PERCEPTION OF PARENTS, TEACHERS AND STUDENTS ON PSYCHOSOCIAL STRATEGIES FOR ENHANCING FEMALE EDUCATION AT SECONDARY SCHOOL LEVEL

BY

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DECLARATION

I hereby declare that this thesis leading to the award of the degree of Masters in Educational Psychology has been written by me, and that it is a record and production of my own work. All quotations are indicated by quotation marks and the sources of information are duly acknowledged by means of reference.

To the best of my knowledge, this thesis has never been presented either partially or wholly for any other degree nor is it being concurrently submitted for another degree.

Bahago, Beatrice Ahmadu.	.....	19/12/2020
Declarant	Signature.	Date

CERTIFICATION

This thesis entitled "Perception of Parents, Teachers and Students on Strategies for Enhancing Female Education at a Secondary School Level" by Beatrice Bahago Ahmadu, meets the regulation governing the award of degree of Master of Education in Psychology, of Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

This research attempted to identify psychosocial strategies for enhancing female education. This was informed by the increasing decline of female education in Jaba and Kachia LGAs. The factors responsible are many, the major ones being the general societal neglect of educating the female child, poverty and inaccessible schools. Other factors include early marriage, repetition and teenage pregnancy.

Three hypotheses were formulated relating to the differences in perception of psychosocial strategies among male and female parents, teachers and students. One hypothesis was postulated to assess the relationship between educational qualification and teachers perception of psychosocial strategies that could enhance, female education in the area of study. The study further investigates whether educational qualification of teachers, can inform their perception of psychosocial strategies.

The subjects comprised of' 350 students, 102 teachers and 96 parents from 11 schools across the two LGAs. Among the statistical techniques used in analyzing the data are analysis of variance and Pearson's Product Moment Correlation Coefficient. The results showed that there is significant difference in the perception of psychosocial strategies between rural and urban males and females. There is significant relationship between educational qualification

and teachers' perception of psychosocial strategies from enhancing female education.

A number of recommendations were forwarded which if considered by parents, teachers, students and education planners for implementation, could go a long way to enhancing female education in the two LGAs and Kaduna State in general. They can have additional advantage on improving the health of the families and increase their productivity.

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I am indebted to my family for cooperating and bearing responsibilities of the house in my absence while on the course of this study. In particular, I thank my husband for his encouragement, patience and financial support throughout this study.

DEDICATION

This thesis is dedicated to the following:

My late son Jerry Wyah Bahago.

My Mother for laying the foundation of my education.

My husband for nurturing it to maturity.

And to all researchers on female education.

LIST OF TABLES

3:1 Sample Population of Respondents: ---------- 30

4:1 Factors affecting female education: ---------- 44

4:2 Suggested strategies for enhancing female education: ---------- 46

4:3 Percentages of psychosocial strategies: ---------- 48

4:4 Analysis of variance for parents, teachers and students.: ---------- 50

4:4:1 Mean scores for parents, teachers and students.: ---------- 50

4:4.2 Results of Scheffe procedure: ---------- 50

4:5 Results of a t-test on male and female students' perception.: ---------- 51

4:5.1 Results of a t-test on male and female teachers' perception.: ---------- 51

4:5:2 Results of a t-test on male and female parents' perception: ---------- 51

4:6 Results of at-test on urban and rural students' perception: ---------- 52

4.6.1 Result of a t-test on urban and rural teachers' perception: ---------- 52

4.6.2 Result of a t-test on urban and rural teachers' perception: ---------- 52

4.7 Correlation between educational qualification and teachers' perception.: ---------- 53

TABLE OF CONTENT

	Page
Declaration	ii
Certification	iii
Acknowledgment	iv
Dedication	v
Abstract	vi
List of Tables	vii
Table of Content	viii
Definition of Terms	xi
Abbreviations	xii
CHAPTER ONE: INTRODUCTION	
1:1 Background to the Study	1
1:2 Statement of the Problem	6
1:3 Purpose of the Study	8
1:4 Research Questions	8
1:5 Hypotheses	8
1:6 Significance of the Study	9
1:7 Basic Assumptions	10
1:8 Scope and Delimitation	10
1:9 Summary	11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2:1 Introduction 12

2:2 Nature and Level of Women Education 12

2:3 Importance of Women Education 18

2:4 Crises in Women Education 21

2:5 Enhancing Women Education 24

2:6 Review of Related Strategies for Enhancing Female Education 27

2:7 Factors Affecting Female Education in Southern part of Kaduna State: 31

2:8 Summary 35

CHAPTER THREE: METHODOLOGY

3:1 Introduction 36

3:2 Research Method. 36

3:3 Population of Study: 37

3:4 Sampling Procedures 37

3:5 The Subjects 37

3:6 Instrumentation 39

3:7 Pilot Study 41

3:8 Procedure of Data Collation 42

3:9 Statistical Techniques used for Data Analysis 42

3:10 Summary 42

CHAPTER FOUR: DATA ANALYSIS

4:1 Introduction 43

4:2 Factors Affecting Female Education 44

4:3 Suggested Strategies for Enhancing Female Education 46

4:4 Research Question and Hypotheses testing. 47

4:5 Discussion of Findings 53

CHAPTER FIVE: DISCUSSION OF THE FINDINGS, RECOMMENDATION AND CONCLUSION.

5:1 Introduction 61

5:2 Summary 61

5:3 Recommendations 62

5:4 Recommendation for Further Research 65

5:5 Conclusion. 66

REFERENCES 67

APPENDIXES 74

DEFINITION OF TERMS

The following terms are defined operationally for the purpose of this study.

Psychosocial: The way one thinks about himself and how his feeling affects his relationship with his immediate family, school setting and the society in general.

Strategies: practical ways of achieving desired goals.

Maternal morbidity: Health problems like deaths, sicknesses, cost of health services, etc., incurred by pregnant and nursing mothers.

ABBREVIATIONS

HIV/Aids: Human Immuned Virus/ Acquired Immuned Deficiency Syndrome.

FOS: Federal Office of Statistics.

FWCW: Fourth Word Conference on Women.

KDSWC: Kaduna State Women Commission.

LGAs: Local Government Areas.

NOSOSA: Nothern States Old Students Association.

SSS: Senior Secondary School.

UBE: Universal Basic Education.

UN: United Nations.

UNICEF: United Nations Children Emergency Fund.

UNESCO: United Nations Scientific and Cultural Organization.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Despite the remarkable achievement made by the Nigerian government during the last quarter of the 20th century in increasing access to education, the goal of education for all by the year 2000 has not been fully achieved. Fiscal crisis, political instability, civil strife, endemic poverty and persistently high demographic pressure have resulted in stagnation in enrollment and decline in quality of education(World Bank 1998). Poor students' participation, high drop-out rate, repetition levels, low teacher moral and attendance are the other pressing educational problems. Of all these problems, the most frightening challenge is that of enhancing female education. World Bank 1995 statistics shows low enrollment of girls in primary and secondary schools between 1960 - 1990. This is due to fluctuation in the number of enrollment between 1960 and 1990. Primary school enrollment of female pupils in 1960, 1970, 1980 and 1990 were 31%, 27%, 90% and 63% respectively, while the percentage of female enrollment between 1980 and 1990 for general education were 35.5% and 42.6%, Teacher Training had 35.9% and 43.9%. Vocational Training also had 17% and 49.9%.

Various researchers, writers and NGO's and indeed, government bodies, attest to the fact that there is the need to educate women (Muckerin 1963, Lewis 1986, KSWC 1995). This is due to the inter-generational economic and social benefits of female education to the women folk in particular and the nation in general. Some of the significant return of female education include reduced fertility, infant and maternal mortality rates, improved child education, over all economic productivity for women and the larger community. These benefits can only be achieved through the proper

understanding of the concept of education . Education is defined by Chauhan (1978) as the development of desirable skills and attitudes which make an individual a good citizen. Dubey (1982) support Chauhan by stating that the acquisition of skills and attitudes ensure stability. Education is expected to acquaint an individual with expected behaviours in his society and how to adjust to the changing society. However, Rao (1985) sees education as ability to judge and imbibe what is good in changes that are taking place due to modernization. To be modern, means to be educated, and relatively rational in one's attitude.

Education from all indication is perceived as an avenue through which the society can be transformed both socially, economically and politically. It is in realization of the role of education in nation building that the National Policy on Education (FGP 1981:7) states,

> *Nigerian philosophy of Education therefore is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the Primary, Secondary and Tertiary level both inside and outside the former school system.*

It is in the light of this that Idris (1999) stressed that education satisfies a human basic need for knowledge; provides means to meet other needs; sustains and accelerates development; provides essential skilled manpower for both formal and informal segments of the economy; provides the means of developing the knowledge, skills and productivity of the labour force; acts as a catalyst in encouraging modern attitude and aspirations; and finally, helps to determine not only the income of the present generation but also the future distribution of income and employment.

Despite the emphasis on importance of education at national level, abundant literature exist showing low level of enrollment of girls at all levels in Nigeria. Between 1993 - 1994, the percentage of females in primary school in Nigeria was not

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up to 50% (FOS 1994). The situation is more bleak at the secondary level where the highest percentage enrollment between 1983 to 1993 was 43.1%. (FOS 1994). In the North, female enrollment in 1994 was 482,430, representing 35% of the total females in school, as against males enrollment of 886,474, representing 54.8%. Enrollment of girls at primary and post primary level was 43.4% of the total enrollment in Kaduna state in 1991 an 1992. In essence, glaring inequality exists in the education of boys and girls from primary to post primary education. This goes a long way in predicting the number of girls that sat for Senior Secondary School Examination Certificate during these years.

Jibril (1999) lamented over this low enrollment. The low enrollment is not unconnected with the attitudes of the Muslims in the Northern part of the country. According to Jibril, despite the injunction by Islam to seek for knowledge as long as it is profitable to mankind, there is still a lukewarm attitudes towards the Western education. This lamentation was earlier made by the Late Premier of Northern Region at the London Conference in 1957, that the North was paying the penalty for the reluctance of their forebears to accept modern educational methods. This was earlier stated in 1955 at the Nigerian Union of Teachers' Meeting in Lagos where he emphasized that the North cannot move forward in the world unless it has large number of educated men and women. He reiterated that the north did not intend to remain backward, and envisaged that the North was going to catch up with the South. This declaration after 45 years, the educational gap, instead of closing, has continued to widen especially between male and female, as the 1993/94 literacy rate shows that apart from Benue State with 53.4%, all the other states in the North had literacy rate below 50%. The literacy rate among female is much lower. This informed Akinpelus' 1981 opinion that the educational imbalance in the country might not be fast corrected

unless efforts are made to equalize the awareness and enthusiasm of the country. Akinpelu (1981) agreed with Jibril and posited that the educational imbalance in the country might not be fast corrected unless efforts are made to equalize the awareness and enthusiasm of the country.

Traditional African culture view access to education as an exclusive right of the male child. This led to the alarming rate of illiteracy among females. In tracing the ordeal of women folk during the last decade, Suara (1999) posited that the gap between male and female in literacy since independence has always been larger than 20 % in spite of the almost an equivalent population of females and males. (1991 census). An overall literacy rate of 40% for females and 60% for males is a significant imbalance. Therefore, the high educational gap between males and females reveals the country's laxity on attempt to realize the fact that education is the single most cost effective investment that can improve the standard of living of the poorest nations.

It is argued that there has been a dramatic advancement in female education as a result of the awareness that caused increase in the average percentage of girls in secondary schools. Enrollment in secondary schools rose from 46% in 1970 to 69% in 1990. Despite this broad way, girls' enrollment has been upset by high drop-out rate. This was noted by UN in 1993 as a problem related to many years of neglect which led to high illiteracy rate among adults, especially women.

In Nigeria, despite the marked improvement, statistics showed that girls still lack behind boys in both informal and formal education. This is due to the damage that has been done as a result of partriachal authority structure, undue emphasis on teenage marriage, ineptitude to the plight of women as they play the dual roles of house wives and employees, and over-emphasis on the status of men (Akande 1989).

This prompted the Vision 2010 Committee to note with concern while submitting their report that

> *Nigerian women sometimes encounter gender specific obstacles in various fields of national life. In economic field, women are sometimes discriminated against with regards to employment, economic opportunities and access to credit and financial facilities. In the political and cultural realm, women also suffer from sexual harassment and gender tokenism, early marriage, high illiteracy rate, discrimination, domestic violence, single woman stigma, and harassment on widows. In the field of health care, women are especially affected by the inadequacy of health care facilities, high infant mortality, high maternal mortality and inadequate family planning facilities. (Vision 2010 :38)*

It is in view of the foregoing that the Federal Government embarked on policies towards improving female education as stated in the National Policy on Education. Efforts have been made by some First Ladies of the country to mobilize women through their various empowerment programs, like the Better Life for Rural Women, Family Support Programs, Women's Rights, Advancement and Protection Alternative Fund, The Family Economic Advancement Program (FEAP), and the Child Care Trust Foundation. It was in line with the Federal Government's effort that the then Military Governor of Kaduna State Col. Lawal Jafaru Isa, in responding to the courtesy call of the Barewa Old Boys Association (BOBA) on the need to revamp education in the Northern States said that education in the North was in a state of decay atrophy at all levels of the system. At the workshop organized by Northern States All Students Association, it was observed that despite the introduction of UPE 20 years ago, instead of children going to school, they appear to be running away from school. Statistics show that in 1996, the Primary School-aged not in school in kaduna State was 66%. Despite these efforts, the desired results have not been achieved in Jaba and Kachia LGAs in particular and Kaduna State in general. This is due to dilapidated structures, poor parental attitudes, lack of instructional materials,

inadequate qualified teachers and lack of adequate funding. This is further compounded by sex stereo typing, partriachal authority structure, inter-communal conflicts, early marriage, drop out of females from schools, and poverty of parents.(Dogo 1980; Maiamari 1980, KSWC 1995). These problems caused astonishing disparity between males and females enrollment in both primary and secondary schools. Considering the implications of these factors on education in the two LGAs in particular, and the state in general, the researcher is prompted to investigate and identify psychosocial strategies that could be adopted to increase enrollment and prevent getting out of school of females.

Jaba and Kachia LGAs where this investigation was conducted are situated in Southern part of Kaduna state. They share borders with Chukun, Zangon Kataf, Jama'a and Kagarko LGAs. Jaba LGA shares borders with Keffi LGA of Nassarawa State. The main occupation of the people is farming. Few are professional traders and nomads, while many engage in the last two as secondary occupations, farming is their primary occupation.

1.2 **Statement of the Problem**

Concern for women education is a global issue that has attracted attention at national and international conferences, some of which include the 1985 Nairobi Forward Looking Strategies for the Advancement of Women and the Beijing 1995 Conference on Women and Development. These concerns emanated from researches conducted on the plight of women educationally. (Caspo 1981; Biraimah 1989; Mallum 1992; Yaweh 1996; and Denga 1999.) They have all tried to address the problem of female education. Their findings indicated that problems militating against female education included lack of provision of primary and secondary school

education for all children. Numerous students are made to repeat classes thereby occupying the scarce spaces available. Most of the female students lucky to be enrolled in secondary schools drop out before completion. The problem is further compounded by low level of female academic motivation.

As an agricultural community the utilization of girls labour is imperative to the production of adequate food. This conflicts with the enrollment of girls in schools. This is so because most of the post primary schools are Day Secondary schools which allow girls to live with their parents. It is a society that has high expectations for physical work for girls as they are expected to do all the house and farm works. In some extreme, any girl that fails to go to farm would be threatened, and might be denied school fees. It is evident that educating females is not motivated, and is a problem that needs solution. Other problems include the following;

(i) The fact that the labour market is gender biased, and in most cases non-available, parents are not motivated to sponsor their daughters' educational careers.

(ii) The high expectation for boys and girls in agrarian community conflicts with school activities resulting in poor performance.

(iii) Some girls simply drop out of school whenever they are asked to repeat. Repeating has enormous psychological implications.

(iv) The traditional authority structure is patriarchal and repressive to women, and would undermine the development of women. In fact, enrollment into school is gender biased. The above are the problems motivating the investigator to examine, the psychosocial strategies that can enhance women education?

1.3 Purpose of the Study

Among the purposes of the investigation was to determine psychosocial strategies for enhancing women education.

The research questions were geared towards finding out whether parents, teachers and students differ in their perception of psychosocial strategies. It was also intended to examine whether male and female students, teachers and parents differ in their perception of psychosocial strategies. Furthermore, it was sought to determine whether types of settlements influenced parents', teachers' and students' perception of psychosocial strategies. This included determining whether educational qualification of teachers affected their perception of psychosocial strategies for enhancing female education.

1.4 Research Questions

The following research questions guided the study:

1. What are the psychosocial strategies that increase enrollment of females in the school and prevent them from dropping out?
2. Is there any difference in the perception of psychosocial strategies of the students from those of teachers and parents?
3. Does gender affect respondents' perception of psychosocial strategies?
4. Does types of settlements influence respondents' perception of psychosocial strategies?
5. Does educational qualification influence teachers' perception of psychosocial strategies?

1.5 Research Hypotheses

The researcher in the course of investigation tested the following hypotheses:

1. There is no significant difference in the perception of psychosocial strategies among students, teachers and parents.

2. There is no significant difference in the perception of psychosocial strategies between male and female respondents.

3. There is no significant difference in the perception of psychosocial strategies between urban and rural respondents.

4. There is no significant relationship between educational qualification and teachers' perceptions of psychosocial strategies.

1.6 Significance of the Study

Education is indispensable to the development of any society. Rusk(1969) reiterated this injunction of Plato the Great Educator. He was of the view that no man should bring children to the world unless he is willing to preserve to the end the nature and education of such children. Likewise, Dewuey the famous American philosopher, reiterated the need to educate women towards sustainable development.

The significance of the study lies in the fact that it is dealing with current issues with national and international interest. The investigation would proffer solutions to most of the problems of women education identified. The study would therefore make a major contribution to the overall effort in improving the intervention strategies. They would assist planners of education in curriculum development. It would add to the available literature on female education.

Education is for life because skills and wisdom of the society are preserved. Women should be given this education since they constitute almost half of the nation's population to equip them with these skills which they would use in carrying out their roles and pass the cultural values to the young. Education would enable them properly integrate without difficulty.

Furthermore, this research is significant because it attempted to identify strategies that would counteract impediments to female education. This would assist in equipping and preparing the new generation of people in the study area for a better livelihood.

The finding of the research would assist planners of education in curriculum development.

The study would also add to the scarce available literature on female education.

1.7 Basic Assumptions

This investigation is based on the following assumptions:

1. Majority of women have educational problems.
2. Parents do not give equal attention to their children educational career.
3. Male and female students are not exposed to the same extra curricular activities in schools
4. Some methods of handling female education are more effective than others.

1:8 Scope and Delimitation

The study is mainly concerned with the identification of psychosocial strategies that can be employed to enhance female education. The study is confined to serve secondary schools in Jaba and kachia LGAs of Kaduna State. These two LGAs are selected to their proximity, homogeneous culture, common economic activities. This will ease comparison of findings with other LGAs.

1:9 Summary

This chapter lays the background understanding and conception of the research. There are apparent problems in the female educational career. Thus, concise statements of the problems were given. The objectives and justification of the study were also enumerated. Research questions and hypotheses that guided the researcher were also clearly stated.

The research questions were geared towards finding out whether parents, teachers and students differed in their perception of psychosocial strategies.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE:

2.1 Introduction

This chapter presents a review under the following subheadings:

i. The nature and level of women education;

ii. The importance of women education;

iii. Crisis in women education:

iv. Factors affecting female education in southern part of Kaduna state;

v. Enhancing women education:

vi. Review of related studies on the strategies for enhancing female education.

2.2 Nature and Level of Female Education

The issue of female education has been a global phenomenon. Patai, Zollinger and Smock (1977) carried out studies in twenty four countries and found that there is a gradual move towards equalization of educational opportunities for both male and females since World War II. They however disclose that the baseline for change in Europe was different from what was obtained about two thousand years ago in Rome, Greece and Babylon.

Similarly, in Britain, educating women became prominent in the 19th century. Generally, women have often been looked at in most developed countries as inferior, who "are supposed to be seen and not heard." Women are suppose to be restricted to the kitchen. Likewise Lampheze (1977), Patai and Rumier (1980) stated that until recently, men were the actors and maker of history, not women. According to them, even where studies focus on women, it is not the experiences and activities of women they write on. Being chauvinistic, men writers wrote their notion about women. Lampheze (1977), Patai and Rumier (1980) found that secondary differences between

men and women became a major problem for mankind. In spite of increase in civilization, which enabled women to fix with ease into simple social schemes, millions of women, either due to choice or necessity, work outside the home where they find themselves competing in men world-dominated environment. In many parts of the world, there are still women who suffer gender based inequalities in the labour market. For example, differences in tax deductions, unequal pay for daily unskilled labour in Nigeria differ in accordance with sex.. Even in the some advanced countries like America for instance, Reagan's administration failed to sign the Equal Right Acts is still very fresh in our memory. Thus given in some developed countries, the issue of women's right is infringed.

In spite of the numerous contribution of women to general development at all levels, men continued to deny them equal rights. They are denied participation in politics. Up till date, in Nigeria, women are not recognized for bailing a detained member. The composition of women in administrative positions are never near that of men in almost all administrative units. Historians have made it known that the French and American revolutions in particular would have been an illusion without the contribution of women. It was noted that French Revolution succeeded due to the encouragement women gave to their husbands and the total surrendering of their lives fighting side by side with them (Mallum 1992). In line with the forgoing, the investigator is of the opinion that the nationalists' struggle for independence. in Nigeria would have been impossible without the support of women. This was manifested through the Aba Women Riot of 1929. Similarly, the Nigerian Civil War of 1967 to 1970 was to a great extent sustained by the support of women.

Despite these roles played by women in most societies, they have continued to be relegated to the background educationally. Mullelar (1905) study in Germany,

stressed the need for organizing women to educate other women. This was true to association of Leipzip in Germany. By implication, women education in Germany was not encouraged. This necessitated the action by women themselves through this association to advance themselves educationally.

Similarly, Harding (1983, 1987) and Smaile (1984, 1985) lamented that despite the enormous contribution of women their education never received adequate attention until recently. In Newzeland too, the phenomenon of neglect of women led to the formation of Association of Mathematical Science and Computer Courses. Like in most of the developing countries, women education was looked at as unnecessary and thus uncalled for. Morinhol (1990), in her presentation of the World Conference on Education in Thailand, provided statistics showing that women education was in decline around 1985. She also identified economic, religious, cultural prejudices, curriculum content, etc., as the major factors limiting women education. This is true as these problems seem to be persistent (Vanguard, Tuesday, March 6 1996). It reported that during the Beijing Fourth World Conference on Women, and the International Conference on Population and Development (ICPD), the problems women face were highlighted and articulated.

According to various researches, Adefarisin (1987) and Mallum (1992) agreed that the contribution of women to technological and economic advancement of any society is indispensable, judging from the fact that they constitute half of the population of any society. Mallum specifically expressed that women contribution to the society is unlimited. As such, girls need to be educated in order to broaden and modernize their aspirations, and to feel competent in unfamiliar fields. This should be so as roles of women in the family are many. In fact, families depend on women support.

President Clinton, during his inaugural address to the Congress after winning for the second time, highlighted on the need to educate all Americans, women inclusive, in order to prepare for the 21st century. He said, "we should ensure that Americans have the best education." According to him, education is a national security. It implies that in the society where women are not adequately educated, would have half of the society paralyzed economically and politically. The current domination of America in most political and economic affairs of the world is an indication of the quantity and quality of education available to American citizens' women inclusive.

Looking at the level and nature of education in Africa, Ayuba (1985) and Oladipo (1990) opined that ignorance and poverty are the bane of illiterate women. Apart from the problem of ignorance and poverty, females also have the responsibility of bringing up the citizens of any nation. Oladipo specifically lamented that despite the fact that women contribute about 75% of agricultural out put in Africa, only 31% of females are enrolled in primary school, while males' enrollment is as high as 69%.

Woman is the mother of the nation, but yet saddled with poverty and illiteracy, which borders on the way the young are nurtured. It is in the light of this she stated that

> *Many kids who do not go to school, or who discontinue their primary education are girls. Many are pregnant before their two years in puberty. They soon become mothers who are not ready for motherhood, or who do not have a qualification for any job, nor knowledge for any trade. As a result, they end up selling oranges and other fruits with their babies strapped on their backs. Yet, obvious tasks rarely bring enough money to feed themselves, buy cloths and drugs, send children to school, or generally, have a decent living at the micro level, the cycle of rural poverty which easily translates to national level remains unbroken. (Oladipo 1990. p.113).*

This observation is not peculiar to rural women alone as everybody including women living in urban areas migrated from rural areas. She lamented that the Nigerian woman

is a beast of burden, because, according to her, while the men are mainly palm wine tapers and hunters, women, even at old age, farm. She specifically noted this in Iboland where cassava planting is the woman's responsibility. In the Northern States, most women compete with men in cultivating grain farms. Despite all these, women are expected to manage the kitchen in the evening, while their husbands smoke tobacco pipes, or engage in village meetings. Although this apply to farming communities, particularly in the rural settings, not all muslim communities allow their women to farm.

Studies by Nelson (1979), Youssuf (1982), Mahmud (1993), Kane (1995) and Denga (1999) suggest that there are some economic benefits of employing women outside the home. They showed that apart from marginally having power more than full time house wives, their employment does restore in them their sense of usefulness and renewed self-confidence. This contradicts the general cultural belief by even some educated men who view a woman who goes to work as belonging more often to the domineering type, due to the acquisition of higher status by virtue of her independence.

An educated woman is less dependent on her husband and possesses some security which a non-working woman lacks. All these are contrast of long-age culturally structured traditional roles of a woman, where she is put in sub-servant position. A change whereby women are alleviated from the cultural dominant can hardly be possible if women do not obtain some education.

Boserup (1975) expressed that 50% of human resources available for development are women. Therefore, there is a close relationship between the status of women and economic development in any given country. Since economic development goes with improved levels of education and functional training, women

need to be relevantly educated to participate in economic development. It was noted at the Fourth World Conference on Women (FWCW 1995) that available data showed that many women live in poverty and have no adequate access to health services, including reproductive health services, literacy programs, and decision making.

Agreeing with Boserup, Morinhol et al (1990) frowned at the curriculum of most developing countries as an alienating students from their rural communities and culture. This investigator is of the opinion that despite subsequent changes in the curriculum of the developing countries, it has not yielded the desired results.

Lack of adequate encouragement of women education, has been confirmed by researchers like Mukerin (1963), Boserup (1970), Yaweh (1996) and Akanbi (1991). They stated that female education has not been encouraged at all levels of education due to the identification and acknowledgement of this problem, the blue print on women education was launched in 1976. These generalizations on problems of female education cannot all be baseless as they apply in many situations and were further unveiled during the 1969 Curriculum Conference. In the various presentations, Jibowu (1969) and Kaita (1969) lamented on the problem of female education. Jibowu particularly stressed the irrelevance of the curriculum as far as the people were concerned. The Ibadan Branch of University Women Association (1963) also identified various factors. These factors include parental influence for male child education, irrelevant curriculum and cultural issues. Limiting the problems of women education to these factors alone, while exonerating the women-folk whom the researcher feels are the main architect of some of their problems, will continue to shield the identification of solution to the phenomenon.

Bulkachua (1992), Yaweh (1996) and Nomingo (1998) argued that the nature of western education, religious, social and economic factors militate against women

education in Nigeria, especially at the primary and secondary levels. They proffered that the situation can be improved through making education relevant to the needs and aspiration of the society, overhauling the moral tone of all schools to ensure submission and obedience, which are the cherished virtues of most societies.

2.3 Importance of Female Education

Arguing on the importance of educating women, Mallum (1992) opined that women have always contributed significantly to economic, social and political life of their communities. He explained that environment and economic organizations are not the only factors that have continued to shape their condition, but also their culture. Women's issues are contemporary because of the realization of the reality of their contribution to socio-economic development. It has been observed by scholars that the coming of women into public sphere in this century is a great revolution which is greater than Russian Revolution. This particular remark of women's contribution throughout history emphasize the fact that adequate education of a woman assist national development.

On the other hand, restricting woman to ignorance is like sentencing a nation to the worst risky ground for decision making which can be likened to the seven preventable killer diseases of both adults and children. Thus, the subtle degeneration and retrogression of Nigeria. Similarly, Adefarasin (1987) and Ango (1990) both agreed that the contribution of women technological and economic development is indispensable judging from the fact that they constitute part of the society . Ango specifically noted that women's contribution to the society is unlimited. As such, girls need to be educated to broaden and modernize their aspiration. Thus, education for women is *sine qua non* for social and economic development of any nation.

The importance of female education is a necessity due to these three reasons: First and foremost, in Nigeria, women constitute half of Nigeria's population. Second, socialization of children is undertaken by women. Thirdly, every nation needs education which is an instrument of development. This reflects the vision of the Late Premier of Northern Region Sir Ahmadu Bello, who aspired for the education of both male and female northerners. However, the researcher is of the opinion that education of women in the area under study, the state and the entire northern part of the will have narrowed drastically the white political, economic, and social gap in the country. This is due to the fact that women are more cautious in upholding societal norms and values that is a woman thinks more on how to defend her family than the man. No woman wants to be looked down by her neighbours. This invariably informs the early hawking (Talle) by girls to uphold the respect of family. Trading is valued more than education since education is a long time investment. Trading is preferred as it assists mothers prepare for their daughter's wedding which is considered ore profitable than education.

Ayuba (1985) looked at the importance of women education in ignorance and poverty perspective. He is of the view that educating the female will reduce ignorance and poverty. Oladipo is of the opinion that education wipes out ignorance among women and that since women bear the burden of young ones, and as well contribute a total of 75% agricultural out put in Africa, their education should be indispensable. Education can lift the poverty and illiteracy, which is a cancer worm that has eaten deep into the fabric of women education in most societies.

Education is regarded as a Fundamental Human Right by international organizations especially the United Nations. It is argued that allowing women to have access to education is not only a basic human right but also an important factor in

bridging the gap between sexes and sauce-economic groups. Thus, agreeing with the UN, Ekpu (1990) painted a vivid picture of the importance of education to women in particular and humanity in general, and noted that a society may rise or fall depending on the quality of the products of its institutions. He argued that if appropriate skills are imparted, and the right values imbibed, a society stands a good chance of being elevated by the collective good works of its educational institutions. The researcher is of the opinion that if the women-folk are left out without education, they could be problems to themselves, their families and the nation in general.

Ozigi (1993) agreed that education has become the universal hallmark of a technological society. Education incorporates and transmits its ideology, shaping the minds of both men and women to accept it and confers social status in proportion to its acceptance. Thus, there is no question of rejecting technology. How do we get there when education is not for all citizens? Is it possible for any nation which half of its population is left in illiteracy to attain technological advancement? Educating of women is a duty that should not be compromised. Therefore, to ignore the demand for education of women is not morally defensible neither politically excusable.

The relevance of education to all societies is not disputable. Thus the prompt remark by Denga (1990) that education is not only a dynamic instrument of change but also a means through which developing nations of Africa can achieve maximum level of growth of economic, social, cultural and political spheres. Education in this regard is seen to be closely related to change and growth by which developing countries, Nigeria inclusive, can be transformed into viable and stable nation. This had culminated into theoretical pursuits of education for all by subsequent governments in Nigeria to hasten the much needed development. Towards the realization of this goal, policies have been formulated and modeled for adequate

attainment of this noble objective. The continuous illusion of an all round development up to the dawn of a new millenium (21st century) is a source of concern not only to the researcher but all concerned citizens of Nigeria.

Similarly, it is also stated that education influences the development of quality of independence, initiative and assertiveness of an individual. Akambi (et al 1995, Saura 1999 and Damar 1999). These writers are of the opinion that education is something fundamental to the life and development of an individual. For effective participation in the upliftment of one's society, education is a necessity. Hirnyam (1992 p.2) stated that "while for the individual, illiteracy poses handicap for the society, illiteracy can be said to be modern tragedy." Consequently, it is suicidal to deny women education who constitute a very large portion of the population. Education for citizens of any society is not negotiable neither can it be compromised under any guise because it is the life wire of any nation. If women constitute almost half of Nigeria's population, their education becomes imperative.

2.4 Crisis in Women Education

Various researches by investigators on constraints in women education confirms inadequate attention to women education. (King 1990; Flora and Wolf 1990; Kane 1995; and Saura 1999). Inspite of all these researches, the issue of women education both at national and international levels remain inadequately tackled. Furthermore, studies by Mukerin (1965), Kaita (1969), Uche (1989), Oladipo (1990), Mallum (1992) and Yaweh (1996) reveal that the problem of women education is a national phenomenon. Some of the constrains include delayed rate of return for government because the benefit of increased investment in schooling can take many years to become apparent. Family cost, including opportunity cost, socio-cultural barriers, early marriage, teenage pregnancies, gender biases, and others.

Social and cultural prejudices in form of denying women access to properties, education and human rights have contributed to present predicament of women. Akanbi (1987, 1997), in supporting this, remarked that education is viewed in many African societies as not a prerequisite for a successful wife more so that educated women are thought to be morally bankrupt and that they do not fit well into the society as their behaviour goes contrary to the cultural expectation of men. This assumption is manifested through the frustration most professional women face when they qualify in professions viewed as exclusive reserve for men, like journalism, architecture, engineering and medicine. In most cases, such women are referred to as iron ladies that only men with guts can marry them. However, research on the importance of female education like those of UN 1993, Kane (1995) and Saura (1999) disagree with this conception among most African traditions, particularly Nigeria. This contradicts UN's stand on the Rights of Children. Saura (1999 :162), depicted the benefits of an educated woman by stating that

> *the ultimate gains of education are un-quantifiable because schooling instills basic skills in the people, educate them about their rights. Education is also the most effective way to inculcate the dignity of labour in persons and stem their (especially women and children) into abusive form of employment, for example, commercial sex working, begging and street hawking.*

Thus, rather than being morally bankrupt, educated women are self-independent and are not liabilities on others instead. This is unlike girls who are exposed to all kinds of social ills due to their deficiency in education. Thus the launching of the Millenium Hope Programme by Hajiya Asma'u Makarfi towards providing basic education for 2010 drop out girls.

UNESCO 1995 and UNICEF 19970 portrayed that poverty, lack of qualified personnel, lopsided bureaucracies, gender apartheid, rapid population growth, skewed

distribution of education funds, bloated military spending and foreign debt repayment burden are constraints to female education. They pose a serious challenge to the dignity of persons and the quest for sustainable development. This poverty as reflected by UNESCO especially in Nigeria emanated from 1980 following the oil glut. This affected government allocation to education. Thus affecting the enrollment and quality of education especially among girls.

Lack of access to employment has been identified as the greatest obstacle to female education in the labour market. In 1990, the International Labour Organization estimated a labour force of 73 million in Sub-Sahara Africa, women constituted 38%, showing a decrease of 2% from that of 1970. The labour market in Nigeria is not much different as the UN reported in 1995 showed that in the top executive offices either in private or public sectors, women are less than 10%. Confirming this, Saura (1999) lamented that, of the total of 10,584 academic staff in the Nigerian Universities, only 950 (19%) were females and only 53 (5.0%) of them were female professors, contrasted to 997 representing 95% male professors. (FOS 1995). She further pointed out that of a total number of 115 registered members of the Nigerian Academy of Education in 1998, only 12 (10%) were women. This points to constraints to female education, which have culminated into the present situation. Thus, the century slogan of education for all by the year 2,000 has become a mirage. After the 1969 Curriculum Conference, efforts have been made towards changing the trend. Despite the change in the curriculum, the desired results are yet to be achieved. This is due to teething problems of finance and lack of full commitment to the implementation of major policy decisions. These problems have further been compounded by the lack of high needs for achievement and low self esteem by some females.

Similarly, others have identified co-education as the bane of women education. The mushroom Day Secondary Schools mixed up in the name of Co-educational System is the cause of that problem. The call for separate schools for girls may not be unconnected with this problem. However, even where there are single sex Day Secondary Schools, the situation is not much different, as most girls become truants and finally get dropped out. This problem can be traced to the parents, teachers and the girls themselves. (Ayanniyi 1992; Nomingo 1997) However, the constraints facing the only Female Federal College of Education (Technical) Gusau, casts doubt as to ability of this plan to come to reality and even change the present situation. On June 6, 1999, the Nigerian Television Kaduna carried the news on the discovery of eight teenage girls in a location in Kaduna who were being sexually exploited by some men for a token amount of money. The girls stated that their been delinquent in behaviour was due to home neglect, hawking and inducement. It was in the light of this that the International Women Society established the Skills Acquisition center to eradicate way-wardness. The initiator of the program, Mrs. Moureen Fatai Williams, stated that the center is aimed at empowering women economically.

2.5 **Attempts at Female Education**

There had been a tremendous increase in the education of women world wide towards the end of the 20th century. This included enrollment, spending on education, national and international actions have been taken to raise literacy levels. (UN 1993).

The so-called 'Quiet Revolution' has been beneficial to women. In spite of this progress, there is still a high illiteracy among women as confirmed by the UNESCO 1995, that of the 960 million illiterates in the world, two-third of them are women. Since the 1991 Thailand Jomitein Conference, UNICEF took serious steps not only to tackle women exclusion from school but also their high drop-out rates and

their low achievement. Countries which attention has been drawn to this include Asia, where girls' enrollment in school is behind that of boys by 29% between 1986 -1989. Sub-Sahara Africa, where girls trail that of by 20% and the Middle East's is 18%. In the developing countries, Nigeria inclusive, the 1981 Population Bureau (PRB 1981 Data Sheet) estimated that only 6% of its adult females were literate as opposed to the 25% for males. This situation is even worse in the rural areas. Inspite the findings of Ogunlade (1985) as cited in the UN 1995, the generality of the respondents made it known that female education has grown tremendously in the last fifteen years. Statistics enrollment of females and males in primary and secondary schools showed that in 1968, a total of 27,687 girls enrolled in primary schools. In 1976, the figure rose to 182,025, and 372,117 in 1982. Despite this growth, comparism of male-female participation in schools show a high male-female ratio of 7:3 for Sokoto State, 6:4 for Plateau and Gongola States at primary level. Other examples reveal that despite the 40% women enrollment in 1975-76 session in Bendel state, only 23% was the figure enrolled in Kano state. In Borno State, it was 19.3% and 21.1% in 1976-77 and 1977-77 sessions respectively. Despite the fact that female education has grown over the years at different levels of education, it must be recognized that far fewer females have access to education than males. In the area under study, Kachia and Jaba LGAs, percentage of those enrolled in schools in 1979 showed that females were 0.14% in Nursery, 16.81 in Primary, 21.7% in Secondary School. The total number not in school was 30.8%. It was in support of the above data (Aliyu 1998, Mohammed 1998) that despite the role of women in national development, they do not have adequate access to education and training facilities. These national dailies were of the opinion that based on the fact that education serves as instrument for social change as well as paying significant dividends on economic growth, women should not be

marginalized educationally. They reiterated that education contributes significantly to the quality of health for women and men alike, and serves as major agent of social progress, the sustenance of which can be adversely affected by lack of educating women.

However, despite of the improvement in the number of women attending schools, there are more challenges than ever before on female education issues as rightly pointed out at the end of the Convention on Elimination of all Forms of Discrimination Against Women (CEDAW) in 1979, that most societies especially in Nigeria still engage in early marriage, child labour, financial hardships, preponderance of male teachers, jealousy, purdah and selfishness among males. Thus there is a call that girls should enroll in schools and not to drop out before completion. There should also be the provision of quality education to prepare the girls for further carriers.

UNICEF' comment has highlighted the need to educate girls by forwarding an old Chinese proverb which states that

> *If you are to plan for a year, plan rice.*
> *If you are to plant for five years, plant trees.*
> *If you are planning for a generation and the future,*
> *educate your children.*

According to UNESCO, had children been substituted with girls, it would imply that educating girls is one of the most rewarding investment a nation can make apart from an overall development. It raises income, promote health and increase productivity. Thus, the Universal Basic Education launched by President Olusegun Obasanjo, is a step in the right direction.

2:6 Review of the Related Studies on Strategies for Enhancing Female Education

My synoptic analysis of authorities (Herz et al 1991; King and Hill 1991; Tietjan et al 1991; UNICEF 1992; Wyath 1991 and Kane 1995) on various strategies for enhancing female education reveal that enlightenment program educating parents on the benefits of educating their daughters, can enhance female education. This approach makes parents see the need for and appreciate the benefits of their daughters' educational careers. Enlightenment campaigns carried out in Morocco and Mali since 1989, designed by parents, to enable them view the education of their daughters as an investment proved a success. Similarly, in South Asia, UNICEF initiated a Multi-Media Campaign Project aimed at both parents and children to change the society's image of girls. The Federal Government of Nigeria launched a Blue-print on Women Education in 1976. Some states and LGAs have followed suits through campaigns and policy statements on the need to educate women. However, the investigator feels that the desired results are yet to be achieved. Going by UN 1995, FOS 1993, figures on enrollment of girls in primary and post primary schools, which show that of all the states of the federation in 1993, only six states had up to 50% female enrollment in primary schools. This was further confirmed by Damar (1999) in Academy of Education 1999, that between 1984 to 1993, female enrollment ion primary schools stood at 43.18%, and highest enrollment in 1985-86, and lowest - 34% in 1993-94 session.

Dare Care Service currently enhancing early learning environment for children was designed primarily to service females only. However, available information shows that apart from facilitating their intellectual, cognitive and psychosocial development of the child, by the end of the primary school age, there would have been a reduction in the gender differences. It was also aimed at alleviating the burden of women

farmers and workers. Availability of Day Care Services have assisted women in various communities to articulate their needs and participate in shaping community's activities.

Different activities embarked for pre-scholars vary from one society to another. The launching of the Integrated Child Development Service (ICDS) in India through UNICEF support was geared towards that direction. In China, Siblings Care Facilities were established in primary schools to release girls involved in 'baby sitting' to gain access to school. Gender inequality in access to school was further reduced through this approach.

The Head Start Program in Columbia was initiated to spur gender equality in education. The program was lunched in poor coastal villages to enable educators work easy with mothers in the home to boost educational relationship with their children. These trained mothers in turn trained other mothers in ten or more villages. Apart from the educational benefits, it went a long way in controlling malaria.

Broadening School Access was used as an intervention in some Latin America, Africa and Asian countries. It is a known fact that due to the increasing decline in income and land, and migration in search for work in cities, women who are mostly hit by the negative consequences used their oldest daughters to work at home while they go to fend for their families. According to UN 1995, in India and Peru, statistics show that on the average, girls work more hours in a day than boys. Some countries developed innovative programs that reduce both the direct and opportunity cost for girls' education.

Recruitment of more female teachers has gone a long way in improving female education. This is due to the fact that it reduces parental anxieties and provide role models that encourage female students to continue their education . In Nepal, girls'

enrollment rose to rose to 11% as the result of training secondary school girls as teachers. However, the researcher is of the opinion that based on research available, UN (1994) revealed that efforts to increase the number of female teachers is being inhibited by number of factors in most developing countries. For example, in Nigeria, a minimum requirement for teaching in primary school required by National Policy on Education is the National Certificate in Education. This implies that a female needs to go for nine years training after primary school to qualify. The problem is further aggravated by the location of most training institutions in towns and cities to which rural girls, those most likely to staff rural schools cannot afford to come. Furthermore, condition of service for female teachers are often lower than wages available for semi-skilled and unskilled labour in growing industries. This approach have not yielded the much desired results.

Another approach of overcoming stereo-types is through training in traditional male fields and equipping girls with not only the three Rs but also with knowledge about their legal rights as well as training them in areas that were traditionally male dominated. (1993), Kane (1994) revealed that Mexico used sweeping changes in text books and in other instructional materials in reducing the portrayal of women as submissive and dependent both within and outside the home.

Nepal used course materials based on female characters and these enabled girls to overcome hardships of rural life and as well became confident in their work. Likewise the United States Department of Education, Dutch, French and German Federation of University Women encourage girls to explore the traditionally reserve of male works like construction, industrial works, chemistry, computer technology and engineering. Morroco launched Industrial and Commercial Training for Women in 1979, and women there could do a lot in drafting and electronics. Similarly, the

opening of Vocational Training School in Ghana in 1967 helped this program accessible to women, some of who took to welding, carpentry, mason and technical drawing.

Despite these giant strides in some parts of the world, Nigeria inclusive, it was only in Anambra, Edo and Ondo states that primary school enrollment for female in 1993 was just 49.5%, 45.2% and 48.8% respectively. In the Northern States, the total enrollment for all the pupils was lower, Kogi with 46.1%, Sokoto with the least of 21%. Female s did not constitute even one third of this very low enrollment.(National Primary School Education Commission NPEC 1996).

Statistics show that drop-out rate is high(?) in Kaduna state. It had an enrollment of 518,981 with a drop out of 21,265 - 4% of the enrollment. Akinmade (1998 p. 4).

Another strategy that is currently in use to enhance girls' education is Family Planning and Sex Education. In Nigeria and USA, it is included in their educational curriculum. Similarly, Kenya, Brazil and N. America use Canadian produced and animated cartoons and mute comics books to teach school drop outs and street children of both sexes on Aids and sexually transmitted diseases prevention and other reproductive health safeguard. In 1997 alone, about 3,000,000 girls between the ages of 15 - 24 got infested with HIV. Girls between 15 - 19 years gave birth to 5,000,000 babies, while more girls in this age group died of maternal morbidity. This highlights the need for Family Planning Education . However, this is seriously resisted in most developing countries especially Africa, due to religious and cultural values. This have resulted into a serious threat towards the success of this strategy. This researcher believes that the parents do not want this particular approach because the strategy enables the youth to be lousy. They also think it is abuse of the strategy. UN reports

seem to confirm this, that the access to Family Planning devices make the youth to be sexually loose, and easily susceptible to STD and HIV.

Barbado (UN 1993) used the method of Remedial Instruction and Vocational Training and Counseling. This enabled teenage mothers to have second chance of education. Also in Europe, N. America, Latin America and Carrebeans, Correspondence Courses are organized for million of mothers who dropped out of school s because they gave birth during schooling. They pursue their educational careers close to their homes and families.

The expulsion of girls in secondary schools in Kaduna state resulting from pregnancy while the boys responsible are allowed to continue with their educational career, is injustice. It is inimical to the female education and strategies put in place to address problems of female education.

2.7 Factors Affecting Female Education in Southern Part of Kaduna State

Crucial issues affecting the development of southern Kaduna women in all spheres of life are many. Such issues include cultural and religious prejudices, marginalization in education and unemployment. Girls are trained to be submissive and obedient, and are conceptualized as mothers and wives right from birth. As such, they are to prepare for these roles through cultural conditioning, societal attitudes, values and expectations. Restrictions and pressures are imposed especially on girls to ensure that they are home bound with house chores, care for the younger siblings, go on errand, hawk, etc. The refusal of parents to educate girls shows that continue to perceive school as a place of pervasion. The boy counterpart, on the other hand, is treated mildly and free to interact with the environment. They thus acquire different types of skills which enhance his development. This informs the cultural perception of

woman as unequal of man and subject to deprivations. Mallum (1992) cited ancient Greek and Roman societies as examples of places where women were denied political participation with the general belief that the home was the proper domain for women.

Psychologists and sociologists opined that differences between male and female are physiological, emotional and intellectual. Some believe that social differences are innate as a result of differences in genetic factors. Sian and Ugwuegbu (1978) argued that societies differ in their definition of masculine and feminine roles. Hence, sex roles are based on social rather than biological factors. The sex roles in southern Kaduna State strikingly tally with the above discussion. In fact, there is no clear demarcation of male and female roles. Apart from the female's biological role of child bearing, females also engage in farming and do other strenuous jobs which are masculine especially in the rural areas. Since these are not innate, women have efficiently done what is taken to be reserves of male's.

Psychologically, females are considered as having low academic achievement in school and career prospects. This can be traced to the socialization process which consistently continue to present a subservient wife and mother role for girls. This affects their self image, performance and attainments in schools. Similarly, self respect and need for self regard affect female education. This is obtainable through personal belief in oneself in terms of strength and self achievement, feeling of adequacy, confidence, independence, and control as regards physical tasks and general activities. Women need status, prestige attention and recognition for personal achievement. Unfortunately, societal norms and values have continued to undermine the realization of these needs. Often times, women are booed out of any attempt to come into lime light no matter their academic and political endowments. They are sometimes nicknamed 'Iron Ladies'. In most situations they are framed up in a bid to

humiliate them into submission. Some have lost promotions and appointments just out of jealousy. In the whole of Southern Kaduna, there is only one woman in the Upper and Lower Houses of the National Assembly.

Competition, aggression and independent initiatives are taken to be masculine values. These values are largely responsible for the backwardness of female education in southern part of Kaduna. Competition for acquisition of materials among men tends to divert their attention from primary responsibilities. Some men are so aggressive thereby causing broken homes. This seriously affects the education of the girls. In fact, men are regarded in high esteem for what they have acquired even when their families are neglected in poverty. In such situation, it is the women at home that are neglected, and their daughters, too, not given the opportunities open to their brothers. Over exaggerated male independence has led to lack of solution to pressing issues. This is because recognition is not given to issues of interdependence within and between families. Thus, because of power and privilege by virtue of their sex, some women have been oppressed through manipulation, misrepresentation and discrediting.

Cultural laws are meant to subjugate women, who are seen as mere surrogates, subordinates and total dependent of their husbands. Lar (et al 1997:225) describing subjugation, posited that women are supposed to be subordinates of their husbands . She is a mate supposed to bear children and submit to her husband completely. The husband is expected to be the chief bread winner and the head of the home. In this situation is clearly and appendage of the husband. However, in southern Kaduna, the case is contestable because, many women are even the bread winners. Even in polygamous families, women are almost the sole procurators, and bear all children responsibilities, while their husbands cherish leisure. Despite this heavy contribution

to the up keep and bringing up the children, many ungrateful men still look down on them and consider them as second rated human beings.

Widowhood in this area is also a terrible experience. Despite the fact that the woman might have been the bread winner of the family, immediately the husband dies, the culture allows the brother to inherit her, subject her to all sorts of maltreatment and deny her the wealth she created. In some cases, she is kicked out upon failure to comply with their sexual and material demands.

As been elaborately discussed above, their are common cases of pre-marital pregnancies, extra-marital sex and pre-marital sex which consequent in high drop out of pregnant girls in schools. Other factors detrimental to female education are high expenses (itemized materials as pre-requisites of marriage) before and after marriage, to be presented by both the groom and the bride-groom - who contributes more. These societal values in presentation of materials before marriage discourage some parents to scrap their accounts just to educate a daughter on whom to spend again before marriage.

The practice of engaging in commercial sex by some educated girls discourage some parents educating their daughters with the fear that education exposes them to moral laxity. This is further compounded by phonographic advertisements which make parents conclude that educated girls are shameless and morally bankrupt.

Another dimension of the impediments to female education is incessant communal clashes between 1980 and 2000 leading to destruction of lives and properties for the past two decades there has been seven communal/ethno-religious crisis which include the Kasuwan Magani riot of 1980; Gure Kahugu crisis 1984/85; Kafanchan religious disturbances 1987; Zongon Kataf riot 1992; Kafanchan Emirship staff of office riots 1999 and Kaduna metropolis ethno-religious clashes 2000. In the

course of these riots human and material resources difficult to quantify monetarily were lost many children became orphans education becomes the issue of privilege and not a right especially young girls who become victims of rape, or have to leave school to help fend for the family due to the death of one or both of the parents, due to poverty as a result of this crisis many girls are withdrawn from school, in some cases schools are also destroyed worst of all promising young children (male and female) especially during the ethno-religious crisis of 2000 were killed. This dimension is a serious threat to the various initiatives both at national and international level at enhancing female education.

2.9 Summary

This chapter examined the various perspectives on female education in the dominant literature with the view to see how each scholar or nation approached the problems with female education. It was noted that this is a global problem, and Nigeria is worst hit because cultural barriers compound the problem.

The various strategies adopted to enhance female education were examined. Some of them have been employed in Nigeria but met with unsatisfactory results. The major problem is that since men govern the society, boys who impregnate school girls are not made to suffer drop out. Again, the labour market is male dominant that girls are not even motivated to compete. Many other societal problems inhibit the ability of girls to continue with their educational careers. The overview of the strategies adopted in other nations particularly Asia and Latin America that enabled them surmount the female education problems may be a leaf to borrow in Nigeria. This will inform the researcher's recommendations by the end of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedure that was followed in the conduct of this research and is sub-divided into the following: -

i) Research Method;

ii) Target Population;

iii) Sampling Procedures;

iv) Instrumentation:

v) Pilot Study;

vi) Procedure for Data collation;

vii) Data Analysis;

viii) Summary

3.2 Research Method

In order to find answers to the research questions raised in chapter one, the survey method was adopted. Survey involves finding out people's views, opinions, participation, attitudes, interests and criticism on psychosocial strategies for enhancing female education. Adetoro (1986) viewed survey as a type of descriptive research, which is used to find the meaning of and obtain an understanding of the present conditions, believes and attitudes.

The choice of survey method was as a result of large population that was involved in this study. Survey was adopted so that using relatively small sample can provide information about the whole population. The ability of the researcher to generalize the findings about the whole population was because the sampled population contains the characteristics of the whole population.

3.3 Population of Study

The targeted population involved all public and private secondary schools in Jaba and Kachia LGAs of Kaduna State.

The total population of senior secondary schools students was 4,011, Teachers' population was 511, and a total of 486 parents who have wards in the investigated schools. Total population for the research was therefore 5,013

3.4 Sampling Procedures

Simple random sampling was used to draw the number of respondents from the area of study. There were 11 Senior Secondary Schools in the two LGAs. All the 14 secondary schools were used . The researcher used as respondents students between ages 16 and 21, who have reached the level of reasoning and can apply rules in abstract situations. They are in Senior Secondary schools, in line with Piaget (1964) who opined that students at that stage can formulate hypothesis and draw conclusions.

Since the 11 schools are Senior Secondary Schools (SSS), there was no need for sampling in order to ensure reliability and to enable the researcher generalize findings on the entire population. This is in agreement with Krejcie and Morgan (1979) who suggested that for very small population, for example, 14, the whole population be used as sample.

3.5 Subjects

a) 351 sampled students were considered a fair representation of 4;011. This was in line with the suggestion of Krejcie and Morgan (1979). They were in SSS of the investigated schools. Due to their developmental stage which is concrete operational, as opined by Piaget, and their experiences at primary and JSSs, they were able to respond reasonably to the items.

b) Parents: 97 Sampled parents were considered a fair representation of the 486 parents, as suggested by Borg & Gall (1970). They were parents of students in the investigated schools. Questions were given to parents who were literate, while questions were interpreted to those who were illiterates in the languages of the respondents.

c) Teachers: 103 sampled teachers were considered a fair representation of the five hundred and sixteen teachers (516), as suggested by Borg & Gall (1970), that for a population not more than 1000, 20% of the population should be used as sample. The sampled population is given in table 3:1

TABLE 3:1 POPULATION AND SAMPLE DISTRIBUTION

S/N	Name of School	Students		Parents		Teachers	
		N	S	N	S	N	S
1	GSS Kuryas	327	37	44	8	44	9
2	GSS Ngartshang	722	83	98	16	75	15
3	GGSS Kwoi	417	48	52	11	57	11
4	Baptist High Schl. Kwoi	170	20	24	4	28	5
5	GSS Kachia	669	77	108	19	100	20
6	GSS Jaban Kogo	309	35	33	7	38	9
7	GSS Kurmin Musa	410	47	37	7	37	7
8	GSS Gumel	251	28	27	5	40	9
9	GSS Sabon Sarki	253	29	23	5	29	6
10	GSS Ankung	309	35	29	5	39	9
11	GSS Nok	175	19	15	3	26	6
	TOTAL	**4,011**	**351**	**486**	**97**	**516**	**103**

3.6 **Instrumentation**

3:6:1 Questionnaire:

The main instruments for the research was a questionnaire. Due to lack of standardized instrument, the researcher designed the questionnaire titled Questionnaire on Perceived Psychosocial Strategies For Enhancing Female Education. The Likert's scale item with strongly agreed, agreed, disagreed, strongly disagreed and undecided was used. Due to the fact that the questionnaire was a researcher made the reliability and validity for efficient questionnaire was made known from a pilot study.

Questionnaires were set for the three categories of the respondents, that is, Student; Parents; and Teachers.

The respondents were all required to indicate their opinion on the perceived psychosocial strategies in enhancing female education. They were further required to make suggestions on steps to be taken in enhancing female education.

The questionnaires were divided into three sections. In the first section, in section A, the general information about the respondent was required. In section B, they were to state their agreement or disagreement with the perceived psychosocial strategies in enhancing female education. They were expected to either strongly agree, agree, disagree, strongly disagree or undecided with the statements. The Likert scale item was chosen due to its ability to measure attitudes, believes and intentions of respondents. The Likert scale is also considered to be appropriate, measures each respondent's responses. It is also easier for students and semi-illiterate parents to respond. This section dealt with questions on attitudes of respondents towards strategies for enhancing female education.

All items in this section were coded for all categories of respondents in order to weigh their ratings. For any positive statement it was coded as follows:

SA = 4

A = 3

D =2

SD = 1

For negative statements, the coding was reversed.

SD = 1

D = 2

A =3

SA = 4.

Only rating appeared in the questionnaire. The coding was used in the weighing of responses in the rated columns where necessary.

The same statements were used for the three categories of respondents in this section.

Section C of the questionnaire was an opinion form (data blank). This method was adopted as it afforded the respondent to reveal their motives and offer suggestions on the appropriate strategies to be employed in enhancing female education. Due to the problem of analysis in the section, responses were only used in helping the researcher to draw conclusions.

3:6:2 Interview Schedule for Enhancing Female Education

Due to perceived short comings of the questionnaire as an instrument for data collection which restricts the respondent to respond to particular responses, an oral interview was conducted by the researcher. Unstructured interviews were conducted with parents, some community and religious leaders. This helped in supplementing the information provided by respondents. The use of interviews was important as it enabled the respondents to explain and clarify certain questions. This also helped in making them add some facts that assisted the investigator in drawing her conclusion and recommendations.

3:7 Pilot Study

The validation of the instruments used in data collection was conducted in Government College Jos and Govt. Secondary School Jos. This is due to the homogeneity, and location of the respondent. The subjects used for the pilot study had the characteristics of the targeted group. This was done to determine the validity and reliability of the instrument. That was to confirm if the instrument was able to test what it was supposed to test.

However, before the questionnaires were administered, they were scrutinized by a team of experts to test the face validity. The pilot study report is given in appendix 1.

3:8 Procedure for Data Collation

Questionnaires were personally taken by the researcher to the various schools for completion. The support and cooperation of the principals was sought for before the questionnaires were administered. The researcher required a block time during which all the sampled students were assembled in a large hall where they were requested to fill the questionnaires. The questionnaires were collected when they had adequately filled in their responses. She then proceeded to another sampled school.

Parents' questionnaires were administered individually. Parents of sampled students were allowed to respond through their children that are Day Schools. While for Boarding schools, the researcher used Parent Teachers Association meeting times for administering the questionnaires.

3:9 Statistical Techniques used for Data Analysis:

Data collected was in form of raw scores on the questionnaires. The analysis was done based on the stated hypotheses. Using the appropriate techniques which included percentages for item by item analysis, analysis of variance (ANOVA), t-test and Pearson Product Moment Correlation (PPMR). These enabled the researcher to test the hypotheses stated in chapter one.

3:10 Summary

This chapter described the method that was adopted for the investigation. The population that was used was also described. Samples used were drawn from the population. Instruments for data collation, pilot study and how the data was collated were all described.

The following chapter is the data analysis which techniques were the improved pilot study techniques.

CHAPTER FOUR:

DATA ANALYSIS

4:1 Introduction

This chapter presents the results of data collected and analyzed during the investigation. The main objectives of the research was to investigate and identify perceived psychosocial strategies for enhancing female education in Jaba and Kachia LGAs.

To answer the research questions and hypotheses stated in chapter one, percentages, mean, standard deviation, analysis of variance, Pearson's Product Moment Correlation were used. This is in line with Roscoe (1969). Percentages were used to find those strategies that were acceptable by the respondents. Mean and Standard Deviation were used to find the dispersion of scores and variations among the three categories of respondents. Analysis of variance was used to find the differences between the variables, gender and types of settlements, while Pearson Moment Correlation was used to find the relationship between the educational qualification of teachers and psychosocial strategies for enhancing female education. The retention or rejection of each hypothesis was based on 0.05 level of significance. Out of the 551 questionnaires distributed, only 548 representing 99.5% were used in the analysis. 5 questionnaires representing 0.5% were not properly filled, and as such, were not analyzed.

4:2 **Factors Affecting Female Education**

Table 4:1 Lists of suggested common Factors Affecting Female Education:

S/N	Factors	F	%
1.	Poverty	105	20.7
2	Early marriage	90	17.7
3	Teenage Pregnancy	77	15.2
4	Unemployment	55	10.8
5	Repeating	47	9.2
6	Long distance to school	36	7.0
7	Sexual harassment	35	6.7
8	Irrelevant Curriculum	25	4.9
9	lack of Learning materials	20	3.9
.10	Truancy	18	3.5
	Total	508	100

Section C of the question deals with personal respondents' opinion on the three most important factors affecting female education. Table 4.1 shows that of all the ten (10) factors listed, poverty was the most frequently mentioned, and thus with the highest responses of 18.5%. This was followed by early marriage with 16.5%. Teenage pregnancy followed with 14.2%. Poverty topping the list as the factors affecting female education in this area of study is not surprising. Due to high percentage of people engage in farming as a means of livelihood, there is low income generation to the extent that people cannot support their children's education, while government resources are inadequate in meeting the total requirement of the educational sector of the state. Due to low level of income of the farmers in this region, this inform families' decision of who and how many children should go to

school. In this situation, boys are more preferred than girls by parents to go. Independent studies (Dogo 1980, Maisamari 1980, KDSWC 1995) strikingly agree corroborate this. In fact, excuses for shying away from sending their daughters to school due to lack of money is to argue that they fear that their daughters might be become drop-outs and so on. However, some parents have preference for vocational training like learning Saloon/Hair Dressing, Tailoring and so on, which equally demand expenses. There may be the need to orient the society on advantages of education because, the parents seem to lay emphasis on immediate rewards which are easier come by upon completion of vocational training than formal education.

Pre-marital pregnancies is one of the commonest factors causing luke-warm attitude towards female education. Parents are normally worried whenever their daughters are in this problem. Apart from disabling the affected girls to continue with educational career, some of them attempt abortion most of which consequences are many. Some of these include shying away from their locality and engage in commercial sex outside, and may be infested with sexually transmitted diseases and HIV/Aids, and so on.

All other factors listed by the respondents have earlier been identified by researchers as impediments to female education. There is therefore a high correlation between these identified factors and the low level of female education in the area of study.

4:3 Suggested Strategies for Enhancing Female Education

Table 4:2 Strategies for Enhancing Female Education:

S/N	Strategies	F	%
1	Award of Scholarship	97	23.5
2	Employment opportunities	77	18.6
3	Improved funding	73	17.7
4	Community Participation	66	16
5	Adequate Staffing	46	11.12
6	Locating Schools at Localities	33	8
7	Establishing single sex schools	21d	5.1
	Total	413	100

Table 4:2 shows respondents' views on what can be done to enhance female education, award of scholarship rated highest with 23.5%. They believe that scholarships will alleviate the problem since the families are poor. They further suggested the waving of tuition fees for the girls that excel at least for that academic session. This will motivate girls to put in their best. Other suggestions included the provision of conducive learning atmosphere with enough and furniture for class rooms, good dormitories and so on. The lack of scholarship for secondary schools, the preference for sciences and lack of support for disciplines other than sciences in tertiary institutions by Kaduna State government is seriously affecting girls.

The unemployment rate seriously discourages parents from sponsoring the education of their daughters. Graduates are now roaming the street talk more of secondary school leavers. Education without employment is aimless and dangerous for Nigeria as a whole. This is further compounded by the current view by some people, that , since there only few jobs, women should be coerced to stay at home

while the men compete for the scarce job opportunities. Whenever employment opportunities are available, parents may be encouraged to sponsor their daughters' education.

Other strategies listed by the respondents as shown in the table include improved funding, community participation, adequate staffing, locating schools in their localities and building of single sex school. Other peculiarities in the area of study include cultural barriers and lack of orientation. An exhaustive discussion of these have been don in the literature and subsequent discussions.

4.4 Research Questions and Hypotheses

To answer the research questions and hypotheses stated in Chapter One percentages, mean, standard deviations, analysis of variance (ANOVA) and Pearson Product Moment Correlation (PPMR) were used. The retention or rejection of each hypothesis was based on 0.05 level of significance. Percentages were used to find out the strategies that were accepted by the respondents. Mean and Standard Deviations were used to find variations among the three categories of respondents. Analysis of variance was used to analyze the difference between the variables. These include gender, educational qualification and types of settlements. PPMR was used to analyze the relationship between educational qualification and perceived psychosocial strategies for enhancing female education. The verbal structured interviews was used to supplement the questionnaire in collection of information.

The same questionnaire was used for the three categories of respondents except for section A on personal information or bio-data. This as seen in Appendix A - D. The responses gotten from the respondents was analyzed aimed at accepting or rejecting hypothesis postulated in chapter one.

The questionnaire had three sections including biodata , while section B contains the psychosocial strategies. Each item in section B had a maximum of four, viz, Strongly Agreed (SA), Agreed(A), Disagreed(D) and Strongly Disagreed(SD). For the purpose of easy computation, Strongly agreed and Agreed are merged for Agreement, while Disagreed and Strongly Disagreed were merged for Disagreement . Section C had three open ended questions but not computed.

The percentage for each item is presented below to answer research question one in table 4:3.

TABLE 4:3 PERCENTAGE OF PSYCHOSOCIAL STRATEGIES.

	Pycho-social strategies for enhancing female education	Agreed	%	Disagreed	%	Total %
1	Getting female students feel that what boys can do they can also do or even better	717	86.2	113	13.7	100
2	Appreciating female students' performance by their parents and others	687	45.6	818	54.4	100
3	Providing scholarship for girls will enhancing female education	729	76.7	221	23.3	100
4	Employment of girls after completion of their SSS will enhance female education	516	73.8	183	26.2	100
5	Employing more female teachers to teach in female schools will enhance female education	618	47.7	678	52.2	100
6	Giving equal opportunities for both boys and girls will enhance female education	780	78.9	209	21.1	100
7	Providing early learning environment for girls will enhance female education	729	78.4	200	21.6	100
8	Allowing young mothers to further their education after delivery will enhance female education	820	48.9	857	51.1	100
9	Making Secondary School Education as minimum qualification before marriage	634	90.7	65	9.3	100
10	Encouraging family life Education in primary schools will enhance	677	41.9	940	58.1.	100

	female education					
11	Allowing girls to attain higher levels of education will enhance female education	417	34.7	773	65.3	100
12	Discouraging males from illegal relationship with female students	747	77.6	256	22.4	100
13	Designing convenient time-table for schooling will enhance female education	756	74.7	256	25.3	100
14	Fixing girls' pride prize according to their education will enhance female education	494	39	772	61	100
15	Locating schools closer to communities will enhance female education	715	69.6	312	30.4	100
16	Establishing single sex school will enhance female education	800	76.2	250	23.8	100
17	Increasing community participation through Rural Women Educational Advancement Committee	658	75.5	213	24.5	100
18	Increasing female pictorials in text books and posters doing male jobs	615	75.3	202	24.7	100
19	Encouraging educated women to financially assist their parents.	628	73.2	230	26.8	100
20	Involving parents in planning, management and decision making at all levels of education	637	73.4	231	26.6	100

Table 4:3 shows the responses of the three categories of respondents on perceived strategies for enhancing female education. To answer research question one on the acceptable strategies on the area under study, strategies mostly accepted are those that have 70% and above. This included strategies 1, 3, 4, 6, 7, 9, 12, 13, 16, 17, 18, 19 and 20. Strategy 15 which involves locating schools closer to communities was averagely accepted with 69.6%

However, strategies 11, which deals with allowing girls to attain higher levels of education, and 14 on fixing bride prices according to educational levels, were highly rejected rating 65.1% and 61% respectively. Other strategies that were averagely rejected were 2,5,8, and 10. They all rated above 50% level of rejection.

4:5 Null Hypotheses Testing

Null Hypothesis 1: There is no significant difference in the perception of psychosocial strategies between parents, teachers and students.

The one analysis of variance was used in testing the difference between the groups. The use of one way analysis of variance (ANOVA) was informed by the involvement of three groups of the independent variables the result is shown on table 4.4 Analysis of variance for perception of parents teachers and students.

Source of Variance	DF	Sum of Squares	Mean Squares	F. Ratio	F. Prob
Between Groups	2	1882.1033	941.0517		
Within Groups	545	41693.1430	76.5012	12.3011	.000
Total	547	43575.2464			

Table 4.4 shows significant difference in the perception of parents, teachers and students the null hypothesis is therefore rejected ($P< 0.05$). The mean scores of the groups are shown in table 4.4.1

Table 4.4.1 Means scores for parents, teachers and students.

Groups	N	Mean	S D	S E
Students	350	55.6629	9.2492	.4944
Teachers	102	59.5686	7.2856	.7214
Parents	96	59.4688	8.2564	.8427
Total	548	57.0566	8.9254	.3813

Since significant difference was observed between the groups a post-hoc test was carried out using the Scheffe procedure. The result is shown in table 4.4.2

Table 4.4.2 Results of Scheffe procedure

Groups	F	Decision
Students vs. Teachers	12.3011	Significant
Students vs. Parents	12.3011	Significant
Teachers vs. Parents	12.3011	Not Significant

From the table above it could be observed that significant difference was observed between the remaining two groups (Teachers and Parents). However, no significant difference was observed in their perception of psychosocial strategies.

NULL Hypothesis 2: *There is no significant different in the perception of* psychosocial strategies between male and female respondents.

Three groups were involved in the testing of this hypothesis. The sex different between the thee groups were tested before the main hypothesis. Due to the involvement of two categories of the independent variables, the t-test was applied. The result is shown on table 4.5

Table 4.5 Results of a t-test on male and female students' perception.

Groups	N	Mean	S D	S E	t	D F	P
Male	233	53.0815	8.617	.565			
					8.01	348	0.000
Female	117	60.8034	8.296	.767			

The perception of male and female students on psychosocial strategies as shown in table 4.5 indicate that significant different exist in there perception. The null hypothesis is rejected implying that significant difference exist between male and female students perception of psychosocial strategies.

Table 4.5.1 Results of a t-test on male and female teachers' perception.

Groups	N	Mean	S D	S E	t	D F	P
Male	77	57.8961	6.674	.761			
					-4.43	100	0.000
Female	25	64.7200	6.761	1.352			

The hypothesis stating that there is no significant difference in the perception of male and female teachers is rejected as shown on the table above. This as a result of the fact that the calculated t value of –4.43 was significance at 0.05 level (for 100 degrees of freedom).

Table 4.5.2 Results of a t-test on male and female parents' perception.

Groups	N	Mean	S D	S E	t	D F	P
Male	72	57.9028	7.894	.930			
					-3.47	93	0.001
Female	23	64.4348	7.704	.606			

From table 4.5.2 above, it shows that significant difference exist between male and female parents' in their perception of psychosocial strategies. With a t-value of -3.47 at 0.05 level of significance, the null hypothesis is rejected.

NULL Hypothesis 3:

There is no significant in the perception of psychosocial strategies between urban and rural respondents.

Table 4.6 Results of a t-test on urban and rural students' perception.

Groups	N	Mean	S D	S E	t	D F	P
Urban	154	60.1364	8.264	.666			
					8.87	348	0.000
Rural	196	52.1480	8.444	.603			

Table 4.6 shows a calculated t-value on the influence of location on psychosocial strategies, the t-value calculated of 8.87 is significant at 0.05 level. As such the null hypothesis stating there is no significant difference between urban and rural students' in their perception of psychosocial strategies is rejected.

Table 4.6.1 Results of a t-test on urban and rural teachers' perception.

Groups	N	Mean	S D	S E	t	D F	P
Urban	72	59.7222	7.320	.863			
					.33	100	.743
Rural	30	59.2000	7.313	1.335			

Table 4.6.1 shows that no significant difference exists between urban and rural teachers' perception of psychosocial strategies. With the t-value of .33 at 0.05 level of significance, the hypothesis is thus retained implying that teachers' perception might not be influence by the allocation.

Table 4.6.2 Results of a t-test on urban and rural parents' perception.

Groups	N	Mean	S D	S E	t	D F	P
Urban	50	62.8600	8.149	1.152			
					4.62	94	0.000
Rural	46	55.7826	6.703	.988			

With a calculated t-value of 4.62 at 0.05 level of significance as shown on table 4.6.2, the null hypothesis is rejected. This implies that there is a significant difference between urban and rural parents' in their perception of psychosocial strategies.

Hypothesis 4: There is no significant relationship between educational qualification and teachers' perception of psychosocial strategies.

Table 4.6 Correlation between Educational Qualification and psychosocial strategies:

	Correlation	Z-Value	P-Value
Educ. Qualification vs psychosocial strategies	.346	3.610	0.0003

From the table above, r cal is .346 at a P level of 0.0003. This shows that there is a significant positive relationship between educational qualification of teachers and their perception of psychosocial strategies. Thus, the hypothesis of no significant relationship between educational qualification and psychosocial strategies is hereby rejected at 0.05 level of significance, which is more than the table value.

4:5 Discussion of Findings

Analysis of the data collected show that not all the perceived psychosocial strategies were accepted by the respondents. This answered the research question inquiring about which psychosocial strategies could be used to enhance female education. Based on the results it becomes clear that some of the statements were accepted while some of them were rejected. It is then clear from the result that the acceptance or rejection of these statements were significantly influenced by the social, cultural, economic and political life of the area.

This supports the findings of Kane (1995:5) that the decision of parents in respect of schooling differ from one community to another based on economic, geographical and cultural lines. This strikingly agrees with the finding in the area

under study - Jaba and Kachia LGAs. In fact, although the constraints to girls' education differ from one country to another, they are mostly the issues of cultural barriers, preference for boys, inability of families to cope with the cost of education and other factors. It was observed that the perception of students, teachers and parents differed. This was partly as a result of educational and occupational difference. Their common acceptance of some of the strategies might be due to the fact that they live in an area of common cultural background with common experiences, beliefs and aspirations. The results obtained in the field is corroborated by the findings of Mallum 1992, Saura 1998, Denga 1998, that economic, cultural and social barriers are responsible for gender discrepancies in education.

The first hypothesis stated that there is no significant difference in the perception of students, teachers and parents on perceived psychosocial strategies was tested. The result showed a significant difference in their perception. This confirms Denga(1999) who opined that culture, religion and financial constraints may affect one's education. Also Uche (1987) found that some factors militating against equal educational opportunities to include ethnic and religions influences, rural versus urban influences and gender differences.

These differences may be traced to localities. Parents living in urban areas may have higher mean scores. Most parents living in urban centers may be influenced by the accessibility of social amenities, especially the availability of electrical gadgets, mass and print media, schools for all levels of education, challenges of urban centers, and so on.

Similarly, educational qualification may influence their perception of psychological strategies. Their levels of education influenced their acceptance or rejection of these strategies. As civil employees, civil policy makers, those with post

secondary qualifications, that is, from National Certificate of Education to Masters of Education and Doctors of Philosophy; will normally do everything possible to enhance the education of their children whether they are males or females. This is unlike the rural parents who are farmers, traders and junior civil servants.

The investigation disclosed that there is a significant difference in the perception of psychosocial strategies between male and female students. The finding answered the research question which seeks to know whether there is any significant difference in the perception of male and female students on psychosocial strategies for enhancing female education. The finding shows that the female students supported most of the strategies that were presented. This may not be unconnected with stereotyping nature of the culture as a whole, as undue emphasis is placed on male children to the disadvantage of females. This finding vindicated Mallum (1992) and Saura (1998) who opined for a review of most retrogressive aspects of our culture that are impediments to the education of all the members of the society.

It was also found out that difference exists in the perception of male and female teachers on psychosocial strategies for enhancing female education. Results showed that female teachers favoured most of the strategies than their male counterparts. This support may not be unconnected with economic and social benefits of female education to the female individuals, families and the society in general. This has been supported by studies of King and Hill (1991) and Denga (1999). Educational background of women might have influenced their perception of these strategies. These strategies should not be left unsupported if at all there is the need to improve female education.

Findings of the investigation showed significant difference between male and female parents' perception of psychosocial strategies. This implies that there is gender

differentiation in educational investment. It also goes further to show the influence of gender on parents' perception of psychosocial strategies for enhancing female education. That is to say that the enhancement of female education to some extent depends on the sex of the parent. This is due to the fact that female parents, especially the educated ones, encourage the education of their children whether male or female. UNESCO (1993 :49) reported that the family is the world's smallest school in which most of the pre-adolescent children in the developing countries spend more time with their mothers than with any other educated medium including school. This confirms the basis of the difference between male and female perception. This implies that educated female parents may be ready not only to teach the children after the normal school hours but also arrange extra lessons for their children (wards), provide learning materials, promptly pay their school fees without waiting till their children are driven out of school for lack of school fees. This may have implication for male parents who have illiterate wives. For the benefit of children there is need for getting wives educated so that they may complement what is taught in school. It is noted that children spend at least ¾ of the day with their mothers. This is applicable whereby the schools attended by the children are Day Secondary Schools and the children are always at home.

Despite this difference, education is vital in the participation of an individual towards the development of the society. Therefore, male parents that are educated differ in their level of commitment in the education of their children from the uneducated male and female parents.

In addition, it was also found out that types of settlement of respondents affect their perception of psychosocial strategies. Students in urban setting are more exposed to challenges of the society due to the availability of social amenities like the

electronic and print media. Furthermore, due to the influence of urban setting, which in most cases are predominantly migrants that are more literate than rural population. They are workers in a competitive environment kicking against illiteracy. This influences their perception of psychosocial strategies. The rural students rarely have access to the amenities and in most cases only when they are privileged to go to the towns. They would thus prefer strategies that would enhance production of crops since according to some of them education without employment is waste of time.

This is in line with Malingi and Mbughuni (1991) finding that the rate of dropouts is higher in the rural area. Similarly, UN (1996) highlighted that in most developing countries and in a few advanced countries, girls have no access to education due to either the problem of schools being too far away from their homes, lack of money for transportation, insecurity and indispensability of their labour to their families. With the foregoing, girls in the rural areas are more likely to be affected in perception of psychosocial strategies that will enhance their education.

On the perception of urban and rural teachers', findings reveals that no significant difference exist in their perception of psychosocial strategies. Similarity in their reaction towards these strategies may be due to their level of education and exposure to urban life and challenges of the day. Thus, whether they are in rural or urban area, their view may not change. This confirms Denga (1999) investigation, that the performance of a teacher is influenced his orientation, perception, interest, attitude, values and prospects. A positive exhibition of these variables will normally enhance female education, and not their location. However, the researcher experience as an educationist in the rural area for over 16 years, contradict the preceding conception as some primary and secondary school teachers are reluctant to utilize the correspondence courses organized by National Teachers Institute (NTI) to further their

education. This informs her opinion as to how such teachers can appreciate and implement any strategy that can improve female education since they themselves are not ready to enhance their educational career.

On the influence of location on parents' perception, the investigation discovered that parents in urban areas scored higher in psychosocial strategies than rural parents. This agrees with the finding of UN 1994 report that rural girls in almost all the developing countries have no access to education. Anderson Levitt et al (1994) report that religious beliefs kept many children in villages away from school especially girls. Soumare (1994) also observed that religion undermined girls' education. The implication of this report is that parents in rural areas will only consent to strategies that would not violet the values and norms cherished by their culture, especially where there is economic recession, they may like to hide under religious and cultural covers to perpetuate the status quo. A study in Bangladesh reported that rural parents send their daughters to urban areas as housemaids. A similar situation is obtained here, as the poor rural parents do not prevent their daughters leaving them for towns as house girls and get exposed to so many risky businesses like commercial sex working, drug carriers, vice of all sorts, etc.

However, these findings contrast that of Obadina(1993) cited in UN (1995). He claimed that the introduction of fees in Nigeria between 1982 and 1986 led to decline in enrollment of girls from 92% to 75%. This implies that the perception of parents on psychosocial strategies cannot be linked to only location as factors like economic crises cut across urban and rural bounds. This view corroborates Akanbi (1999) who suggested that government should embark on a consistent, earnest and practically free and compulsory primary education enshrined in the constitution. The

present administration's stand on Basic Free Primary Education Program for the nation is a step in the right direction.

Hypothesis four stated that there is no relationship between educational qualification of teachers and their perception of psychosocial strategies for enhancing female education. The hypothesis was tested and rejected. This shows that educational qualification does affect their perception. It can also be deduced from the study that the higher the qualification of a teacher the better his perception of psychosocial strategies. The mean score of teachers according to their qualification increases quantitatively. Rao (1985) in stressing the values of education, emphasized that to be educated is to be able to judge and imbibe what is good in the changes that are taking place due to modernization relatively more rational in one's attitude. By implication, qualified teachers should be employed if the effort towards improving female education is to be realized. This is because qualified teachers can effectively implement innovative strategies recommended. For example, Hyde (1993) reported that girls' performance could be enhanced through streaming by gender. This can be achieved only through availability of committed and qualified teachers.

From the oral interviews, opinions showed that there is no significant difference in the opinion of parents based on their educational qualification. By implication parents differ in their perception of psychosocial strategies due to their levels of educational qualification. This implies that an illiterate parent's perception of the psychosocial strategies will not be the same with a literate parent's. Thus, the attitudes of parents to female education may differ if they themselves have attained schools. Thus, the educational attainment of female children may depend to a large extent to resource of parents and priority placed by parents on their education. Thus, a family that is gender bias may not invest in female education. This agrees with Suara

(1998) that the social and economic status of parents place the female child at disadvantage.

By implication it can be deduced that the nature of parents' occupation play significant role in determining their perception of female education and strategies of enhancing it. This is due to the fact that individual occupation goes a long way in determining his resources since the nature of occupation determines social and economic status and salaries earned. This vindicates Enoh (1987) who opined that the social and economic status of parents influence educational opportunities of their children, particularly their female children.

Thus, the investigator is of the opinion that since education is a vehicle of social mobility, those children born into high social and economic status families are always at an advantage. It can be inferred from their opinions that occupation of parents which is largely influenced by their levels of education also affect their perception of the psychosocial strategies, thereby affecting their commitment to any suggested strategy.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION:

5:1 Introduction

Chapter four critically considered the hypotheses and responses of the respondents. This chapter now summarizes the outcome of the investigation on perceived psychosocial strategies for enhancing female education. The chapter also explains how the results were arrived at. By the end of discussion there are recommendations for enhancing female education.

5:2 Summary

The investigation was to find the most appropriate psychosocial strategies to enhance female education in Jaba and Kachia LGAs. The data was collected through visiting and observing almost all the schools in Jaba and Kachia LGAs and eliciting information from 350 students, 102 teachers and 96 parents. They responded on the variables that correlate on female education, some of which are genders, types of settlements and educational qualification.

The differences of opinion among the three categories of respondents on the above variables were calculated to find out the agreement or difference that exist between their perception on the suggested psychosocial strategies that could enhance female education.

Four hypotheses were formulated after subjecting them to some statistical analysis. All the four were rejected with the exception of hypothesis four, which was retained. Variables that the result of this study indicated as having effect on psychosocial strategies include gender, types of settlements and educational

qualification. Location according to these results does not significantly affect teachers' perception of the psychosocial strategies.

Analysis of section showed three factors rated as the highest affecting female education in the two LGAs. They are poverty, teenage pregnancy and marriage and unemployment. The three most important strategies for enhancing female education suggested by the respondents include award of scholarships, employment opportunities and creation of good learning environment.

5:3 **Recommendations**

The following recommendations are made based on the findings in this research:

1. The National Policy on Education clause which stipulates equal educational opportunities for all Nigerians irrespective of sex should not be only stated but be vigorously pursued and implemented.

2. Parents, NGOs, Religious Groups and Community Leaders should be approached to elicit their views on how to move forward by creating feasible modalities for improving female education. They should be contacted and their views on how they will complement government effort on education are sought. They should be encouraged to establish new schools at deserving communities without to many regulations on establishment of new schools. They could be encouraged through grants. This approach could go a long in reducing high school fees so that education becomes accessible to poor parents.

3. Poverty alleviation strategies be put in place to assist and improve the living standard of the poor. This is necessary, as such would create adequate resource base to enable the people cope with educational resource of their children. Provision of social amenities like motorable roads, portable water, will reduce the expected responsibilities of girls at home, and will make them now concentrate on their education.

4. Government policies and programmes should not only be implemented but should also be sustained. A number of good intentions for enhancing female education like the Blue Print on Women Education, Universal Primary Education (UPE), etc., were started by previous administrations only to be abandoned mid-way when the initiators exit office. Continuity of policies irrespective of whoever is in office should be pursued vigorously. The Universal Basic Education (UBE) of the incumbent administration should not only be vigorously pursued, but be fully implemented by successive administration.

5. An overhaul of the curriculum is imperative especially for primary and secondary schools. Education should be functional. Inclusion of acquisition of some basic skills like farming, weaving, husbandry, etc. are necessary. This can be done through collaborative approach of the management of the schools. Creation of opportunities for a diversified curriculum offering will help in providing varieties of activities for children and cater for varieties of performance and achievement.

6. Educated women who are qualified should be given the opportunity to serve as role models in every aspect of our society. The tendency of hand picking a few

females for a job to represent the generality of the women should be stopped. Women should also occupy seats of boardrooms and bureaucratic positions which has always remained the reserve of men. Remuneration of women should commensurate their qualifications and careers. There will need for Urban, District, Local and State Educational Awards for parents and husbands who educate their daughters and wives to a required level, to serve as motivation.

7. Both men and women need to be committed in educating their daughters if women are to be seen in all fields of endeavour.

8. Retrogressive aspects of our culture like looking at females as less valuable should be de-emphasized. Boys should be trained how to assist their sisters and how they would assist their wives when they eventually marry.

9. Education should be made free up to JSS level to enable the poor cope, and to build a solid technological base for Nigeria in the 21st century.

10. Since illiteracy rate is still very high in Jaba and Kachia LGAs, intensive enlightenment program on the significance of education would correct the wrong notion of some of the illiterate parents. This will involve the use of print and electronic media in the enlightenment. In addition, practical programs like Adult Education Schools be opened. They will also need appropriate counseling and guidance services by Community Based Guidance. These approaches will go a long way sensitizing the society to develop positive attitude towards female secondary education.

11. Government should legislate against Commercial Sex Working in Jaba and Kachia LGAs in particular and Kaduna State in general. This will curtail the mass exodus of girls from schools in attempt imitate or compete as town girls.

12. Educated women should take the constraints by the horns by making strides in setting up schools for females. This can be done through playing whatever role wherever they find themselves. They should practice the cherish values and norms that are progressive to the society.

13. There should be the establishment of more schools in the rural areas to make schools accessible to the rural poor. This will reduce the cost of transportation to the distant urban schools. In fact, some parents are discouraged by the cost from sending their female children to urban schools. Open Secondary Schools should be established to provide adequate access of education to the female. Open schools will not only reduce the cost of transportation but will have additional advantage of security. Community resources like Zaures, Churches and Mosques could be used as classrooms. Government should consider planning and effecting this suggestion since it will be of interest and of additional advantage to parents, students and rural society.

5:4 **Recommendation for Further Research**

This investigation could be replicated at levels of educational institutions using a much larger sample and more nuinber of variables than have been used in this study. It could be in form of a national survey. Other researches could investigate impact of female education in rural areas, or its impact on women of different social and economic classes.

5:5 Conclusion

The issue of neglect of female education is a national and international issue that has inflicted devastating blows to the women folk. Their lack of education has inhibited a balanced learning environment for their children and wards, and of their social status. Illiteracy of women affect the society at large through stunt growth of national product (GNP), cause high population growth rate that is detrimental to a wholistic development of any society.

Global attention in the last quarter of the twentieth century was on the high illiteracy rate of women, which is believed to be an intentional neglect. Suggestions were forwarded in attempt to arrest the situation. The implication of neglecting women has shown itself to be affecting not only the women folk but also the whole society. That contributed to high fertility rate, high infant and maternal mortality rates, poor nutrition, low life expectancy, low productivity, and others.

It is in light of this that the researcher conducted an investigation on this with the view to finding appropriate strategies that will enhance female education.

Recommendations were forwarded on how to enhance female education at the secondary school level in Jaba and Kachia LGAs of Kaduna State.

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APPENDIXES

Appendix I: Pilot Study Report

The instrument used for the pilot study was designed by the researcher. Before the administration of the instrument, the face validity was determined by experts. Observations made by them on some items were noted and effected and others were deleted or substituted. The purpose of the pre-test was to ensure the reliability and validity of the design. A total of 50 copies of the questionnaires were administered at Govt. College Jos and Govt Sec, School Jos. The two schools poses all the characteristics of the targeted group. The 50 questionnaires were completed and returned to the researcher. The split-half reliability method was used and PPMR (r); a correlation of 0.97 was obtained from the questionnaire. This showed that the instrument was satisfactory for use in this study. The split-half method of reliability test was used and the result of the pilot test is shown below.

	Even No.	Odd No.
1.	63	65
2.	45	68
3.	43	47
4.	58	59
5.	63	48
6.	61	59
7.	65	48
8.	52	70
9.	52	45
10.	61	38
11.	37	51
12.	46	52
13.	43	62
14.	63	65
15.	41	54
16.	57	61
17.	47	49
18.	60	52
19.	59	69
20.	65	60
21.	57	56

22.	49	46
23.	52	60
24.	46	52
25.	72	80

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2]\ [N\sum Y^2 - (\sum Y)^2]}}$$

N =25

Total Score of Odd Numbered items.

Total Score of Even Numbered items.

$\sum XY$ = Total Score of Products of Even and Odd No.s

r = 0.97.

Appendix 11: Students' Questionnaire

INSTRUCTION: SECTION A.

This questionnaire contains questions about personal details.

Please read each question and make a tick ✔ in the appropriate box provided.

1. Sex: Male ☐ Female ☐
2. Age: (A) 10 - 14 ☐ (b) 15 - 19 ☐ (c) 20 - 24 ☐ (d) 25 and above ☐
3. Class a) SS1 ☐ b) SS2 ☐ c) SS3 ☐
4. Write the name of your school.....

SECTION B

Indicate your personal opinion about the following statements:

Key to Responses:

SA = Strongly Agreed

A = Agreed

D = Disagreed

SD = Strongly Disagreed

U = Undecided

PSYCHOSOCIAL STRATEGIES :

	Pycho-social strategies for enhancing female education	SA	A	D	SD	U
1	Getting female students feel that what boys can do they can also do or even better					
2	Appreciating female 'students' performance by their parents and others					
3	Providing scholarship for girls will enhancing female education					
4	Employment of girls after completion of their SSS will enhance female education					
5	Employing more female teachers to teach in female schools will enhance female education					
6	Giving equal opportunities for both boys and girls will enhance female education					
7	Providing early learning					

	environment for girls will enhance female education					
8	Allowing young mothers to further their education after delivery will enhance female education					
9	Making Secondary School Education as minimum qualification before marriage					
10	Encouraging family life Education in primary schools will enhance female education					
11	Allowing girls to attain higher levels of education will enhance female education					
12	Discouraging males from illegal relationship with female students					
13	Designing convenient time-table for schooling will enhance female education					
14	Fixing girls' pride prize according to their education will enhance female education					
15	Locating schools closer to communities will enhance female education					
16	Establishing single sex school will enhance female education					
17	Increasing community participation through Rural Women Educational Advancement Committee					
18	Increasing female pictorials in text books and posters doing male jobs					
19	Encouraging educated women to financially assist their parents.					
20	Involving parents in planning, management and decision making at all levels of education					

SECTION C:

1. List three important factors affecting female education in your area.

   i.....

   ii.....

   iii.....

2. Give three most important strategies for enhancing female education :

   i.....

   ii.....

   iii.....

Appendix III: Teachers' Questionnaire

This investigation seeks to find out strategies for enhancing female education. Below are statements you are to indicate whether you agree or disagree. Read each statement carefully and tick ✔ in the appropriate box provided. It is only your opinion that is right. Your name is not needed as the responses will be confidentially taken.

1. Sex: Male ☐ Female ☐
2. Age: (A) 21 - 25 ☐ (b) 26 -30 ☐ (c) 31 - 35 ☐ (d) 36 – 40 ☐
   (e) 40 and above ☐
3. Qualification© NCE ☐ b) B.Ed. ☐ c) M.Ed. ☐ c) M.Ed. ☐
4. Salary Scale: a) 06 - 08 ☐ b) 09 - 10 ☐ c) 11 -13 ☐ (e) 14 and above ☐

SECTION B

Indicate your personal opinion about the following statements:

Key to Responses:

SA = Strongly Agreed

A = Agreed

D = Disagreed

SD = Strongly Disagreed

U = Undecided

PSYCHOSOCIAL STRATEGIES :

	Pycho-social strategies for enhancing female education	SA	A	D	SD	U
1	*Getting female students feel that what boys can do they can also do or even better*					
2	Appreciating female students' performance by their parents and others					
3	Providing scholarship for girls will enhancing female education					
4	Employment of girls after completion of their SSS will enhance female education					
5	Employing more female teachers to teach in female schools will enhance female education					
6	Giving equal opportunities for both boys and girls will enhance female education					
7	Providing early learning environment for girls will enhance					

	female education					
8	Allowing young mothers to further their education after delivery will enhance female education					
9	Making Secondary School Education as minimum qualification before marriage					
10	Encouraging family life Education in primary schools will enhance female education					
11	Allowing girls to attain higher levels of education will enhance female education					
12	Discouraging males from illegal relationship with female students					
13	Designing convenient time-table for schooling will enhance female education					
14	Fixing girls' pride prize according to their education will enhance female education					
15	Locating schools closer to communities will enhance female education					
16	Establishing single sex school will enhance female education					
17	Increasing community participation through Rural Women Educational Advancement Committee					
18	Increasing female pictorials in text books and posters doing male jobs					
19	Encouraging educated women to financially assist their parents.					
20	Involving parents in planning, management and decision making at all levels of education					

SECTION C:

1. List three important factors affecting female education in your area

i.....

ii.....

iii.....

2 Give three most important strategies for enhancing female education :

i.....

ii.....

iii.....

Appendix IV: Parents' Questionnaire

1. Sex: Male ☐ Female ☐

2. Age: (A) 21 - 25 ☐ (b) 26 -30 ☐ (c) 31 - 34 ☐ (d) 36 – 40 (e) 41 - 45 ☐

3. Where do you live?(Residential Address).....

.....

4. How many children are dependent on you? A) 1 - 2 ☐ (b) 4 - 6 ☐ (c) 7 - 9 ☐

(d) 10 and above ☐

SECTION B

Indicate your personal opinion about the following statements:

Key to Responses:

SA = Strongly Agreed

A = Agreed

D = Disagreed

SD = Strongly Disagreed

U = Undecided

PSYCHOSOCIAL STRATEGIES:

	Pycho-social strategies for *enhancing female education*	SA	A	D	SD	U
1	Getting female students feel that what boys can do they can also do or even better					
2	Appreciating female students' performance by their parents and others					
3	Providing scholarship for girls will enhancing female education					
4	Employment of girls after completion of their SSS will enhance female education					
5	Employing more female teachers to teach in female schools will enhance female education					
6	Giving equal opportunities for both boys and girls will enhance female education					
7	Providing early learning *environment for girls will enhance* female education					
8	Allowing young mothers to *further their education after* delivery will enhance female					

	education					
9	Making Secondary School Education as minimum qualification before marriage					
10	Encouraging family life Education in primary schools will enhance female education					
11	Allowing girls to attain higher levels of education will enhance female education					
12	Discouraging males from illegal relationship with female students					
13	Designing convenient time-table for schooling will enhance female education					
14	Fixing girls' pride prize according to their education will enhance female education					
15	Locating schools closer to communities will enhance female education					
16	Establishing single sex school will enhance female education					
17	Increasing community participation through Rural Women Educational Advancement Committee					
18	Increasing female pictorials in text books and posters doing male jobs					
19	Encouraging educated women to financially assist their parents.					
20	Involving parents in planning, management and decision making at all levels of education					

SECTION C

1. List three important factors affecting female education in your area.

i.....

ii.....

iii.....

2 Give three most important strategies for enhancing female education :

i.....

ii.....

iii.....