS	51 years & above	12.8833	Not Significant

Table 4.25.1 showed that perception of political potentials increases with the age of the respondents and hence no significant differences were observed between the lower age groups. It was observed that the higher age group 41-50 and 51 years & above had a higher significant difference of their perception from the lower age groups.

HYPOTHESIS VI: There is no significant difference between literate and illiterate Nigerian women in their perception about their political potentials.

A t- test procedure was used to test this hypothesis because of the two categories of the independent variables. The results of the test are presented in Table 4.26

TABLE 4.26: t-TEST ON PERCEIVED POLITICAL POTENTIALS BY STATUS OF LITERACY RESPONDENTS

LITERACY STATUS	MEAN	SD	SE	t-cal	df	t-Critical	P
ILLITERATE	3.0363	0.215	0.013	5.37	1112	1.96	0.000
LITERATE	3.1312	0.260	0.009				

The critical value of t is 1.96. The observed t- value is 5.37. This observed value is higher than the critical value and the observed significant level is less than the fixed value of 0.05 ($P<0.05$). This meant that there was a significant difference between literate and illiterate women in their perception of women's political potentials. The null hypothesis is thus rejected.

HYPOTHESIS VII: There is no significant difference between urban and rural Nigerian women in their perception about their political potentials.

The result of the t-test used in the determination of significant differences between the two groups used in the hypothesis is shown in Table 4.27.

TABLE 4.27: t-TEST ON PERCEIVED POLITICAL POTENTIALS BY LOCATION OF RESPONDENTS

LOCATION	MEAN	SD	SE	t-cal	df	P
URBAN	3.067	0.251	0.010	6.34	1112	0.000
RURAL	3.162	0.246	0.011			

Table 4.27 showed significant differences between urban women and their rural counterparts in their perceived political potentials. The null hypothesis is therefore rejected ($P<0.05$). The surprising point here is that the rural women seem to have better perception of their political potentials than the urban women.

HYPOTHESIS VIII: There is no significant difference between Nigerian women of different educational levels in their perception of their political potentials.

One-way analysis of variance procedure was used to test this hypothesis.

The result is presented in Table 4.28

TABLE 4.28: ONE WAY ANALYSIS OF VARIANCE ON PERCEIVED POLITICAL POTENTIALS BY EDUCATIONAL LEVEL OF RESPONDENTS

SOURCE	df	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB
Between group	4	3.1640	0.7910	12.8774	0.000
Within groups	1109	68.1207	0.0614		
Total	1113	71.2846			

Table 4.28 showed significant differences between the groups in their perceived political potentials. The null hypothesis is rejected since the observed significant level is lower than 0.05 (P<0.05)

Table 4.28.1 shows the result of the Scheffe's procedure used in the mean separation.

TABLE 4.28.1: THE RESULT OF SCHEFFE PROCEDURE ON THE GROUP MEANS

LEVEL EDUCATION		*F*	*DECISION*
NO FORMAL	EDUCATION VS KORANIC	12.8774	Not Significant
NO FORMAL	EDUCATION VS PRIMARY	12.8774	Not Significant
NO FORMAL	EDUCATION VS SECONDARY	12.8774	Significant
NO FORMAL	EDUCATION VS TERTIARY	12.8774	Significant
KORANIC	EDUCATION VS PRIMARY	12.8774	Not Significant
KORANIC	EDUCATION VS SECONDARY	12.8774	Significant
KORANIC	EDUCATION VS TERTIARY	12.8774	Significant
PRIMARY	EDUCATION VS SECONDARY	12.8774	Not Significant
PRIMARY	EDUCATION VS TERTIARY	12.8774	Significant
SECONDARY	EDUCATION VS TERTIARY	12.8774	Not Significant

The result shows that educational level increases the political perception of the respondents. The respondents with secondary and tertiary levels of education were discovered to be significantly different from the lower levels of education in their perceptions of their political potentials. Therefore, a significant difference was observed.

4.3 THE OVERALL FINDINGS

From the data analyses so far, the following findings are obtained.

1. That age of women played a significant role in their political potentials. That 31-50 years are more active in politics than other age groups.
2. That ages 31-40 years had a higher perception of their economic potentials.
3. Literacy status did not affect the perception of women about their abilities.
4. Place of residence of women had no effect on their political potentials.
5. Economic potentials were affected by place of residence.
6. Level of education had tremendous effect on economic and political perceptions of women. That perception increased with the level of education

4.4 DISCUSSION OF THE OVERALL FINDINGS

This study was basically aimed at determining the extent to which certain demographic factors influence the perceptions of Nigerian women about their economic and political potentials.

4.4.1. Age and Economic Potentials of Women

Hypothesis one states that: there is no significant difference between different age groups of Nigerian women in their perception about their economic potentials. The results of the study revealed significant differences between different age groups of Nigerian women in their perception of their

economic potentials. This significant difference was mainly due to better perceptions of 31-40 years old women about their economic potentials. Similar results were reported by International Labour Organization (ILO, 1995), and Ani (1998), although the respondents who perceived better economic potentials were in the age group 40-45 years. In order to provide a tenable explanation for better, positive perceptions, this research has been able to lower this age to 31 years.

Previous reports have shown that only marriage and limited education tend to make women enter job market very early and lose their economic potentials also very easily, because of increased familial responsibilities by the time they are 30 years of age (ILO, 1995; UNICEF, 1995; and Ani, 1998). This decreased economic potential at such an early age of 30 years is mainly responsible for their limited positive perception of their economic potentials. On the other hand, the same studies showed, that women, who enter into late marriages and have better education tend to better perceive their economic potentials, such women are usually in the age group of 35-40 years. Some of the respondents of this study, who showed better perceptions of their economic potentials, were asked if age was an important factor in determining political potentials, 99.3% of them were positive. Also better educated women and others, with similar perception in these age groups entered late marriage. Thus the plausible explanation for the better perception of 31-40 years old women of

this study about their economic potentials is that some of them had better education. Thus better education and late marriage are the two major factors attributable to their better perceptions of their economic potentials. This explanation may be justified by the fact that by the time Nigerian women reach this age bracket, they become more independent, with less family problems. This enabled some of them to establish their own enterprises. They are seen to hold more jobs for a longer period of time. More-over, the women of this age group, because of increased independence can take chances in life more than their older counterparts, who generally prefered to continue with their traditional jobs like nursing, teaching, secretarial and clerical. It goes to show that age is no longer a barrier to women's ability to think of their economic enhancement. Women no longer wait to inherit from their husbands or families.

4.4.2. **Literacy Status and Economic Potentials**

Hypothesis two states that, there is no significant difference between Nigerian literate and illiterate women in their perception of their economic potentials. This hypothesis was retained. The result of this finding supported hypothesis two because they fail to show significant difference between literate and illiterate women in their perceptions of economic potentials.

This finding was at variance with the general belief that education emancipates women and enhances their perceptions of their potentials. It was

also contrary to the previous findings of Sanday and Goodenough (1990), Espinoza (1993), Hosken (1993), UNICEF (1993) and Buvinic (1995), all of which, gave a stereotype impression, that only literacy can break the cycle of poverty. As they showed a close positive association between literacy and economic potentials.

Such findings are highly questionable because the needs of all women in given demographic settings are the same irrespective of the relative literacy. The findings of the study may be justified by the fact that, the perception of women about their economic potentials is determined more by such demographic factors as age, level of education, geographical location and period of marriage, than mere literacy status. This similarity of Nigerian literate and illiterate women about their perception of economic potentials is closely associated with the basic needs, often determined by their culture and religion like clothes, jewellery, gifts for daughters to take to their husbands and the general health of the family. Literate and illiterate women alike participate in monthly contribution (adasi) to save money to purchase whatever tickles their fancy or when they have important projects. This is the most effective method of savings for both literate and illiterate women.

4.4.3. **Place of Residence and Economic Potential**

Hypothesis three was used to test whether there was any significant difference between Nigerian rural and urban women about their perceptions of

their economic potentials. The result of this study revealed a significant difference in the perceptions of urban and rural women about their economic potentials. The urban women perceived their economic potentials as part of their income generating jobs. They work for money and find it easier to acquire landed properties and other assets. As for the rural women, they are mostly engaged in unpaid household jobs, subsistence farming and dependency on children as a source of power, especially male children.

This finding is in line with the findings of Gillet and Ryan (1995), which showed that urban women are more inclined to seek income-generating jobs than rural women. This might be due to the fact that, urban women are usually more enlightened and find it easier to find income generating jobs than rural women. Also in the rural areas, almost everybody is employed. Where there is a situation that demands intensive labour, community services are usually employed. Tuominen (1980) also reported that rural women are a "working poor", because they are mostly inclined to be engaged in unpaid housework than money generating jobs. Henn (1989) believed that most of the time rural women are usually farmers. As such the bulk of the income they get goes to service the family. Unlike the rural woman, the urban woman has a real perception of her economic capabilities. Most urban women know the avenue to look for money. The significant difference between Nigerian rural and urban women in their perceptions of economic potentials is therefore justified. The

basic impression that this study provides is therefore that the Nigerian rural women have ideas about their economic potentials, but the basic problem is how to translate this perception to reality, due to restraint created by rural living. When it comes to economic capabilities, women know what they want whether they live in rural or urban areas. The rural women can best realize their economic potentials if they are provided the means to own assets, improved marketing strategies and skills, improved water supply for agriculture and the rehabilitation of rural roads to enable them bring their produce to the market.

4.4.4. **Level of Education and Economic Potentials**

Hypothesis four, states that there is no significant difference between Nigerian women of different education levels in their perception about their economic potentials. The findings to this study showed a significant difference between Nigerian women of different educational levels in their perception of their economic potentials. This finding is similar to the ones reported by Peil (1977), Sadik (1990) and Gieryez (1994), who observed that each year a girl spends in school, there is greater probability of improving her income. The educated women can do this through their ability to get better paying jobs, political offices, social pre-eminence. It is also easier for them to hold on to high paying jobs than menial ones. The fact that the significance observed was between secondary and tertiary level of education shows that women with such

educational levels are more likely to get better employment than those who had little or no education. Thus this study goes to confirm the fact that female emancipation and empowerment might be faster through better education. This is because such educated women have a clear goal about the type of economic policies that can have impact on their lives, like laws of inheritance and asset holdings, credit policies, whereby a woman who needs credit in the bank must not necessarily bring a male next of kin. Jobs that are reserved for men through gender segregation be made more flexible for educated women to be able to participate, like shipping, oil drilling and manufacturing. Thus the better educated women are more advantaged women than less educated women. Women, who had some form of tertiary education, as was observed in this study, are more interested in their economic achievements than in any form of emancipation or liberation. This shows the importance of gainful employment for women after schooling. Basic education must be ensured for girls; at least to attain secondary school levels. Since it was seen in this study that it is only during these stages of educational attainment that women at least make meaningful decision about their economic enhancement. There is also the need for educational development of females; at least positive action must be taken to promote women's interests in, and benefits from scientific and technical education. Thus encouraging women to take a new look at other non-traditional fields.

4.4.5. **Age and Political Potential**

Hypothesis five states that: there is no significant difference between different age groups of Nigerian women about their perception of their political potentials. The null hypothesis was rejected at the 0.05 level of significance. Thus, there is a significant difference between different age groups of Nigerian women about their political enhancements. The significant difference found in the age group 20-30's political perceptions is not to participate in active politics. Most of them, at least 38% of women in this age bracket would not contest in an elective office. Most of them did not vote in the last election, which accounted for most of the not significance shown. This might not be unconnected with the fact that most of them were under-aged during the last election. 31-50 years was the significant age group. They are the ones who would like to participate in active politics, follow their spouses for campaigns and even support their daughters to participate in politics. This age group is seen to be the age of decision for most women. They are usually settled and have time to decide on what to do with their lives. This may explain the reasons for the significance observed. Because of the mobile nature of this group of women, they can move and interact with other people; as such, this awareness makes them more politically conscious. Gbadamosi (1988) and Enabulele (1998) were of the view that older women participate more in politics than younger women. Women who belong to this age group i.e. 51-60

and above usually would have no restrictions on their movement either through marriage, child bearing, rearing and other responsibilities. They are the group who are even allowed to go to the mosques to attend services. This finding is also contrary to the findings of Pittin (1990), Hassan (1992) and Mohammed (1995) who also feel that older women participate more in politics than younger ones. But these findings showed that women at the age 31-50 are more interested in participating in politics. They are even willing to break out of 'Kulle' purdah, which considers women more vulnerable to male advances to participate in politics. Especially women in Northern part of Nigeria now have some Mallams who are willing to make a case for their participation in politics. It is now advised that 'Kulle' is no longer confining women at home from 'dawn until dusk' but dressing decently so that the man standing next to the woman might not be able to recognize her by mere looking.

4.4.6. **Literacy Status and Political Potential**

Hypothesis six states that there is no significant difference between Nigerian illiterate and literate women about their political potentials. The null hypothesis was rejected.

This finding confirms Jazairy *et al* (1992) that literate women have some form of desire to participate in politics, although their findings was restricted to only educated women from seven Latin American countries. In this research, it was discovered that illiterates have perceptions regarding how they are to be

governed, which political parties best served their interests, which person they thought will make a better leader. They have such understanding of politics. The literate women's political capabilities are reflected in the type of leader i.e. charismatic leadership, job availability and security and also policies that will enhance women politically. Thus the basic difference between literate and illiterate women about their political abilities is that one group illiterate is more interested in particular parties and candidates. While the other group literate is more interested in the type of personal and collective gains they will have, in political participation. Also it was discovered in this research that illiterate women were more likely to participate in active politics than literate women.

4.3.7. **Residence and Political Potentials**

Hypothesis seven states that there is no significant difference between rural and urban Nigerian women in their perception about their political potentials. The null hypothesis was rejected at 0.05 level of significance. This showed there was a difference in the perceptions of rural and urban Nigerian women. The surprising finding here is that rural women are more pre-disposed to politics than their urban counterparts. It was observed that most rural women 61% participated and voted in the last election than their urban counterparts. This might not be unconnected with the fact that rural women are usually more enlightened during political campaigns because of the option A4, that is, grass-roots politics. Most candidates have to go back to their villages

for campaigns and villagers are easier to convince in Nigeria's fragile democracy than urban people. Thus rural women by the virtue of their residence are drawn more easily into politics than urban women. Nwanko (1998) observed that urban women see politics as 'dirty'. Also most women are victims of gender biases and the 'control gates' which women have to pass through, is tighter for educated women. Men are more afraid of losing the status quo to women elite than rural women. Longwe (1998), corroborated this statement in South Africa where women are never allowed by men to break the status-quo, by participating for an elective office.

4.4.8 Level of Education and Political Potentials

Hypothesis eight stated that there was no significant difference between women of different education levels in their perceptions about their political potentials. This was rejected at 0.05 level of significance.

The level of women's education was observed to have a progressive effect on perceived political potentials of women. The educated women were found in the study to be able to demonstrate clear view of what they expect to gain from politics, like appointments and financial stability. The less educated women were more interested in the kind of leader, and the leaders they were asked to vote for, they were not critical about them. The significance in educational levels was more glaring between women with secondary education and tertiary education on the one hand and women with no formal education

and primary education on the other hand. The more the level of education of women was seen to have a progressive effect on perceived political participation of women, the less their perceived capabilities the less their education. Women with higher educational background were found to be more aware of their political abilities than those with lower background. The educated women were able to take decision about their lives and about the parties that affect them positively. They are more inclined not to participate in active politics because of job security.

This finding agrees with Ibrahim and Umar (1997); and Awosika (1999) who observed that active participation in politics and decision making is usually achieved through active participation in education. It, however, contradicts the findings of Riria (1983) and Nwanko (1998) who believed that educated women who were supposed to lead the non-educated women have no skills to do so. This study also discovered that women rarely vote for other women. Thus, it was observed that women are their own worst enemies. It might be accepted that educational emancipation through schooling can lead more quickly to political empowerment of women.

CHAPTER FIVE

SUMMARY, GENERALIZATIONS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The summary, generalization and recommendations in respect of this study are presented in this final chapter. The aims of the study, its design, procedures, results and conclusion are restated in this Chapter. The problems encountered and the limitations to the study are also presented. The implications of the results of the study to gender education in general is discussed and the chapter ends with some recommendation and a few suggestions for further research.

5.2 SUMMARY

This study investigated the perception of Nigerian women about their economic and political potentials. The subjects were Nigerian urban and rural women, from twelve states of the Federation and Abuja.

The purposes of the study were to:

(i) ascertain if literate and illiterate women perceive their economic and political potentials differently;

(ii) explore the relationship between age and the economic and political potentials of women;

(iii) find out if the residence of a woman influences her interest in politics and her economic participation;

(iv) examine the possibility of educational status of women on their political and economic capabilities.

A 52- item Likert-scale was used. The instrument was validated by some lecturers, four from the department of education for (face validity) and two from social sciences department for (content validity). A pilot study was carried out to test the instrument and estimate its reliability coefficient. The reliability was 0.96. The reliability coefficient was statistically significant at 0.05 level of significance and was comparable to those reported in the literature of other educational researches.

A total of 1,114 subjects were randomly selected from the 12 states of Nigeria and the Federal Capital Abuja.

The following hypotheses were tested:-

Hypothesis 1: There is no significant difference between different age groups of Nigerian women in their perception about their economic potentials.

The one way analysis of variance was used to test this hypothesis. The scores revealed that age had no significant effect on women's perception about their economic potentials. Specifically women within the 31 to 50 years bracket were discovered to be more positively influenced in their perception than women of the other age groupings. This may not be unconnected with the fact that 30's are now regarded as the "big decade" i.e. careers peaking earlier and families coming later.

Hypothesis 2: There is no significant difference between rural and urban women about their perception of their economic potentials.

The t-test statistical procedure was used here because of the two categories of independent variables that were involved. The hypothesis was intended to test the effects of residential setting on the perception of women about their economic potentials. The scores reveal that urban women had no perception about their economic potentials than their rural counterpart. The t-test shows a significant difference at 0.05 level of significance. It shows that every woman has some perception about what she wants achieved economically.

Hypothesis 3: There is no significant difference between Nigerian literate and illiterate women in their perception about their economic potentials.

The t-test reveals no significant differences at 0.05 level of significance. The result of the analysis provided empirical evidence for the conclusion that respondents in this study were clear in their perceptions about their economic potentials, regardless of their educational background.

Hypothesis 4: There is no significant difference between Nigerian women of different educational levels in their perceptions about their economic potentials.

The levels of education of the respondents were tested against their perception of their economic potentials, in this hypothesis. The one-way analysis of variance was used. The scores showed that there was significance

at 0.05 level of significance. This shows that with each added year of schooling the perception of women increases. The significance was observed between secondary and tertiary education.

Hypothesis 5: There is no significant difference between the age of respondents about their perception of their political potentials.

The one way analysis of variance was used to test this hypothesis which shows significance at the 0.05 level of significance. The scores showed that women participate more actively in politics when they are younger. However 51 years and above was the scaling age for this study.

Hypothesis 6: There is no significant difference between illiterate and literate women about their political potentials.

The significant values of the t-test at 0.05 level of significance obtained at 5.37 were correlated. The women who were literate showed increased perception as their level of education increases. The specific relationship revealed by the analysis was noted. The significance was more obvious between secondary and tertiary education.

Hypothesis 7: There is no significant difference between urban and rural Nigerian women in their perceptions about their political potentials.

This hypothesis was concerned with the relationship between politics and place of residence on the perception of Nigerian women. The significance shown between urban and rural women at 0.05 level of significance was considerable. This suggests that rural women seem to have better perception

about their political potentials than urban women.

Hypothesis 8: There is no significant difference between Nigerian women of different educational level in their perception about their political potentials.

The scores showed a significant difference in the perception of women to their political potentials as their level of education increases.

5.3 GENERALIZATIONS

Within the confines of this present study, the following generalizations may be made:

1. Women are influenced by their age when it comes to their economic choices.
2. The subjects for the study portrayed a higher level of economic understanding as they grew older.
3. The level of educational attainment of women influenced their level of decision making.
4. In this study women who were not educated were more willing to participate in politics than the uneducated ones.
5. Gender is an important factor in determining the level of participation of women in economic activities.
6. The level of gender segregation in the society has been able to keep women at the uncomfortable distance in politics.
7. That women who live in the rural area participate more in grassroots

politics than their urban counterparts.

8. Urban women were not more articulate when it comes to economic perception than rural women.
9. Illiterate women who participated in this study also had a clear perception of their economic potentials as compared to the educated women in the study.
10 The levels of educational attainment of women influenced their economic attainment.
11 Younger women are more aware about their political capabilities.

5.4 IMPLICATIONS FOR GENDER EDUCATION

Gender shapes the lives of all people in societies. It influences all aspects of our lives, the schooling we receive, the social roles we play, and the power and authority we command. Population processes - where women and men live, how they bear and rear children and how they die - are shaped by gender as well.

One of the secondary objectives of this research was to determine the implications of the economic and political perception of women for gender education. To examine these implications, there is a need to recognize that women as a group have been subordinate to men. Sadik (1990) and Makenzie (1993) made this observation at different fora. They also observed that the essence of the use of the word gender is to view women in their social context

rather than biological context.

Gender refers to the different roles men and women play in society, and to the relative power they wield. Riley (1997) was of the view that, while gender is expressed differently in different societies, in no society do men and women perform equal roles or hold equal positions of power. The impact of this inequality on women's lives varies tremendously. On the basis of the findings of this research, it was observed that gender played a vital role in shaping the education of women and the implication it has on their political and economic potentials. Gender, was construed to be at the bottom of inequality and it was also seen to be structured and perpetuated to create more inequality in the economic and political systems of the country. 83.8% of the respondents in this study were of the view that gender made women to be discriminated against at work.

Education is one of the most important sources of opportunity in any society, the ability to read and write gives individuals access to a wide body of knowledge. Formal education and its related activities expose people to social life outside the family, school provides entry into other opportunities, political offices, social pre-eminence and jobs with higher status and better pay are nearly always associated with higher levels of education (Tabatabai, 1995). But in the course of this research, it was observed that a lot of girls and women did not have the opportunity to attend school due to gender segregation. From

the school enrolments available in the Federal Ministry of Education by sex, it showed that at the primary level between 1991-1994, the total enrolment for primary schools was 60,644, males 34,002 (56.1%) while female was 26,642 or (43.9%). For secondary schools for the same academic session, girls' enrolment was 45.6% while the total enrolment for boys was 54.4% (Statistics Federal Ministry of Education Bureau, 1993). The figures have shown that there was a low level of female enrolment in Nigerian educational institutions. This suggests that the gender gap in education may be repeated in the next generation. Thus women will continually be perpetuated in the cycle of poverty and the inability to participate in political decision making of the country. Women representation decreases as they move up the education ladder, and often drops precipitously at the University level. Only about 32.15 % in 1991/92 according to Mbanefo and Anyakoha (1999).

The educational differences between females and males were among the most significant indicators of gender inequality. Recent international programmes to raise women's literacy and educational levels were important steps towards reducing the gender in equality gap. However, programmes need to go beyond ensuring that girls stay in school as long as boys and also must address other aspects of educational differentials. They will need to focus on giving girls and women equal opportunities within school, and equal access to the rewards of educational achievements.

Gender barriers would have been minimized if they were incorporated into the social studies curriculum. This is because it is only social studies that teaches integration of social, political and economic values of the society. This research attempted to provide a curriculum for gender education at the University level.

Abubakar (2000) reiterated that social studies as was developed, is a balanced curriculum that would help the individual to develop total adjustment in the society. Therefore, through social studies education, women will be able to understand that to be female is not a handicap but an asset. Because of the enabling values and skills to make an inquiry into accepting social responsibilities instead of cowering.

This study would be found invaluable by social studies educators and educators in general. As social studies is a dynamic subject, the inclusion of gender education will enable students to develop positive values, attitudes, sentiments and cognitive skills to understand and articulate gender issues.

Economically speaking, gender has been at the fore-front of women's poverty and the inability to own much property. In Nigeria, women's working lives are quite different from those of men. As was observed in this study, women's labour force participation is plagued by the heavy representation of women in informal economic sectors and in seasonal and temporary jobs, all of which tend to be insignificant to their economic earnings.

Gender has played a pivotal role in the sex segregation by occupation and gender inequality within work place are the core reasons why women's jobs often have lower pay and status. It was observed also that women are less likely than men to hold higher paying professional, technical and managerial jobs. Women are seen to have higher representation in the clerical, sales, and service positions. They outnumbered men in clerical jobs.

Only about 20 women per 100 men in Nigeria worked in production or craft jobs (Brydon and Chant, 1989). Although according to them by contrast, women's representation is fairly high in subsistence agricultural jobs. It was also observed by the researcher that women are less likely than men to be promoted to jobs with higher status and pay, even if their qualifications are similar. Part of this inequality is accounted for by the responsibilities that women have at home. Family and home commitments often limit the time and energy women can devote to work. This makes them appear less committed or competent than men, who can spend more time on their jobs. But in many cases, women's lower positions reflect simple gender discrimination. This implies that employers are reluctant to promote women to managerial jobs because they worry that women's household responsibilities might interfere with their work performance, simply because they believe women are not as good as men in leadership or administrative positions.

Gender segregation has direct implications to the economic development

and potential of women. This is because employment is an important source of social contacts outside the family, 91.2% respondents felt gender led to their segregation. These contacts enrich women's lives and can expose them to new ideas and knowledge. But this is lacking as such women continue to be at the bottom of the economic pyramid. Also, women receive fewer rewards from employment than men and work does not always enhance women's status.

Politically, women occupy a small fraction of positions with decision-making power. In Nigeria, gender roles accord women less power, 66.5% of respondents in this study agreed with this view. By implications therefore, women must overcome considerable discrimination to attain leadership positions. People commonly assume that women lack leadership potential or that they cannot hold a high level job because of demanding family responsibilities. This is not always the case.

The consequences of this under-representation are many. Women's exclusion from high-level decision-making keeps them from gaining leadership experiences and perpetuates their lower status. And, although women share political interests with men in many areas, women's unique social roles and responsibilities are likely to give them alternative priorities for public policies and actions. When women's voices never reach the state, ministerial, or corporate decision makers, these agenda are less likely to deal with issues that specifically concern women. Women are more likely than men to be

committed to ending gender inequality in the work place, for example, or to policies that help actively combine home and work responsibilities.

By and large, gender is not something physical: like sex, gender is the expectations people have of someone because they are male or female. Therefore, it is important that gender equality between women and men be perceived as 'knowledge area' to be incorporated into the field of social studies, and not merely as an issue of attitudes and values held at an individual level.

5.5 RECOMMENDATIONS

The following recommendations are considered appropriate in the light of the findings of this study.

1. Women should be encouraged to seek economic participation at an early age. This can be done by granting loans to women without the bureaucratic bottleneck of collateral or a husband. Government should help to de-emphasize gender discriminations against women by creating laws to encourage women to participate in political and economic endeavours. It has become very apparent from the findings of this research that younger women are apt to pursue economic activities. Thus, de-emphasizing gender discrimination and enriching women's lives more positively. By making women more economically sufficient at an early age, especially within the 'big decade' 30s which is characterised by careers first and families coming later, they will become economically empowered and possibly socially emancipated.

2. The level of woman's educational attainment should not be used as a yardstick for measuring their ability to participate in economic activities. The finding of this research has indicated that whatever the level of education of women, they have some perception of their economic potential. Thus, regardless of their level of education, women also participate in subsistence agriculture in Nigeria. 70% of agricultural products are found to have been produced by women. Government should encourage women to participate in mechanized agriculture, which at present is regarded as the exclusive preserve of men. This can be done by providing loans to women with little or no collateral, because most women are known not to own landed properties. Government agencies like People's Bank, Family Economic Advancement and Poverty Alleviation Scheme can help women with the necessary funds.

3. Gender segregation has played a major role in keeping women in background economically and politically. In some Nigerian societies, especially among the Igbo, women cannot inherit landed property from their fathers and women without male children are not entitled to inherit landed property of their late husbands. This kind of attitude all over the country has helped in continuing the cycle of poverty in women across the nation. Women should be given more access to financial and political activities to enable them participate and voice their grievances.

4. Place of residence has played an important role in the participation of women in the economic activities of this country. Women who reside in either urban or rural areas are aware of their economic capabilities. Rural women suffer a lot of financial constrain in accessibility to markets. Government and non-governmental organizations like Women in Nigeria (WIN) and National Council for Women Societies (NCWS) should give rural women soft loans. Marketing boards where women can sell their products to the government in order to realise profit instead of the usual selling to middle men who devalue the products, in order to maximize profits at the detriment of the women, should be created.

5. Contrary to popular belief, that older women participate more in politics, the findings of this research showed younger women to participate more in politics than older women. Encouragement should be given to women who want to participate in politics. Gender education and enlightenment campaign by government agencies and of course political parties will boost confidence in women to participate in politics.

6. Illiterate women are more disposed to participate in politics than educated women, although literate women have a higher perception of their political potential. They prefer to play politics with caution by staying away from it. This affects women seriously especially when it comes to decision-making on women in government. The illiterate women that participate in

politics are not educated to take part in government. Therefore, government must set aside a certain number of seats at State and Federal levels to enable women have more confidence to participate in politics. This is the surest way that Nigerian women will be able to get the 30% critical mass, which the United Nation regards as the percentage that a group of people can have in order to have an impact on the decision that affects them.

7. The place of residence of individuals should not be a barrier to their political ambition. Although from the findings of this research, rural women are better disposed to participate in politics than urban women who fear intimidation and have little or no money to play the kind of politics, played in the country; as such it leads to less female participation. Therefore, Governments, NGO's, and Women societies, should work together to support female candidates in politics either from rural or urban areas.

8. A proposed minimum standard for B.Ed. (Social Studies) Gender Education is given below:

The minimum standard is designed to enable students to form positive concepts about women education, expose students to gender education with the aim of improving their attitudes towards gender education.

Specific Objectives

At the end of the course, students should be able to :

a. develop right attitude about gender education;

b. identify factors responsible for gender discrimination, gender disparity, oppression, suppression, emancipation and empowerment;

c. differentiate between gender oppression, discrimination, disparity, suppression, emancipation and empowerment;

d. appreciate the equality in human potential regardless of sex;

e. assess the political and economic potential of women;

f. determine the awareness of rural and urban women in politics and economic activities; and

g. internalise the importance of women education.

UNIT AND WEEK	TOPIC: SUBJECT MATTER	CONTENT UNIT	BEHAVIOURAL OBJECTIVE	STUDENT ACTIVITIES	METHODOLGY	EVALUATION TECHIQUES
1	Gender	General introduction; meaning, scope and concept	Students should be able to: 1. define and explain the term gender and 2. form their candid and unbiased opinion on gender.	- give different definitions of gender - debate within the class on gender	Brain storming - discussions - debate	1. Read journals 2. Magazines 3. Books on gender to elicit useful information 4. Ask questions a. oral b. written
2	Gender continued	General issues on gender disparity, segregation, oppression, matriachy and patriachy	Students should be able to discus intelligently various issues relating to gender such as segregation, oppression, matriachy and patriachy	Make a list of topical issues on gender and Exchange ideas on same in class	Make inquiry on gender issues. Make a list of findings. Watch a movie on A Woman Called Moses	1. discuss the gender issues in the film 2. give three reasons why a woman should be called Moses? 3. relate the film watched to your local experience

3	Disparity (1)	Gender disparity The causes a. religion, gender subordination b. residence c. education d. background i.e. history of gender relations	Students should be able to list causes of gender disparity. Identify types of subordination. List reason that led to gender awareness.	Make a list of the causes for gender disparity Write a short essay on gender awareness	Presentation of group papers in class for assessment by the class. Debate for and against gender sensitization	Debate, Short Test, Written examination.
4	**Disparity (2)**	Struggle for challenge of gender disparity 1. Feminist movements a. women liberation b. gender sensitivity	Students should be able to make out a list of issues on Feminism, Women liberation, Gender sensitivity	Role play on important issues that led to institutiona-lization of gender	Show specific documentaries on women struggles, e.g. Tycoon story of a woman	Discuss the film watched and how students can depart from being oppressed, Identify cause and effects of gender disparity.

5	Gender and Politics (1)	Awareness and involvement a. residence b. literacy c. age d. family background	Students should be able to discuss women involvement in politics - state and discus factors responsible for female participation in politics - building institutional/constituency support	Make a list of important female politicians from within Nigeria and abroad e.g Kuti, Sawaba, Ogu Umuwaiye, Indira Ghandi, Margaret Thatcher, Hilary Clinton etc.	a. Attend a seminar on women issues b. use the media for more information.	Test and assignment.
6	Gender and Politics (2)	Improvement strategies	- dealing with resistance from a variety of sources, a. within organization b. family c. campaigns	Write short notes about each one of them	Debate and class workshops.	Divide class into two groups to debate reasons for and against female participation in politics.
7	Gender and Economy (1)	Awareness, Participation - rural and urban women - degree of enlightenment	Students should be able to describe and explain women's awareness and participation in economic activities - levels and degrees of	List factors for women awareness and lack of it on economic activities	Brainstorming Discussion Debate Workshop in class	Mini-project, Extensive readings of literacy works of e.g. Alkali, Sadik, on female issues.

		- education - family background - age	participation of urban and rural women	- ignorance - illiteracy - wrong concept dependence on family income		journals
8	Gender and Economy (2)	Economic emancipation - why women should break up from the shackle of poverty - creating female enterprises	Design an awareness programme to improve on women participation in economic activities	Make a comparative table of rural/urban women participation in economy	Make action plan to improve female economic participation - cooperatives - loans schemes	Design a project that will improve female economic participation
9	Women education (1)	Formal education Enrolment at Primary Secondary, Technical, Teachers Colleges Tc tiary – University	a. Students should be able to determine women enrolment in schools across the levels; b. advance reasons for poor female enrolment; and c. proffer improvement strategies	Get statistics of male/ female enrolment across the University. Advance reasons for the gaps that exist.	Inquiry method of asking question would be encouraged. Monitoring long term effects on education	Give students an assignment to collect statistics from JAMB, WAEC, NECO, NBEM, NBTE etc on the enrolment of women

		- Polytechnics - Colleges of Education				
10	Women education (1)	Reasons why female education lags behind that of boys a. family b. religion c. resources d. governement	a. Students should be able to give reasons why female education lags behind; b. list areas of conflict between parents and daughters, when it comes to education; and c. suggest ways to improve female enrolment in school.	Worksop on importance of female education	Discussion Debates	Test assignment and Reading literature
11	Power relations of gender	Understanding power a. how it exists b. power-with c. power-over	Students should be able to enumurate the types of power - how it operates - how it can be utilized positively	Watch documentaries on power-relations "Needle and Thread" life of female struggles in South Africa	Relate what was observed in the movie to present democratic dispensation	Extensive readings of female journals and magazines

5.6 LIMITATIONS

This study has the following limitations and they were considered while interpreting the results.

(i) One of the limitations of the study was the limitation inherent instrument used. Questionnaire was the inherent instrument used to collect required data in this study. One of its limitations was the accuracy and reliability of translating the questionnaire from English to Hausa, Arabic, Yoruba and Igbo. Thus this research will be subject to any limitation recognised in the translation of the questionnaire.

(ii) Another limitation is the accuracy of interpreting responses expressed by the respondents. To work on this limitation, the researcher used every means possible to motivate the respondents to tick statements that best represent their feelings.

5.7 AREA OF FURTHER RESEARCH

1. It is recommended that the study be replicated with some other states that were not used for this particular study.
2. More studies of the present type using only economics, as a variable are generally desirable in order to verify some of the results obtained.
3. Through the differences between urban and rural women in political participation was evident, that rural women participate more in politics is an interesting discovery. Further research to confirm this indication would be appropriate.

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Àtòjo Ìbéèrè

Ìpin A:

Awọn ohun tí a béèrè ní ìpín yìí yóò jẹ́ kí olùwáàdìí lè mọ àbùdá àti ipò olùdáhùn (olùfèsì). Jòwó máàkì (tíìkì) àyè tó bá bá tiẹ mu báyìí kí ó sì ṣe àlàyé ráńpẹ́ níbi tí o bá yẹ. Máṣe kọ orúkọ ọ rẹ. Jòwó ṣe àtúnyẹ̀wò àwọn ìdáhùn rẹ.

Akọ ☐ Abo ☐

Ọjọ́ - orí

(a) Ogún ọdún wá sísàlẹ̀ ☐
(b) Ọdún mọ́kànlélógún sí méẹ̀dọ́gbọ̀n ☐
(c) Ọdún mẹ́rìndínlógbọ̀n sí ọgbọ̀n-ọn-dún ☐
(d) Ọdún mọ́kànlélógbọ̀n sí márùndínlógóji ☐
(e) Ọdún mẹ́rìndínlógóji sí ogóji ọdún ☐
(f) Ọdún mọ́kànlélógóji sí àádọ́ta ọdún ☐
(g) àádọ́ta ọdún sókè ☐

Jòwó tíìkì ìwé èrí tó ga jùlọ

(a) tí ilé ẹ̀kọ́ Arábíc/Kùráni ☐
(b) ti ilé-ẹ̀kọ alákòóbẹ̀rẹ̀ ☐
(c) ti ilé-ẹ̀kọ sẹ́kọ́ńdìrì ọlọ́dún méta àkọ́kọ́ (J.S.S) ☐
ti ilé-ẹ̀kọ sẹ́kọ́ńdìrì ọlọ́dún méta èèkeji (S.S.C) ☐
(e) ti ilé-ẹ̀kọ olùkọ́ni onípò keji Dípúlóma/Ẹ́n-sii ☐
(f) H. N. D. ☐
(g) Oyè àkọ́kọ́ ninú ìnọ̀ ☐
(gb) Oyè ìjìnlẹ̀ (Ẹ́M Eè/ Ẹ́m Ẹẹ́sii/ Ẹ́m Fii) ☐
(h) Oyè-ìjìnlẹ̀ gíga (Ph.D) ☐
(i) Ìwé èrí míràn (ṣọ irú è) ☐

Ibùgbé

(a) ìgboro ☐
(b) Ìlú ☐
(d) abúlé ☐
(e) ahéré ☐

Èsìn

(a) Mùsùlùmí

(b) Ìgbàgbó

(d) Èsìn ìbílè

(e) Èsìn mìíràn (sọ irú è)

Ipò ní ti ìgbeyàwó

(a) Lóko /láya (ṣì wà pò)

(b) Ìkòsílè ti wáyé

(d) opó

(e) àpón/wúndíá (dáńfó)

Ipin B.

Àwọn ohun tí a béèrè ní ìpín yìí yóò ran olùwádìí lówó láti wo/mọ kí ni èrò gbogbo gbò nípa àwọn obìnrin àti ìdúró tàbí ipò wọn láwùjọ. Jòwó tíìkì èyí tí o bá fẹ́ jùlọ báyìí

Àkàkúnà èkó wo ni yóò wù ó láti ní?

(a) Ìwé-èrí ilé-èkó .alákòóbèrè

(b) ìwé-èrí ilé-èkọ sékóńdírì olódún méta àkókó

(d) Ìwé-èrí ilé-èkọ sékóńdírì olódún méta èèkejì

(e) Ìwé -èrí Olùkó onípò -kejì

(ẹ) Ìwé èrí

(f) Dípúlóma/ìwé-èri Éń-sìì

(g) H. N. D.

(gb) Oyè àkókó nínú ìmò (1st degree)

(h) Oyè ìjìnlè (Masters)

(i) Oyè ìjìnlè gíga (Ph.D)

(j) Ìwé-èrí mìíràn (sọ irú è)

Njẹ́ oó gba omọ rẹ obìnrin níyànjú láti lọ sí ilé-èkó ?

Njé o dìbò nínú ìbò ìjọba ìbílè tí o kọjá?

Bẹ́ẹ̀ni rárá/bẹ́ẹ̀kọ́

Njẹ́ ó máa fẹ́ kópa nínú ìbò dídì?

Bẹ́ẹ̀ni rárá

Njẹ́ o máa gba omọ rẹ obìnrin níyànjú láti kópa dáadáa nínú ìṣèlú? Bẹ́ẹ̀ni Bẹ́ẹ̀kọ́

Ṣé o lè tèlé ọkọ rẹ lọ agbo ìpolóńgó ìbò?
Bẹ́ẹ̀ni ☐ rárá ☐

Tí a bá fi ọ sí ipò òṣèlú, ṣe o máa gbà á?
Bẹ́ẹ̀ni ☐ rárá ☐

Ǹjẹ́ o máa fẹ́ / lè gbé àpótí ìbò? Bẹ́ẹ̀ni ☐
rárá ☐

O ha ti ní in lọ́kàn láti wà ní ojútáyé (èto)
ìṣèlú? Bẹ́ẹ̀ni ☐ rárá ☐

Tí o bá kópa nínú(èto) ìṣèlú, éèló lo lérò àti
gbà (bí owó oṣù)
(a) ₦500 - ₦1,000 ☐
(b) ₦5,000 - ₦10,000 ☐
(d) ₦20,000 - ₦30,000 ☐
(e) ₦40,000 - ₦50,000 ☐
(ẹ) ₦50,000 - sókè ☐

Kí lò ń ṣe láti rówó?
(a) aláìníṣẹ́ ☐
(b) oníṣẹ́/olówó oṣù ☐
(d) oníṣòwò ☐
(e) obìnrin olóko-òwò ☐
(ẹ) àgbẹ ☐
(f) iṣẹ́ mìíràn (irúwo) ☐

IPIN D:

Jọ̀wọ́ tíiki èyí tí o bá faramọ́ jù. Àwọn ohun tí **à ń béèrè ní ìpín yìí yóò jẹ́ kí olùwádìí lè fi ìdí** èrò àwọn èèyàn nípa obìnrin lórí èkọ́ hàn.

Àkíyèsí: Ìtumọ̀ àwọn àmì tí a lò: mo faramọ́ ọn gan-an (MFG) Mo faramọ́ ọn (MF) Mi ò mọ̀ (MM) Mi ò fara mọ́ ọn (MOF) Mi ò faramọ́ ọn rárá (MOFR)

Àwọn obìnrin ṣì ní ìdojúkọ àti ìpèníjà ní kíkópa nínú ìpinnu ṣíṣe nípa ọrọ̀ ìṣèlú.

Ó fẹ́rẹ̀ má sí àyè fún àwọn obìnrin ìgbèríko láti kópa nínú ètò ìṣèlú.

Gbígbé ní ìgboro máa ń jẹ́ kí obìnrin mọ̀ si nípa ìṣèlú.

Ibùgbé kò fi tàárà gbé ipò obìnrin ga nípa ti ìṣèlú àti ọrọ̀ ajé

Ibikíbi tí àwọn obìnrin ìbáà máa gbé, wọ́n ti ṣe iṣẹ́ takun-takun láti rú omi ìṣèlú titun (ní orílẹ̀-èdè)

Ọjọ́-orí jẹ́ kókó kan pàtàkì fún ìkópa obìnrin nínú ìṣèlú

Ọjọ́ orí máa ń jẹ́ ìdènà ìfojúmọ̀ àwọn obìnrin nínú ìpinnu ṣíṣe

Àwọn obìnrin ti mú ìyípadà bá ètò ìṣèlú orílẹ̀-èdè nípasẹ̀ èkó won.

MFG	MF	MM	MOF	MOFR

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SASHE NA I:

Bayanin da ake bukata a wannan sashe zai taimaka wa mai bincike ta gane sifofi da matsayin mai bayani. Don Allah ka yi alamar nan ☐ a gidan da ya fi dacewa da kai. Kada ka sa sunanka.

Jinsi Namiji ☐ Mace ☐

Shekaru:

(a) Kasa da 20 ☐

(b) 21 zuwa 25 ☐

(c) 26 zuwa 30 ☐

(d) 31 zuwa 35 ☐

(e) 36 zuwa 40 ☐

(f) 41 zuwa 50 ☐

(g) Sama da 51 ☐

Wane ilimi kake da shi

(a) Satifikat na Firamare ☐

(b) Satifikat na Karamar Sakandare ☐

(c) Satifikat na Babbar Sakandare ☐

(d) Satifikat na Makarantar Horon Malamai ☐

(e) Satifikat (kurum) ☐

(f) Difiloma ko Babbar kwalejin Horon malami ☐

(g) Babbar Difiloma ☐

(h) Digiri ☐

(i) Masta ☐

(j) Dafta ☐

(k) Wani nau'in ilimi:

Muhalli:

(a) A birni ☐

(b) A gari ☐

(c) A kauye ☐

- Addini:

  (a) Musuluaci ☐

  (b) Nasaranci ☐

  (c) Addinin Gargajiya ☐

  (d) Wani Nau'in Addini: _____

- Matsayi Dangane da Aure:

  (a) Ana da aure ☐

  (b) An rabu da miji ☐

  (c) Miji ya rasu ☐

  (d) Ba a yi aure ba ☐

SASHE NA 11:

Bayanin da ake bukata a wannan sashe zai taimaka wa mai bincike ta fahimci ra'ayoyi a game da mata da kuma matsayinsu a al'umma. Don Allah ka yi alamar nan ☐ a inda ya fi dacewa da kai.

Wane irin ilimi kake son yi?

(a) Ilimin Firamare ☐

(b) Ilimin Karamar Sakandare ☐

(c) Ilimin Babbar Sakandare ☐

(d) Ilimin Makarantar Horon Malamai ☐

(e) Satifikat ☐

(f) Difiloma ko ilimin Babbar Kwaleji ☐

(g) Babbar Difiloma

(h) Digiri ☐

(i) Masta ☐

(j) Dafta ☐

(k) Ko wani irin ilimi daban:

Ka yi za be a lokacin zaben Kanan Hukumomi?

Na'am ☐ A'a ☐

Za ka so ka yi a zabe? Na'am ☐ A'a ☐

Za ka ba mijinki zuwa wajen zabe? Na'am ☐ A'a ☐

Za ki karfafa wa diyarki gwiwa ta yi damu-dumu a siyasa?

Na'am ☐ A'a/☐

Zaki so ki tsaya zabe? Na'am ☐ A'a ☐

Idan an ba ki mukamin siyasa za ki karba?

Na'am ☐ A'a ☐

Kina sha'awar ki fito fili a sanki. Na'am ☐ A'a ☐

Idan kin shiga cikin siyasa nawa ki ke jin k za ki samu?

(a) ₦500 - ₦1,000 ☐

(b) Naira 1,000 - 10,000 ☐

(c) " 20,000 - 30,000 ☐

(d) " 30,000 - 40,000 ☐

(e) " 40,000 - 50,000 ☐

(f) sama da,Naira 50,000 ☐

Mece ce sana'arki?

(a) Ba b aiki ☐

(b) Aikin Albashi ☐

(c) Kasuwanci ☐

(d) Babbar 'yar Kauwa ☐

(e) Noma ☐

(f) Wani aikin na daban _____

_____

	MFG	MF	MM	MOF	MOFR
Àwọn obìnrin ń dá iṣẹ́ ẹ tara wọn sílẹ̀ báyìí nítorí ẹlẹ́yà-mẹ̀yà akọ sábo.					
Àwọn obìnrin máa ń dojúkọ àwọn ìṣòro kan pàtó látàrí ẹlẹ́yà-mẹ̀yà akọ sábo.					
Èkó jẹ ohun amóríyá tí ń gún àwọn obìnrin ní kẹ́ṣẹ́ láti kópa láwùjọ.					
Èkó máa ń gbe àwọn obìnrin láti ibi ẹnu-ò-tólẹ̀ dé àárin gbùngbùn ìpinnu ṣíṣe.					
Èkó máa ń lànà ètò ọrọ̀-ajé titun fún àwọn obìnrin tó ń gbé ní ìgbèríko.					
Èkó máa ń fún àwọn obìnrin ní ìmọ̀ṣẹ́ nínú òwò aládàáni.					
Fún ìdàgbàsókè gbogbo ètò obìnrin tó farasin (ojúṣe aṣeéṣe) obìnrin níláti kọ́ èkó dé ibì kan.					
Níní anfaní, ó kéré tán sí ilé-ẹ̀kọ́ alákòóbẹ̀rẹ̀, yóò mú ìdàgbàsókè bá àwọn ojúṣe ètò ọrọ̀-ajé àwọn obìnrin.					
Àwọn obìnrin tó kàwé máa ń kópa ní kíkún nínú ètò abẹ́lé ti ìpínlẹ̀.					
Ìbí abo máa ń mú kí obìnrin ṣe iṣẹ́ ilé ju iṣẹ́ tó ń mówó wọlé lọ.					
Àwọn obìnrin ìgbèríko máa ń fi ọ̀pọ̀ àkókò wọn fún iṣẹ́ ilé tí kò lówó lórí.					

	MFG	MF	MM	MOF	MOFR
Ojúṣe àwọn obìnrin láti kópa nínú àti mímú ìdàgbàsókè dá lórí ibi tí wọn ń gbé.					

SASHE NA III

Don Allah ka yi alamar ☑ a gidan da ya fi dacewa da kai. Bayanin da ake nema zai taimaka wa mai bincike ta fahimci ra'ayin mata a kan ilimi.

	Na yarda sosai	Na yarda	Ban sani ba	Ban yarda ba	Ko alama ban yarda ba
Kaf : yanzu mata na fuskantar matsaloli wajen siyasa.					
Yanzu mata na yin wasu sana'o'insu domin nuna wariya.					
Mata na fama da matsaloli a fuskar ilimi.					
Bambancin jinsi bai sa a ware mata a wajen aiki.					
Bambancin jinsi ne ke sa ana bambantawa tsakanin maza da mata a wajen aiki.					
Ilmi na taimaka wa mata su shiga siyasa.					
Ilimi na kai mata matsayin masu fada a ji.					
. Mata sun kawo gyara a tsarin siyasar jihohinsu saboda ilimin da su ka yi.					
. Ilimi ya bude wa mata damar samun arziki a kauyuka.					
. Ilimi na ba mata damar koyon sana'o'in hannu.					
. Mace na bukatar ilimi domin ta iya cin moriyar kanta.					
. Samun ilimi firamare zai bunkasa halin da mata suke ciki.					
. Mata masu ilimi suna yin kane-kane a cikin harkokin jihohinsu.					
. Ilimi na sa mata su sami jarin gida kansu ta fuskar siyasa.					
. Jinsin mutum na sa mace ta yi ayyukan gida, madmakon ayyuka na albashi.					

Na yarda sosai	Na yarda	Ban sani ba	Ban yarda ba	Ko alama bai yarda ba.	

. Da wuya matan karkara suke samun ilmin da ya dace da aiyuka.

. Wurin da mutum ya ke zaune na iya yi masa tasiri a wajen shiga harkar siyasa.

. Zama a maraya na kara wa mace wayewa ta siyasa.

. Ba dole ne wurin da mutum yake ya kara bunkasa matsayin mace ta fuskar siyasa da dukiya ba.

. Matan karkara na sadaukar da mafi yawan lokacinsu ga ayyukan gida wanda ba a biya karfin mata na su kawo sauyi.

. A ayyukan ci gaba ya danganta ga inda suke zaune.

. Mata sun yi aiki tukuru su kawo sauyi a tsarin siyasar jiha ba tare da la'a kari da muhallinsu ba.

. Matan karkara suka fi kwara ta fuskar siyasa.

Mu[illegible] mata tarnaki da fuskar tattalin arziki.

Shekarun mutum ke yin nuni ko mace za ta iya yin siyasa.

Shekaru na yi wa mata tarnaki a wajen fada a ji.

. Ba dole ne ba wayewar siyasa ya tafi kafada kafada da shekaru.

. Shekarun mace ba su tarmaka mata wajen samun arziki.

Iya yin siyasar mace ba ya karfafa da shekarunta.

Ya kamata a yi la'akari da shekaru idan Gwamnati na tsara manufofi.

٥ – ادبستی :
ا – دمانشی ( )
ب – کرستا ( )
ت – فوفاجا ( )
ج – سورا ( )

٦ – اوی :
ا – ی اوی ( )
ب – ی زیرشی ( )
ت – ی تکا ( )
ج – فسوویا ( )

ب
رطن. تبیرچی زی سا ی بنگی تنشی
سن ی الم ( ) اغرین د ی داشی .
١ – دنق نوع ن الم زاء، بگاء قاوا
٢ – ا – فراوی،
ب – سکندن قرا
ت – سکندی بسا
ج – سا جگ
د – دیلوما
ه – ح ان ٥د
ر – لساس
ح – معست
ط – د کت

ی ١ ب ٢ زاء، قوفا، پازنیسرا، ح
٣ – ٤ا ین زابسی ٥ ( )
٤ – فسن کن ی زابسی ٥ ١٥ ١) ای
٥ – کاد رای پازنبرک ی ی زا ی ک
٦ – زاء، ب جنان، کنی ن سیاس ؟ ای.
٧ – زاء، سوا ابا، مقا سیاس ؟ ا
٨ – زاء، بقاء تاکرا ن شیاو ٥ ای ١
٩ – زاء، امشی ین سا سن نفس .

١٠ – أي من هذه الأعداد يقبل القسمة على ٩ ؟

( ) ٢٠٠٦ ( ) ١٠٠٦ ( ) ١٠٠٨ ( ) ١٠٠٩

١١ – رقم مئات العدد ٩٠٠٥٠٠٠ هو

( ) ٩ ( ) ٥ ( ) ٠ ( ) ٥٠٠٠٠٠

١٢ – أكبر عدد مكون من ٥ أرقام مختلفة هو

( ) ٩٨٧٦٥ ( ) ٩٨٧٦٠ ( ) ٩٨٧٥٠ ( ) ٩٨٧٠٠

١٣ – ٣٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٣٥٤٦٥٧ ( ) ٣٥٤٦٠٧ ( ) ٣٥٤٠٦٧ ( ) ٣٥٠٤٦٧

١٤ – ٣٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٣٥٤٦٥٧ ( ) ٣٥٤٦٠٧ ( ) ٣٥٤٠٦٧ ( ) ٣٥٠٤٦٧

١٥ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

١٦ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

١٧ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

١٨ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

١٩ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢٠ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢١ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢٢ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢٣ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢٤ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢٥ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢٦ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢٧ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢٨ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٢٩ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣٠ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣١ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣٢ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣٣ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣٤ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣٥ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣٦ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣٧ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣٨ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٣٩ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤٠ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤١ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤٢ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤٣ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤٤ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤٥ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤٦ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤٧ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤٨ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٤٩ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

٥٠ – ٩٠٠٠٠٠ + ٥٠٠٠٠ + ٤٠٠٠ + ٥٠٠ + ٦٠ + ٧ =

( ) ٩٥٤٦٥٧ ( ) ٩٥٤٦٠٧ ( ) ٩٥٠٤٦٧ ( ) ٩٠٥٤٦٧

١٠ — الم غدنمواني ڠ ماتا اهبارس د جمعا .
اى ( ) ا/ا ( )

١١ — الم نا جاركان باتا زو وجسن ملاى .
اى ( ) ا/ا ( )

١٢ — الم يا كيوتتا مناى ڠ سياسر ماتا .
اى ( ) ا/ا ( )

١٣ — الم نا بوط منير سلم ڠ ماتن كركرا .
اى ( ) ا/ا ( )

١٤ — الم نا كويا مماتا سنائوني
اى ( ) ا/ا ( )

١٥ — الم كى سا مثى تمورير كنت .
اى ( ) ا/ا ( )

١٦ — الم نفرامن نا تيكو ڠ مثى سنائر مثى .
اى ( ) ا/ا ( )

١٧ — مثى مى الم ناد ثكير دامن ڠ غمنن د تغيرد
ملاى . اى ( ) ا/ا ( )

١٨ — ماتند نا دنكوفسى مثى ا فنا
اى ( ) ا/ا ( )

١٩ — ماتن كركرا سنة ، ايكسن غندا .
اى ( ) ا/ا ( )

٢٠ — وجسن د مثى تكى كى سنى مثى تى اياه
د بيورن كو تثى باى . اى ( ) ا/ا ( )

وَطَنْ تَنْبَيْوِ سُنَا يِمَنْ غَشْكِبَوْرَأَ يِنْكِ يِس غَمِ دَ دَنْغَنْتَكَرْ الِمْ دَ تَتَلِنْ أَيِنْ دُوِنِيَاغَ مَتَاءَدَكُمَ رَأَيِنْ مَا تَوْ غَمِ دَ سِيَا سَرْ قَسْتَا .

أَنَا يِمَنْ غَنْوكُو الِمْ نَاكَيْوْتَتَ فَهِتَرْ مَاتَا وَجِنْ سَامَنْ أَيِن دُوِنِيَا دَ فَهِتَرْ سِيَاسَا، أَسْوِشِن كْ أَمَانَا يِس وَنْدَ بَا زَنْ جِس كُنِنْ وَنِ بَا، مَنْ غُونِ يِ .

2. ١ - شِكَوْوْا _____

3. ٢ - وَيِس سَا تِفْكِتْ كِكِي دَ شِس ؟ _____

٣ - أَنْفُوْرْ دَ كِكِي زُوْبِس ؟ _____

٤ - أَيِّ يِن ؟ _____

٥ - شِن كُو سَتَرْ أَوْرِي يُس ؟ _____

١ - مَا تَا نَا فُسْكَنْتَرْ مَظَلاَ وَجِنْ بَا يَرْ دَ غُنْ نُوْوْسْ أَسِيَاسَ، دَ تَغِيَرْ دَ مْلِكِ .

٢ - مَا تَا سُنْ شِخَ قَا غُوكَنْسُ سَنَاءَ سَبُوْا دَ نُنَا مَسْ بَنْبَنْتِ

٣ - كَسْنِبُوْرَ طَلِبَا مْبِس نَا هَيْزَمَتَ دَ مَظَلاَ أَبِيَتَنْ الِمْ

٤ - مَا دَنْتِ يَبَا يَا هَبَنْ أَبَا مْبِس كُوَ وَنِ لِرْنَا يِكِ أَوَجِنْ أَيْكِنْتَ

٥ - مَا نْتِ تَرْنَقِي يِس غَمِ أَهَطَرْتَ دَ أَبُوكَسْنْ أَيْكِ أَمَا أَيْكَتَا .

٦ - الِمْ سِنَا دَرِي يِس أَكَيْوْتَتَا هَطَرْمِ دَ جَمْتَعَ

٧ - الِمْ نَا طَوْكَكْ مِ زُوَ إِنْدَ زَا تَغِيَرْ دَ مْلِكِ نَارِي دَ إِنَا

٨ - الِمْ يَا سُنْيَا مَا تَا سُنْ كَيْوْتَتَ مَظِنْ سُ أَسِيَاسَ، قَسَا .

٩ - الِمْ يَا بُوطَ هَنْيُوِنْ سَا مُوا غَ مَتَنْ كَرْكَرَا

١٠ - الِمْ يَا كَيْوْتَتَا سُنَاءَ رَمَتَا .

١/٠٠٠٠٠٠

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١١ - الم نى كى كيوتت هترن متا غ بيور د الله
يبى مس

١٢- الم نغرامر نا كيوتتا هير سامن أبن د ونيا .

١٣- مشى مين الم شى ك إيا كو وشى غد نمـــوا-
أتغير د ملـــك .

١٤- الم نا هورى ما مشى هير سا من ملـــك .

١٥- ما تنث نا تاكرى مشى غ أيكن غد ميكـون-
سنـا أ د سياســا .

16 ١٦- متن كركرا باس سامن د من شفا هركر سياسا .

١٧- ينين غد ترنقى نى غ نيمن الم غ متـــا .

18 ١٨- برن نا نا وبرد كن متـا غم د سيـــاســـا .

١٩- غد باش د د نغنتك د كيوتت مظين مش أسياسا-
د سنـــاء .

٢٠ - ماتن كركرا سن فى أيكن غد د سنـــاء .

٢١- غد نمور مشى غ سياسا د سناء يا نغنت غ غد ت نى .

22 ٢٢- غد بى د كشى فوزون متا نا غ سيا س د سنـــاء .

٢٣- مغيا يون متا نكر كنر نا د مظلر سيـــا س .

٢٤- غد ترنقن سناء نى غ مشـــــــى .

25 ٢٥- شكر نا د تاسير غ غد نمور مشى غ سيـــاســـا .

26 ٢٦- يارنتا كن هنا مشى فهمتر تغير د ملـــــــك .

٢٧- فهمتر سيياسر مشى باش د د نغنتك د شكـــر نـــت .

٢٨- شكرن مشى باش د د نغنتك د سنـــــــاءت .

٢٩- رأى د غد نمور مشى باش د د نغنتك د شكـــروا .

٣٠- شكر أبن لرا نى غ أيوتر د منفر غومننـــث .

٣١ - شكر و باش د د نغنتك غ الـم غ متـــــــا .

٣٢- يارنـت نا تنرنقين سـام غ مـــــشـــى .

٣٣- مشى قسا د شكيكر أشرن سنـا تفيت غ سا من أب .

٣٤- متا كن فهمتمث مظلرس إن سنا د الـــــم .

٣٥- الم نا كوتتاروبـــو د سام غ متن كـــر كـــــرا .

Crosstabulation: V1 AGE OF RESPONDENTS
By V13 WOMEN STILL FACE OBSTACLES

V13-> / V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		2	7	1	29	37	76 6.8
2 21 - 30YRS		14	31	14	110	76	245 22.0
3 31 - 40YRS		6	29	16	163	49	263 23.6
4 41 - 50YRS		16	71	7	152	58	304 27.3
5 51YRS ABOVE		19	31	10	126	40	226 20.3
	Column Total	57 5.1	169 15.2	48 4.3	580 52.1	260 23.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V14 EDUCATION MOVE WOMEN FROM THE PERIPHERY

V14-> / V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		11	33	2	25	5	76 6.8
2 21 - 30YRS		15	115	10	97	8	245 22.0

By V15 WOMEN HAVE RESHAPED POLITICAL PROCESS

V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		2	7	17	25	25	76 6.8
2 21 - 30YRS		7	12	20	81	125	245 22.0
3 31 - 40YRS		4	14	21	130	94	263 23.6
4 41 - 50YRS		5	18	36	139	106	304 27.3
5 51YRS ABOVE		7	12	18	72	117	226 20.3
	Column Total	25 2.2	63 5.7	112 10.1	447 40.1	467 41.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V16 WOMEN NEED CERTAIN EDUCATIONAL LEVEL FOR

V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		4	4	18	34	16	76 6.8
2 21 - 30YRS		8	14	12	79	132	245 22.0
3 31 - 40YRS		5	8	21	122	107	263 23.6
4 41 - 50YRS		9	16	41	134	104	304 27.3
5 51YRS ABOVE		8	12	9	77	120	226 20.3
	Column Total	34 3.1	54 4.8	101 9.1	446 40.0	479 43.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V17 EDUCATED WOMEN PARTICIPATE IN POLICY MAK

V17->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total

V1	1	2	3	4	5	Row Total
1 LESS THAN 21YRS	3	25	10	22	16	76 6.8
2 21 - 30YRS	58	130	14	26	17	245 22.0
3 31 - 40YRS	88	119	25	16	15	263 23.6
4 41 - 50YRS	79	118	26	46	35	304 27.3
5 51YRS ABOVE	48	129	13	21	15	226 20.3
Column Total	276 24.8	521 46.8	88 7.9	131 11.8	98 8.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V18 EDUCATION INCREASES ACCESS TO RESOURCES

V1 \ V18->	1 STRONGLY DISAGRE	2 DISAGREE	3 UNDECIDED	4 AGREE	5 STRONGLY AGREE	Row Total
1 LESS THAN 21YRS	2	5	4	30	35	76 6.8
2 21 - 30YRS	4	16	14	60	151	245 22.0
3 31 - 40YRS	8	25	17	80	133	263 23.6
4 41 - 50YRS	6	25	16	97	160	304 27.3
5 51YRS ABOVE	4	17	15	57	133	226 20.3
Column Total	24 2.2	88 7.9	66 5.9	324 29.1	612 54.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V19 RURAL WOMEN REALLY HAVE ACCESS

V1 \ V19->	1 STRONGLY DISAGRE	2 DISAGREE	3 UNDECIDED	4 AGREE	5 STRONGLY AGREE	Row Total
1 LESS THAN 21YRS	11	12	4	19	30	76 6.8
2 21 - 30YRS	20	28	21	65	111	245 22.0

31 - 40YRS	3	10	39	24	82	106	263 23.6
41 - 50YRS	4	24	50	24	91	115	304 27.3
51YRS ABOVE	5	16	24	20	62	104	226 20.3
	Column Total	81 7.3	153 13.7	93 8.3	319 28.6	468 42.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V20 URBAN RESIDENCE INCREASES POLITICAL AWAR

Count V20->		STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V1							
LESS THAN 21YRS	1	2	3	44	16	11	76 6.8
21 - 30YRS	2	36	10	142	39	18	245 22.0
31 - 40YRS	3	55	17	121	49	21	263 23.6
41 - 50YRS	4	47	21	145	66	27	304 27.3
51YRS ABOVE	5	29	9	136	36	16	226 20.3
	Column Total	169 15.2	60 5.4	586 52.6	206 18.5	93 8.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V21 RESIDENCE DOES NOT REALLY INCREASES POL

Count V21->		STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V1							
LESS THAN 21YRS	1	4	8	9	25	30	76 6.8
21 - 30YRS	2	12	12	3	60	158	245 22.0
31 - 40YRS	3	5	11	17	85	145	263 23.6
41 - 50YRS	4	14	14	20	92	164	304 27.3

5	10	12	9	36	143	226
51YRS ABOVE						20.3
Column	45	57	54	319	639	1114
Total	4.0	5.1	4.8	28.6	57.4	100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V22 WOMEN HAVE WORKED HARD FOR POLITICAL SPA

Count V22->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V1						
1 LESS THAN 21YRS	8	6	19	22	21	76 6.8
2 21 - 30YRS	29	26	17	58	115	245 22.0
3 31 - 40YRS	18	35	24	74	112	263 23.6
4 41 - 50YRS	26	31	34	73	140	304 27.3
5 51YRS ABOVE	24	26	18	53	105	226 20.3
Column Total	105 9.4	124 11.1	112 10.1	280 25.1	493 44.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V23 RURAL WOMEN ARE DISPROPORTIONATELY PLACED

Count V23->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V1						
1 LESS THAN 21YRS	1	2	15	24	34	76 6.8
2 21 - 30YRS	12	14	31	71	117	245 22.0
3 31 - 40YRS	19	42	37	110	55	263 23.6
4 41 - 50YRS	19	35	37	112	101	304 27.3
5 51YRS ABOVE	12	13	29	68	104	226 20.3
Column Total	63 5.7	106 9.5	149 13.4	385 34.6	421 37.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V24 AGE IS A SIGNIFICANT FACTOR

V24-> / V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		1	4	23	29	19	76 6.8
2 21 - 30YRS		13	19	51	82	80	245 22.0
3 31 - 40YRS		13	25	50	107	68	263 23.6
4 41 - 50YRS		21	28	63	102	90	304 27.3
5 51YRS ABOVE		11	16	46	87	66	226 20.3
	Column Total	59 5.3	92 8.3	233 20.9	407 36.5	323 29.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V25 AGE MILITATE AGAINST WOMEN

V25-> / V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		5	10	7	28	26	76 6.8
2 21 - 30YRS		9	17	30	72	117	245 22.0
3 31 - 40YRS		21	38	44	77	83	263 23.6
4 41 - 50YRS		25	38	35	100	106	304 27.3
5 51YRS ABOVE		7	20	31	62	106	226 20.3
	Column Total	67 6.0	123 11.0	147 13.2	339 30.4	438 39.3	1114 100.0

Number of Missing Observations = 0

By V26 CONCIOUSNESS DOES NOT COME WITH AGE

V1 / V26->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		8	24	7	16	21	76 6.8
2 21 - 30YRS		55	37	52	52	49	245 22.0
3 31 - 40YRS		48	60	44	76	35	263 23.6
4 41 - 50YRS		64	59	36	92	53	304 27.3
5 51YRS ABOVE		49	40	48	45	44	226 20.3
	Column Total	224 20.1	220 19.7	187 16.8	281 25.2	202 18.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V27 POLITICAL POTENTIAL DOES NOT INCREASE WI

V1 / V27->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		8	10	23	25	10	76 6.8
2 21 - 30YRS		46	43	36	47	73	245 22.0
3 31 - 40YRS		38	49	39	69	68	263 23.6
4 41 - 50YRS		43	61	48	75	77	304 27.3
5 51YRS ABOVE		43	36	39	44	64	226 20.3
	Column Total	178 16.0	199 17.9	185 16.6	260 23.3	292 26.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V28 EDUCATION CREATE AWARENESS AMONG WOMEN

V28->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total

1 LESS THAN 21YRS	7	27	37	2	3	76 6.8
2 21 - 30YRS	44	96	92	6	7	245 22.0
3 31 - 40YRS	98	94	63	1	7	263 23.6
4 41 - 50YRS	83	107	101	3	10	304 27.3
5 51YRS ABOVE	41	100	73	6	6	226 20.3
Column Total	273 24.5	424 38.1	366 32.9	18 1.6	33 3.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V29 WOMEN PART POLITICS CHANGES OUTPUT TO SO

Count V29--> / V1	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	2	2	6	34	32	76 6.8
2 21 - 30YRS	2	4	8	65	166	245 22.0
3 31 - 40YRS	5	12	13	89	144	263 23.6
4 41 - 50YRS	8	16	15	113	152	304 27.3
5 51YRS AGOVE	1	3	9	60	153	226 20.3
Column Total	18 1.6	37 3.3	51 4.6	361 32.4	647 58.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V30 GENDER NOT A BARRIER TO PARTICIPATION

Count V30--> / V1	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	1	5	16	30	24	76 6.8
2 21 - 30YRS	9	25	44	112	55	245 22.0

31 - 40YRS	3	16	47	42	118	40	263 23.6
41 - 50YRS	4	12	45	63	126	58	304 27.3
51YRS ABOVE	5	7	24	40	104	51	226 20.3
	Column Total	45 4.0	146 13.1	205 18.4	490 44.0	228 20.5	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V31 GENDER CREAT BARRIERS IN DECISSION MAKIN

V31-> / V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
LESS THAN 21YRS	1	39	14	20	2	1	76 6.8
21 - 30YRS	2	126	32	87			245 22.0
31 - 40YRS	3	112	61	87	3		263 23.6
41 - 50YRS	4	140	70	90	3	1	304 27.3
51YRS ABOVE	5	112	33	81			226 20.3
	Column Total	529 47.5	210 18.9	365 32.8	8 .7	2 .2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V32 GENDER MINDED NOT WOMEN POLITICAL MATTE

V32-> / V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
LESS THAN 21YRS	1	5	12	5	34	20	76 6.8
21 - 30YRS	2	74	47	16	98	60	245 22.0
31 - 40YRS	3	16	69	20	101	57	263 23.6
41 - 50YRS	4	27	59	19	126	73	304 27.3

5 51YRS ABOVE	19	47	16	91	53	226 20.3
Column Total	91 8.2	234 21.0	76 6.8	450 40.4	263 23.6	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V33 EDUCATION ACT AS A CATALYST

V1 / V33->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGRLE 5	Row Total
1 LESS THAN 21YRS		9	21	9	21	16	76 6.8
2 21 - 30YRS		46	64	28	68	39	245 22.0
3 31 - 40YRS		15	78	41	83	46	263 23.6
4 41 - 50YRS		31	101	42	65	65	304 27.3
5 51YRS ABOVE		38	60	24	69	35	226 20.3
	Column Total	139 12.5	324 29.1	144 12.9	306 27.5	201 18.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V34 EDUCATION OPENS NEW POL STANDARD

V1 / V34->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGRLE 5	Row Total
1 LESS THAN 21YRS			3	4	29	40	76 6.8
2 21 - 30YRS		1	6	13	59	166	245 22.0
3 31 - 40YRS		6	6	18	92	141	263 23.6
4 41 - 50YRS		1	11	10	93	188	304 27.3
5 51YRS ABOVE		1	4	12	64	145	226 20.3
	Column Total	9 .8	30 2.7	57 5.1	337 30.3	673 60.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V35 WOMEN ARE NO MORE AFRAID

V1 \ V35->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		6	12	4	43	11	76
							6.8
2 21 - 30YRS		35	62	18	88	42	245
							22.0
3 31 - 40YRS		23	72	29	107	32	263
							23.6
4 41 - 50YRS		23	77	27	142	35	304
							27.3
5 51YRS ABOVE		31	61	18	79	37	226
							20.3
	Column	118	284	96	459	157	1114
	Total	10.6	25.5	8.6	41.2	14.1	100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V36 WOMEN ARE A STRONG POLITICAL FORCE

V1 \ V36->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		9	13	8	34	12	76
							6.8
2 21 - 30YRS		17	29	21	102	76	245
							22.0
3 31 - 40YRS		12	42	33	122	54	263
							23.6
4 41 - 50YRS		26	40	31	150	57	304
							27.3
5 51YRS ABOVE		13	30	23	92	68	226
							20.3
	Column	77	154	116	500	267	1114
	Total	6.9	13.8	10.4	44.9	24.0	100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V37 WOMEN ARE AFRAID OF VICTIMIZATION IN ORG

Count / V37->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V1						
1 LESS THAN 21YRS	2	7	7	22	38	76 6.8
2 21 - 30YRS		7	10	78	150	245 22.0
3 31 - 40YRS	4	6	13	109	131	263 23.6
4 41 - 50YRS	6	14	19	112	153	304 27.3
5 51YRS ABOVE		6	9	74	137	226 20.3
Column Total	12 1.1	40 3.6	58 5.2	395 35.5	609 54.7	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V38 WOMEN CAN NOT BELONG DIFFERENT PARTY FRO

Count / V38->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V1						
1 LESS THAN 21YRS	1	12	6	33	24	76 6.8
2 21 - 30YRS	6	44	29	84	82	245 22.0
3 31 - 40YRS	14	51	29	109	60	263 23.6
4 41 - 50YRS	16	55	6	132	65	304 27.3
5 51YRS ABOVE	5	43	26	73	79	226 20.3
Column Total	42 3.8	205 18.4	126 11.3	431 38.7	310 27.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V39 NO CONFIDENCE TO STAND FOR ELECTIVE POSI

Count / V39->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total

1 LESS THAN 21YRS	8	27	14	18	9	76 6.8
2 21 - 30YRS	15	70	28	54	78	245 22.0
3 31 - 40YRS	17	74	28	79	65	263 23.6
4 41 - 50YRS	16	92	38	82	76	304 27.3
5 51YRS ABOVE	17	66	27	51	65	226 20.3
Column Total	73 6.6	329 29.5	135 12.1	284 25.5	293 26.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V40 AGE DOES NOT IMPROVE WOMEN POL POTENTIAL

Count V40-> / V1	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	11	29	18	13	5	76 6.8
2 21 - 30YRS	30	58	25	65	67	245 22.0
3 31 - 40YRS	22	80	26	79	56	263 23.6
4 41 - 50YRS	26	91	44	91	52	304 27.3
5 51YRS ABOVE	29	58	25	53	61	226 20.3
Column Total	118 10.6	316 28.4	138 12.4	301 27.0	241 21.6	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V41 WOMEN CREATE THEIR OWN JOBS

Count V41-> / V1	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		3	13	17	43	76 6.8
2 21 - 30YRS	2	5	6	41	191	245 22.0

31 - 40YRS	3	6	3	11	50	193	263 23.6
41 - 50YRS	4	3	7	21	60	211	304 27.3
51YRS ABOVE	5	1	4	7	36	178	226 20.3
	Column Total	14 1.3	22 2.0	58 5.2	204 18.3	816 73.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V42 GENDER DETERMINES TYPE OF WORK

V1	Count / V42->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
LESS THAN 21YRS	1	14	26	24	10	2	76 6.8
21 - 30YRS	2	54	115	49	27		245 22.0
31 - 40YRS	3	72	118	66	7		263 23.6
41 - 50YRS	4	78	130	78	16	2	304 27.3
51YRS ABOVE	5	51	105	47	23		226 20.3
	Column Total	269 24.1	494 44.3	264 23.7	83 7.5	4 .4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V43 WOMEN FACE DISCRIMINATION AT WORK

V1	Count / V43->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
LESS THAN 21YRS	1	3	10	19	30	14	76 6.8
21 - 30YRS	2	2	4	20	104	115	245 22.0
31 - 40YRS	3	6	9	22	125	101	263 23.6
41 - 50YRS	4	6	18	34	136	110	304 27.3

5	3	3	22	96	102	226
51YRS ABOVE						20.3
Column	20	44	117	491	442	1114
Total	1.8	3.9	10.5	44.1	39.7	100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V44 EDUCATION CATALYSES ECONOMIC PRODUCTION

V1 / V44->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		1	15	6	35	19	76 6.8
2 21 - 30YRS		9	24	14	81	117	245 22.0
3 31 - 40YRS		6	29	15	104	109	263 23.6
4 41 - 50YRS		7	42	19	125	111	304 27.3
5 51YRS ABOVE		8	21	14	75	108	226 20.3
	Column	31	131	68	420	464	1114
	Total	2.8	11.8	6.1	37.7	41.7	100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V45 EDUCATION OPEN NEW ECONOMIC STANDARD

V1 / V45->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		4	8	7	22	35	76 6.8
2 21 - 30YRS		8	31	33	77	96	245 22.0
3 31 - 40YRS		7	40	16	113	87	263 23.6
4 41 - 50YRS		41	62	33	111	67	304 27.3
5 51YRS ABOVE		29	32	14	103	49	226 20.3
	Column	89	173	92	426	334	1114
	Total	8.0	15.5	8.3	38.2	30.0	100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V46 EDUCATION PROVIDE ENTERPRENUIRAL SKILL

V46-> / Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V1						
1 LESS THAN 21YRS	4	13	13	22	24	76 6.8
2 21 - 30YRS	19	41	64	73	48	245 22.0
3 31 - 40YRS	20	22	35	129	57	263 23.6
4 41 - 50YRS	39	58	23	141	43	304 27.3
5 51YRS ABOVE	31	27	8	126	34	226 20.3
Column Total	113 10.1	161 14.5	143 12.8	491 44.1	206 18.5	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V47 ECONOMIC POTENTIALS BEST DEVELOPED WITH

V47-> / Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V1						
1 LESS THAN 21YRS	5	21	13	18	19	76 6.8
2 21 - 30YRS	21	73	42	83	46	245 22.0
3 31 - 40YRS	14	50	44	105	50	263 23.6
4 41 - 50YRS	58	80	44	88	34	304 27.3
5 51YRS ABOVE	51	50	12	96	17	226 20.3
Column Total	149 13.4	274 24.6	155 13.9	370 33.2	166 14.9	1114 100.0

Number of Missing Observations = 0

Tabulation: V1 AGE OF RESPONDENTS
By V48 PRIMARY EDUCATION WILL DEVELOP ECONOMIC

V1--> / V48	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	10	16	11	17	22	76 6.8
2 21YRS - 30YRS	27	43	66	72	37	245 22.0
3 31YRS - 40YRS	27	53	63	85	35	263 23.6
4 41YRS - 50YRS	51	117	46	64	26	304 27.3
5 50YRS AND ABOVE	39	79	19	63	6	226 20.3
Column Total	154 13.8	308 27.6	205 18.4	321 28.8	126 11.3	1114 100.0

Number of Missing Observations = 0

Tabulation: V1 AGE OF RESPONDENTS
By V49 EDUCATION OPEN ACCESS TO RESOURCES

V1--> / V49	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	18	23	9	10	16	76 6.8
2 21YRS - 30YRS	36	71	38	55	45	245 22.0
3 31YRS - 40YRS	34	64	42	85	38	263 23.6
4 41YRS - 50YRS	60	84	38	89	33	304 27.3
5 50YRS AND ABOVE	42	67	28	71	18	226 20.3
Column Total	190 17.1	309 27.7	155 13.9	310 27.8	150 13.5	1114 100.0

Number of Missing Observations = 0

Tabulation: V1 AGE OF RESPONDENTS
By V50 GENDER MAKE A WOMAN DO MORE HOUSE WORK

V1--> / V50	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	Row

LESS THAN 21YRS	1	5	29	9	10	23	76 6.8
21 - 30YRS	2	23	68	56	49	49	245 22.0
31 - 40YRS	3	17	59	32	104	51	263 23.6
41 - 50YRS	4	41	68	46	118	31	304 27.3
51YRS ABOVE	5	35	61	33	80	17	226 20.3
Column Total		121 10.9	285 25.6	176 15.8	361 32.4	171 15.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V51 RURAL WOMEN HAVE MORE ACCESS TO TRAINING

V1 \ V51->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	8	25	11	16	16	76 6.8
2 21 - 30YRS	30	67	56	51	41	245 22.0
3 31 - 40YRS	31	67	45	75	45	263 23.6
4 41 - 50YRS	39	80	54	81	50	304 27.3
5 51YRS ABOVE	50	57	22	69	28	226 20.3
Column Total	158 14.2	296 26.6	188 16.9	292 26.2	180 16.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V52 RESIDENCE DOES NOT INCREASE ECONOMIC GAIN

V1 \ V52->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	12	22	7	15	20	76 6.8
2 21 - 30YRS	27	75	42	60	41	245 22.0

31 - 40YRS	3	15	45	44	105	54	263 23.6
41 - 50YRS	4	32	102	37	92	41	304 27.3
51YRS ABOVE	5	28	76	42	59	23	226 20.3
	Column Total	112 10.1	320 28.7	172 15.4	331 29.7	179 16.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V53 RURAL WOMEN DEVOTE THEIR TIME TO UNPAID

V1 \ V53->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
LESS THAN 21YRS	1	17	16	9	14	20	76 6.8
21 - 30YRS	2	33	67	58	52	35	245 22.0
31 - 40YRS	3	33	79	47	76	28	263 23.6
41 - 50YRS	4	33	79	65	99	28	304 27.3
51YRS ABOVE	5	19	61	42	99	5	226 20.3
	Column Total	135 12.1	302 27.1	221 19.8	340 30.5	116 10.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V54 WOMEN ECONOMIC POTENTIALS DEPEND ON RESI

V1 \ V54->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
LESS THAN 21YRS	1	20	12	6	20	18	76 6.8
21 - 30YRS	2	43	63	46	61	38	245 22.0
31 - 40YRS	3	42	63	44	78	36	263 23.6
41 - 50YRS	4	24	63	39	105	73	304 27.3

5 51YRS ABOVE	24	55	45	79	23	226 20.3
Column Total	153 13.7	256 23.0	174 15.6	343 30.8	188 16.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V55 RESIDENCE CREATES ECONOMIC RESTRAINTS

Count V55-> / V1	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	15	3	12	19	27	76 6.8
2 21 - 30YRS	32	38	47	74	54	245 22.0
3 31 - 40YRS	37	43	60	75	48	263 23.6
4 41 - 50YRS	23	37	56	117	71	304 27.3
5 51YRS ABOVE	15	36	42	101	32	226 20.3
Column Total	122 11.0	157 14.1	217 19.5	386 34.6	232 20.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V56 RESIDENCE MAY OBSTRUCT FEMALE PARTICIPATI

Count V56-> / V1	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	17	17	9	19	14	76 6.8
2 21 - 30YRS	28	62	28	83	44	245 22.0
3 31 - 40YRS	16	39	50	104	54	263 23.6
4 41 - 50YRS	16	32	38	145	73	304 27.3
5 51YRS ABOVE	9	3	48	118	48	226 20.3
Column Total	86 7.7	153 13.7	173 15.5	469 42.1	233 20.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V57 ECONOMIC POTENTIAL INCREASES WITH AGE

V57-> / V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		13	15	11	23	14	76 6.8
2 21 - 30YRS		49	54	46	69	27	245 22.0
3 31 - 40YRS		53	100	34	43	33	263 23.6
4 41 - 50YRS		88	115	38	35	28	304 27.3
5 51YRS ABOVE		53	104	37	18	14	226 20.3
	Column Total	256 23.0	388 34.8	166 14.9	188 16.9	116 10.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V58 POVERTY COMPOUNDED BY AGE DIFFERENTIALS

V58-> / V1	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS		16	15	12	16	17	76 6.8
2 21 - 30YRS		62	67	37	37	42	245 22.0
3 31 - 40YRS		38	88	48	53	36	263 23.6
4 41 - 50YRS		77	80	38	64	45	304 27.3
5 51YRS ABOVE		51	57	36	64	18	226 20.3
	Column Total	244 21.9	307 27.6	171 15.4	234 21.0	158 14.2	1114 100.0

Number of Missing Observations = 0

By V59 WOMEN BELOW 40YRS SUFFER CONSTRAINS

Count / V59->	AGREE 4	STRONGLY AGREE 5	Row Total
V1			
1 LESS THAN 21YRS	20	56	76 6.8
2 21 - 30YRS	68	177	245 22.0
3 31 - 40YRS	72	191	263 23.6
4 41 - 50YRS	85	219	304 27.3
5 51YRS ABOVE	64	162	226 20.3
Column Total	309 27.7	805 72.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V60 EDUCATION CREATE AWARENESS TO INHIBITION

Count / V60->	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V1				
1 LESS THAN 21YRS	6	25	45	76 6.8
2 21 - 30YRS	12	82	151	245 22.0
3 31 - 40YRS	16	86	161	263 23.6
4 41 - 50YRS	16	102	186	304 27.3
5 51YRS ABOVE	12	77	137	226 20.3
Column Total	62 5.6	372 33.4	680 61.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V61 EDUCATION WILL ENHANCE BASIC ECONOMIC SK

Count / V61->	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total

1 LESS THAN 21YRS	3	3	35	35	76 6.8
2 21 - 30YRS	6	6	116	117	245 22.0
3 31 - 40YRS	8	8	123	124	263 23.6
4 41 - 50YRS	8	8	145	143	304 27.3
5 51YRS ABOVE	6	6	107	107	226 20.3
Column Total	31 2.8	31 2.8	526 47.2	526 47.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V62 RURAL WOMEN REALLY HAVE ACESS TO GOV ECO

Count V62-> / V1	DISAGREE 2	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	12	58	6	76 6.8
2 21 - 30YRS	41	184	20	245 22.0
3 31 - 40YRS	43	198	22	263 23.6
4 41 - 50YRS	48	230	26	304 27.3
5 51YRS ABOVE	41	166	19	226 20.3
Column Total	185 16.6	836 75.0	93 8.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V63 GENDER MAKE RURAL WOMEN UNSURE PARTICIPA

Count V63-> / V1	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	2	52	22	76 6.8
2 21 - 30YRS	7	163	75	245 22.0

3 31 - 40YRS	7	175	81	263 23.6
4 41 - 50YRS	9	201	94	304 27.3
5 51YRS ABOVE	6	152	68	226 20.3
Column Total	31 2.8	743 66.7	340 30.5	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V1 AGE OF RESPONDENTS
By V64 LACK OF ECONOMIC SECURITY MAKE WOMEN STA

V1 \ V64->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 LESS THAN 21YRS	2	6	4	54	10	76 6.8
2 21 - 30YRS	7	21	14	169	34	245 22.0
3 31 - 40YRS	7	21	14	185	36	263 23.6
4 41 - 50YRS	9	24	18	210	43	304 27.3
5 51YRS ABOVE	6	21	12	156	31	226 20.3
Column Total	31 2.8	93 8.3	62 5.6	774 69.5	154 13.8	1114 100.0

Number of Missing Observations = 0

This procedure was completed at 8:26:30
CROSSTAB/TABLES V2 BY V13 TO V64.

***** Given WORKSPACE allows for 10079 Cells with
2 Dimensions for CROSSTAB problem *****

Crosstabulation: V2 STATUS OF LITERACY
By V13 WOMEN STILL FACE OBSTACLES

V13->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total

ILLITERATE	1	13	32	11	122	84	262 23.5
LITERATE	2	44	137	37	458	176	852 76.5
	Column Total	57 5.1	169 15.2	48 4.3	580 52.1	260 23.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V14 EDUCATION MOVE WOMEN FROM THE PERIPHERY

V2 \ V14->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	25	114	9	104	10	262 23.5
LITERATE	2	48	265	32	414	93	852 76.5
	Column Total	73 6.6	379 34.0	41 3.7	518 46.5	103 9.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V15 WOMEN HAVE RESHAPED POLITICAL PROCESS

V2 \ V15->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	6	17	32	92	115	262 23.5
LITERATE	2	19	46	80	355	352	852 76.5
	Column Total	25 2.2	63 5.7	112 10.1	447 40.1	467 41.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V16 WOMEN NEED CERTAIN EDUCATIONAL LEVEL FOR

V2 \ V16->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	11	14	23	90	119	262 23.5

LITERATE	2	23	40	73	356	307	76.5
	Column Total	34 3.1	54 4.8	101 9.1	446 40.0	479 43.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V17 EDUCATED WOMEN PARTICIPATE IN POLICY MAK

Count V17-> / V2	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 ILLITERATE	47	127	19	41	28	262 23.5
2 LITERATE	229	394	69	90	70	852 76.5
Column Total	276 24.8	521 46.8	88 7.9	131 11.8	98 8.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V18 EDUCATION INCREASES ACCESS TO RESOURCES

Count V18-> / V2	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 ILLITERATE	4	17	14	80	147	262 23.5
2 LITERATE	20	71	52	244	465	852 76.5
Column Total	24 2.2	88 7.9	66 5.9	324 29.1	612 54.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V19 RURAL WOMEN REALLY HAVE ACCESS

Count V19-> / V2	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 ILLITERATE	25	51	19	69	113	262 23.5
2 LITERATE	53	122	74	259	353	852 76.5

Column Total	81 7.3	153 13.7	93 8.3	319 28.6	468 42.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V20 URBAN RESIDENCE INCREASES POLITICAL AWAR

Count / V20->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2 1 ILLITERATE	30	9	155	46	22	262 23.5
2 LITERATE	139	51	431	160	71	852 76.5
Column Total	169 15.2	60 5.4	586 52.6	206 18.5	93 8.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V21 RESIDENCE DOES NOT REALLY INCREASES POL

Count / V21->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2 1 ILLITERATE	13	17	11	66	155	262 23.5
2 LITERATE	32	40	43	253	484	852 76.5
Column Total	45 4.0	57 5.1	54 4.8	319 28.6	639 57.4	1114 100.0

Number of Missing Observations 0

Crosstabulation: V2 STATUS OF LITERACY
By V22 WOMEN HAVE WORKED HARD FOR POLITICAL SPA

Count / V22->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2 1 ILLITERATE	29	25	32	68	108	262 23.5
2 LITERATE	76	99	80	212	385	852 76.5
Column Total	105 9.4	124 11.1	112 10.1	280 25.1	493 44.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V23 RURAL WOMEN ARE DISPROTIONATELY PLACED

V23-> / V2	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	10	14	34	64	120	262
							23.5
LITERATE	2	53	92	105	301	301	852
							76.5
	Column Total	63	106	139	365	421	1114
		5.7	9.5	12.5	34.6	37.8	100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V24 AGE IS A SIGNIFICANT FACTOR

V24-> / V2	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	12	17	61	94	78	262
							23.5
LITERATE	2	47	75	172	313	245	852
							76.5
	Column Total	59	92	233	407	323	1114
		5.3	8.3	20.9	36.5	29.0	100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V25 ASE MILITATE AGAINST WOMEN

V25-> / V2	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	13	20	[illegible]	88	113	262
							23.5
LITERATE	2	54	105	119	251	325	852
							76.5
	Column Total	67	125	147	339	438	1114
		6.0	11.0	13.2	30.4	39.3	100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V26 CONCTOUSNESS DOES NOT COME WITH AGE

Count / V2	V26-> 1 STRONGLY DISAGREE	2 DISAGREE	3 UNDECIDED	4 AGREE	5 STRONGLY AGREE	Row Total
1 ILLITERATE	49	54	41	58	60	262 23.5
2 LITERATE	175	166	146	223	142	852 76.5
Column Total	224 20.1	220 19.7	187 16.8	281 25.2	202 18.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V27 POLITICAL POTENTIAL DOES NOT INCREASE WI

Count / V2	V27-> 1 STRONGLY DISAGREE	2 DISAGREE	3 UNDECIDED	4 AGREE	5 STRONGLY AGREE	Row Total
1 ILLITERATE	42	45	51	58	66	262 23.5
2 LITERATE	136	154	134	202	226	852 76.5
Column Total	178 16.0	199 17.9	185 16.6	260 23.3	292 26.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V28 EDUCATION LEVEL AMONGST US GIRLS WOULD

Count / V2	V28-> 1 STRONGLY DISAGREE	2 DISAGREE	3 UNDECIDED	4 AGREE	5 STRONGLY AGREE	Row Total
1 ILLITERATE	36	102	102	6	16	262 23.5
2 LITERATE	237	302	218	10	85	852 76.5
Column Total	273 24.5	404 36.3	320 28.7	16 1.4	101 9.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V29 WOMEN HAVE POLITICAL POWER TO DO

Count / V29->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	4	6	13	82	157	262 23.5
2 LITERATE	14	31	38	274	490	852 76.5
Column Total	18 1.6	37 3.3	51 4.6	361 32.4	647 58.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V30 GENDER NOT A BARRIER TO PARTICIPATION

Count / V30->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	8	22	51	117	64	262 23.5
2 LITERATE	37	124	154	375	164	852 76.5
Column Total	45 4.0	146 13.1	205 18.4	492 44.0	228 20.5	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V31 GENDER BARRIERS NOT WOMEN POLITICAL BIRTH

Count / V31->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	134	38	87	2	1	262 23.5
2 LITERATE	395	172	278	6	1	852 76.5
Column total	529 47.5	210 18.9	365 32.8	8 .7	2 .2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V32 GENDER BARRIERS NOT WOMEN POLITICAL BIRTH

V32→		DISAGREE 1	2	UNDECIDED 3	4	AGREE 5	Row Total
V2							
ILLITERATE	1	21	47	16	108	68	262 23.5
LITERATE	2	70	187	58	342	195	852 76.5
	Column Total	91 8.2	234 21.0	74 6.8	450 40.4	263 23.6	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V33 EDUCATION ACT AS A CATALYST

V33→	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2							
ILLITERATE	1	44	67	31	75	45	262 23.5
LITERATE	2	95	257	113	231	156	852 76.5
	Column Total	139 12.5	324 29.1	144 12.9	306 27.5	201 18.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V34 EDUCATION OPENS NEW POL STANDARD

V34→	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2							
ILLITERATE	1		7	11	74	167	262 23.5
LITERATE	2	9	23	51	263	506	852 76.5
	Column Total	9 .8	30 2.7	65 5.8	337 30.3	673 60.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V35 WOMEN ARE NO MORE AFRAID

V35→	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total

V2		1	2	3	4	5	Row Total
ILLITERATE	1	52	61	17	115	37	282 23.5
LITERATE	2	86	223	79	344	120	852 76.5
	Column Total	118 10.6	284 25.5	96 8.6	459 41.2	157 14.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V36 WOMEN ARE A STRONG POLITICAL FORCE

V36-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2							
ILLITERATE	1	23	35	20	109	69	262 23.5
LITERATE	2	54	119	90	391	198	852 76.5
	Column Total	77 6.9	154 13.8	116 10.4	500 44.9	267 24.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V37 WOMEN ARE AFRAID OF VICTIMIZATION IN URB

V37-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2							
ILLITERATE	1	2	12	17	85	146	262 23.5
LITERATE	2	10	28	11	310	493	852 76.5
	Column Total	12 1.1	40 3.6	58 5.2	395 35.5	629 54.7	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V38 WOMEN CAN NOT BELONG DIFFERENT PARTY IRU

V38-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2							
ILLITERATE	1	7	45	30	101	61	294 26.4

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LITERATE	2	35	162	76	240	178	691 76.5
Column Total		42 5.8	295 18.4	126 11.3	451 38.7	310 27.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V39 NO CONFIDENCE TO STAND FOR ELECTIVE POST

V2	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	17	82	36	55	70	260 33.5
LITERATE	2	56	247	97	229	223	852 76.5
Column Total		73 6.6	329 29.5	135 12.1	284 25.5	293 26.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V40 AGE DOES NOT IMPROVE WOMEN POL POTENTIAL

V2	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	29	74	40	66	53	262 23.5
LITERATE	2	89	242	98	235	188	852 76.5
Column Total		118 10.6	316 28.4	138 12.4	301 27.0	241 21.6	1114 100.0

Number of Missing Observations = 0

Crosstabulation V2 STATUS OF LITERACY
By V41 WOMEN CREATE JOB IN OWN AREA

V	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	2	7	17	53	181	260 23.3
LITERATE	2	12	15	39	151	635	852 76.5

Column Total	14 1.3	22 2.0	58 5.2	204 18.3	816 73.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V42 GENDER DETERMINES TYPE OF WORK

Count / V42->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	59	107	42	30	2	260 23.3
2 LITERATE	210	385	202	55	2	852 76.5
Column Total	269 24.1	494 44.3	264 23.7	85 7.5	4 .4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V43 WOMEN FACE DISCRIMINATION AT WORK

Count / V43->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	5	14	34	114	95	262 23.5
2 LITERATE	15	30	83	377	347	852 76.5
Column Total	20 1.8	44 3.9	117 10.5	491 44.1	442 39.7	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V44 EDUCATION CATALYSES ECONOMIC PRODUCTION

Count / V44->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	7	34	16	98	105	260 23.3
2 LITERATE	24	97	50	322	359	852 76.5
Column Total	31 2.8	131 11.8	66 5.9	420 37.7	464 41.7	1114 100.0

Number of missing observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V45 EDUCATION OPEN NEW ECONOMIC STANDARD

Count / V45-->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	8	19	35	66	114	242 21.5
2 LITERATE	81	154	57	360	220	872 78.5
Column Total	89 8.0	173 15.5	92 8.3	426 38.2	334 30.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V46 EDUCATION PROVIDE ENTERPRENEURIAL SKILL

Count / V46-->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	21	31	67	79	64	262 23.5
2 LITERATE	92	130	76	412	142	852 76.5
Column Total	113 10.1	161 14.5	143 12.8	491 44.1	206 18.5	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V47 ECONOMIC POTENTIALS GIRL SHOULD DEVELOPED WITH

Count / V47-->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	20	62	42	71	66	261 23.4
2 LITERATE	129	212	103	350	110	853 76.6
Column Total	149 13.4	274 24.6	145 13.0	421 37.8	176 15.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V48 PRIMARY EDUCATION WILL DEVELOP ECONOMIC

Count / V48->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	31	49	68	60	54	262
						23.5
2 LITERATE	123	259	137	261	72	852
						76.5
Column Total	154	308	205	321	126	1114
	13.8	27.6	18.4	28.8	11.3	100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V49 EDUCATION OPEN ACCESS TO RESOURCES

Count / V49->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	52	66	40	54	50	262
						23.5
2 LITERATE	138	243	115	256	100	852
						76.5
Column Total	190	309	155	310	150	1114
	17.1	27.7	13.9	27.8	13.5	100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V50 GENDER ROLE - WOMAN IS BEST SUITED

Count / V50->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	25	74	49	53	61	262
						23.5
2 LITERATE	96	211	127	268	110	852
						76.5
Column Total	121	285	176	321	171	1114
	10.9	25.6	15.8	28.8	15.4	100.0

Number of Missing Observations = 0

by V51 RURAL WOMEN HAVE MORE ACCESS TO CREDITS

Count / V51->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	34	73	47	56	52	262
						23.5
2 LITERATE	124	223	141	236	128	852
						76.5
Column Total	158	296	188	292	180	1114
	14.2	26.6	16.9	26.2	16.2	100.0

Number of Missing Observations = 0

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BY DR. GADU NADIZA LADIGO FACULTY OF EDUCATION ABU

Crosstabulation: V2 STATUS OF LITERACY
by V52 RESIDENCE DOES NOT INCREASE ECONOMIC STA

Count / V52->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	36	62	43	68	53	262
						23.5
2 LITERATE	76	258	129	263	126	852
						76.5
Column Total	112	320	172	331	179	1114
	10.1	28.7	15.4	29.7	16.1	100.0

Number of Missing Observations = 0

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BY DR. GADU NADIZA LADIGO FACULTY OF EDUCATION ABU

Crosstabulation: V2 STATUS OF LITERACY
by V53 RURAL WOMEN NEVER TREAT FIRE TO URBAN

Count / V53->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	47	72	54	47	42	262
						23.5
2 LITERATE	88	230	134	294	106	852
						76.5
Column Total	135	302	188	340	148	1114
	12.1	27.1	16.9	30.5	13.4	100.0

Number of Missing Observations = 0

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BY DR. GADU NADIZA LADIGO FACULTY OF EDUCATION ABU

Crosstabulation: V2 STATUS OF LITERACY
by V54 WOMEN ECONOMIC POTENTIALS CREATED OUT OF FI

V2 / V5	STRONGLY DISAGREE 1	2	UNDECIDED 3	4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	59	59	39	54	31	262 23.5
2 LITERATE	94	197	135	289	137	852 76.5
Column Total	153 13.7	256 23.0	174 15.6	343 30.8	168 15.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V55 RESIDENCE CREATES ECONOMIC RESTRAINTS

Count V5/V2	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	45	34	45	60	78	262 23.5
2 LITERATE	77	123	172	320	160	852 76.5
Column Total	122 11.0	157 14.1	217 19.5	380 34.0	232 20.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V56 RESIDENCE MAY OBSTRUCT EQUAL PARTICIPATI

Count V5/V2	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	33	51	53	87	38	262 23.5
2 LITERATE	42	102	140	327	241	852 76.5
Column Total	75 6.7	153 13.7	193 17.3	414 37.2	279 25.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V57 ECONOMIC POTENTIAL LIMITS GIRL WITH GRA

Count V2/V5	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total

ILLITERATE	1	51	59	32	03	37	202 26.5
LITERATE	2	205	329	114	135	79	852 76.5
	Column Total	256 23.0	388 34.8	166 14.9	198 10.9	116 10.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V58 POVERTY COMPOUNDED BY ACC DIFFERENTIALS

V58--> / V2	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	61	58	46	48	49	262 23.5
LITERATE	2	183	249	125	186	109	852 76.5
	Column Total	244 21.9	307 27.6	171 15.4	234 21.0	158 14.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V59 WOMEN BELOW 40YRS SUFFER CONSTRAINS

V59--> / V2	Count	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	70	192	262 23.5
LITERATE	2	239	613	852 76.5
	Column Total	309 27.7	805 72.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V60 EDUCATION CREATE AWARENESS TO INSTITUTION

V60--> / V2	Count	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	16	36	160	262 23.5

LITERATE	2	46	256	520	822 76.5
Column Total		62 5.6	372 33.4	680 61.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V61 EDUCATION WILL ENHANCE BASIC ECONOMIC ST

V61--> / V2	Count	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	8	8	122	124	262 23.5
LITERATE	2	23	23	404	402	852 76.5
Column Total		31 2.8	31 2.8	526 47.2	526 47.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V62 RURAL WOMEN REALLY HAVE ACCSS TO GOV FCO

V62--> / V2	Count	DISAGREE 2	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	42	199	21	262 23.5
LITERATE	2	143	657	72	852 76.5
Column Total		185 16.6	856 76.8	93 8.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation. V2 STATUS OF LITERACY
By V63 GENDER MAKE RURAL WOMEN UNABLE PARTICIPA

V63--> / V2	Count	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
ILLITERATE	1	7	175	80	262 23.5
LITERATE	2	24	628	200	852 76.5

Column Total	31 2.8	743 66.7	340 30.5	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V2 STATUS OF LITERACY
By V64 LACK OF ECONOMIC SECURITY MAKE WOMEN STA

Count / V64-->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V2						
1 ILLITERATE	7	21	14	185	35	262 23.5
2 LITERATE	24	72	48	589	119	852 76.5
Column Total	31 2.8	93 8.3	62 5.6	774 69.5	154 13.8	1114 100.0

Number of Missing Observations = 0

[Run procedure was completed at 8:27:31
CROSSTAB/TABLES V3 BY V13 TO V64.

***** Given WORKSPACE allows for 10079 Cells with
2 Dimensions for CROSSTAB problem *****

Crosstabulation: V3 LEVEL OF EDUCATION
By V13 WOMEN STILL FACE OBSTACLES

Count / V13-->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCATI	7	22	6	57	57	149 13.4
2 HISPANIC	9	15	9	81	50	164 14.7
3 PRIMARY	11	48	13	219	67	358 32.1
4 SECONDARY	11	60	6	325	72	474 42.5
5 TERTIARY	19	24	9	98	64	169 15.2
Column Total	57 5.1	169 15.2	43 3.9	580 52.1	260 23.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V14 EDUCATION MOVE WOMEN FROM THE PERIPHERY

V14--> / V3	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	21	59	7	56	6	149 13.4
KORANIC	2	5	83	5	64	7	164 14.7
PRIMARY	3	10	56	12	235	50	363 32.6
SECONDARY	4	16	110	11	93	16	254 22.8
TERTIARY	5	21	63	6	70	24	184 16.5
	Column Total	73 6.6	379 34.0	41 3.7	518 46.5	103 9.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V15 WOMEN HAVE RESHAPED POLITICAL PROCESS

V15--> / V3	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	3	12	24	49	61	149 13.4
KORANIC	2	6	6	11	74	85	164 14.7
PRIMARY	3	5	17	30	190	121	363 32.6
SECONDARY	4	4	13	31	98	108	254 22.8
TERTIARY	5	7	10	14	56	97	184 16.5
	Column Total	25 2.2	63 5.7	112 10.1	447 40.1	467 41.9	1114 100.0

Number of Missing Observations = 0

By V16 WOMEN NEED ESTABLISH EDUCATIONAL LEVEL FOR

Count / V16->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCAT	7	8	22	54	58	149 15.4
2 KORANIC	5	10	7	55	67	104 14.7
3 PRIMARY	8	10	37	169	141	365 37.6
4 SECONDARY	9	16	11	102	97	234 24.8
5 TERTIARY	5	10	7	60	96	178 18.5
Column Total	34 3.1	54 4.8	101 9.1	440 40.0	479 43.6	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V17 EDUCATED WOMEN PARTICIPATE IN POLICY MAK

Count / V17->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCAT	21	65	12	31	20	149 15.4
2 KORANIC	37	66	11	16	12	104 14.7
3 PRIMARY	120	165	34	22	22	365 37.6
4 SECONDARY	96	102	5	14	9	234 24.8
5 TERTIARY	42	103	11	10	12	178 18.5
Column Total	276 24.8	521 46.8	73 7.9	93 11.8	75 6.7	1114 100.0

Number of Missing Observations = 9

Crosstabulation: V3 LEVEL OF EDUCATION
By V18 EDUCATION INCREASES ACCESS TO RESOURCES

Count / V18->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						

V3							
NO FORMAL EDUCAT	1	2	6	9	51	81	149 13.4
KORANIC	2	3	15	9	35	102	164 14.7
PRIMARY	3	11	32	22	117	181	363 32.6
SECONDARY	4	5	23	13	76	137	254 22.8
TERTIARY	5	3	12	13	45	111	184 16.5
	Column Total	24 2.2	88 7.9	66 5.9	324 29.1	612 54.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V19 RURAL WOMEN REALLY HAVE ACCESS

V19-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3							
NO FORMAL EDUCAT	1	18	20	10	38	63	149 13.4
KORANIC	2	13	17	14	46	74	164 14.7
PRIMARY	3	15	56	34	110	148	363 32.6
SECONDARY	4	23	39	18	75	99	254 22.8
TERTIARY	5	12	21	17	50	84	184 16.5
	Column Total	81 7.3	153 13.7	93 8.3	319 28.6	468 42.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V20 URBAN RESIDENCE INCREASES POLITICAL AWAR

V20-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3							
NO FORMAL EDUCAT	1	12	9	81	29	15	149 13.4
KORANIC	2	23	6	97	23	13	164 14.7

PRIMARY	3	78	24	166	66	29	363 32.6
SECONDARY	4	31	16	124	61	22	254 22.8
TERTIARY	5	25	7	111	27	14	184 16.5
	Column Total	149 13.2	60 5.4	586 52.6	206 18.5	93 8.3	1114 100.0

Number of Missing Observations = 0

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BY DR. GADU RAFIZA (ADIGUN FACULTY OF EDUCATION ABU

Cross-tabulation: V5 LEVEL OF EDUCATION
By V21 RESIDENCE DOES NOT REALLY INCREASED POL

V5	Count / V21	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	7	12	10	40	80	149 13.4
KORANIC	2	9	7	2	41	105	164 14.7
PRIMARY	3	8	13	22	121	199	363 32.6
SECONDARY	4	13	15	15	70	141	254 22.8
TERTIARY	5	8	10	5	47	114	184 16.5
	Column Total	45 4.0	57 5.1	54 4.8	319 28.6	639 57.4	1114 100.0

Number of Missing Observations = 0

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BY DR. GADU RAFIZA (ADIGUN FACULTY OF EDUCATION ABU

Cross-tabulation: V5 LEVEL OF EDUCATION
By V22 WOMEN HAVE WORKED HARD FOR POLITICAL GAIN

V5	Count / V22	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	17	15	24	41	54	149 13.4
KORANIC	2	19	17	12	6	30	164 14.7
PRIMARY	3	27	47	34	93	157	363 32.6
SECONDARY	4	23	26	27	61	117	254 22.8

TERTIARY	5	19	21	15	44	85	184 16.5
	Column Total	105 9.4	124 11.1	112 10.1	280 25.1	493 44.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V23 RURAL WOMEN ARE DISPROTIONATELY PLACED

V3	Count / V23->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	4	7	21	52	69	149 13.4
KORANIC	2	9	7	25	39	64	164 14.7
PRIMARY	3	28	61	42	142	90	363 32.6
SECONDARY	4	12	19	26	96	101	254 22.8
TERTIARY	5	10	12	25	56	81	184 16.5
	Column Total	63 5.7	106 9.5	139 12.5	385 34.6	421 37.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V24 AGE IS A SIGNIFICANT FACTOR

V3	Count / V24->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	5	9	40	54	41	149 13.4
KORANIC	2	9	11	33	55	56	164 14.7
PRIMARY	3	20	39	69	144	91	363 32.6
SECONDARY	4	17	20	53	83	81	254 22.8
TERTIARY	5	8	13	38	71	54	184 16.5
	Column Total	59 5.3	92 8.3	233 20.9	407 36.5	323 29.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V25 AGE MILITATE AGAINST WOMEN

V3	Count / V25->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	NO FORMAL EDUCAT	9	14	16	53	57	149 13.4
2	KORANIC	5	11	21	45	82	164 14.7
3	PRIMARY	27	52	29	109	116	363 32.6
4	SECONDARY	21	29	29	81	100	254 22.8
5	TERTIARY	5	17	20	51	83	134 12.0
	Column Total	67 6.0	123 11.0	147 13.2	339 30.4	438 39.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V26 CONSCIOUSNESS RAISING NOT COME WITH AGE

V3	Count / V26->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	NO FORMAL EDUCAT	21	36	22	34	36	149 13.4
2	KORANIC	41	24	25	35	39	164 14.7
3	PRIMARY	66	73	57	120	47	363 32.6
4	SECONDARY	59	54	29	58	54	254 22.8
5	TERTIARY	37	33	14	36	14	134 12.0
	Column Total	224 20.1	220 19.7	147 13.2	283 25.4	202 18.1	1114 100.0

Number of Missing Observations = 0

by V27 POLITICAL POSITION DOES NOT EXCEED 40

Count / V27->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCAT	20	24	35	40	30	149 13.4
2 KORANIC	33	29	24	29	49	164 14.7
3 PRIMARY	53	69	46	96	99	363 32.6
4 SECONDARY	38	44	50	57	65	254 22.8
5 TERTIARY	34	33	30	38	49	184 16.5
Column Total	178 16.0	199 17.9	185 16.6	280 25.1	292 26.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V28 EDUCATION CREATE AWARENESS AMONG WOMEN

Count / V28->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCAT	17	56	68	4	4	149 13.4
2 KORANIC	29	67	59	4	5	164 14.7
3 PRIMARY	137	119	92	4	14	363 32.6
4 SECONDARY	54	101	97	1	1	254 22.8
5 TERTIARY	36	81	68	3	4	184 16.5
Column Total	273 24.5	424 38.1	384 34.5	16 1.4	27 2.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V29 WOMEN PART FOR POLITICS (Beside + Output) TO GO

Count / V29->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCAT	16	51	71	7	4	149 13.4

1 NO FORMAL EDUCAT	3	3	9	51	83	149 13.4
2 KORANIC	1	3	5	45	110	164 14.7
3 PRIMARY	8	20	20	136	179	363 32.6
4 SECONDARY	5	9	11	80	149	254 22.8
5 TERTIARY	1	2	6	49	126	184 16.5
Column Total	18 1.6	37 3.3	51 4.6	361 32.4	647 58.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V30 GENDER NOT A BARRIER TO PARTICIPATION

V30--> / Count / V3	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	3	13	29	63	41	149 13.4
2 KORANIC	7	17	23	78	34	164 14.7
3 PRIMARY	21	69	64	155	54	363 32.6
4 SECONDARY	8	25	55	107	59	254 22.8
5 TERTIARY	6	22	29	87	40	184 16.5
Column Total	45 4.0	146 13.1	205 18.4	490 44.0	228 20.5	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V31 GENDER CREAT BARRIERS IN DECISION MAKIN

V31--> / Count / V3	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	77	25	44	2	1	149 13.4
2 KORANIC	87	19	58			164 14.7

TERTIARY	5	31	49	29	54	30	194 16.5
	Column Total	139 12.5	324 29.1	144 12.9	306 27.5	201 18.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V34 EDUCATION OPENS NEW POL STANDARD

V34→	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3							
NO FORMAL EDUCAT	1		5	9	46	89	149 13.4
KORANIC	2	1	4	8	42	109	164 14.7
PRIMARY	3	7	10	23	120	203	363 32.6
SECONDARY	4		7	15	73	159	254 22.8
TERTIARY	5	1	4	10	56	113	184 16.5
	Column Total	9 .8	30 2.7	65 5.8	337 30.3	673 60.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V35 WOMEN ARE NO MORE AFRAID

V35→	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3							
NO FORMAL EDUCAT	1	17	30	10	72	20	149 13.4
KORANIC	2	23	43	12	55	31	164 14.7
PRIMARY	3	34	99	41	142	47	363 32.6
SECONDARY	4	20	65	18	134	27	254 22.8
TERTIARY	5	24	47	15	42	32	184 16.5
	Column Total	118 10.6	284 25.5	96 8.6	459 41.2	157 14.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V36 WOMEN ARE A STRONG POLITICAL FORCE

V3	Count / V36->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	NO FORMAL EDUCAT	15	22	17	64	31	149
							13.4
2	KORANIC	11	19	12	69	53	164
							14.7
3	PRIMARY	20	59	42	167	75	363
							32.6
4	SECONDARY	21	28	27	123	55	254
							22.8
5	TERTIARY	10	26	18	77	53	184
							16.5
	Column Total	77 6.9	154 13.8	116 10.4	500 44.9	267 24.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V37 WOMEN ARE AFRAID OF VICTIMIZATION IN URB

V3	Count / V37->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	NO FORMAL EDUCAT	2	9	10	46	82	149
							13.4
2	KORANIC		7	5	50	102	164
							14.7
3	PRIMARY	7	19	17	152	179	363
							32.6
4	SECONDARY	3	11	10	88	132	254
							22.8
5	TERTIARY		5	6	59	114	184
							16.5
	Column Total	12 1.1	40 3.6	48 4.3	395 35.5	609 54.7	1114 100.0

Number of Missing Observations = 0

By V38 WOMEN CAN NOT BELONG DIFFERENT PARTY PRO

V38--> / V3	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	4	25	13	59	48	149 13.4
KORANIC	2	3	30	21	55	55	164 14.7
PRIMARY	3	24	72	40	148	79	363 32.6
SECONDARY	4	8	43	33	109	61	254 22.8
TERTIARY	5	3	35	19	60	67	184 16.5
	Column Total	42 3.8	205 18.4	126 11.3	431 38.7	310 27.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V39 NO CONFIDENCE TO STAND FOR ELECTIVE POST

V39--> / V3	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	11	50	23	31	34	149 13.4
KORANIC	2	11	44	18	40	51	164 14.7
PRIMARY	3	23	98	42	112	88	363 32.6
SECONDARY	4	14	81	32	57	70	254 22.8
TERTIARY	5	14	56	20	44	50	184 16.5
	Column Total	73 6.6	329 29.5	135 12.1	284 25.5	293 26.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V40 AGE DOES NOT IMPROVE WOMEN POL POTENTIAL

V40--> / V3	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V36 WOMEN ARE A STRONG POLITICAL FORCE

V3	Count / V36->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	NO FORMAL EDUCAT	15	22	17	64	31	149 13.4
2	KORANIC	11	19	12	69	53	164 14.7
3	PRIMARY	20	59	42	167	75	363 32.6
4	SECONDARY	21	38	27	123	55	254 22.8
5	TERTIARY	10	26	18	77	53	184 16.5
	Column Total	77 6.9	154 13.8	116 10.4	500 44.9	267 24.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V37 WOMEN ARE AFRAID OF VICTIMIZATION IN URB

V3	Count / V37->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	NO FORMAL EDUCAT	2	9	10	46	82	149 13.4
2	KORANIC		5	7	49	102	164 14.7
3	PRIMARY	7	10	15	142	179	363 32.6
4	SECONDARY	3	11	20	88	132	254 22.8
5	TERTIARY		5	6	69	114	184 16.5
	Column Total	12 1.1	40 3.6	58 5.2	395 35.5	609 54.7	1114 100.0

Number of Missing Observations = 0

By V39 NO CONFIDENCE TO STAND FOR ELECTIVE POST

V3 \ V39-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	11	50	23	31	34	149 13.4
KORANIC	2	11	44	18	40	51	164 14.7
PRIMARY	3	23	98	42	112	88	363 32.6
SECONDARY	4	14	81	32	97	70	254 22.8
TERTIARY	5	14	56	20	44	50	184 16.5
	Column Total	73 6.6	329 29.5	135 12.1	324 29.1	293 26.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V40 AGE DOES NOT IMPROVE WOMEN POL POTENTIAL

V3 \ V40-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
NO FORMAL EDUCAT	1	4	25	13	59	48	149 13.4
KORANIC	2	3	30	21	55	55	164 14.7
PRIMARY	3	24	72	40	148	79	363 32.6
SECONDARY	4	8	43	33	109	61	254 22.8
TERTIARY	5	3	35	19	60	67	184 16.5
	Column Total	42 3.8	205 18.4	126 11.3	431 38.7	310 27.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V40 AGE DOES NOT IMPROVE WOMEN POL POTENTIAL

V40-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total

1 NO FORMAL EDUCAT	18	48	25	34	24	149 13.4
2 KORANIC	21	35	18	43	47	164 14.7
3 PRIMARY	29	108	37	116	73	363 32.6
4 SECONDARY	24	75	41	65	49	254 22.8
5 TERTIARY	26	50	17	43	48	184 16.5
Column Total	118 10.6	316 28.4	138 12.4	301 27.0	241 21.6	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V41 WOMEN CREATE THEIR OWN JOBS

V41-> / Count / V3	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	1	4	16	31	97	149 13.4
2 KORANIC	1	4	3	25	131	164 14.7
3 PRIMARY	9	3	14	73	264	363 32.6
4 SECONDARY	2	8	21	49	174	254 22.8
5 TERTIARY	1	3	4	26	150	184 16.5
Column Total	14 1.3	22 2.0	58 5.2	204 18.3	816 73.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V42 GENDER DETERMINES TYPE OF WORK

V42-> / Count / V3	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	31	60	39	17	2	149 13.4
2 KORANIC	35	75	34	20		164 14.7

PRIMARY	3	106	156	99	6		363 32.6
SECONDARY	4	62	114	57	19	2	254 22.8
TERTIARY	5	41	89	35	19		184 16.5
	Column Total	209 24.1	494 44.3	264 23.7	83 7.5	4 .4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V43 WOMEN FACE DISCRIMINATION AT WORK

V3 / V43	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	4	12	25	64	44	149 13.4
2 ROMANIC	1	2	13	66	82	164 14.7
3 PRIMARY	6	13	30	176	138	363 32.6
4 SECONDARY	6	15	33	107	93	254 22.8
5 TERTIARY	3	2	16	78	85	184 16.5
Column Total	20 1.8	44 3.9	117 10.5	491 44.1	442 39.7	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V44 EDUCATION CATALYSES ECONOMIC PRODUCTION

V3 / V44	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	3	23	11	61	51	149 13.4
2 ROMANIC	6	16	7	54	81	164 14.7
3 PRIMARY	12	36	22	146	147	363 32.6
4 SECONDARY	4	36	31	97	86	254 22.8

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5 TERTIARY	6	20	7	62	67	164 16.5
Column total	31 2.8	131 11.8	63 5.7	420 37.7	464 41.7	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V45 EDUCATION OPEN NEW ECONOMIC STANDARD

V45--> Count / V3	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	5	16	15	46	69	149 13.4
2 KORANIC	7	18	27	53	59	164 14.7
3 PRIMARY	23	65	22	141	112	363 32.6
4 SECONDARY	33	48	19	103	51	254 22.8
5 TERTIARY	21	26	11	83	43	184 16.5
Column Total	89 8.0	173 15.5	92 8.3	426 38.2	334 30.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V46 EDUCATION PROVIDE ENTREPRENEURIAL SKILL

V46--> Count / V3	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	11	19	24	42	53	149 13.4
2 KORANIC	12	30	31	53	16	164 14.7
3 PRIMARY	31	49	13	165	71	363 32.6
4 SECONDARY	36	41	17	130	30	254 22.8
5 TERTIARY	23	22	9	101	29	184 16.5
Column Total	113 10.1	161 14.5	43 3.9	491 44.1	206 18.5	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V47 ECONOMIC POTENTIALS GIRLS DEVELOPED WITH

Count / V47->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCAT	11	39	19	37	41	149 13.4
2 NOMADIC	15	50	36	42	21	164 14.7
3 PRIMARY	29	63	56	132	63	363 32.6
4 SECONDARY	37	60	33	79	25	254 22.8
5 TERTIARY	37	42	11	78	16	184 16.5
Column Total	149 13.4	274 24.6	155 13.9	370 33.2	166 14.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V48 PRIMARY EDUCATION WILL DEVELOP ECONOMIC

Count / V48->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCAT	15	38	25	35	46	149 13.4
2 NOMADIC	22	31	8	49	54	164 14.7
3 PRIMARY	46	94	79	105	43	363 32.6
4 SECONDARY	40	92	35	66	21	254 22.8
5 TERTIARY	31	65	13	66	9	184 16.5
Column Total	154 13.8	308 27.6	160 14.4	321 28.8	171 15.4	1114 100.0

Number of Missing Observations = 0

by V49 EDUCATION OPEN ACCESS TO RESOURCES

Count / V3	V49-> STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	32	45	15	29	28	149 13.4
2 KORANIC	22	41	32	36	33	164 14.7
3 PRIMARY	56	96	53	110	48	363 32.6
4 SECONDARY	46	74	24	78	27	254 22.8
5 TERTIARY	34	53	26	57	14	184 16.5
Column Total	190 17.1	309 27.7	155 13.9	310 27.8	150 13.5	1114 100.0

Number of Missing Observations = 0

Cross-tabulation: V3 LEVEL OF EDUCATION
by V50 GENDER MAKE A WOMAN DO MORE HOUSE WORK

Count / V3	V50-> STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 NO FORMAL EDUCAT	10	47	22	22	48	149 13.4
2 KORANIC	18	45	43	37	21	164 14.7
3 PRIMARY	30	62	45	144	83	363 32.6
4 SECONDARY	36	64	26	94	34	254 22.8
5 TERTIARY	27	47	30	65	15	184 16.5
Column Total	121 10.9	285 25.6	176 15.8	361 32.4	171 15.4	1114 100.0

Number of Missing Observations = 0

Cross-tabulations: V3 LEVEL OF EDUCATION
by V51 RURAL WOMEN HAVE RIGHT TO PROPERTY

Count / V3	V51-> STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total

	1	43	50	21	29	26	149
NO FORMAL EDUCAT							13.4
	2	25	39	41	38	21	164
KORANIC							14.7
	3	38	103	66	96	60	363
PRIMARY							32.6
	4	45	59	40	71	39	254
SECONDARY							22.8
	5	37	45	20	58	24	184
TERTIARY							16.5
	Column	156	296	188	292	180	1114
	Total	14.2	26.6	16.9	26.2	16.2	100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
by V52 RESIDENCE DOES NOT INCREASE ECONOMIC STA

Count V52->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCAT	20	43	12	33	41	149 13.4
2 KORANIC	19	46	37	42	20	164 14.7
3 PRIMARY	24	85	49	136	69	363 32.6
4 SECONDARY	29	85	40	72	28	254 22.8
5 TERTIARY	20	61	34	48	21	184 16.5
Column Total	112 10.1	320 28.7	172 15.4	331 29.7	179 16.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
by V53 RURAL WOMEN DEVOTE THEIR TIME TO UNPAID

Count V53->	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3						
1 NO FORMAL EDUCAT	29	33	25	26	36	149 13.4
2 KORANIC	21	50	44	35	14	164 14.7

PRIMARY	3	45	107	68	143	34	396 35.6
SECONDARY	4	23	62	53	99	17	254 22.8
TERTIARY	5	17	50	37	75	5	184 16.5
	Column Total	135 12.1	302 27.1	221 19.8	340 30.5	116 10.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V54 WOMEN ECONOMIC POTENTIALS DEPEND ON REST

Count V54->		STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3							
NO FORMAL EDUCAT	1	36	29	13	35	36	149 13.4
KORANIC	2	27	46	33	40	18	164 14.7
PRIMARY	3	48	79	58	117	61	363 32.6
SECONDARY	4	22	58	31	91	52	254 22.8
TERTIARY	5	20	44	39	60	21	184 16.5
	Column Total	153 13.7	256 23.0	174 15.6	343 30.8	188 16.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V55 RESIDENCE CREATES ECONOMIC MOTIVATING

Count V55->		STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3							
NO FORMAL EDUCAT	1	26	11	21	30	61	149 13.4
KORANIC	2	21	30	28	50	25	164 14.7
PRIMARY	3	45	54	75	114	77	363 32.6
SECONDARY	4	19	33	43	107	52	254 22.8

TERTIARY	5	11	29	40	77	27	184 16.5
	Column Total	122 11.0	157 14.1	217 19.5	386 34.6	232 20.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
by V56 RESIDENCE MAY OBSTRUCT EQUAL PARTICIPATI

V56-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3							
NO FORMAL EDUCAT	1	30	31	15	38	35	149 13.4
KORANIC	2	15	40	22	64	23	164 14.7
PRIMARY	3	21	60	61	145	76	363 32.6
SECONDARY	4	12	19	35	131	57	254 22.8
TERTIARY	5	8	3	40	91	42	184 16.5
	Column Total	86 7.7	153 13.7	173 15.5	469 42.1	233 20.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V57 ECONOMIC POTENTIAL INCREASES WITH AGE

V57-->	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3							
NO FORMAL EDUCAT	1	34	30	20	40	25	149 13.4
KORANIC	2	28	39	37	44	16	164 14.7
PRIMARY	3	77	135	45	62	44	363 32.6
SECONDARY	4	74	105	32	26	17	254 22.8
TERTIARY	5	43	79	32	16	14	184 16.5
	Column Total	256 23.0	388 34.8	166 14.9	188 16.9	116 10.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V58 POVERTY CONFOUNDED BY AGE DIFFERENTIALS

Count / V58-->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	ROW Total
V3						
1 NO FORMAL EDUCAT	75	33	18	31	32	149 13.4
2 KORANIC	43	44	31	19	27	164 14.7
3 PRIMARY	60	117	59	75	52	363 32.6
4 SECONDARY	65	69	29	58	33	254 22.8
5 TERTIARY	41	44	34	51	14	184 16.5
Column Total	244 21.9	307 27.6	171 15.4	234 21.0	158 14.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V59 WOMEN BELOW 40YRS SUFFER CONSTRAINTS

Count / V59-->	AGREE 4	STRONGLY AGREE 5	Row Total
V3			
1 NO FORMAL EDUCAT	40	109	149 13.4
2 KORANIC	45	119	164 14.7
3 PRIMARY	101	262	363 32.6
4 SECONDARY	71	183	254 22.8
5 TERTIARY	52	132	184 16.5
Column Total	309 27.7	805 72.3	1114 100.0

Number of Missing Observations = 0

V60-> Count	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3				
1 NO FORMAL EDUCAT	16	49	90	149 13.4
2 KORANIC	8	55	101	164 14.7
3 PRIMARY	20	122	221	363 32.6
4 SECONDARY	14	85	155	254 22.8
5 TERTIARY	10	61	113	184 16.5
Column Total	62 5.6	372 33.4	680 61.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V61 EDUCATION WILL ENHANCE BASIC ECONOMIC

V61-> Count	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V3					
1 NO FORMAL EDUCAT	5	5	69	70	149 13.4
2 KORANIC	4	4	79	77	164 14.7
3 PRIMARY	10	10	172	171	363 32.6
4 SECONDARY	7	7	120	120	254 22.8
5 TERTIARY	5	5	86	88	184 16.5
Column Total	31 2.8	31 2.8	526 47.2	526 47.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V62 RURAL WOMEN REALLY HAVE ACESS TO GOV

V62-> Count	DISAGREE 2	AGREE 4	STRONGLY AGREE 5	Row Total

	1	24	113	12	149
NO FORMAL EDUCAT					13.4
	2	24	126	14	164
KORANIC					14.7
	3	61	272	30	363
PRIMARY					32.6
	4	44	189	21	254
SECONDARY					22.8
	5	32	136	16	184
TERTIARY					16.5
	Column	185	836	93	1114
	Total	16.6	75.0	8.3	100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V63 GENDER MAKE RURAL WOMEN UNABLE PARTICIPA

Count	UNDECIDED	AGREE	STRONGLY AGREE	
V63->	3	4	5	Row Total
V3				
1 NO FORMAL EDUCAT	4	101	44	149 13.4
2 KORANIC	5	107	52	164 14.7
3 PRIMARY	10	243	110	363 32.6
4 SECONDARY	7	169	78	254 22.8
5 TERTIARY	5	123	56	184 16.5
Column	31	743	340	1114
Total	2.8	66.7	30.5	100.0

Number of Missing Observations = 0

Crosstabulation: V3 LEVEL OF EDUCATION
By V64 LACK OF ECONOMIC SECURITY MAKE WOMEN SI

Count	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	Row
V64->	1	2	3	4	5	Tot
V3						
1 NO FORMAL EDUCAT	4	12	8	10	20	1 13
2 KORANIC	5	12	10	114	23	1 14

PRIMARY	3	10	31	50	252	40	383 32.6
SECONDARY	4	7	21	14	176	36	254 22.8
TERTIARY	5	5	17	10	127	25	184 16.5
	Column Total	31 2.8	93 8.3	62 5.6	774 69.5	154 13.8	1114 100.0

Number of Missing Observations = 0

This procedure was completed at 8:28:54
CROSSTAB/TABLES V5 BY V13 TO V64.

***** Given WORKSPACE allows for 10079 Cells with
2 Dimensions for CROSSTAB problem *****

Crosstabulation: V5 PLACE OF RESIDENCE
By V13 WOMEN STILL FACE OBSTACLES

V5	Count V13-->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
URBAN	1	25	75	32	321	166	619 55.6
RURAL	2	32	94	16	259	94	495 44.4
	Column Total	57 5.1	169 15.2	48 4.3	580 52.1	260 23.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V14 EDUCATION MOVE WOMEN FROM THE PERIPHERY

V5	Count V14-->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
URBAN	1	35	193	33	318	50	619 55.6
RURAL	2	38	180	18	200	59	495 44.4
	Column Total	73 6.6	373 34.9	51 4.7	518 46.5	109 9.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V15 WOMEN HAVE RESHAPED POLITICAL PROCESS

V15-->	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5							
URBAN	1	14	33	61	256	255	619 55.6
RURAL	2	11	30	51	191	212	495 44.4
	Column Total	25 2.2	63 5.7	112 10.1	447 40.1	467 41.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V16 WOMEN NEED CERTAIN EDUCATIONAL LEVEL FOR

V16-->	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5							
URBAN	1	19	27	55	252	266	619 55.6
RURAL	2	15	27	46	194	213	495 44.4
	Column Total	34 3.1	54 4.8	101 9.1	446 40.0	479 43.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V17 EDUCATED WOMEN PARTICIPATE IN POLICY MAK

V17-->	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5							
URBAN	1	162	292	51	66	48	619 55.6
RURAL	2	114	229	37	65	50	495 44.4
	Column Total	276 24.8	521 46.8	88 7.9	131 11.8	98 8.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V18 EDUCATION INCREASES ACCESS TO RESOURCES

V5	Count / V18-->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
URBAN	1	16	46	36	185	344	619
							55.6
RURAL	2	8	40	28	141	278	495
							44.4
	Column Total	24 2.2	86 7.9	64 5.9	324 29.1	612 54.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V19 RURAL WOMEN REALLY HAVE ACCESS

V5	Count / V19-->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
URBAN	1	42	64	53	177	283	619
							55.6
RURAL	2	39	69	40	142	205	495
							44.4
	Column Total	81 7.3	153 13.7	93 8.3	319 28.6	488 42.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V20 URBAN RESIDENCE INCREASES POLITICAL AWAR

V5	Count / V20-->	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
URBAN	1	168	33	328	166	50	619
							55.6
RURAL	2	69	27	244	98	43	495
							44.4
	Column Total	169 15.2	60 5.4	572 51.6	264 23.5	93 8.3	1114 100.0

Number of Missing Observations = 0

V24 by V25	DISAGREE 1	2	UNDECIDE 3	4	AGREE 5	Row Total
V5 1 URBAN	28	52	137	227	175	619 55.6
2 RURAL	34	40	96	160	146	495 44.4
Column Total	62 5.6	92 8.3	233 20.9	387 34.8	321 28.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V25 AGE MITIGATE AGAINST WOMEN

Count V25 by V5	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDE 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5 1 URBAN	37	69	96	186	237	619 55.6
2 RURAL	30	54	57	153	251	495 44.4
Column Total	67 6.0	123 11.0	147 13.2	339 30.4	438 39.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V26 CONCUBINAGE DOES NOT COME WITH AGE

Count V26 by V5	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDE 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5 1 URBAN	116	87	106	161	149	619 55.6
2 RURAL	106	90	77	120	102	495 44.4
Column Total	224 20.1	220 19.7	183 16.5	281 25.2	251 19.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V27 POLITICAL IS STRICTLY MEN NOT CONCERN MI

Count V27 by V5	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDE 3	AGREE 4	STRONGLY AGREE 5	Row Total

URBAN	1	98	110	104	148	161	619 55.6
RURAL	2	80	89	83	112	131	495 44.4
	Column Total	178 16.0	199 17.9	187 16.8	260 23.3	292 26.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V28 EDUCATION CREATE AWARENESS AMONG WOMEN

V5	Count / V28→	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row total
URBAN	1	157	233	205	9	17	619 55.6
RURAL	2	116	191	163	9	16	495 44.4
	Column Total	273 24.5	424 38.1	368 32.9	18 1.6	33 3.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V29 WOMEN PART POLITICS CHANGES OUTPUT TO GO

V5	Count / V29→	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row total
URBAN	1	9	13	51	204	342	619 55.6
RURAL	2	9	19	14	107	146	495 44.4
	Column Total	18 1.6	32 2.9	65 5.8	311 27.9	488 43.8	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V30 WOMEN NOT A HANDICAP TO PARTICIPATION

V5	Count / V30→	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row total
URBAN	1	27	82	114	278	118	619 55.6

RURAL	2	18	64	90	212	105	489 44.4
	Column Total	45 4.0	146 13.1	205 18.4	490 44.0	228 20.5	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V31 GENDER GREAT BARRIERS IN DECISSION MAKIN

V5	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
URBAN	1	299	114	200	5	1	619 55.6
RURAL	2	230	96	165	3	1	495 44.4
	Column Total	529 47.5	210 18.9	365 32.8	8 .7	2 .2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V32 GENDER HINDERS NOT WOMEN POLITICAL ACTIC

V5	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
URBAN	1	50	137	47	244	141	619 55.6
RURAL	2	41	97	27	206	123	494 44.4
	Column Total	91 8.2	234 21.0	74 6.6	450 40.4	264 23.7	1113 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V33 EDUCATION ACT AS A CATALYST

V5	Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
URBAN	1	71	172	57	164	154	618 55.5
RURAL	2	66	152	[illegible]	[illegible]	[illegible]	495 44.5

Column 13.4 32.4 14.4 30.0 9.1 100.0
Total 12.5 29.1 12.9 27.5 18.0 100.0

Number of Missing Observations = 0

[redacted]

Cross-classification: V5 PLACE OF RESIDENCE
by V34 EDUCATION OPENS NEW FOR STANDARD

Count / V5 / V34	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	7	17	68	192	145	429
Total						71.5
2	2	13	27	140	208	170
Total						28.5
Column Total	9	30	95	332	353	599
	1.5	5.0	15.8	55.4	58.9	100.0

Number of Missing Observations = 0

Cross-classification: V5 PLACE OF RESIDENCE
by V35 WOMEN ARE NO MORE AFRAID

[redacted]

Count / V5 / V35	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	70	154	50	240	75	589
Total						71.6
2	46	130	48	214	68	233
Total						28.4
Column Total	116	284	98	454	143	822
	14.1	34.5	11.9	55.2	17.4	100.0

Number of Missing Observations = 0

Cross-classification: V5 PLACE OF RESIDENCE
by V36 WOMEN ARE A FORCE FOR POLITICAL CHANGE

Count / V5 / V36	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	51	96	44	271	146	608
Total						71.6
2	26	64	24	145	112	241
Total						28.4
Column Total	77	160	68	416	258	849
	9.1	18.8	8.0	49.0	30.4	100.0

V75	DISAGREE 1	2	3	4	AGREE 5	Row Total
V5						
1	49	67	117	234	132	619
Urban						55.6
2	64	74	26	257	74	495
Rural						44.4
Column	113	141	143	491	206	1114
Total	10.1	14.5	12.8	44.1	18.5	100.0

Number of missing observations = 0

Page 1?? WHAT IS YOUR OPINION OF ECONOMIC AND POLITICAL POTENTIALS 02/??/??
BY DR. SADU BASIZA LADIGO FACULTY OF EDUCATION ABU

Cross tabulation: V5 PLACE OF RESIDENCE
By V47 ECONOMIC POTENTIALS BEST DEVELOPED WITH

Count V75	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5						
1	45	157	134	192	115	643
Urban						57.6
2	101	117	91	178	40	471
Rural						42.4
Column	149	274	155	370	155	1114
Total	13.4	24.6	13.9	33.2	14.9	100.0

Number of missing observations = 0

Page ??? WHAT IS YOUR OPINION OF ECONOMIC AND POLITICAL POTENTIALS ??/??/??
BY DR. SADU BASIZA LADIGO FACULTY OF EDUCATION ABU

Cross tabulation: V5 PLACE OF RESIDENCE
By V48 PRIMARY EDUCATION WITH DEVELOPED ECONOMIC

Count V76	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5						
1	71	175	116	223	58	643
Urban						57.6
2	30	108	77	140	116	471
Rural						42.4
Column	101	283	193	363	174	1114
Total	9.1	25.4	17.3	32.6	15.6	100.0

Number of missing observations = 0

Page ??? WHAT IS YOUR OPINION OF ECONOMIC AND POLITICAL POTENTIALS ??/??/??
BY DR. SADU BASIZA LADIGO FACULTY OF EDUCATION ABU

Cross tabulation: V5 PLACE OF RESIDENCE
By V49 EDUCATION HAS A ROLE TO PLAY IN DEVELOPING

Count V77	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5						

	1	98	164	91	161	105	619
							55.6
	2	92	145	64	149	45	495
							44.4
	Column Total	190 17.1	309 27.7	155 13.9	310 27.8	150 13.5	1114 100.0

Number of missing Observations = 0

WOMEN PERCEPTION OF ECONOMIC AND POLITICAL POTENTIALS 20/7/2001
BY DR. GADU HADIZA LADIGO FACULTY OF EDUCATION ABU

Tabulation: V5 PLACE OF RESIDENCE
By V30 GENDER MAKE A WOMAN DO MORE HOUSE WORK

Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	53	102	104	174	126	619
						55.6
2	68	123	72	187	45	495
						44.4
Column Total	121 10.9	285 25.6	176 15.3	361 32.4	171 15.4	1114 100.0

Number of missing Observations = 0

WOMEN PERCEPTION OF ECONOMIC AND POLITICAL POTENTIALS 20/7/2001
BY DR. GADU HADIZA LADIGO FACULTY OF EDUCATION ABU

Tabulation: V5 PLACE OF RESIDENCE
By V31 RURAL WOMEN HAVE MORE ACCESS TO TRADING

Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	70	171	119	156	103	619
						55.6
2	60	134	50	136	68	495
						44.4
Column Total	130 11.7	305 27.4	169 15.2	292 26.2	171 15.3	1114 100.0

Number of missing Observations = 0

WOMEN PERCEPTION OF ECONOMIC AND POLITICAL POTENTIALS 20/7/2001
BY DR. GADU HADIZA LADIGO FACULTY OF EDUCATION ABU

Tabulation: V5 PLACE OF RESIDENCE
By V32 RESPECT DOES NOT DEGRADE ECONOMIC STA

Count	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1	57	146	95	190	131	619
						55.6

RURAL	2	55	164	77	141	56	495 44.4
	Column Total	112 10.1	320 28.7	172 15.4	331 29.7	179 16.1	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V53 RURAL WOMEN DEVOTE THEIR TIME TO UNPAID

V5-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5							
URBAN	1	90	171	119	151	88	619 55.6
RURAL	2	45	131	102	189	28	495 44.4
	Column Total	135 12.1	302 27.1	221 19.8	340 30.5	116 10.4	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V54 WOMEN ECONOMIC POTENTIALS DEPEND ON M'GI

V54-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5							
URBAN	1	110	140	95	173	101	619 55.6
RURAL	2	43	116	79	170	87	495 44.4
	Column Total	153 13.7	256 23.0	174 15.6	343 30.8	188 16.9	1114 100.0

Number of Missing Observations = 0

Crosstabulation. V5 PLACE OF RESIDENCE
By V55 RESIDENCE CREATES ECONOMIC RESTRAINTS

V55-->	Count	STRONGLY DISAGRE 1	DISAGREE 2	UNDECIDE D 3	AGREE 4	STRONGLY AGREE 5	Row Total
V5							
URBAN	1	80	87	121	183	147	619 55.6
RURAL	2	36	70	94	205	90	495 44.4

Column	122	157	217	386	232	1114
Total	11.0	14.1	19.5	34.6	20.8	100.0

Number of Missing Observations = 0

Cross Classification: V5 PLACE OF RESIDENCE
By V56 RESIDENCE MAY OBSTRUCT FEMALE PARTICIPATI

V5	Count / V56	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1		66	121	89	223	123	622
URBAN							55.9
2		23	32	84	246	110	495
RURAL							44.1
Column Total		89 7.7	153 13.7	173 15.5	469 42.1	233 20.9	1114 100.0

Number of Missing Observations = 0

Cross Classification: V5 PLACE OF RESIDENCE
By V57 ECONOMIC POTENTIAL INCREASES WITH AGE

V5	Count / V57	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1		124	184	92	142	77	619
URBAN							55.6
2		132	204	74	46	39	495
RURAL							44.4
Column Total		256 23.0	388 34.8	166 14.9	188 16.9	116 10.4	1114 100.0

Number of Missing Observations = 0

Cross Classification: V5 PLACE OF RESIDENCE
By V58 POVERTY COMPARED TO ANY DIFFERENCES

V5	Count / V58	STRONGLY DISAGREE 1	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1		124	181	101	113	100	619
RURAL							55.6
2		120	126	70	121	58	495
URBAN							44.4
Column Total		244 21.9	307 27.6	171 15.4	234 21.0	158 14.2	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V59 WOMEN BELOW 40YRS SUFFER CONSTRAINS

V5	Count	AGREE 4	STRONGLY AGREE 5	Row Total
1 URBAN		170	449	619 55.6
2 RURAL		139	356	495 44.4
	Column Total	309 27.7	805 72.3	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V60 EDUCATION CREATE AWARENESS TO INHIBITION

V5	Count	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 URBAN		36	205	378	619 55.6
2 RURAL		26	167	302	495 44.4
	Column Total	62 5.6	372 33.4	680 61.0	1114 100.0

Number of Missing Observations = 0

Crosstabulation: V5 PLACE OF RESIDENCE
By V61 EDUCATION WILL ENHANCE BASIC ECONOMIC ST

V5	Count	DISAGREE 2	UNDECIDED 3	AGREE 4	STRONGLY AGREE 5	Row Total
1 URBAN		18	18	291	292	619 55.6
2 RURAL		13	13	255	234	495 44.4
	Column Total	31 2.8	31 2.8	526 47.2	526 47.2	1114 100.0

Number of Missing Observations = 0

R E I I A B I L I T Y A N A L Y S I S - S C A L E (S P L I T)

Statistics for	Mean	Variance	Std Dev	N of Variables
PART 1	93.3500	38.8127	6.2300	26
PART 2	90.2750	71.7209	8.4688	26
SCALE	183.6250	110.7437	10.5235	52

R E L I A B I L I T Y A N A L Y S I S - S C A L E (S P L I T)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
VAR1	179.4375	109.8695	-.0099	.3732
VAR2	180.9000	110.9519	-.0678	.3841
VAR3	179.7500	106.1139	.1576	.3508
VAR4	179.8750	110.7943	-.0510	.3782
VAR5	180.3875	109.7087	-.0221	.3772
VAR6	179.4250	109.2095	.0273	.3682
VAR7	180.0375	118.3910	-.3053	.4292
VAR8	180.2000	109.4785	.0263	.3680
VAR9	179.7375	110.0188	-.0292	.3776
VAR10	180.0125	107.0758	.0785	.3612
VAR11	179.4500	105.0608	.2547	.3413
VAR12	179.8125	105.2176	.2398	.3426
VAR13	179.7750	106.4297	.1097	.3564
VAR14	180.4500	111.4405	-.0908	.3910
VAR15	180.3875	104.7973	.1906	.3446
VAR16	181.0750	110.7032	-.0384	.3747
VAR17	179.3875	110.6454	-.0370	.3750
VAR18	179.7375	105.1834	.2286	.3431
VAR19	181.7750	113.2652	-.1658	.3917
VAR20	180.0125	115.4809	-.2338	.4090
VAR21	180.4875	109.4176	-.0189	.3777
VAR22	179.2125	108.1188	.1301	.3578
VAR23	180.1250	108.7437	.0234	.3696
VAR24	180.2625	104.3733	.1869	.3439
VAR25	179.4500	106.0734	.1584	.3507
VAR26	179.7375	107.9682	.0718	.3625
VAR27	180.7375	114.8796	-.2158	.4047
VAR28	180.9875	116.1138	-.2700	.4100
VAR29	179.2750	107.5437	.1311	.3563
VAR30	181.1500	115.3190	-.2566	.4033
VAR31	180.0125	103.9872	.2561	.3372
VAR32	179.8875	110.6834	-.0508	.3795
VAR33	179.6500	102.5342	.2782	.3304

RELIABILITY ANALYSIS (CONTINUED)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
VAR34	180.0625	96.6163	.5006	.2900
VAR35	180.3625	95.7783	.5169	.2847
VAR36	180.3000	95.2253	.4989	.2828
VAR37	180.8000	113.4278	-.1546	.4034
VAR38	180.4000	101.4076	.2602	.3281
VAR39	180.5500	103.3646	.2101	.3389
VAR40	180.5500	106.9595	.0552	.3654
VAR41	180.5875	102.1188	.2052	.3363
VAR42	180.6125	98.7214	.3133	.3136
VAR43	180.1375	104.3986	.1334	.3506
VAR44	180.6375	117.0695	-.2675	.4221
VAR45	180.4750	105.7209	.1053	.3564
VAR46	180.6000	97.9899	.3621	.3061
VAR47	179.8750	110.5411	.0014	.3688
VAR48	179.0875	110.8657	-.0393	.3727
VAR49	179.2625	110.0948	.0072	.3694
VAR50	179.8500	109.2684	.0507	.3653
VAR51	179.3500	110.8380	-.0328	.3711
VAR52	179.7750	111.9487	-.1079	.3815