

**ASSESSMENT OF WOMEN EDUCATION
PROGRAMME AND SOCIO-ECONOMIC
DEVELOPMENT IN ZARIA LOCAL
GOVERNMENT AREA, 2005 - 2010.**

By

SANI, BARAKATU

**DEPARTMENT OF PUBLIC
ADMINISTRATION AHMADU BELLO
UNIVERSITY, ZARIA
NIGERIA**

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By

**SANI, BARAKATU B.Sc. (ABU 2001)
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I

DECLARATION

I declare that the work in the thesis entitled “Assessment of women education programme and socio-economic development in Zaria Local Government. From 2005-2010.” has been performed by me in the Department of Public Administration under the supervision of Prof.A.A.Anyebe. The

Information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

Sani, Barakatu

May 18, 2011

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Name of student

Signature

Date

CERTIFICATION

This thesis entitled “Assessment of Women Education programme and Socio-Economic Development in Zaria Local Government from 2005 - 2010”. By Sani Barakatu meets the regulations governing the award of the Degree of the Master of Public Administration of Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

.....
Prof. A.A Anyebe
Chairman, Supervisory Committee

.....
Date

.....
Dr. S.B Abdulkarim
Member supervisory committee

.....
Date

.....
Dr. S.B Abdulkarim
Head of Department

.....
Date

.....
Prof. A.A Joshua
Dean, School of postgraduate studies

.....
Date

DEDICATION

This thesis is dedicated to my father Late Alh. Sani Galadima, my mother Haj. Asiya Umar Alhassan and my children.

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Alhamdulillah, all praise be to Allah (SWT) for giving me the ability to be able to undergo this study and also to complete this thesis. I have to acknowledge the support of May husband Alh. Yahya Aminu for his encouragement, support and understanding. My mother Hajiya Hasiya Umar, sisters and brothers for their advice and moral support. My children Asma'u, Abdurrahman, Mohammed Sani and Umar.

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Abstract

Women especially in Zaria local Government Area of Kaduna State have suffered neglect in the area of education. This has hampered the socio-economic development of the area. This study examined the role of Women Education and Socio-Economic Development in Zaria Local Government from 2005 – 2010. It has been a matter of great concern to Zaria local government toward accelerating the socio-economic development of women, several incentives and programs have been initiated and implemented toward achieving these objectives. This study adopted survey research and content analysis both primary and secondary sources of data were used. The sampling technique used for the selection was cluster sampling both descriptive and inferential statistical methods were used in analyzing the data presented. The Chi-square statistical tool was employed in testing the hypotheses earlier postulated. The study found out among others that girls' child has suffered neglect in terms of school enrolment in Zaria Local Government and little attention was equally given by both parents and government to girl child education. Others include various socio-cultural traditions which have made women to live in the shadows of their male counterparts and subjected to traditional roles of boring children taking care of the children, husband and their husband belonging. The study recommends among others; the need for more enrolment of girl child education in schools and equally more women participation in economic activities. The study concludes that unless women education are given top priority, by all stakeholders, socio-economic development in Zaria Local Government will continue to suffer setbacks.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is said to be the life wire of every society. It is like blood in the human body, without which the body cannot function. The society cannot witness socio-economic development without education. It is through education that the most needed awareness for human and societal transformation is gotten. No nation is permitted to live in ignorance with impunity, if a nation expect to be ignorant and free in a state of civilization, it expects what never was, and never will be" (Jefferson, 1816).

Education is the key to national development. To this extent, it unlocks the economic potentials of people; empowers and equips the individuals in society to participate in, and benefit from their national economy; facilitates economic development; and provides the basis for transformation. It is the essential tool for sustainability. Given these facts, all educational attempts must be dynamic, functional and responsive to the needs of a nation-state; they must also be relevant, qualitative and flexible.

One of the national goals of Nigeria, as enshrined in the National Policy on Education (2004), is the building of a great and dynamic economy. In pursuance of these goals, the national goals are fashioned to include the training of the mind in the understanding of the world around. Consequently, the quality of instruction at all levels of the education enterprise is geared toward values such as "shared responsibility for the common good of society; and, acquisition of competencies necessary for self-reliance". Observation shows that access to good education avails

citizens of any nation the requisite tools to bring national development.

Education is the entire process and methods of acquiring knowledge which helps in molding attitude and behavioural pattern which are for the good of the individual and the society at large (Kajang, in Zaria Educator, 2009).

Knowledge is derived through education, without which the individual and the society at large live in perpetual darkness. Schram (1964) observed that “the progress of any nation depends first and foremost on the progress of its people. Unless it develops their spirit and human potentials, it cannot develop much else materially, economically, politically or culturally. The basic problem of most underdeveloped countries is not the problem of inadequate resources but the underdevelopment of their human resources. Hence, their first task must be to build up their human capital. To put it in more human terms, that means improving the education, skills, and hopefulness and thus the mental and physical/health, of their men, women and children.

People are always the vanguard for social change and transformation in every society. For change to take place, the people must first change, which must be through education. Education becomes more vital when it has to do with women in the society; because women constitute a significant part of the population of any society.

When people, especially women do not have knowledge, it is difficult to champion change. It is in a related vein that Schram (1964) argues that:

“they know little beyond their villages, little of science, little of modern agriculture, little of their responsibilities of nationhood.

Despite their innate abilities, fine qualities, and leadership potential, they make a weak base on which to build a modern nation. Unless they change, they will have to watch technological growth from the sidelines, social change will happen to them, rather than their playing an active part in bringing it about; they will be a part of a relatively inert mass out of which the leaders of development in their country are trying to fashion something "dynamic and vital".

Bwala (2007) observes that manpower development starts right in the home before formal education is introduced to the child. That the home is the castle in which the child is molded in preparation for nation building and women are of paramount importance in this regard, because it is believed that the role of the woman in the family in carrying out a lot of domestic activities and other roles which are translated into educational processes in the family and the society at large.

Recently, conferences were centred on the issues of national development and participatory leadership, women empowerment, gender discrimination. The essence is to help developing nations like Nigeria to unleash the enormous potentials lying dormant/untapped in their citizenry, harnessing such potentials, equipping the citizens to be free, mentally, economically, socially, politically toward national growth and socio-economic development. However, for this lofty goal to be achieved, there is the need for the education of the people of these developing nations, both men and women, the 'neglected' or those who are assumed "not to need" education; the women/girl-child. It is in the light of the above, that education is seen as the backbone to any meaningful development. (Education) is a long-term investment

with long-term benefits for any nation that will want to sustain her development.

Some years ago, women were barred from attending schools, as it was considered very unreasonable and a waste of resources. Women who insisted on access to education at that time were considered very unreasonable. However, governments, private organizations and individuals in contemporary times have realized and/or are still realizing the importance of female education. This is because women's/girl-child education has both social and economic benefits. International and national studies had demonstrated the powerful role of women agency and women's education in reducing desired family size, fertility, population growth, child morbidity, child mortality and gender - bias in child mortality (Geeta, 1997).

Consequently, the need for women education and their role in the socio-economic development of any nation can not be neglected or over-emphasized. Women account for roughly half the world's population, perform 66% of the world's work, receive 1/10 one-tenth of the world's income, work 67% of the world's working hours, produce 50% of the world's food, have less than one-hundredth of the world's property registered in their names, 70% of the poor in the world are women and 67% of children denied education are girls. (Janet, 1991 UN Reports, 2004, Sachs, 2005; Arbour, 2008; Aluwang, 2008; and Adama, 2008 in Samuel, 2008). Also, Amartya (1989) an economist observes and estimated that there are 100 million women "missing" in the world. To further explain this point Geeta (1997) says that the over-whelming reason why 100 million women are missing in the world is excess female mortality. In Egypt for example, children born to mothers with no formal education were more than twice as likely to die as

those born to those mothers who had completed secondary schools. (Egypt DHs, 2000). With these data, should women remain uneducated?

Furthermore, women (girl-child) education has large positive benefits on children and adult health, adult fertility, infant mortality, female/maternal mortality. More importantly, women education in developing societies like Zaria Local Government of Kaduna State, Nigeria, if increased and given greater access, will contribute to the human development of their family members, and to economic growth (Human Development Report, 1996). And according to the Institute of statistics of Turkey, there is a strong relationship between women's education in different regions and socio-economic development of these regions (International Journal of learning, 2011).

Moreover, for the socio-economic development of Nigeria, Zaria Local Government in particular, the education of women should be of priority concern for both government and private organizations. This is in line with the World Declaration on Education for all. Article (3) 1 of the Declaration pertains specifically to female education:

“The most urgent priority is to ensure access to, and improve the quality of education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated. (World Conference on Education, 1994).

And also the UN-MDGs in the UN-Millennium Summit in September, 2000, which produced a set of eight (8) MDGs covering a range of development issue, including reducing child mortality, fighting various infectious diseases, eradicating illiteracy and

empowering women. The MDGs and their associate targets and indicators were designed as benchmarks for monitoring progress in developing countries and to provide a framework for sustaining development and eliminating poverty. The international community recognizes that unless girls' education improves, few MDGs will be achieved. Two of the goals deal specifically with female education and women empowerment are to achieve universal primary education and promote gender equality and empower women.

1.2 Statement of the problem

Education is the bedrock of any development. It is central for any sustainable development. However, educating the citizenry to higher levels is not enough for sustainable national development. The thrust should be to raise the educational levels of the citizenry without creating an ever-growing demand for resources and consumer goods, and their concomitant production pollutants.

The relationship between education and sustainable development is, therefore, complex. Although basic education is the key to a nation's ability to develop and achieve sustainability targets, it is observed to be too low to support sustainable development in most developing countries. In Nigeria, the educational environment is bedeviled with many crises such as increased demand for qualitative and functional education, unemployment of graduates of the system, poor financing of the sector, outdated curricula and outdated system of managing the industry. There is, therefore, the dire need for curricula to be re-examined at all the levels of the education enterprise, from Pre-primary to Universities. Deliberate efforts must be made to ensure

that women are educated. Recent United Nations' Reports (in Adama, 2008) make this imperative and urgent:

- 70% of the poor in the world are women;
- 67% of children denied education are girls;
- 75% of the world's illiterate adults are women;
- Women do about 66% of the world's work force in return for less than 1/10th of its income;
- Women work 67% of the world's working hours, produce 50% of the world's food, yet earn only 1/10th of the world's income and own less than 1% of the world's property.

Education benefits a woman in invaluable ways. An educated woman gains higher status; seeks necessary health care for herself and kids; has higher educational and career expectations for her kids; has enhanced sense of efficacy; interacts better with society; has higher economic status; has a stronger bargaining power in the 'marriage market'; etc. Education, therefore, benefits a woman in life-altering ways.

With the present trend of developmental challenges in Nigeria and Zaria Local Government in particular, much is needed to be done. Based on the 2006 census figure, Zaria Local Government had a population of 196, 090 of female as against 210, 900 of their male counter parts. This shows that women constitute a significant number in the local government. Alas, these numbers of women that are supposed to contribute significantly to the socio-economic development of the area have been neglected especially in the area of education. If we take a look at girl child enrolment in education as revealed by Kaduna State Universal Basic Education Board 2009, grand total for male child enrollment was 65, 783 as against girl child enrollment which was 29, 651. This shows a

significant difference between male child and girl child enrollment in primary school. The situation may even be worse at other higher levels of education. Considering the role women play in the education process of a child and in the socio-economic development of any society, this neglect of girl child education can constitute a cog in the wheel of socio-economic development of any society and nation at large.

Women in Zaria Local Government have been subjected to routine activities such as child bearing, cooking, washing, etc. This has narrowed their potentials in socio-economic development of Zaria Local Government and the nation at large. This has been partly as a result of them being denied access to education.

Most women in Zaria local government are kept under purdah (Kulle) partly because of lack of access to education; they hardly can go out and engage in economic activities that can contribute to the socio-economic development of the society and the nation at large.

As a result of the low level of education of women in Zaria local government, this has equally hampered them from contributing to their economic well being, their family members and equally educating the children they are supposed to educate. They depend solely on incomes provided strictly by their husbands. They do not generate income or engage in economic activities that can bring about socio-economic growth and development.

1.3 Research questions

- i) What is the role of women education in the socio-economic development of Zaria Local Government?
- ii) Do women's education have any benefits in child's quality?
- iii) What role do women's education play in the educational attainment and school achievement of their children?

1.4 Aims and objectives of the study

1.4.1 Aims of the study

The aims of this study are to:

- i. Uncover the importance of women education in socio-economic development of Zaria Local Government since men and women have effects over resources, their access to education and health in terms of freedom to develop their potentials.
- ii. Highlight that with more women getting more education, women's contribution to economic and social development is comparable to that of men.
- iii. Determine the extent to which women education can help in reducing infant mortality, maternal mortality rate etc in Zaria Local Government area of Kaduna State, Nigeria.

1.4.2 Objectives of the study

- i) The main objective of this study is to evaluate the role of women education as a key to the socio-economic development in Zaria Local government in particular.

Specific objectives include:

- ii) Examine strategies put in place by Zaria Local Government in women education as a tool for socio-economic development.
- iii) Educate both men and women, government, organizations on the importance of educating women and the girl-child.

- iv) Create awareness among women folk on their ability and role in social and economic development of their societies.

1.5 Hypotheses of the study

Since it is the null hypotheses that are subjected to statistical test, the following null hypotheses were formulated to guide the researcher in data gathering.

1. **H₀:** Women education does not contribute to socio-economic development of Zaria Local Government.

H_i: Women educations contribute to socio-economic development of Zaria Local Government.

2. **H₀:** Effective women mobilization and enlightenment on education will not improve the socio-economic development of Zaria local Government.

H_i: Effective women mobilization and enlightenment on education will improve the socio-economic development of Zaria local Government.

3. **H₀:** Low level of women education in Zaria Local Government is not as a result of socio-cultural hindrance.

H_i: Low level of women education in Zaria Local Government is as result of socio-cultural hindrance.

1.6 Significance of the study

This study on women education and socio-economic development, a case study of Zaria Local Government, will show the significance of women education in socio-economic development issues since human capital acquire through education improves the productivity of individuals (both men and women).

Also, it will reveal particular benefits on child's quality since women's education and the consequent increase in women's cash income has particular benefits in children, especially on spending that involves children's good.

In addition, it will unclothe the impact of mother's education on the educational attainment and school achievement of her children.

Finally, since women spent their adult life as housewives, the study will highlight the contribution of women's education to women's efficiency in child bearing and domestic tasks.

1.7 Scope and limitation of the study

This study is focused on women education and the socio-economic development in Zaria Local Government of Kaduna State.

This study was constraint by financial/capital resources, limited time and cultural restriction to having access to women education in the study area. This study is therefore limited to a period of five years, which is 2005 - 2010.

1.8 Definition of terms

Women Education: In this study, women education is knowledge and skills impacted in any female in any given society.

Women Empowerment: In this study, women empowerment means the developing the potentials endowed in any female to be productive in the society.

Women Enlightenment: In this study, it means creating awareness and consciousness among women in the society. This means that, if any woman is not aware or conscious of her environment, she is enlightened.

Purda (kulle): In this study, is act of restricting movement and activities of a woman based on certain Islamic tenets.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

In this chapter, relevant literatures related to women education and socio-economic development has been reviewed. The study also adopts the system theory as its theoretical framework.

2.1 Literature review

The concept of education:

Education refers to all kinds of learning that take place, whether formal or informal. Simply put, it is the process of teaching, training, and learning that is aimed at improving knowledge and development of skills in people.

Development is a concept that has been defined at different time to mean both a process and a goal. As a process, development is seen as an activity that people undertake with clear aims in mind and with a certain amount of planning.

As a goal development is often presented as a desirable stage (usually the stage already reached by Western Europe) which technically less-advanced nations should strive to reach (Oladimeji, 1986)

Rostow (1960) sees development in terms of modernizing a basically traditional society or a subsistence sector of a developing society with the aim of attaining sustained growth.

It also can be defined as the coincidence of structural change and liberation of men from exploitation and oppression perpetrated by international capitalist bourgeoisie and their international collaborators. Following this definition, therefore, real development involves a structural transformation of the economy, society, polity and culture of the satellite that permits the self generating and self perpetuating use of development of the people's potential. Anyebe (2001)

Looking at these definitions, it can be seen clearly that development can not be achieved if women who are said to constitute half of the world population are not educated. Grece (1983) said that education should be a privilege of every citizen of any country, an effective instrument for development, a strategic tool for liberating the masses of people from ignorance, diseases and poverty; a dynamic force for encouraging progress and overall betterment of a people, and that equality of education is the only guarantee for building up equalitarian society. It is in support of this background that access to education by women in this society which would enables them become good coordinators of both home and the society for sustainable development is discussed.

There are two basically issues that hindered women education in our society. These are Religion and culture. Culturally the role of women as mothers justified mainly on psychological, social, and economic has subordinated them in all aspects of education and development. Women are expected as mothers to stay at home, to look after their children and to keep the house clean. Shu'aibu (1999). This makes them not to have equal access to education with their male courter part.

According to Shu'aibu (1999) the obstacles lie on the belief that women are intellectually inferior to men, and as such education is not meant for them, and the stereo-type reproductive and productive roles of women based mainly on psychological, social and cultural grounds are added problems. The main and probably, the only solution to these problems is education. He went further to explain that, at this time of rapid changes in economic, political and social lives of the people, it is important to consider the needs for women education and the impact of such education on development. Haglund and Magnus (1967) in Shu'aibu (1991) have this to say about women, that the moral, economic, social and civil responsibilities of women are great, they include management of home, the moral and emotional climate of the family and community. The practical aspects of family life are child care, cooking and household budgeting. How these are carried out successfully depend to a great extent on education.

In 1981, National policy on education the philosophy for Nigerian education was spelt out in very clear terms as follows:

- a. A free and democratic society
- b. A just and egalitarian society
- c. A United, strong and self reliant nation
- d. A great dynamic economy
- e. A land of light future full of opportunities for all citizens.

If women are denied this opportunity, they can not be able to contribute toward the socio-economic development of their society.

The second issue is religion, which many people consider to be a reason for not allowing women to have access to education. There is no religion that will allow it people to live with ignorance. Because having access to education will make the people to be self reliant and it will help in the development of the society.

For example, during the time of Shehu Usman Danfodio, some scholars accused Shehu for allowing women to attend his lecture. In his letter, Mallam Mustapha Goni, first openly challenged Shehu on his allowing women to attend his public lectures he said”

“O son of fudi, rise to warn the ignorant that perchance they may understand religion and the things of this world.

Forbid women to visit your preaching,

For the mixing of men and women is sufficient a disgrace,

Do not do what contributes towards disgrace

For God has not ordered vice which could cause us harm”

Shehu’s immediate reaction was to ask Abdullahi to write Mustafa Goni a reply on his behalf. The central point in Abdullahis reply is that even if women’s attendance of Shehu’s lectures were a disgrace, their being abandoned to ignorance was a greater disgrace. Shehu’s defended his allowing women to attend his lectures saying it was justifiable and, indeed, sanctioned by law. He even sees women education as obligatory, for her to acquire knowledge of her religious obligations as well as the more mundane matters such as trade and transactions.

If the husband is not able to supply this knowledge, she is under an Islamic obligation to go out in search of it.

According to Ibrahim (1986), to neglect the education of women would have defeated the cause in two ways. Women formed not only an integral part of society, but also constituted its larger, more basic and more solid part. As the custodians of the home, which is the foundation of society, they are the most important factors in the stabilization of society.

So also, women's role in bringing up children imbued with the spirit and orientation of the emerging order, which would need at least one generation to take root, could not be over-emphasized. The youth are the pillar of any revolution in so far as it is their energy and zeal that give it the requisite strength and vitality to challenge the prevailing order to the end. And the youth are principally formed by women.

In trying to explain the importance of education in relation to religion Ibrahim (1986) explains Shehu Usman Danfodio's view, as a restatement of the principle that education in Islam is not only a right, but also a duty, every human being has been commanded by Allah to get education (whether formal or informal).

According to him knowledge is the key to the understanding of the religion in its true perspective and in the understanding of the nature of life, of human relations and of existence as a whole. It is the key to the development of an individual as a complete personality.

In this regard, there is no difference between man and woman, if a woman's spiritual and moral development is in danger

of being frustrated by her husband's unjustifiable demands-which obviously stem from selfishness and high-handedness the religion (Islam) requires that she assert her rights and take whatever steps she deems necessary to safeguard her moral and spiritual well-being. If that puts her marriage at risk, so be it. For her success in the hereafter, which is greater and more enduring than the material things she could ever get from the world, should at all times be her priority.

In relating women education with socio-economic development of the society Ibrahim (1986) explains Shehu's view, a question was asked of whether women should engage in trade and the like? Ideally he said, a woman's needs should be provided for either by her husband or by other relations, so there would be no need to go out to the markets or sit in shops or similar places. But if there was no one to undertake buying and selling' on her behalf she would be permitted by law to undertake it herself, but 'she should' do without ornamentation (that is, she should observe moral and social restraint when she deals with men), for that is better for her in eyes of her lord and is more rewarding.

He added that this rule can be look at as women, like man, are entitled to a decent and dignified life, free from the humiliation of begging and dependence. Indeed, a woman is in greater need of economic protection since economic insecurity could lead her to the kind of life which undermines not only her own integrity but the very foundation of society. If such a possibility exists, then it becomes obligatory on her to seek the economic means she needs to preserve her integrity. Indeed the insistence of Islam that women

should have knowledge of some trade is meant to prepare them against such an eventuality.

Women should not be kept at home without going anywhere, because some people have the opinion that religion did not allow women to go out, they should stay at home in whatever situation they found themselves. But the truth is that, women are permit to go out for their needs, what constitutes these needs are not, however specified, so it is left to those who represent the conscience of society of determine them, from time to time, as occasion demands. But of course, some needs, such as education, health and honourable livelihood, are basic and cannot be nullified by anyone Ibrahim (1986).

He went further to explain the impact of women education and socio-economic development in relation to religion, through the work of Shehu Usman Dan Fodio, who at the start of his career lamented the appalling state of ignorance, to which women were condemned; at the end of it, he was satisfied that as far as possible, he had mobilized women through education brought them into the mainstream of life, and above all, produced women of sufficient caliber to take a place of pride in history.

The most prominent of these women was the Shehu's daughter, Asma'u. This noble lady grew up to become a scholar in her own light, a teacher, who educated not only a generation of women, but through these women, also educated many children. She was indeed a torch that lit up the path of the revolution. Ibrahim (1986)

According to him, Jean Boyd, who has pioneered research on this remarkable woman, suggest that she managed to step out of

her as a teacher of women and to enter the world of politics, “boldly campaigning to keep the idealism of the Shehu alive”. But in any event, it was Nana Asma’u’s role as a teacher and ideologue, more than anything else, that has left her indelible imprint on the history of Sokoto caliphate and indeed of Nigeria. Ibrahim (1986)

Her merit lay principally in combining the education of women with looking after the well being of the poor and the deprived. Her husband was responsible for public welfare in the early days of the caliphate, but Asma’u eventually came to symbolize both the aspirations of women for education, respect of justice, and the yearning of the poor for justice, health and comfort. Ibrahim (1986)

The lesson in her is that Asma’u showed the extent to which a determined and well bred woman can influence the society. She showed the height a woman can reach in knowledge and moral consciousness; and how she can use these to keep a revolutionary society on its feet. Today her poems on religion, history, politics and military activities of the caliphate can be heard from the lips of women all over Nigeria, and she lives still in the minds of many. This is the advance of women. Ibrahim (1986)

It was also observed after series of conference held by women on the discrimination against them and the declaration of international women years in 1975, yield so many positive results in liberating women. The declaration of a women’s decade and mid decade conference in 1980 focused attention on women and development.

Sequel to these events, the World Plan of Africa (WPA) for the United Nation decade for women calls for;

- Strengthening educational and training programme for women
- The involvement of women in the strengthening of international security and peace through participation in national and international bodies.
- More equitable distribution of health and nutritional service to take account of responsibilities of women every where, for the health and feeding of their families.
- Increasing government assistance for the family.

The report of the world conference of the United nation decade for women "Equality, Development and Peace" (married and unmarried) shall be measured on equal right with men to all types of education in school and school offered will be the same for both sexes (Young 1993).

It is important to note that education forms the bedrock of any form of empowerments necessary for all form of development. It is in line with this that the economic and social council as early as 1949 requested the United Nation to "grant women equal educational right with men and women to ensure that they are afforded genuine educational opportunities (Young 1993)".

Boserup (1979) in her writing on colonialism and form of modernization observed that "it is necessary to strengthen universal recognition of the principle of the equality of men and women; in-law and in fact, and both legal and social measures have to be taken by members states which have not done so to ensure implementation of women right".

What is implied here is that, the factors that have aided the marginalization and subjugation of women are systemic and must be tackled from their roots.

In the same vein, Bolaji (1993) in his evaluation of women's access to education alludes to the fact that women should have access to education which in turn changes their lives and that of their families. According to him, education has significantly made women to become more aware of the roles they could play in the development of the nation through their socio economic activities he conclude by saying education of woman is the only way she or they can attain self actualization.

Another advocate for women education and empowerment is Julius Nyerere. He talked about women's development and saw it as part of the development in the society he observed that.

“National development and women development must go hand in hand. Women must be involved in decision making. There must be legislation relating to that to back it up. He opined that legal rights are not enough but must be allowed to acquire economic as well as social right to be able to use the legal right”.

2.2 Socio-economic development

The African Peer Review Mechanism (APRM) is a self evaluating, self auditing device through which the nations of Africa can improve their internal effectiveness and performance, it came out with four thematic areas each with its objectives and recommendations.

The fourth of the thematic area is socio-economic development with its objectives as follows:

1. Promoting self-reliance and building capacity for sustainable development.
2. Accelerating socio-economic development to achieve sustainable development and poverty eradication.
3. Strengthen policies, delivery mechanism and outputs in key social development areas including education for all, combating HIV/AIDS and other communicable diseases.
4. Ensuring affordable access to water energy, finance (including microfinance) markets and information and communicating technology (ICT) to all citizens especially the poor.
5. Progress towards gender equality, particularly equal access to education for girls at all levels.
6. Encouraging broad based participation in development by all levels.

The recommendations for ensuring sustainable socio-economic development include the following:

- Standards and codes not yet ratified should be ratified and domesticated in the shortest possible time.
- Enhanced institutional capacity for effective implementation of NEEDS, SEEDS, and LEEDS.
- Better coordination of development planning at all tiers of government.
- Poverty reduction programmers should be better funded
- Massive infrastructure improvement to reduce cost to business and promote private sector growth

- Improved supervision and monitoring of infrastructure projects.
- Sustained and more effective implementation of the Millennium Development Goal (MDG) programmes
- Improved access to credit for small and medium scale enterprises and
- Vigorous promotion of girl-child education

All these affect women in one way or the other and if it is given good consideration it will bring about sustainable development.

To enhance the socio-economic development of people, many development strategy have evolve since the advent of democracy in 1999 which gave Nigeria an opportunity for a more participatory and inclusive economic development. According to Ohakin (2009) the new development strategy is encapsulated in the economic agenda called the National Economic Empowerment Development Strategy (NEEDS), which was introduced in 2004, is a vision based on the Nigerian constitution.

According to him, the goals of NEEDS I and II are wealth creation, employment generation, poverty reduction and value reorientation. This macro-economic framework is anchored on three principles, empowering the people, promoting private enterprise and changing the way the government does its business. The NEEDS is coordinated all the way down to the community level. At the states level we have the state economic empowerment and development strategy, SEEDS while at the local Governments we have SEEDS and CEEDS at the communities.

In reality women are integral part of the social and economic process of the country, within and outside their homes in the formal and informal sectors, in urban and rural areas. Women in the rural areas are found to contribute crop production, livestock production, cottage industry, household and family maintenance activities, such as transporting water, fuel and fodder to and from the home, food preparation and preservation, and caring of children. Qamar (2000) if women are given chance, their quality of education will be the same if not better with that of men. According to Geeta (1999) recent findings suggest that the social benefits from investing in female education are far greater than those from investing in male education, specifically, female education has powerful effects on the total fertility rate (and hence an population growth) the infant mortality rate, the female disadvantage in child survival, and on health and nutrition. By contrast, statistical analyses show that male schooling has relatively much smaller effects on this important social outcome.

The research went further to explain that a large body of microeconomic evidence shows that increases in women's education generally lead to increases in their labour force, participation as well as in their earnings, educated women's greater participation in labour market work and their higher earnings are thought to be good for their own status economic models say ("bargaining power") within the household, and are good for their children because it appears that a greater population of women's income than men's is spent on child goods.

On the down side, it may be thought that educated women's greater labour force participation takes them away from their

children for longer periods of time (than in the case of uneducated or less educated women) and this may disadvantage educated women's children through neglect. However, children whose mothers work have just as good or better educational outcomes than children whose mothers do not work.

Accordingly, economists tend to focus on the role of incentives as a way of understanding phenomena. They reason that female education lowers fertility rate by reducing desired family size and that this, in turn, is because education raises the value of women's economic activities by raising the labour market rewards from going out of the home for work. In other words the opportunity cost of staying at home for child bearing and rearing increases as women become more educated and, so educated women desire smaller families.

Once more education may also change women's preferences about quantity versus the quality of children, with educated women choosing fewer children but of better "quality". Moreover, as mentioned earlier, recent research suggests that a greater proportion of women's cash income than men's is spent on child goods, so that women's education and the consequent increase in women's income would appear to have particular benefits for child quality.

Education of women also increases child health because educated mothers' have greater knowledge of the importance of hygiene and of simple remedies. All these lower infant mortality which in turn means that a family does not need to have a large number of children in order to hedge against the possibility of premature death of some children.

More over some studies find that mother's education has a greater impact on the educational attainment and school achievement of children than father's education. This is plausible given the greater interaction between mother and children in most families since fathers are usually the main earners in the household. In this way education of female contributes more significantly (than the education of males) to increase in human capital, productivity, and economic growth not only in their own generation but also in the next generation.

The millennium Development Goal 3, talk about promoting gender equality and empowering women, it was observed that the women's literacy rates remain lower than that of their male counterparts, and less than 8% of them hold seats in the national parliament. The share of women in the non-agricultural sector has remained steady 79% (MDG Reports 2006).

According to the report, women in Nigeria still lag behind men, this is evidenced by the disparity that persists in schools enrolment, and they are also still under-represented in decision making arenas; with northern counterparts in all the MDG indicators challenges remain in mainstreaming gender into development strategies and budgets. Greater political will at all levels as well as parents support in the enrolment and relation of girls is needed.

According to Adeyemi (2003) too often, we hear this kind of sentiments expressed about women.

-Women whether or not they are qualified should stay at home to nurture and guide the youth of today for the world of tomorrow.

-Opportunities for women are equal when they have what it takes

-Women are uncomfortable in man's world and make men uncomfortable when they intrude on it

-A woman's proper place is in the home and she's unsuited by reason of her sex, temperament and physical make up to plunge into the rough and tumble of public life

-A woman's only work to add a little to the house hold income, which is brought home by the man. They do not need to support a family, but work only to provide for personal luxury.

Due to this problem of women inferiority all over the world, many organizations have been formed to tackle the problem. For example we have the new partnership for Africa's Development (NEPAD) which created in 2001.

It is designed to address the current challenges facing the African continent on issues such as the escalating poverty level, underdevelopment and the continued marginalization of Africans. It is a new radical intervention, spearhead by African leaders to develop a new vision that would guarantee Africa's renewal. The objectives of NEPAD are:

- a. To eradicate poverty (which is mostly affected by women)
- b. To place African countries, both individually and collectively, on a path of sustainable growth and development
- C. To halt the marginalization of the African in the globalization process and enhance its full and beneficial integration into the global economy and

d. To eradicate the underdevelopment of women.

According to Chinyere (2008) all human society begins from the family, there the proper nurturing of the family is a good starting point for any nation if it intends to produce a stable, peaceful and egalitarian society. Women are therefore the key and they serve as:

1. The traditional birth attendants and when properly trained the country will gain reduced birth rate and improve infant and maternal mortality in a cost effective and culturally compatible way.
2. Economic strength, family, health and population growth can be greatly effected by programmes in women's education, health care, family planning and agricultural extension.
3. Women manage most small farms providing about 80% of labour requirements. Women's demand for credit is strong and the government should consider helping them expand credit through women groups.
4. Many family chores are carried out by women
5. Women establish many retail outlets and small-scale businesses.
6. With a little training, supervision and technical assistance, women's organizations can deliver results, at minimal cost.
7. Various campaigns against HIV/AIDS have been carried out by women groups.
8. Rehabilitation of women folk who have been victims of assault, trafficking. This is stimulated by assuring their participation in the politics and economics.

9. The activities of the women organization help to stabilize the polity. This is stimulated by assuring their participation in the politics and economics.

10. The role of women in social and economic development by reinforcing their capacity in the domains of education and training.

11. By the development of revenue generating activities through facilitating access to credit will assure the women active participation in the wealth creation.

In a paper presented by Clinton Ohioma (2008) on basic Information and Communication Technology (ICT) and modern Barter system Application for Economic Empowerment of Nigerian Women at state and Local Government Levels. He came out with the following as role of ICT in the promotion of Gender Equality and Women Empowerment.

1. One of the Global development targets embodied in the millennium Development Goals (MDGS) is that of the promotion of gender equality and the empowerment of women.

2. The role of ICTs in the promotion of gender equality and women empowerment has to do with the delivery of educational and literacy programmes targeted at poor girls and women using appropriate technologies.

According to Ramatu (2009), there is no nation that will develop without the contribution of women. Happy families which are normally headed by women create a healthy society and healthy society is a pre-requisite of strong political order in a democratic society. Family is the genesis of any society and mother establishes the family.

She explained that, Aristotle, who is the father of political science, had said that state is a union of families and villages. Family is basic unit of a society, which is the foundation of the state itself. A woman is an architect of society and the nation. She establishes the institution of family life, builds home, brings up children and makes good citizens. Her strength in totality contributes in the making of an ideal family, ideal society and an ideal nation.

Furthermore, the Babangida era marked a turning point in the history of women struggle in Nigeria, when Maryam Babangida institutionalized the office of the first lady in 1987, and launched the Better Life for Rural Women Programme.

Other first ladies followed in her footsteps namely; Maryam Abacha, with her Family Support Program (FSP), after her was Justice Fati Abubakar with FEAP (Family Economic Advancement Program). This trend continued with other first ladies and wives of state Governors e.g. the wife of former Kaduna state Governor Haj. Asma'u Makarfi with her Millennium Hope Programme which is mainly concerned with the progress of women and children in Kaduna state. All these programmes brought smiles to the faces of thousands of families and showed that women can support their husbands and still contribute to nation building.

According to her, women in rural areas in addition to their domestic chores also engage in activities such as planting, weeding, processing, marketing of farm produce, mending of fishing gears, raising small livestock, fetching water, firewood e.t.c. While in Urban centers they are engage in petty trading, handicraft

activities e.t.c. In recent times women are actively participating in urban formal and informal sectors. They even have their places in sports. They are the building blocks of National development. 'A mothers place is inside her home, but she should also make certain that she gets outside the home enough to help with actively mould the society and the country her children will live in'. This is in the words of Marten Luther King Jnr.

2.2.3 Indicators of development

In a paper presented by Balarabe (2005) on Primacy of Women Education in the Socio-Economic Development of Nigeria, he explained that the very fact that about fifty percent of every nations population are of the faire sex sends the powerful message that no society can hope to develop fully with only half of its populace. Much more than all known previous human civilizations are replete with the great contributions of the female gender in the progress of man and the development of societies. Development is a multifaceted situation cutting across every aspect of human life; the economic, the political, the social, the behavioral, the attitudinal and all ease! In a very simple form scholars posit that development can only be deemed to be taking place when there is reduction in three aspects of societal life. These are poverty, unemployment, and inequality.

- **Poverty:** The term itself is a very wide concept; it is the percentage of people in a country living on less than one dollar or about on hundred and fifty Naira per day. Today in Nigeria up to fifty percent of the country 140 million people are surviving on less than N150.00 per day. Simply put, not less than 70 million Nigerians are living below the poverty line. Be this as it may it is

instructive to note that no less than 75% of these 70 million Nigerians are women so there is far more incidence of poverty among women than men. That is why it is often said that poverty has a feminine face.

- **Unemployment:** The concept is vital in determining whether development is taking place in a society or not is used by scholars as the percentage are referring to the percentage of those between 15 to 64 years age bracket, who are out of work. All those below the age of 15 according to international law, supposed to be in school, while all those above the age of 65 are supposed to be retirees. Even though there is no rigid adherence to this in Nigeria, for culture and other reasons, available statistics point to high incidence of unemployment and even underemployment. Underemployment is the situation where by many people do the work which fewer one's could normally do. E.g. two drivers to one car. Whatever the accurate figures of unemployment are in the country today, the truth is that substantial percentage of these are women and not men. This is especially so in Urban areas and more so in paid employment where most women are condemned to a perpetual life of child bearing and child rearing. Even though in the rural areas many women are engaged in peasant farming thereby reducing the unemployment gap between men and women, nonetheless there are more unemployed Nigerian women than men overall.

- **Inequality:** People in every society have naturally different incomes. The gap between the highest income earners and the lowest income earners is important here and it varies from country to country. What scholars usually do is to categorize the people into four groups of 25% each and call them quartiles. The richest

25% of the people are called the first quartile, the next 25% the second quartiles, then the third 25% the third quartile, while the poorest 25% are known as the fourth quartile.

While all third world or developing countries have large income inequality levels, it is also consistently true the women in these societies fare far worse than their male counter parts. Available statistics reveal that more than 90% of those in first quartile in Nigeria are male which less than 10% female. On the other hand more than 90% of those in the fourth quartile are women.

In his writing Balarabe (2005), further explained that, Nigeria which belongs to the third world bear all the hall-mark of that group in Education, Health, Agriculture, infrastructure e.t.c

- **Education:** It has high illiteracy rate even for the less than 15 years age bracket. For secondary and tertiary levels these are even more serious. The gender gap in literacy is highly skewed to the disadvantage of the females.
- **Health:** Both the morbidity and mortality rates in Nigeria as indeed in all other developing countries are very high, particularly for the three high risk groups of the elderly, children and women of reproductive age. The life expectancy at birth of Nigerians had for years been 52 years, for women and 49 years for men. This had unfortunately deteriorated in 2005, according to World Development Report in which both men and women record life expectancy below 50 years. This contrasts markedly with the over 80 years of the Development countries, and over 60 years of the middle income countries. Part of the explanation of Nigeria's short life expectancy at birth in the high infant, child and maternal mortality rates. Whereas for every 100,000 live births of the

developed world less than 10 die before their first birth days less than 20 before their fifth. In Nigeria the figures are frightening. Infant mortality is between 60 and 80 and child mortality well over 150 for every 100,000 live births.

Figures for pregnancy related deaths (maternal mortality) are equally frightening that one could only call for urgent action now to reverse the ugly trend. In the same vein other conditions such as Recto Vaginal Fistula (RVF) and Vesico Vaginal Fistula (VVF) are rampant in our country bringing in their wake misery, penury and pain, and driving more families into more poverty and death.

- **Agriculture:** Whereas between 3 to 5 percent of the potential labour force of the developed world are engaged in producing all the food, raw material and exports of their countries. In Nigeria the over 70% of those engaged in Agriculture are unable to satisfy any of these requirements of our country.

As a result of food and raw materials import bills of our country today is staggering deflating even further our limited foreign exchange reversed and aggravating our vicious cycle of poverty. Even factories and industries which blossomed some decades ago are now either folded up or operating at below installed capacity. The textile sub-sector is a good case in point; out of the almost 200 existing textiles in the country we have less than 70 now in operation.

Our non-material conditions such as behavioral and attitudinal fare no better. That explains why successive governments had to come up with policies such as Shagari's Ethical Revolution, Buhari's War against indiscipline, Babangida's

War against indiscipline and corruption, the National Rebirth of Obasanjo and of recent Anti corruption crusade. As if to justify and confirm the anxiety and fears of these leaders, transparency international had in the last five years consistently adjudged Nigeria as the third, the second or even the most corrupt country of the 201 nations of the world, (Balarabe 2005).

He came out with solutions to the problems of indicators of development as follows:

The concept of poverty earlier shown as fundamental to socio-economic development, of nation states is principally caused and aggravated by *dearth* of knowledge and skills. This is because with, knowledge and skills people will be productive which will in turn give them access to income thereby pushing them above poverty line (girl-child should be allowed to go school and early marriage should be stopped).

In a similar manner the unemployment and under employment levels prevalent in poor-income countries such as Nigeria is not much to do with the skilled and educated citizens especially women, but more with the illiterates and unskilled masses of the people. In real terms the rate of university graduate unemployment is lower than that of secondary school graduates which in turn is also lower than that of primary school leavers. Put simply, the higher the skills and the qualifications the greater the prosperity to secure jobs and be relevant in the economy.

In the very manner women's literacy rate affects poverty it also affects society's income-inequality levels. Since the quantum of poor women far outstrip those of poor men and there are more rich men than rich women in the Nigerian and all developing societies'

experience, pushing more women out of poverty through enhanced literacy do the ripple effect of lowering the co-efficient of poor societies.

In this respect, it will not be difficult to agree that improved literacy and higher levels of education will be the key to development without gender discrimination.

Suler - Ajayi (1990) in Mbah (1996) pointed out that education performs a major role in equipping the women with the skills and knowledge which helps to transform the economy, starting with the transformation of individual families. She noted that Nigeria like many other developing countries has adopted education as instrument per excellence for development, the efficient use of women side by side men is essential.

Moreover, Alele - Williams (1986) in Mbah (1998) stated, the role of women in the socio-economic development of the country cannot be segregated from agents of national development which has become a topical issues worldwide for workshops and seminars since the declaration of the United Nations Development Decade for women in Nairobi Kenya.

Myrdal and Klin (1956) in Mbah (1996) noted that since 1930s, the proportion of working women has increased and economic circumstances of the society have also changed considerably for better living. In their study they formed out that since women were recruited to industry and commerce, there has been a rapid growth, expansion of the service in industries, introduction of a comprehensive system of social security and health services. Cotgrove (1967) supported the above by pointing out that such increase in the proportion of working women do not

necessarily imply a shift of interest on the part of women away from their roles as wives and mothers; instead the work gives the woman a balanced position to adjust her role in the family.

Since pre-colonial days women retained certain economic opportunities within the social system. In fact before the middle of the twenties century, Nigerian women traditionally played a more significant wage earners in the family, they labored in farming, fishing, herding and commerce (for instance, pottery, cloth-making, and craft work) alongside Nigerian men. In fact, women traditionally had the right to profit from their work, although the money usually served as a contribution to the family income. This economic freedom was much different from many western societies, where women had to fight for the right to work.

Andrew (2004) pointed out that coming to the purpose of women's education, it is clear that a good education aims at physical, intellectual and moral development or well being of the individual. Omololu (1972) in Andrew (2004) has clearly pointed out seven different but related purposes which women's education in a democracy ought to foster. They include:

1. **Social Status:** An educated woman can hold her own in any class or society, can express her opinion freely and can contribute her quota to the development of the social life in the community.
2. **Cultural Value:** The educated woman is a cultured woman who knows how to behave in a proper manner; she is gentle, polite and respectful.
3. **Economic Development:** An educated woman can get good paid job, fare better in business and be in a position to contribute toward the up-keep and education of her children, thereby raising

their standards. Thus, she can contribute immensely toward the economic development of her country.

4. **Realization of the Importance of Child Care:** Education makes mothers to be more aware of their responsibility to their children. Children thrive and learn quickly when their mothers are educated.

5. **Political Awareness:** With education, the Nigerian woman who had no political rights before now have such right today; they can vote and be voted for.

2.4 Women centres

It is no wonder therefore that many initiatives have come up stream in an endeavour to promote women education and socio-economic development. In Nigeria, a former first lady Dr. Mrs. Maryam Babangida floated the idea of better life for and women. Part of the efforts to actualize this was the establishment of women education centres nationwide. These centres have not fared equally well across the states in the Nigeria. Whereas they have massive structures in some states in others the centres are shadow of their earlier conception. Within the last few years wives of State Governors have also set up skills acquisition centres for females. The interest in all these cases is to open up opportunities for women so that they can contribute their quota to national development as well as assists them to better living.

Most of educational programmes in these centres are mainly technical and vocational education oriented. Generally, their major objectives are to enhance the status of women in Nigeria and to encourage their participation in the national process as well as making them to be self-reliant.

2.5 Women development center zaria

Zaria Local Government Women Development centre was created in the year 1989 at Lemu Zaria City. The centre was initially made for community development projects, which was later converted to the social centre.

The aims and objectives of the training centre were to:

- a) Eradicate illiteracy within our women folk.
- b) Organize and re-organise the girl-child education mostly the drop-out.
- c) Engage women in training them on how to utilize their immediate resources for income generating activities.
- d) The formation of co-operative societies so as to help the women in aspiring higher collectively.

Within the said aims and objectives the women were formed into different organizations. The was started with only 10 women, the basic subjects of the centre were mostly Adult education classes, health talk, knitting and sewing.

With the inception of better life programme by Her Excellency the wife of former Head of State Late Hajiya Maryam Babangida the centre had a drastic transformation in terms of human and basic materials. The women programme activities was at its peak during the regime because women were sent for various workshops/seminars in and around the country. Materials needed for the centre were given through better life programme. The women were also educated on how to go about getting soft loans through the then 'Peoples Bank'.

The office of the First Lady was created in the Local Government through which the programme of the centre was able to be carried along, and the First Lady which is suppose to be

Chairman's wife, headed all other N.G.Os within her domain with the coming of family support programme by Haj. Maryam Sani Abacha, during the regime also loans were given to women.

In 1992 the centre had its first graduation with total number of 82 students who passed out, and certificates were awarded. Some of the students who passed out gained admission into secondary schools.

The centre is headed by Haj. Ramatu Tanko, all the instructors of the centre were paid salary by the Local Government. The staffs also were drawn from Adult Education Unit; social welfare unit, and community development unit.

2.6 Theoretical framework

The best way to have a clear understanding of how any organization work is to view it as an *integrated system*, a machine that is made up of different or distinctive parts which form the whole system. This approach is merely a way of thinking about components in organizations and their relation in an organization for achieving goals and objectives.

Herbert A. Simon (1959) contends that an organization is a total system. I.e. a composite of all sub-systems serving to produce the desire effect. His basic assumption is that the element of organizational structure and function emanates from the characteristic of human problem-solving processes and rational relationship between the organization and it supporting environment, The system approach as defined by Cook & Hunsaker (2001) holds that the whole is greater than the sum of the part or subsystem are related to one another and the whole, The system theory is an integrative approach. It tries to integrate the

various schools of management or the various approaches into a cohesive whole.

An organization is a social system made up of people and variety of resources and subsystems integrated for the purpose of transforming input into appropriate output. Example, the work of recruiting, selecting, training of an employee in an organization is done by the personnel department or subsystem which in turn interacts with and provides manpower to accounting, production, marketing etc. functioning together effectively as an integrated system.

A system is a set of interrelated elements and interacting subsystems that together form an integrated whole. A system can also be defined as an entity in which everything relates to everything else i.e. a system comprised of components that work together for the objective of the whole. Business or public organizations transform "input transformation into output process. An organization is seen as a system because the various activities that are undertaken by different departments or sectors at the same time or different times and places for the overall objective of the organization. Therefore all the component parts or subsystem of the organization must be properly coordinated.

A system can also be said to be a set of elements so interrelated and integrated that the whole displays unique attributes. To understand the cause of the attribute of a system, one must understand the interrelationship of the elements, called the subsystem, and how they are integrated. A change in the interrelationships of the demands can produce different integration which will eventually display different attributes. So a system is a

whole that is made of various subsystems. A change in one subsystem can cause change in the others which can affect the attributes of the whole. In order to understand the system, a holistic view must be made because the various subsystems are interdependent on each others.

In management science therefore, each organization must be seen as a unique whole system made up various subsystems. While generalization for different organizations may be possible, particular with subsystems, the interrelationships and style of integration may be different.

There could be various subsystems within an organization and such subsystem varies from organization to organization. For instance, subsystems in an organization can be management, human resources, structures and technology. Equally important, is the linking processes of the various subsystem into cohesive whole. These processes could include communication, social interaction, decision making, the distribution of authority, development of organizational roles for people, establishment of goals etc. all these linking processes can work simultaneously in an organization; although, the style of linking may differ from organization to organization.

The organization as a system contains management and people as major subsystems. These subsystems are further divided into types of jobs and functions. So there could be various interests as various jobs exist within the various subsystems. So management should shape its goals in such a way that the diverse interests would satisfy their aspirations, so that the overall goal of the organization can be achieved. Within, an organization for

instance, there could be subsystems like people, technology, structure or management in different department and specific functions could be performed such as purchasing, production, sales, finance etc which management coordinate towards achieving desired objectives.

The system theory is an integrating mechanism which developed a meaningful way to study management and organizations. It linked the various schools of management thought together.

It should be noted that the survival of any system depends on its capacity to maintain a balanced relationship. The quality of the output of a given system depends on the quality of its input which could be low or poor. Inputs may not necessarily be human or material resources. They could take the form of pressures or demands from the external environment. Where such pressures or demands exceed the capacity of the organization, it can lead to system breakdown/collapse. Even if the input is high and there is no managerial capability to make judicious use of such inputs that are either human or material resources, there could still be a system collapse or low output

2.7 System and the environment

The organization as a system always interacts with environmental forces. They are linked with environmental forces through the duties they perform. The underlying assumption is that the system and its environment are reciprocally influencing each other, and this process is a continuous one.

However, it is important to note that there is open and close system.

- *A close system:* is an organization which operates without interference from the external environment. These type organizations are usually small or security-oriented in nature. Example, Nigeria Security, Printing and Minting Department.
- *An open and dynamic system:* These are organizations that interact or are influenced by external pressures, inputs, etc. making them to be dynamic and also function more effectively and efficiently.

Gans (1947) advocates the concept of relating organizations to the environmental factors such as people, places, physical technology, social technology, wishes and ideas etc. hence the study of environment in an organization as a system should always be the social point of any organization. In another way, environmental factors such as weather and climate, socio-economic and political environment that surround the organization affects the development of the system either positively or negatively. Managers must understand and interact with the external/outside environment positively; this will enhance the growth and development of their organizations.

Environmental approach to a system assumes that the administrative or managerial behaviour in an organization is an outgrowth of the action interaction and reaction of the organization's system and the environment that surrounds the system.

2.8 Application of system theory to the study

System theory is adopted for this study not because of its operational components or because it is one of the most recent theories but because, what is being studied that is women education is part of the social system.

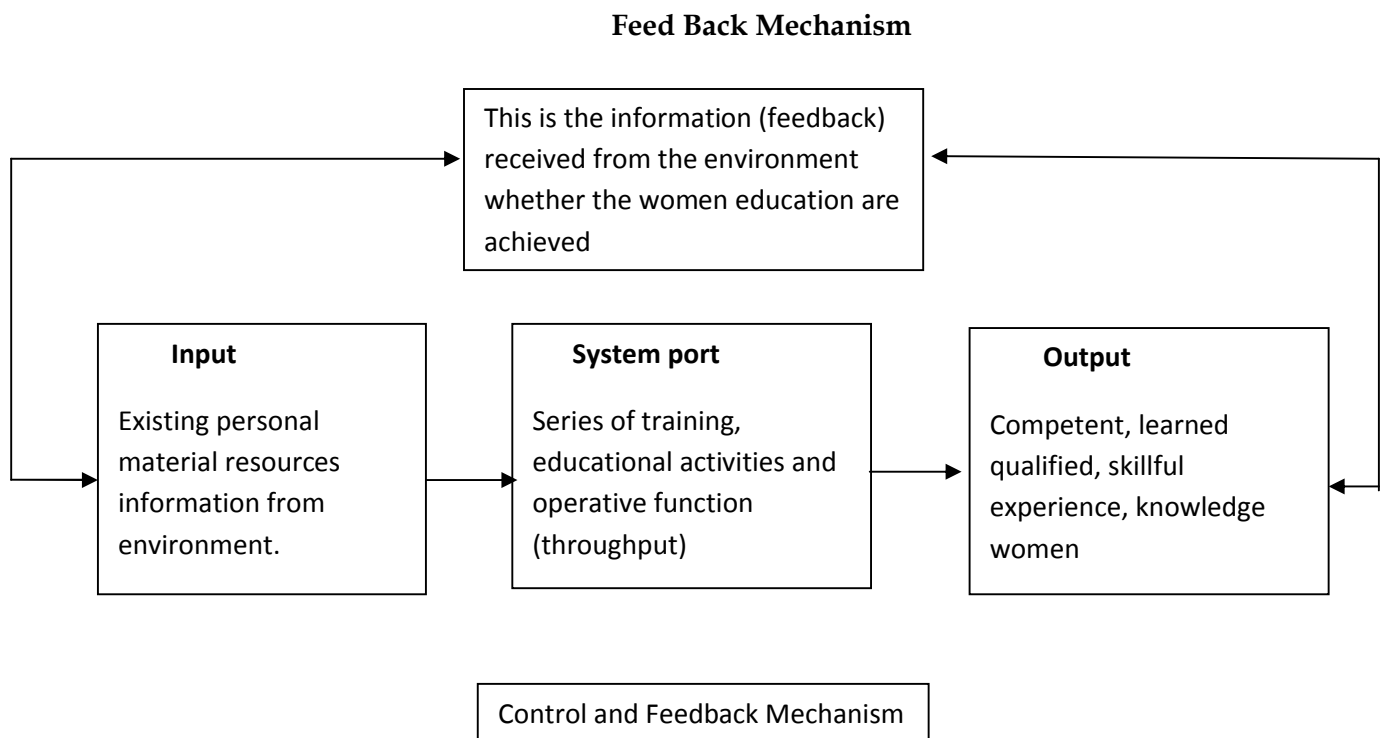
The process of the system approach involves instructing and controlling the inter-relationship between its own components units and the environment within and outside the agency.

In applying the system framework to this study of women education and socio-economic development in Zaria Local Government, this constitutes a system with various components parts.

The inputs are the personnel such as teachers and materials resources which consist of school, books finance and educational facilities. The action undertaken is to train, develop, integrate and direct among others is the through put or transformation and conversion process.

Competent, able, qualified, vibrant literate and educated women are the output. Furthermore, the output which is literate, qualified, vibrant and educated women who have acquired knowledge and skills through undergoing training and development, which enhances the socio economic development of their society. Through the skills and knowledge acquired, these women are over ready to transform their various environment and societies economically, politically, socially and culturally, thereby reducing the level of poverty and diseases in their various societies because a learned mind is an informed mind.

Finally, the evaluation of the level of socio-economical development through the involvement of women programmes and the result attained in curbing the menace of poverty and diseases in their society through the involvement of literate women will determine the level of development of Zaria local government. See diagram 2.1 for further illustrations.



Source: A.G Bedain (1975)

The above clearly shows the relevance of system theory to women education in transforming the socio-economic of a society. The diagram equally shows the feedback mechanism as “self correcting control mechanism”. Therefore the relationship between educated women in society and transformation of socio-economic activities is very crucial in any society who wants to attain development. This interrelation is exactly what system is trying to stress.

Input management, this can manifest in a society as result of poverty, illiteracy diseases and the absent of economic development among women in the society. These form the raw materials from which throughput, transformation or conversion process such as sound education through series of learning process and activities are use to transform the mass illiterate women to sound literates, unskilled to highly skilled, less enlightened to highly enlightened women through training and developmental process. Similarly, education the women through educational and trainings process it would transform a less developed society to a developed society an unproductive woman to productive, indiscipline to disciplined.

The output is the effectiveness with which women in the society transform their society and environment at large socially, economically, politically and culturally after acquiring education at various level or stage in the environment. This constitutes the output after undergoing various learning process the women in the society are required to put into action all what they have been taught. These include engaging in all kinds of socio-economic activities and having a good sense of judgments in the society to enable them discerns good from bad.

Feedback is derived from evaluation of the outputs that is the performance of women in society. This information is feedback through the feedback loop to the appropriate authorities. These feedbacks go into the input again where the right policies are formulated to ensure that every woman in the society particularly in Zaria local government are give qualitative education. This Further assist policy makers in determining problems areas that require improvements.

CHAPTER THREE

RESEARCH METHDODOLOGY

3.1 Introduction

This chapter covers the methods and procedures which were used in this research work. Its include research design, selection and description of type(s) of research adopted. This also include sources of data, method(s) of data collection, sampling processes - taking care of population and sampling size and sampling design, statistical method used in testing hypotheses already formulated. All the above assisted the researcher in evaluating his findings and as well as in drawing factual conclusions.

3.2 Research design

This is the plan of the study which serves as guide to the researcher towards finding solution or answers to research problems or research questions or test hypotheses. Asika (1991:27) defined research design as the structuring of investigation aimed at identifying variables and their relationships to one another. This is used for the purpose of obtaining data to enable the researcher test hypotheses or obtain answers to research question(s). In a related vein, Obioma (1987) refers to a research plan as the study which is used to guide the research towards resolving the stated research problem. The essence of research design includes:

- a. Spelling out the problem
- b. Examining selected variables relevant to the problem'
- c. Proposing tentative answers, for hypotheses or research questions

d. The strategy (plan) for investigating the problem or more appropriately the selected methods and techniques of data collection and analysis respectively.

e. Conclusion about the relationships between the variables based on outcomes of the analysis of data collected (Truckman, 1972). Examples of research design models include; case studies, survey/descriptive survey, experimentation content analysis, historical and documentary studies.

3.3 Population and Sample Size

a. Population

Based on the 2006 census, Zaria Local Government Area has a population size of 406,990, which consist of 196,090 female and 210,900 male. Population is referred to as the universe or it is the entire group whose characteristics are to be estimated. A population is made up of all conceivable elements or observations relating to a particular phenomenon of interest to the research subjects, elements and individual items that make up the population. Asika, (2000:39).

b. Sample size

This study adopts the Steely Yamane's formula arriving at sample size. The method is depicts as follows

$$n = \frac{N}{1+N(e)^2}$$

Where n= Sample size

N= Population size

e= Level of Significance (95%)

$$n = \frac{406,900}{1 + 406,900 (0.05)^2}$$

$$n = \frac{406,900}{1 + 406,900 (0.0025)}$$

$$n = \frac{406,900}{406,901 (0.0025)}$$

$$n = \frac{406,900}{1017.2525}$$

$$n = 399$$

b. Sample size

The sample size of this study is 399 this means that thirty (30) respondents were chosen from each of the Thirteen (13) wards comprising of Zaria local government.

A sample is precisely a part of the population. Asika, (2000:39) A sample is normally drawn to enable the research properly understand the phenomenon under study without incurring too much expenses and wasting time.

There are basically two methods of selecting samples from a population. We have the probability and the non-probability. Probability sampling selection methods are methods which items or subjects are chosen randomly, that is where every item in the population is given equal and independent chance of being included in the sample. While the non probability does not guarantee randomness or the elements of the population do not have the privilege of having equal chance or known probability of being selected in the sampling process. (Asika, 2000:42)

This study is adopting probability and non-probability sampling; we are using two methods of probability that is cluster Area

sampling, in some cases we will stratify and then adopt simple random sampling. As earlier stated, Zaria local government is made up of thirteen (13) wards which make up the case study. Each ward is considered a cluster and thus, we stratified the respondents in each wards.

The population of the respondents from the 13 wards was randomly sampled since the respondents are homogenous, but it is stratified into two; female and male with the female having the highest population. The male consist of the stake-holders involved in the administration of education in Zaria local government.

We equally adopted the non probability method where we make used of judgmental sampling or purposive, judgment or purposive sampling is been used in this study because there are specific officers or stake-holders that are in the very best positions to offer explanations to certain issues or questions that will be poised, through the administration of questionnaires and interviews These officers include, Education Officers in the local government Civil Society Groups, Councilors, Village Heads and Teachers.

In order to arrive at our sample size since the process of studying an entire population could be odious, expensive and time consuming, we studied some few elements as part of the population with the necessary characteristics so that we could be thorough, have better supervision, ensure complete coverage of the entire population and equally obtain quicker results.

For us to arrive at sample size for the study the population of Zaria local government is 406,990 consisting of 196,090 females and 210,900 males. In order to determine the sample size Steeleys

Yamane's formula was used to arrive at the sample size of 399. This means that Thirty (30) respondents were chosen from each of the wards. To ensure that element of this population is represented, we stratified the respondents into female and male. For the male we stratified 30 representing 9%, while for females we sampled 285 representing 87% of the sampled size.

Also, in the case of Education Officers, we stratified 3 Officers representing 1% of the sampled size.

Furthermore, for the Civil Society Group we stratified 6 respondents' representing 2% of the sampled population.

Also, for the local government councilors, we stratified 3 councilors representing 1% of the sampled size. Therefore, brings the total of our sampled size to 399.

3.4 Sampling design

Sampling design is that process of deciding from whom and where to collect data. It assists the researcher in carrying out thorough and systematic investigation that will eventually help the researcher in answering research question earlier postulated or in testing hypotheses for the purpose of eventually arriving at some generalization.

A sampling design enables the research to capture conceivable elements, subjects or observations relating to a particular phenomenon of interest to the researcher.

The sampling process consist of three phases

- i. Defining the population

- ii. Drawing a sample from the population
- iii. Statistical inferences

3.5 Sources of data

There are basically two types of ways through which data are classified, they are data either gotten through a primary or secondary sources. Data therefore could be collected or gathered through these main sources.

i. Primary data

This is data generated by the researcher through firsthand information. Primary data that was generated in this study was through the administering of questionnaires and interviews. The responses received from respondents formed the bulk of the primary data of this study.

ii. Secondary data

The data which supplemented the primary source were collected through policy documents, journals and newspapers. Other literatures relevant to the research were also consulted and extracted. Also, secondary

3.6 Methods of data collection

Data can be defined as facts, observations or information relating to a particular thing. The researcher therefore needs to consider carefully the kinds of data to be collected and methods to be used. It has been stated earlier that secondary data were collected from books, journals, periodicals etc, primary data were collected through the administration of questionnaires and interview.

3.6.1 Questionnaire

These are series of relevant questions used for getting information from targeted population of a given study. The questionnaire administered in this study was through direct contact. This is to motivate respondent sub-heading to answer question fully and truthfully.

This is a device for getting answers to questions by using a form which is filled in by the respondent. Questionnaires attempt to get the feelings, beliefs, experiences or activities of the respondents. They also involved many formats which can be relatively structured depending on the situation (Ndagi, 1999:64).

3.6.2 Forms of questionnaire administered

a) Closed Form (Structured): This consists of a prepared list of specific questions and a choice of possible answers. They are easy to be administered and to be filled. They help keep the respondent's mind fixed to the subject and facilitate the process of tabulation, analysis and scientific generalization.

b) Open Form: This method is the one respondent is given an opportunity to reveal his motives or attitude and to specify the background or the provisional conditions upon which his answers are based upon. This research work adopted this method to allow respondents to freely express themselves on the matter under investigation.

Both structured and unstructured questionnaires were administered. The questionnaires administered to respondents who were stake-holders in matters relating to women education in Zaria local government area of Kaduna State.

All this, assisted the researcher in extracting information on the subject matter under discourse

3.7 Statistical Tools for Data Analysis

This research used simple percentages and chi-square for data presentation and analysis. The simple percentage was employed for descriptive analysis while the chi-square statistics was used for inferential analysis.

The chi-square according to Leven and Robin (2007:572) will be used to measure the level of discrepancy between observed and expected frequencies and is given as

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where χ = chi-square

O = Observation frequencies

E = Expected frequencies

\sum = sigma or summation

The expected frequency is usually calculated by multiplying the column total by the row total and dividing the result by the grand total for each cell.

$$E = \frac{RT \times CT}{GT}$$

Where RT = row total, CT = column total, GT = is grant total

The degree of freedom is the number of freely varying scores within the sample. The difference is always one less than the sample size and is given as

$$DF = N - I$$

The level of significance refers to the maximum probability with which we could be willing to risk: It could equally be referred to as probability of making a type one error designated as alpha: That is rejecting of false, hypothesis.

Selection and description of method

Facts and knowledge are ascertained and verified through research, which in turn is determined by its time perspective, whether past, present or future. The place of time in research influences the most suitable research method(s) to be used. There are instances where a particular basic method is been supplemented with other method(s) to enable the researcher capture the subject matter under investigation. The subject matter of this discourse is such that it is located in the present and future. It is therefore mandatory to adopt the survey research.

Asika (2000:28), states that, survey research focuses on population or the universe. Data are collected from the population for intensive study and analysis. More often than not, the researcher finds that he cannot possibly study all the subjects or items in the population. Hence, the survey researcher selects a sample from or a subset of, the population using some techniques of sampling. The survey method is always interested in some characteristics of the population or universe of which a sample is drawn which could be used for generalization. The choice of this method arose from the simple fact that this study cannot cover the entire population of Zaria Local Government Area. The study therefore will draw sample from the population.

Sources of data came from extracts of already published and unpublished written materials such as references to works of other people that have relevance to the subject matter under discourse.

3.8 Method of presentation of questionnaire

The method of presentation of the questionnaire in this research work is through direct contact with the respondents.

- a. **The check list:** Relevant items are listed out in the questionnaire and the respondents are required to tick those they consider applicable to the questions.
- b. **The Likert rating Scale:** This consists of option that guides respondents in selecting the options that best suits their opinion. It includes strongly agreed, agreed, undecided, disagreed and strongly disagreed.

3.9 Interview

Interview is a technique used for collecting information from others in a face-to-face contact. It is used when a researcher wants to obtain reliable and valid information in form verbal responses from respondents in order to confirm or reject hypotheses. (Ndagi, 1999:60)

Oral interview was conducted with respective government officials; civil society group influential personality and respondents in Zaria Local Government Area. These interviews permitted the researcher to obtain first hand information concerning the respondent's views, perceptions, experiences, attitude and beliefs on the research subject. This method was used because it is particularly useful as an explanatory device to supplement existing

literatures and questionnaires because data derived may fail to provide new insight on how to approach the research problem. The explanatory interview which was conducted gave a wealth of details that enriched the whole research, considering the strategic nature of these offices and experiences of the respondents. The interview was the best method since it permitted follow-up questions which provided clarifications that the questionnaire did not allow. The interview was of advantage due to its flexibility, and the fact that it allowed the use of any language for effective communication. The interview method was used in this study was focused one, where respondents were requested to focus strictly only on issues related to pension as they were asked. The respondents were guided to stay on track so as to avoid unnecessary discussions that could waste limited resources.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction.

This chapter is wholly devoted to the presentation and analysis of empirical data collected from the case study area. It attempts to logically tabulate and describe the statistical relationship between normative values involve in hypothetical variables. The onus is to give an objective justification of such relationship in supporting or disapproving of the hypothetical relationship as stated in chapter one of this study.

The analysis of the empirical data is useful in the further testing of the stated hypothesis. The bulk of this data were generated mainly from primary sources supplemented with secondary sources. The organization of this chapter has an opening remark of the introduction. Followed by the presentation and analysis of the rate of returned/responses from questionnaire administered and the personal and functional data. The preceding sections attempt at analysing data and testing hypothesis earlier postulated.

There are discussions after testing the hypotheses and some major findings have been made.

4.2 Questionnaire Administration Analysis

An attempt is made here to present and analyse data gathered from the respondents. This will serves as a foundation in the subsequent presentation in this chapter.

Rate of Return/Response

Three hundred and ninety-nine (399) questionnaires were administered only 327 were duly filled and returned representing 82%. Others were either not returned or not well filled. See table 4.3

Table 4.3 Rate of Return/Responses

Questionnaire Status	Number Administered	Percentage %
Administered questionnaires	399	100
Returned Questionnaires	368	92
a. Returned Answered	327	82
b. Returned Unanswered	41	10
Not returned Questionnaires	13	8

Source: Field Survey 2011

$$\begin{aligned} \text{Rate of Returned} &= \frac{\text{Returned questionnaires}}{\text{Administered questionnaires}} \times 100 \\ &= \frac{368}{399} \times 100 = 92\% \end{aligned}$$

$$\begin{aligned} \text{Rate of Response} &= \frac{\text{Returned answered}}{\text{Administered questionnaires}} \times 100 \\ &= \frac{327}{399} \times 100 = 82\% \end{aligned}$$

Table 4.4: Respondents Distribution by Sex

Sex	Frequency	Percentage %
Male	34	10
Female	293	90
Total	327	100

Source: Field Survey 2011

Table 4.4 above shows that, out of 327 questionnaires duly returned and answered 34 respondents constituting 10% of the total surveyed population are male, while 293 respondents constituting 90% of the surveyed population are female. Based on the above analysis, it shows that majority of the respondents are female owing to the nature of the study which attempts to look into women education and socio-economic development in Zaria local government. The stratified, cluster and judgmental sampling techniques was employed to arrive at this sample number.

Table 4.5: Respondents Distribution by Age

Age	Frequency	Percentage %
20 - 30	17	5
31 - 40	115	35
41 - 50	120	37
51 - 60	46	14
61 above	29	9
Total	327	100

Source: Field Survey 2011.

From table 4.5 above, depicts 17 respondents representing 5% of the surveyed population falls between the age bracket of 20 - 30 years, 115 respondents representing 35% of the surveyed population are between the age of 31 - 40 years, while 120 respondents representing 37% of the surveyed population falls within the age bracket of 41 - 50 years. Similarly, 46 respondents out of the 327 respondents representing 14% of the surveyed population are between the age brackets of 51 - 60 years. Finally, 29 respondents representing 9% of the surveyed population are between the age bracket of 61 and above. From the above analysis, it shows that majority of the respondent's falls between the age

bracket of 31 – 40 and 41- 50 years, this was carefully done using the stratified and judgmental sampling methods in order to ensure that majority of the respondents’ middle age and also be able to responds adequately the questions posed to them.

Table 4.6 Respondents Distribution by Educational Qualification

Qualification	Frequency	Percentage %
Post Graduate	3	1
First Degree/HND	25	8
NCE/OND	178	54
SSCE	95	29
Primary Certificate	26	8
Total	327	100

Source: Field Survey 2011

Table 4.6 above, shows that 3 respondent representing 1% of the surveyed population have post graduate qualification, 25 respondents representing 8% of the surveyed population possess first degree and Higher National Diploma (HND) qualification, while 95 respondents representing 29% of the surveyed population have secondary school certificates. Also, 26 respondents representing 8% of the surveyed population possess primary school certificates. Based on the above analysis, the researcher carefully selected the respondents who can read and write despite of the low level of education among women in Zaria Local government.

Respondents responses related to hypothesis I

Data was obtained to test hypothesis one which states that; women education will not contribute to socio-economic development of Zaria Local Government.

The Data Obtained are Analysed as follows:

Table 4.7: Responses Related to Hypothesis I

S/N	ITEMS	SA	A	UD	D	SD	TOTAL
1	Larger Number Of Women Are Enrolled In School In Zaria Local Government. %	27 8%	45 14%	20 6%	189 5%	46 14%	327 100%
2	Majority Of Women In Zaria Local Government possesses high level of skills and knowledge to cater for their livelihood. %	16 5%	25 8%	23 7%	223 68%	40 12%	327 100%
3	Ignorance is not the major problem of women contributing to socio-economic activities in Zaria Local Government. %	12 4%	27 8%	37 11%	193 59%	58 18%	327 100%
4	Majority of women Contribute to wealth creation and job opportunity in Zaria Local Government. %	7 2%	12 4%	30 9%	255 78%	23 7%	327 100%
5	Education is not a vital tool in eradicating illiteracy poverty and diseases in	18	29	30	233	17	327

Zaria Local Government Area.	6%	9%	9%	71%	5%	100%
%						

Source: *Field Survey, 2011.*

Table 4.7 depicts respondent responses relating to hypothesis one which states that women education will not contribute to socio-economic development of Zaria Local Government.

In table 4.7 item one depicts 27 respondents representing 8% of the surveyed population strongly agreed that larger numbers of women are enrolled in Zaria Local Government, while 45 respondents representing 14% of the respondents' population agreed. 20 respondents representing 6% of the surveyed population were undecided. Also, 189 respondents representing 58% of the surveyed population disagreed that larger number of women are enrolled in Zaria Local Government, while 46 respondents representing 14% of the surveyed population strongly disagreed. Based on the above analysis, it shows that a larger percentage of women in Zaria Local Government are not enrolled in school.

For women to contribute to the socio-economic development of their society a larger percentage of them need to possess high level of skills and knowledge in order to cater for their livelihood with out much dependence on their male counter – part for means of livelihood and at the same time improve the economic development of their society.

The researcher therefore seek to find out from the respondents if a larger number of women in Zaria Local Government area possess a higher level of skills and knowledge to cater for their livelihood. Table 4.7 item two depicts respondent responses.

In table 4.7 item two, 16 respondents representing 5% of the surveyed population strongly agreed that majority of women in Zaria Local Government Area possess high level of skills and knowledge to cater for their means of livelihood, while 25 respondents representing 8% of the surveyed population agreed, 23 respondents representing 7% of the surveyed population were undecided, while 223 respondents representing 68% of the surveyed population who are the majority disagreed, also 40 respondents representing 12% of the surveyed population strongly disagreed. Based on the analysis above, majority of the women in Zaria Local Government do not possess high level of skills and knowledge to cater for their means of livelihood.

Furthermore, for women in the society to contribute to the socio-economic development of their society, they need to combat the problem of ignorance among themselves. Ignorance is a major bane among women today which has prevented from not being able to transform their society economically and socially because they lack the basic knowledge to develop their society. The research therefore seeks to find out if the respondents were aware of this menace within them. Table 4.7 item three present respondent responses on the subject matter.

In table 4.7 item three, 12 respondents representing 4% of the surveyed population strongly agreed that ignorance is not a major bane for women to contribute to the socio-economic activities of Zaria Local Government, while 27 respondents representing 8% of the surveyed population agreed, 37 respondents representing 11% of the surveyed population were undecided, while 193 respondents representing 59% of the surveyed population disagreed, 58 respondents representing 18% of the surveyed population strongly

disagreed. From the analysis in above table, majority disagreed that ignorance is not a major bane to women contributing to socio-economic activities in Zaria Local Government.

Also, in a society where women contribute significantly to the socio-economic development of their society, they are mostly involved in job and wealth creation of their respective societies. The research sought to find out if majority of women in Zaria Local Government contribute to wealth and job creation. Table 4.7 item four depicts respondent responses.

Table 4.7 item four, depicts 7 respondent representing 2% of the surveyed population strongly agreed that majority of women in Zaria Local Government contribute to wealth and job creation, while 12 respondents representing 4% of the surveyed population agreed. 30 respondents representing 9% of the surveyed population were undecided. 255 respondents representing 78% of the surveyed population disagreed while 23 respondents representing 7% of the surveyed population strongly disagreed. Base on the analysis above, majority of women in Zaria do not contribute to job and wealth creation.

Furthermore, for a society to develop economically and socially, education is needed as a vital tool to transform such societies. The higher the level of educated women in a given society, the higher the level in which such societies develops economically and socially. The research therefore seeks to find out if education in Zaria Local is perceived as a tool to transform their society by eradicating poverty, diseases and illiteracy. Table 4.7 item five depicts respondent response on the subject matter.

Data in table 4.7 item five shows that, 18 respondents representing 6% of the surveyed population strongly agreed that

education is not a vital tool in eradicating illiteracy, poverty and diseases in Zaria Local Government, while 29 respondents representing 9% of the surveyed population agreed. 30 respondents representing 9% of the surveyed population agreed. 30 respondents representing 9% of the surveyed population were undecided. However, 233 respondents representing 71% of the surveyed population disagreed, while 17 respondents representing 5% of the surveyed population disagreed. From the above analysis majority disagreed that education is not a vital tool in eradicating illiteracy, poverty and diseases in Zaria Local Government.

Respondent responses related to hypothesis II

Data was also obtained to test hypothesis two which states that; effective women mobilization and enlightenment on education will not improve the socio-economic development in Zaria Local Government.

The Data Obtained are Analysed as Follows:

Table 4.8 Respondents Responses Related To Hypothesis II

S/N	ITEMS	SA	A	UD	D	SD	TOTAL
1	Women are adequately encouraged to acquire knowledge in order to be self - reliant in Zaria Local Government. %	12 4%	19 6%	27 8%	175 53%	94 29%	327 100%
2	Parents in Zaria Local Government area place more priority to girl child education than their male counterparts. %	17 5%	29 9%	33 10%	213 65%	35 11%	327 100%
3	Women are morally and financially supported to acquire knowledge in order to be self-	23	37	20	197	50	327

	sufficient in Zaria Local Government. %	7%	11%	6%	60%	16%	100%
4	Government has put in place better policy to mobilize mass number of women into acquiring sufficient knowledge and skills. %	25	32	15	193	62	327
		8%	10%	4%	59%	19%	100%
5	Adequate knowledge and information among women is a basic tool necessary for their economic and medical well-being. %	125	120	10	64	8	327
		38%	37%	3%	20%	2%	100%

Source: *Field Survey, 2011.*

Table 4.8 above depicts respondents' responses relating to hypothesis two which states that; effective women mobilization and enlightenment on education do not improve the socio-economic development in Zaria local government?

Women in the society need support and encouragement in other for them to acquire knowledge and be self sufficient. Traditionally, the role of women in the society is to their family, home and other domestic choice thereby limiting their chances of contributing to the socio-economic development of their society since they lack basic knowledge. The study sought to know if women are adequately encouraged to acquire knowledge in order to be self reliant in Zaria local government. Table 4.8 depicts respondents' responses.

Table 4.8 item one shows that, 12 respondents representing 4% of surveyed population strongly agreed that women are adequately encouraged to acquire knowledge in other to be self

reliant in Zaria local government, while 19 respondents representing 6% of the surveyed population agreed, 27 respondents representing 8% of the surveyed population were undecided. However, 175 respondents representing 53% of the surveyed population disagreed while, 94 respondents representing 29% of the surveyed population strongly disagreed. Based on the above analysis, majority of women in Zaria local government are not adequately encouraged to acquire knowledge in order to be self reliant in Zaria local government.

Also, for women to be effectively mobilized and enlightened in order to contribute their own quota to the socio-economic development of their society, Parents are supposed to place more priority on girls' child education. The research sought to find out if parent place more priority on girls child education in Zaria local government. Table 4.8 depicts respondents' responses.

17 respondents representing 5% of the surveyed population strongly agreed that parents in Zaria local government area place more priority on girl child education than the male counterparts, while 29 respondents representing 9% of the surveyed population were undecided. However, 213 respondents representing 65% of the surveyed population disagreed, while 25 respondents representing 11% of surveyed population strongly disagreed. Based on the above analysis, parents do not place more to girls' education in Zaria Local government and such make it difficult for women to contribute to the socio-economic development of their area.

Furthermore, the research sought to if women are morally and financially supported to acquire knowledge in order to be self-

sufficient in Zaria local government area. Table 4.8 item Three depicts respondents' responses on the above subject matter.

From Table 4.8 item Three, 23 respondents representing 8% of the surveyed population strongly agreed that women are morally and financially supported to acquire knowledge in order for them to be self-sufficient in Zaria local government, while 37 respondents representing 11% of surveyed population agreed, 20 respondents representing 6% of the surveyed population were undecided. However, 197 respondents representing 60% of surveyed population disagreed, while 50 respondents representing 16% of the surveyed population strongly disagreed. Based on the analysis above, women are not morally and financially supported to acquire knowledge in order to be self-sufficient in Zaria local government.

Also, government on its part is supposed to put better policies in place in order to mobilize and encourage the mass acquisition of knowledge and skills among women. The research therefore sought to know if government has put in place better policies, mass number of women into acquiring sufficient knowledge and skills. Table 4.8 depicts respondent responses

In Table 4.8 item four shows that, 25 respondents representing 8% of the surveyed population strongly agreed, 32 respondents representing 10% of the surveyed population agreed. 15 respondents representing 4% of the surveyed population were undecided, which 197 respondent representing 60% of the surveyed population disagreed and also 62 respondent representing 19% of the surveyed population strongly disagreed. From the analysis above, government has not put in place better

policy aimed at mobilizing mass number of women in to acquiring sufficient knowledge and skill.

Further more, adequate skills, knowledge and information among women is a basic tool necessary for their economic and medical-well-berry in the society. The study sought to find out if the respondents are aware of the above assertion. Table 4.8 Viable five, shows that 125 respondents represent 38%of surveyed population strongly agreed that adequate knowledge and information among women is a basic tool necessary for their which 120 respondent representing 37% of the surveyed population agreed 10 respondent representing 3% of the surveyed population were undecided. However, 64 respondents representing 20% of the surveyed population disagreed, which 8 respondents representing 2% of the surveyed population strongly disagreed. Base on the analysis above, majority are aware that adequate skills, knowledge and information among women is a vital tool necessary for their economic and medical well-being in Zaria local government.

Respondent Responses Related to Hypothesis III

Data was obtained to test hypothesis three which states that; low level of women education in Zaria Local Government is not as a result of socio-cultural hindrances. The data obtained are analysed as follows;

Table 4.9 Respondents Responses Related To Hypothesis Three.

S/N	VARIABLES	SA	A	UD	D	SD	TOTAL
1	Women in the society are supposed to be seen or heard according to traditions and religion	12 4%	35 11%	20 6%	135 41%	125 38%	327 100%
2	Traditions does not permit women to acquire knowledge in the society	25 8%	30 9%	20 6%	210 69%	42 13%	327 100%
3	If women acquire knowledge, it is useless since they are not given the privilege to put it into use	68 21%	125 38%	32 10%	51 16%	51 16%	327 100%
4	Highly educated women face difficulties in getting married in the society	85 26%	147 45%	25 8%	47 14%	23 7%	327 100%
5	The role of women in the society is to bore children and take care of the domestic chores at home	29 9%	40 12%	23 7%	137 42%	98 30%	327 100%

Source: *Field Survey, 2011.*

From Table 4.9 Above shows respondents responses relating to hypothesis three which states that low level of women education in Zaria local government is not as a result of social cultural hindrances.

The research sought to find out if low level of women education in Zaria local government is as a result of traditional or religions in which women in the society are not supposed to be seen or heard. Table 4.9 Item one depicts respondent responses.

12 respondents representing 4 % of the respondents of the surveyed populations strongly agreed that women in the society are supposed to be seen or heard, 35 representing 11% of the surveyed population agreed, 20 respondents representing 6 % of the surveyed population were undecided. However, 135 respondents representing 41% of the surveyed population disagreed, while 125 respondents representing 38% of the surveyed population strongly disagreed. Based on this analysis, low level of education among women in Zaria local government is characterized by traditions and religion.

Also, the research sought to find out if traditions does not permits women to acquire knowledge in the society. Table 4.9 item two, depicts respondents responses.

In table 4.9 item two, 25 respondents representing 8% of the surveyed population strongly agreed, 30 respondents representing 9% of the surveyed population agreed. 20 respondents representing 6% of the surveyed population were undecided. While 210 of the respondents representing 64% of the surveyed population disagreed and 42 respondents representing 13% of the surveyed population strongly disagreed. From the above analysis, majority of the respondents disagreed that traditions does not permit women to acquire knowledge in the society.

On whether, if women acquire knowledge it will be useless since they are not given the privileged to put it in use. Table 4.9 Item three shows respondents, responses.

68 respondents representing 21% of the surveyed population strongly agreed, while 125 respondents representing 38% of the surveyed population agreed, 32 respondents representing 10% of the surveyed population were undecided, 51 respondents

representing 16% of the surveyed population disagreed and also 51 respondents representing 16% of the surveyed population strongly disagreed. Based on the above analysis, majority of the respondents believed that if they acquire knowledge it will be useless because they will not be given the privileged to put it into use.

Furthermore, the research sought to know if women who are educated face difficulties in getting married in the society, Table 4.9 Item four depicts respondents, responses.

From table 4.9 Item four, 85 respondents representing 26% of the surveyed population strongly agreed that highly educated women faced difficulties in getting married, 147 respondents representing 45% of the surveyed population agreed. 25% respondents representing 8% of the surveyed population were undecided. However, 47 respondents representing 14% of the surveyed population disagreed, while 23 respondents represent 9% of the surveyed population strongly disagreed. From the analysis above, it shows that, women in the society are afraid to acquire knowledge on the notion that if they do acquire knowledge, they may face difficulties in getting married and as such characterized the low level of women education in Zaria local government.

Also, traditionally, women are seen in the society to only bore children, take care of their husband and handle the domestic chores at home. The research sought to find out from the respondents if the role of women in the society is to bore children and take care of domestic chores at home. Table 4.9 Item five depicts respondent responses.

In table 4.9 Item five 29 respondents representing 9% of the surveyed population strongly agreed, while 40 respondents representing 12% of the surveyed population agreed, 23

respondents representing 7% of the surveyed population were undecided. However, 137 respondents representing 42% of the surveyed population disagreed, while 98 respondents representing 30% of the surveyed population strongly disagreed. Based on the above analysis it shows that majority of respondents disagreed that the role of women in the society is to bore children and take care of domestic chores at home.

Test of Hypotheses

In this section, the hypotheses formulated to guide this research will be tested. To test these hypotheses, the chi-square test statistical method was used on the data collected.

The chi-square test statistical method is given by the formula:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where $\chi^2 =$ chi-square

$O =$ Observed frequency

$E =$ Expected frequency

$\sum =$ Summation of the items

$P =$ Level of significance = 5% = 0.05

$DF =$ Degree of Freedom

$DF =$ is calculate as (row-1) (column - 1).

Decision rule: Reject null hypothesis if calculated chi-square (χ^2) value is greater than critical value and accept null hypothesis if calculated chi-square value is less than the critical value.

4.10 Test of hypothesis I

H₀: Women education will not contribute to socio-economic development of Zaria Local Government.

H₁: Women education will contribute to socio-economic development of Zaria Local Government.

Table 4.10: Test of Hypothesis I

Table	Women education and socio-economic development information	Women Education and Socio-Economic Development					
		SA	A	UD	D	SD	TOTAL
1	Large Number Of Women Are Enrolled In School In Zaria Local Government	27 (16)	45 (27.6)	20 (28)	189 (218.6)	46 (36.8)	327
2	Majority Of Women In Zaria Local Government possess high level of skills and knowledge to cater for their livelihood	16 (16)	25 (27.6)	23 (28)	223 (218.6)	40 (36.8)	327
3.	Ignorance is not the major bane of women contributing to socio-economic activities in Zaria Local Government	12 (16)	27 (27.6)	37 (28)	193 (218.6)	58 (36.8)	327
4	Majority of women contribute to wealth creation and job opportunity in Zaria Local Government	7 (16)	12 (27.6)	30 (28)	255 (218.6)	23 (36.8)	327
5	Education is not a vital tool in eradicating illiteracy poverty and diseases in Zaria Local Government Area	18 (16)	29 (27.6)	30 (28)	233 (218.6)	17 (36.8)	327
	TOTAL	80	138	140	1,093	184	1,635

Source: Field Survey, 2011.

$$\begin{aligned}
X^2 \text{ Calculated} &= 7.56 + 11.0 + 2.3 + 4.01 + 2.3 + 0 + 2.45 + 9.0 + 0.1 + \\
& 2.78 + 1 + 0.01 + 2.89 + 3.0 + 12.21 + 5.06 + 8.82 + 1.43 + 6.06 + 5.17 \\
& + 0.25 + 7.10 + 1.93 + 1.0 + 10.65 \\
& = \quad \mathbf{107.58.}
\end{aligned}$$

X^2 critical value at 16 degree of freedom and 0.05 level of significance = 26.296.

The hypothesis tested above has shown that, women education will contribute to socio-economic development of Zaria Local government. This supported by a calculated x^2 value of 107.58 which is greater than the critical value of x^2 26.296. Based on the decision rule which states that, the null hypotheses will be rejected if the tabulated critical value is less than the calculated x^2 value. Thus the null hypothesis is therefore rejected i.e. women education will not contribute to socio-economic development of Zaria Local Government.

4.5 Test of hypothesis II

In testing the null hypothesis two, the calculation of the chi-square (x^2) of the responses collected on table 4.8 is used using the below formula to either accept or reject the hypothesis stated.

H_0 : Effective women mobilization and enlightenment on education will not improve the socio-development in Zaria Local Government.

H_1 : Effective women mobilization and enlightenment on education will improve the socio-economic development in Zaria Local Government.

$$\sum \frac{(O - E)^2}{E}$$

$O =$ Observed frequency

$E =$ Expected frequency

$FR =$ Total Frequency of Rows

$FC =$ Total Frequency of Columns

$N =$ Cumulative Total of Rows/Columns

Table 4.11: Test of Hypothesis II

Table	Variables	Responses (Weighted Points)					
		SA	A	UD	D	SD	TOTAL
1	Women are adequately encouraged to acquire knowledge in order to be self-reliant in Zaria Local Government	12 (40.4)	19 (47.4)	27 (21)	175 (168.4)	94 (49.8)	327
2	Parents In Zaria Local Government Place More Priority To Girls child education than their male counter parts	17 (40.4)	29 (47.4)	33 (21)	213 (168.4)	35 (49.8)	327
3	Women are morally and financially supported to acquire knowledge in order to be self sufficient in Zaria Local Government	23 (40.4)	37 (47.4)	20 (21)	197 (168.4)	50 (49.8)	327
4	Government has put in place better policy to mobilize mass number of women into acquiring sufficient knowledge and skills	25	32	15	193	62	327

		(40.4)	(47.4)	(21)	(168.4)	(49.8)	
5	Adequate knowledge and information among women is a basic tool necessary for their economic and medical well being	125	120	10	64	8	327
		(40.4)	(47.4)	(21)	(168.4)	(49.8)	
	Total	202	237	105	842	249	1,635

Source: *Field Survey, 2011.*

X^2 Calculated = 19.96 + 17.01 + 1.71 + 0.26 + 39.22 + 13.55 + 7.14 + 6.86 + 11.81 + 11.81 + 4.40 + 7.50 + 2.28 + 0.05 + 4.86 + 0.001 + 5.87 + 5.00 + 1.71 + 3.60 + 3.00 + 177.16 + 111.20 + 5.76 + 64.72 + 549.711.

X^2 Critical value at 16 degree of freedom and 0.05 level of significance = 26.296.

The hypothesis tested above has shown that, effective women mobilization and enlightenment on education will improve the socio-economic development in Zaria Local Government. This is supported by a calculated x^2 value of 549.711 which is greater than the critical value or tabulated value of x^2 of 26.296. Based on the decision rule which states that, if the x^2 calculated value is greater than the critical value we reject the null hypothesis and if x^2 calculated value is less than the critical value we accept.

Thus, the null hypothesis is therefore rejected i.e. effective women mobilization and enlightenment on education will not improve the socio-economic development in Zaria Local Government.

While the alternate hypothesis which states that, effective women mobilization and enlightenment on education will improve the socio-economic development in Zaria Local Government is accepted.

4.12 Test of hypothesis III

H₀: Low level of women education in Zaria Local Government is not as a result of Socio-Cultural hindrance.

H₁: Low level of women education in Zaria Local Government is as a result of socio-cultural hindrance.

Table 4.12: Test of Hypothesis III

Table	Variables	Responses (Weighted Points)					
		SA	A	UD	D	SD	TOTAL
I	Women in the society are supposed to be seen or heard according to traditions and religion	12 (43.8)	35 (75.4)	20 (24)	135 (116)	125 (67.8)	327
2	Traditions and religion does not permit women to acquire knowledge in the society	25 (43.8)	30 (75.4)	20 (24)	210 (116)	42 (67.8)	327
3	If women acquire knowledge, it is useless since they are not given the privilege to put it into use	68 (43.8)	125 (75.4)	32 (24)	51 (116)	51 (67.8)	327
4	Highly educated women face difficulties in getting married in the society	85 (43.8)	147 (75.4)	25 (24)	47 (116)	23 (67.8)	327
5	The role of women in the society is only to bore children and take care of the domestic chores at home and not to go to school	29 (43.8)	40 (75.4)	23 (24)	139 (116)	98 (67.8)	327
	Total	219	377	120	580	339	1,635

Source: Field Survey, 2011.

$$X^2 \text{ Calculated} = 23.09 + 21.65 + 0.67 + 3.11 + 48.26 + 8.1 +$$

$$\begin{aligned}
& 27.34 + 0.67 + 0.01 + 9.82 + 13.37 + 32.63 + 2.67 + 36.42 + 4.16 + \\
& 38.75 + 68.0 + 0.04 + 41.16 + 29.60 + 5.00 + 27.34 + 0.04 + 3.80 + 13.45 \\
& \qquad \qquad \qquad = \qquad \qquad \qquad \mathbf{459.03}
\end{aligned}$$

X² critical value at 16 degree of freedom and 0.05 level of significance = 26.296.

The hypothesis tested above has shown that low level of women education in Zaria Local Government is as a result of socio-cultural hindrance. This is supported by a calculated x² value of 459.03 which is greater than the critical value of x² of 26.296. Based on the decision rule which states that the null hypothesis should be rejected if the critical or tabulated value is less than the calculate x² value and should be accepted if other wise.

Thus, the null hypothesis is therefore rejected i.e. low level of women education in Zaria Local Government is not as a result of socio-cultural hindrance. While the alternate hypothesis, which states that, low level of women education in Zaria Local Government Area is as a result of socio-cultural hindrances accepted.

4.6 Discussions

This section represents a collection of rationalized deductions made from the data presented earlier under chapter 4.7 - 9 above. As a recap, the basic concerned of this research has been on women education and socio-economic development in Zaria Local Government and its effects on the socio-economic development of Zaria Local Government.

Several items have been identified in a hypothetical relationship in each of the three stated hypothesis. It is the belief of this research therefore that, the items have a direct correlation to the role of women education as an agent of socio-economic transformation.

For any reasonable and meaningful development to occur in any society, such a society must improve the quality and quantity of its human resources irrespective of whether they are men or women. In Zaria Local Government it was discovered from the opinion of the respondents that, a very small proportion of the females are enrolled in schools, which in one way or the other have affected the socio-economic development of Zaria Local Government negatively.

Furthermore, for women to contribute to the socio-economic development of any society, it is important that they acquire sufficient skills and knowledge in which they can use to be self-sufficient and not necessarily depending on their husbands or male folks before they could fend for themselves. Generally speaking, women are supposed to be self-reliant and sufficient when they attain some levels of education they would be able to contribute their own Quota's to the development of the society. However, in Zaria Local Government from the responses of the respondents in table 4.7 item 2 revealed that majority agreed to the fact that women do not possess high level of skills and knowledge.

If women are allowed contributing in wealth creation and in creating job opportunities in the society, it is obvious that, such society would experience development economically and socio-culturally thereby assisting in reducing the level of poverty and hunger. However in the case of Zaria Local Government going by the respondents responses in table 4.7 item four, a high percentage of the respondents believed that women in Zaria do not contribute to wealth creation and job opportunities in their society. This type of belief could be based on certain outdated traditions which lack economic viability.

In a similar vein, for a society or nation to be termed as developed, it needs to tackle the level of illiteracy, poverty, hunger and diseases in its society, and one good way of tackling or eradicating these menaces is through education. However, in Zaria Local Government based on the respondents' responses in table 4.7 item 5 majorities of the respondents agreed to the above notion.

Furthermore, for a society to move forward positively, people should be encouraged to acquire knowledge and skills. All necessary facilities should be put in place in order to facilitate easy accessibility in acquiring knowledge. Based on the respondents' responses on table 4.8 item 1, it shows that women in Zaria Local Government are not adequately encouraged to acquire knowledge and skills in order for them to be self-reliant in Zaria Local government.

Also, for women to contribute adequately well to the socio-economic development of a society, there is the need for them to have basic knowledge and information about their society. Once they possess this basic tools they are therefore enlightened on what to do as regards their medical, economic, social, political, cultural and environmental wellbeing.

Furthermore, for women to contribute meaningfully to the socio-economic development of any society, it needs the active involvement of women in every sphere of the society. Women should make positive contribution by involving themselves in every productive venture as against traditions which segregate the male from their female counterparts. In table 4.9 item 2 it shows respondents responses where majority opined that traditions and religion prevent women from being seen and heard in the society.

If women are prevented from practicing the knowledge skills they have acquired, such skills and knowledge becomes useless. It is believed that every knowledge and skills acquired should be put into use and as such justifies the purpose of acquiring them. If women are allowed to put into use what they have learnt it will go along way of improving socio-economic activities of their respective society but the case have not been so in Zaria Local Government. See Table 4.9 item 3

4.7 Major finding of the research

The analysis of data and the test of hypotheses have led to some significant and fundamental findings as relating to women education and socio-economic development in Zaria Local Government. There findings includes the followings.

Recognizing the role of educated women in the transformation of the socio-economic development of a society, the researcher has found out that in Zaria Local Government Area even though, there are women enrolled in schools, the number of women compared to their males counter parts is very low. The girl Childs are not adequately encourage to go to school as depicted in table 4.2.

Also, the research also found out that, majority of the women in Zaria Local Government do not possess high level of skills and knowledge to be able to cater for their livelihood. Most women solely rely on their husband to provide for them and their children before they could fend for themselves. Similarly most of them are ignorant and as such could not contribute meaningfully to the socio-economic development of Zaria Local Government.

Furthermore, the research also found out that education is vital tool to liberate most women from poverty, diseases and illiteracy. In

Zaria Local Government most women are ignorant and are not educated.

The hypothesis two testing on table 4.2 has shown that, effective women mobilization and enlightenment on education in Zaria Local Government will improve the socio-economic development Zaria Local Government. In light of the above, it was discovered that majority women in Zaria local government are not adequately mobilized and educated.

Parent place more priority to male child than girl child, it is rightly observed that, parents in Zaria Local Government place top priority to male child education than girl child education. This may not be far from the facts that the role of women is relegated to the background. Traditionally, women activities start and end at home and such should not be given the privilege to be educated.

It has been discovered that in Zaria Local Government that most girls are send to hawk in the neighborhood instead of attending schools.

It has been realized that, most women are not encouraged to acquire knowledge simply because tradition or religion prevents women from being seen or heard in the society and as such women are placed in purda (Kulle).

Similarly, it was observed that, if women acquire this knowledge they stand the chance of being useless as majority are not allowed to put it into use since the traditional role of women is to take care of the domestic chores and bore children.

Also, it was discovered that, one of the major problems facing highly educated women in Zaria Local Government is the problem of having husband this is because most men believe that once their wives becomes highly educated more than they do, they

will not be obedient to them and also refuse taking up their responsibilities as a wife and as such make men to shy away from them. For that reasons women becomes conscious and weary of the limit of their education and as such make them incapacitated to acquire knowledge.

CHAPTER FIVE

5.0 Summary, conclusion and recommendations

5.1 Summary

Education is the acquisition of knowledge for the total development of the human mind, physically, mentally, morally, politically and technologically to enable the individual to function effectively in any environment in which they find themselves. Education therefore has become an inevitable tool used in any society. The relevance of this explained the fact that the most advanced society is the one in which its population irrespective of whether they are women or male acquires knowledge with the sole aim of transforming their societies.

It has been widely noticed that, in the past women were sidelined and were dominated by men and subordinated to them. Women were seen as commodity to be sold, bought by the highest bidders and also as part and parcel of men's properties. Socially, women were entirely dependent on men and relegated to the background, because men were regarded as the luminaries of the public life, they said women as weaker vessels and not capable of doing or contributing any thing important but their duties were mainly concerned with the house and the responsibilities of given birth, taking care of them, cooking for the family as well as taking care of husband and the domestic chores at home. They were widely regarded as second class citizens with no recognition of status or position in the society.

Presently with the ever increasing to women participation and development in acquiring western education and the utmost realization that when you educate a woman you have

automatically educate the whole nation, effort are then geared towards the improvement of the women participation in national development, in the sense that women were encouraged to contribute their own quota's and stop living in the shadows of their male counter parts.

In light of the above, government took various stages to improve women education at federal, state and local government level. Programmes and policies were formulated and geared toward women participation in the improvement of their society socially, economically, politically, morally and technologically. This gave birth to the family support programme (FSP) which was launched by the then first lady Maryam Abacha and many others. This therefore prompt the researcher to investigate on how far the women folks in Zaria Local Government Area have contributed in social and economic development of their area.

Finally, this research therefore sought for an understanding of the process of and the involvement of women in the socio-economic development of Zaria Local Government and the nation at large. It also by implication analysed the internal and external constraints to the effectiveness of women in contributing to the socio-economic development of their area. In this light, survey design was adopted with specific reference to descriptive research methodology. A research sample population of 327 was drawn out of the population of Zaria using the stratified, judgmental and cluster sampling techniques. Also a rationale combination of the percentage analysis and chi-square was used to analyse the data collected from Zaria Local Government Area.

5.2 Conclusion

The analysis of the research survey questionnaire data and complimented by the observations made by the research has led to the conclusion on certain deducted facts about women education and socio-economic development of Zaria Local Government Area. One of such conclusions drawn from the findings is that, in Zaria Local Government only a few numbers of women still go to school to acquire knowledge.

The fact remains that women education will only contribute to the socio-economic development of Zaria Local Government unless a majority of the women are enrolled and encourage to go to school.

Secondly, for any meaningful development to take place there should be an effective enlightenment and mobilization of the female folks to acquire knowledge and any other skills that will make them contribute favorably well to the socio-economic development of their society. It is glaring that there is an absence of such application of this aforementioned strategies. To this extent, women are not adequately mobilized and encouraged to acquired knowledge and skills in Zaria Local Government Area.

Finally, various socio-cultural traditions have hampered the growth of women education in Zaria Local Government so much to the facts that, women are regarded as second fiddle to their male counter parts. Traditions has made women to live in the shadows of their male counterparts and subjected to the traditional role of boring children, taking of these children, husbands and their husband belonging without making any meaningful contribution to the socio-economic development of their area.

5.3 Recommendation.

It is undoubtedly true that education is the most vital assets any society can boost of. The unavailability of supply of the required quality and number of women has created a need for their effective involvement to make them productive and contribute to the socio-economic development of any society. Any ineffectiveness of women not being educated will be of gross negative effects to the development of a nation as a whole.

This study therefore recommends the following:

- a) Government and parent should encourage the involvement and participation of women education through man literacy programme and preferential treatment in admission especially to tertiary level.
- b) Sensitizing the general public to gender issues which militates against the realization of the fundamental right of women as enshrined in the constitution.
- c) Support women's entrepreneurial development through greater participation in all spheres of the economy particularly through improved access to credit facilities for commercial and other ventures.
- d) Re orient institutional structures, cultures and traditions to fully support the promotion of equal opportunities for women especially in the area of education, employment and decision making at the national, state and local government.
- e) Ensure that women have access to and right to utilize productive resources, market, facilities, credit property and other family resources.
- f) Women should be allowed to practice or put into use the knowledge it has acquired and they identify of keeping them indoors should be discouraged.

- g) Government should enact policies and programmes that will support the mass involvement of Girl child education just like their male counterpart.
- h) Sensitive campaign should be embark upon on need for total involvement of both male and female in the eradication of poverty, illiteracy and diseases through the acquisition of education.
- i) Scholarship awards should be increased to women particularly those from less advantages families and those that demonstrate attitude for acquisition of knowledge.
- j) Civil society, Non-Government Organizations should collaborate government effort in the sensitization, provision and encouragement for need of women education in the society.

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APPENDIX

QUESTIONNAIRE

Dear Sir/Madam,

I am a Master student with the department of Public Administration, Ahmadu Bello University Zaria, undertaking a research work on Assessment of Women Education Programme in Socio-Economic Development in Zaria Local Government Area. The questionnaire designs below are questionnaires for respondents in Zaria Local Government Area of Kaduna State.

The information required is only for academic purposes and assurance is given that any information given will remain confidential.

Thank you.

{Signed}

Sani Barakatu (Mrs),

Questionnaire Administered to Respondents in Zaria Local Government Area.

SECTION "A" BIODATA

QUESTIONNAIRES

Please indicate choice by ticking [] or [NA] not applicable as answer to the question.

1. Sex a. Male [] b. Female []

2. Age a. 20 – 30 years [] b. 31-40 years [] c. 41-50 years []
d. 51 – 60 [] 61 and above []

3. Educational Qualification
a. Post Graduate [] b. First Degree/HND [] c. NCE/OND []
d. SSCE [] e. Primary Certificate []

4. Marital status
a. Married [] b. Single []
c. Divorce [] d. Widowed []

Section B Respondents Responses Relating To Hypothesis I

6. Larger Number Of Women Are Enrolled In School In Zaria Local Government.

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
e. Strongly Disagree []

7. Majority Of Women In Zaria Local Government possesses high level of skills and knowledge to cater for their livelihood.

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
e. Strongly Disagree []

8. Ignorance is not the major problem of women contributing to socio-economic activities in Zaria Local Government.

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
e. Strongly Disagree []

9. Majority of women Contribute to wealth creation and job opportunity in Zaria Local Government

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
e. Strongly Disagree []

10. Education is not a vital tool in eradicating illiteracy poverty and diseases in Zaria Local Government Area.

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

Section C Respondents Responses Relating To Hypothesis II

11. Women are adequately encouraged to acquire knowledge in order to be self - reliant in Zaria Local Government

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

12. Parents in Zaria Local Government area place more priority to girl child education than their male counterparts.

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

13. Women are morally and financially supported to acquire knowledge in order to be self-sufficient in Zaria Local Government.

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

14. Government has put in place better policy to mobilize mass number of women into acquiring sufficient knowledge and skills

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

15. Adequate knowledge and information among women is a basic tool necessary for their economic and medical well-being.

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

SECTION D Respondents Responses Related To Hypothesis III

16. Women in the society are supposed to be seen or heard according to traditions and religion

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

17. Traditions do not permit women to acquire knowledge in the society

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

18. If women acquire knowledge, it is useless since they are not given the privilege to put it into use

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

19. Highly educated women face difficulties in getting married in the society

- a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []
- e. Strongly Disagree []

20. The role of women in the society is to bore children and take care of the domestic chores at home.

a. Strongly agree [] b. Agree [] c. Undecided [] d. Disagree []