

**IMPACT OF NON-GOVERNMENTAL
ORGANISATIONS' SERVICE DELIVERY ON THE
DEVELOPMENT OF WOMEN EDUCATION IN KANO
STATE**

BY

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DECLARATION

I hereby declare that this thesis on “Impact of Non Governmental Organizations’ service delivery on the development of Women Education in Kano State”, have been written by me as an account of my personal research work. It has never been presented anywhere for the purpose of award of same higher degree. All quotations and sources of information from other works have been indented and properly acknowledged by means of references.

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CERTIFICATION

This thesis titled “Impact of Non Governmental Organizations service delivery on the development of Women Education in Kano State” by Muhammad Alhaji Yahya meets the regulations governing the award of Master Degree (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late parents Malama Husaina and Malam Hamza and my late uncle Mal. Muhammad Bello, my wives Binta and Amina for their inspiration.

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I am obliged to register my greatest gratitude to Almighty Allah who gave me the chance, the intellectual capability and that, all I needed to conduct this research work successfully. I shall ever remain grateful to Him.

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OPERATIONAL DEFINITION OF TERMS

- I. **WOMEN** in the context of this study referred to the female students in conventional secondary schools and those in NGOS literacy and vocational centers.

ABBREVIATION

- II. NGOS are referred to non-governmental organization.
- III. C S A C E F A is referred to civil society action coalition on education for all.
- IV. KSSSMB referred to Kano state senior secondary school management board.
- V. SUBEB referred to state universal basic education board.
- VI. EFA referred to education for all.
- VII. MGD referred to millennium development goals.
- VIII. CAMA referred to company and allied matter.
- IX. ANSQ referred to appraisal of Non Governmental Organizations service questionnaire.

ABSTRACT

This study investigated the opinions of the stakeholders (students, PTAs, Principals, Zonal education officers and the members of the NGOs) on the impact they have made on the development of women education in the state. A structured questionnaire was designed by the researcher, was validated by professionals and administered to 766 respondents selected from the schools and Zonal offices of the respective Education Areas of the state through a stratified random sampling procedure. Variables investigated in relation to the impact of the NGOs activities were their role, level of coverage, guidelines for their activities, their level of provision of instructional materials for the institutions within the state, strategies used and the problems they faced in their service delivery for the development of women education in the state. Data collected were analyzed using frequencies and percentages for the demographic variables while, the two sample t-test and analysis of variance were used in the test of the hypotheses. From the analysis of the data and test of the hypotheses, it was observed that, NGOs were assisting on the development of women education in the state. However the assistance provided by NGOs was not considered adequate. No significant difference was observed in the opinions of the respondents of the different sexes on the variables. Significant difference of opinions was observed on the guidelines, provision of instructional materials, strategies and the problems they faced in their activities by respondents of different categories on the activities of the NGOs. Based on these findings, the researcher recommended among others: That, the state government should give more priority to the provision of instructional materials for effective teaching and learning in the state educational institutions. That, efforts should be made to provide facilities like classrooms that, can encourage and facilitate female education in the state. That, the state should encourage the NGOs in their service delivery for the development of women education in the state. That, effort at mobilizing women educational development should be expanded by the state government through scholarship awards and other incentives coupled with consistent maintenance of the available facilities in the schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The right to education has been universally recognised since the universal declaration of human right and has since been enshrined in various international conventions, national constitutions and development plans. Education is a human right as well as a tool for achieving goals of equality, development and peace. Subeb (2009).

However, while the vast majority of countries have signed and rectified international conventions such as the universal declaration of human rights and the United Nations convention on the right of woman few countries have integrated these rights in their constitutions or provided the legislative and administrative frameworks to ensure that these rights are realised in practice. In some cases the rights may exist along with and the user is made to pay for the rights, while in other cases the right exists in theory, but there is no capacity to implement this right in practice. Inevitably, a lack of government support for the right to education hits the poorest hardest especially the women. CSACEFA (2008).

Today, discrimination against woman education persists in many areas in the Northern part of Nigeria especially Kano state owing to customary attitudes, early marriages, religious misconceptions, inadequate of teaching and other educational materials, gender bias, lack of adequate and physically and otherwise accessible school facilities.

Equal right to education has been recognized universally as a powerful approach for women educational development. Nigeria's endorsement of the March, 1990 declaration on education for all in which one hundred and fifty five representatives of government educationists and NGOS,s met in jontie and Thailand to discuss basic education was a reaffirmation of the national campaign against illiteracy. To this end, measures were instituted for the realization of the goal of education for all, including measures and strategies to boost women education and increase access to and participation of women in education.

However, in relation to gender issues in education, the 2006 census data showed that, there was consistency of females having lower literacy rate than their male counterparts. This explained the primary gender issues in education. This means that, most of the students who are out of schools are females. By keeping females out of school, the country loses its great potentials ie teachers, nurses, doctors, and so on. Agbo [1994] pointed out Clearly that, such loss by any society could be dangerous in terms of trained manpower ,education and enlightened housewife and mothers. Education is believed to be a significant tool for social mobility and economic advancement. Ultimately, it contributes, to more equal relationship between men and women, Hill,[1993.]

One cannot dispute the value of western education for socio-political and economic development of any nation, Nigeria inclusive, and the general value of such education for females play a great role in these directions.

However, this part of the country seems to have the belief that, the ills of western education are more devastating to females than the males. In this regards, politicians in all the three tiers of government seem to be very reluctant to promote females education vigorously. Moreover, the school curriculum as well as the school environment seem to be in disfavor of women in Nigeria in general and Kano in particular. Despite the fact that, the current education policy being experimented the issue of a favorable curriculum for female education. Text books, are also mostly not gender sensitive. They are male dominated [Rufa'i 2001] There is abundant evidence that, schools are primary institutions where sexism is practiced and this is built into the school curriculum. A content appraisal of books used in our schools would indicate that males were portrayed often than females. Females are also portrayed as passive, dependent and restrictive in their goals practicing domesticity and being incompetent

In related development, economic and cultural factors seem to be a major obstacle in the promotion of women education. These factors appear to constitute great difficulties in retaining females in school beyond a certain age. Many females who dropped out for economic reasons have chosen to go for marriage The plight of females appears to be of two fold. One, she is considered productive by her parents at the early age, she is capable of assisting in the performance of domestic chores, so she is needed at home. Secondly, she hawks goods at early age. This exercise helps her to make a financial contribution for her marriage expense plans and also to enable her

find a suitor. Therefore, her enrolment in school is a difficult economic and cultural preposition. Retaining her in school is even more difficult, because as she gets older, her economic contribution at home becomes significant, and the pressure on her to find a suitor increases. In these circumstances, parents are reluctant to keep their daughters in school, and would rather spend on the male child when faced with economic hardship because at the end of the day, they are more likely to up-hold the names of the family and they would take over the responsibility of the family when the parents become incapable of doing that and especially when they pass on as a result of old age or otherwise.

In Kano and elsewhere, the increase in the investment demand in education is because it is regarded as an important factor for economic growth and stability of any state or country. Education enhances productivity and equips people with the basic knowledge and skills that enable them to participate effectively in the development process. However, available evidence world wide shows that, there is a gender gap towards the development of women education. The world conference on "Education for All" held in Jomtien, Thailand in 1991, drew the world's attention to the gender gap in educational opportunity and its consequences for human development and service to humanity.

To date, only a few governments have made the elimination of gender inequality in education a top priority. In any case, it has not been easy until now for decision makers to ignore the education needs of women.

However, there is now a wide consensus that education for women in particular provides high sustainable social and economic development of any nation. As such a sustained political commitment, interventions of the inter national development partners backed up by the civil society as a whole will go a long way in the attainment of Education for All and Millennium Development Goals, SUBEB/FME (2006). Non-Governmental Organizations in partnership with Ministry of Education and other parastatals, international development partners have collaborated in various ways on the promotion of women education. The United Nations Women Education Initiative, domesticated in Kano and Nigeria at large as the Nigeria women Education initiative (NWEI) is one of the main strategies designed to tackle the gender gap that currently exists in the country and Kano in particular. EFA/MGD Publication (2009).

1.2 Statement of the Problem

Kano State with the total population of 9,383,682 of which 4,539,554 are women, NPC (2006) seems to be incapable and incapacitated to deliver the social services effectively and sufficiently. This may be due to her antecedent of abysmal performance in this regard. Ironically, in the same vein, people looking for alternative kept their hopes rekindled in the ability of NGOs to wipe their tears away some day. Even though the NGOs have not been around enough as compared to the state to give them the level of competence required to handle the intricacies involved.

This notwithstanding, the role played by NGOs in the development of

women education in Kano state are numerous and conflicting. Because they engage in a lot of programmes instead of sticking to specific programmes and in one important area of interest. In other word, they have too much to chew and or they are putting all Eggs in one basket. And that could be the reason why their impact could not be felt adequately.

A well planned and administered strategy leads to effective realization of predetermined objectives of the programmes. Ironically, most NGOs have affiliations, characteristics and strategies of western orientation. That could be why programmes mounted by such NGOs are receiving low patronage and or unpopularity in the state.

However, it is a well known fact that, every organization encountered some problems in their day to day running, especially as it relates to women educational development. Kano State with a unique old socio – cultural and religious peculiarities is not an exception. Many NGOs faced problems of adaptation with the socio – cultural norms and values in the state. In related development, Some are bed belled with financial impediment to conduct their programmes of activities. As a result of such financial pit falls and other constraints, programmes and other activities of most NGOs as well as their impact may not go round to the forty four (44) local governments in the state, with a large proportion of women population. Thus accounts for why most NGOs and their programmes of activities are said to be around the metropolitan local governments.

Despite all these pit falls and other constraints, the thrust of this

study, therefore was to investigate the role of NGOs Service Delivery on the development of women education with particular reference to girl secondary school education and those in vocational and literacy centres in Kano State.

In addition, the study also aimed at diagnosing and examining the extent at which the overall NGOs programmes have really been carried out to all local government areas with varying focuses on the development of women education in Kano State as well as problems faced by NGOs. The study focused on NGOs efforts and commitment to wipe out ignorance among women folk and advance their economic, social and other wise through education.

1.3 Objectives of the Study

The objectives of the study are:

1. Identify the different NGOs involved in the development of women education in kano state.
2. To determine the strategies used by the Non-Governmental Organizations service delivery in the development of women education in the state.
3. To examine the rate at which Non-governmental organizations provide instructional materials for the development of women education in Kano state.
4. To assess the guidelines vis-à-vis the operations of the NGOs contributions towards assisting the development of women education in the state.

5. To ascertain the level of coverage of NGOs activities with respect to the development of women education in Kano state.
6. To assess the problems militating against the activities of the NGOs contribution towards assisting the development of women education in the state.

1.4 Research Questions

1. Which are the NGOs involved in the development of women education in Kano state?
2. To what extent do the NGOs assist in the provision of instructional materials for women educational development in Kano State?
3. How does the guideline if available affect the Non-Governmental Organizations towards assisting the development of women education in Kano state?
4. What is the level of coverage of NGOs activities in assisting women educational development in Kano State?
5. What are the problems militating against the NGOs in their activities of assisting the development of women education in Kano state?

1.5 Hypotheses

For the purpose of this study, the following hypotheses were postulated.

1. There is no significant difference between male and female respondents in their opinions on the different NGOs involved in the development of women education in Kano state.
2. There is no significant difference between respondents in their opinions on the level of coverage of the state by NGOs activities/ service delivery for the development of women education.
3. There is no significant difference between respondents in their opinions on the provision of instruction materials by NGOs towards assisting the development of women education in Kano state.
4. There is no significant difference between respondents in their opinions on the guidelines for NGOs activities / service delivery for the development of women education in Kano state.
5. There is no significant difference between respondents in their opinions on the strategies used by the NGOs towards assisting the development of women education in Kano state.
6. There is no significant difference between respondents in their opinions on the problems militating against the NGOs in their operations of assisting the development of women education in Kano state.

1.6 Significance of the Study

The outcomes of the study is expected to add knowledge to the academic world in the following ways:

1. It serves as a means of providing impetus for the state ministry of education Kano state, and Kano State Senior Secondary School Management Board on the development of women Education.
2. It also serves as a relevant materials for curriculum developers and planners as experts in Kano State Ministry of education in particular and the country at large on the development of women Education.
3. It will be a useful instrument to the educational administrators and planners for both state and federal Ministry of education in the country on the development of women Education.
4. It serves as a means of providing vital as well as relevant information to parents and other stakeholders in education sector for the realization of the significance of women education in Kano State.
5. It adds to the body of knowledge, since there is no much research work on the service of NGOs on the development of women education in Kano State.
6. It also serves as a reference materials for other researchers, especially those in educational administration and planning and other related discipline.

1.7 Scope of the Study

There existed a number of NGOs with varying activities in Kano State. The study however, was limited to the activities of NGOs on women education in Kano State in conventional girls secondary schools and women in NGOs literacy/vocational centres in an unconventional adult Education programmes. While such NGOs concerned with other activities outside women education in the state would not be considered or included in this study.

1.8 Basic Assumptions

1. In this study, it was assumed that women need sound education as such, they are teachable and educatable. Therefore, with the help of NGOs activities women will acquire education effectively and efficiently with keen interest and thereby becoming self reliant as well as self sufficient.
2. It was also assumed that, through various educational programmes provided by NGOs in the state women would contribute not only to the development of their state but to the national development.
3. There existed a shortage of public Girls schools as well as teachers. The high student/teacher ratio as manifested in large class sizes was due to such shortage of public schools and teachers as against the over soaring number of students, therefore, it was assumed that above mentioned problem can be resolved with the NGOs educational programmes of various capacity and dimensions in the state.

4. It was assumed that, female education was not encouraged, this lack of encouragement translated to the low level of educational competence demonstrated by female students in Kano State. Through NGOs procedures and strategies women education will be improved in Kano State. It was assumed that, students, especially women would be encouraged and as such the low level of education competence will one day be a forgotten history.
5. The educational programmes prescribed for students were in most cases barren of scientific bits. It was assumed therefore, with NGOs provision of relevant instructional and other materials for the development of education in Kano State; female students will be able to develop these skills and or capacities during and after graduation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

In this section, various published literature that are relevant to the topic “Impact of NGOs Service Delivery on the development of women education in Kano State” was reviewed. In order to do this effectively, relevant textbooks, journals, previous studies were consulted and reviewed under the following sub-headings.

- 2.1 Conceptual frame work
- 2.2 An overview of the concept of NGOs
- 2.3 Development objectives of NGOs
- 2.4 List of some NGOs in Kano state
- 2.5 Historical development of Islamic education in Kano state
- 2.6 Introduction of western education in Kano state.
- 2.7 The concept of women education – an overview
- 2.8 Relevance of women education to the society
- 2.9 Importance of women education to the society
- 2.10 Problems facing women education in Kano state
- 2.11 Strategies for the improvement of women education in Kano state
- 2.12 Medical, model of women nature study
- 2.13 Critique of the medical model on women nature study
- 2.14 Social model of women nature study
- 2.15 Critique of social model on women nature study

2.16 Combining the medical and social models on women nature study

2.17 Empirical studies

2.18 Summary of literature review

2.1 Conceptual Frame Work

The past three decades have witnessed the emergence of the area of woman nature study, whose intellectual heritage was based on the generic academic disciplines of medical science, psychology, political theory and sociology. The fundamental reason of woman nature study has been to provide a theoretical explanation of how woman nature can be understood, as well as to provide normative principles upon which the operational practices for the provision of woman education should be based. The post-war era has also witnessed the global development of the “woman right movement”. There has been close collaboration between the academic study of woman nature and those engaged in woman nature activism. Wikipedia. (2009)

To date, two general bi-polar models, or approaches to woman nature study have been popularly advanced within the literature, namely, the medical and social models of woman nature study. Within each model, there was a significant degree of variation with respect to where emphasis has been placed. Both models provide pertinent insights into how woman nature has been conceptualised, but neither model provided an adequate, comprehensive explanation of the phenomenon, with each partially reflecting the “reality” of woman nature. Both models are deficient in their

explanation of how marginalised and often oppressed groups, such as women, are able to recognise their potentials to change their present situation, thereby becoming full and active citizens in the contemporary societies in which they live. Both the medical and social models are themselves based on philosophical assumptions about the understandings of human nature, the process of social change and development, and how individuals within any given society are able to function. Both models perceive women as being passive and parasite subjects. These models will be discussed later

2.2 An overview on The Concept of NGOs

NGOs as an instrument for community development in general and women education in particular have generated a lot of commentaries and write ups that are related and relevant to the subject matter.

According to Madison (2006), NGOs represent faction. He defined faction as a number of citizens whether amounting to a majority or minority of their whole, who are United and actuated by some common impulse or passion or of interest that are adverse to their rights of citizens or the permanent and aggregate interests of the community.

In related development, NGOs are independent organizations, which are mainly formed with a view and sole aim of bringing about social change (positive) towards economic social and cultural being of the society. In another perspective, NGOs could be described as the type of voluntary and private organizations which are set up to sensitize, conscience and mobilize

community people, especially women to become self orientated and self independent in the society through acquiring education and skills in different field of knowledge endeavour in order to be able to cope with the resulting social and cultural changes of the dynamic global trend.

According to Poul (2007) NGOs referred to non profit making organisations some religious others secular, some indigenous, while others, foreign instituted with the principal aim to contribute towards alleviation of human suffering and development of the poor.

However, NGOs has been perceived by United Nation Organization UNO (2009) as non – profit voluntary citizens, groups which are organised over at local, national and international levels, task oriented which is established by people with common interests.

On the other hand, World Bank Associated Programmes defined NGOs as private organizations that pursue activities to reduce suffering and promote the interest of the poor, protect the environment, provide basic social amenities or service, and undertake community development projects. World Bank (2009)

However, it is worthy to note that, the above definitions attempt to point on two paramount features of NGOs and in the second place, it must aim at addressing as well as tackling the problems facing the humanity with or no assistance from the government.

In the immediate past of colonial era, it was assumed that Kano State government would play a role in both the management of the economy and

provision of social services.

Towards mid 80's the optimism had given way to frustration as economic problems of various stages continue to be experienced and gradually led the state into stagnation development wise, hence a decline in the quality and availability of social services especially to women Folk

Based on this, people lived with growing disappointment with the state as the vehicle of development. At every point in time, the past looked at and felt with great nostalgia due to the unabated diminishing trend of things. The state seemed to be acting as if it is against the women in particular and the entire citizens in general. State policies and programmes lack any concrete connection to feelings and aspirations of the poor and weak, especially the women.

However, this growing disappointment with the state catalyzed the thinking that, the growth or creation of civil society was a necessary precondition for successful development in the state. The public therefore began to yawn for an alternative to the state, some one they can bestow their confidence on. Some one in touch with their feelings and aspirations, hence the birth and or emergence of NGOs in Kano State.

However, under this structural thinking and eventual birth or emergence, neither the new found ideology of civil society organization nor the discredited state could be depended upon to deliver service effectively and efficiently to the poor and or the weak. Nevertheless the NGOs continue to enjoy majority support from the populace as the likely institution to

deliver the expected rewards. This is viewed in the backdrop of these NGOs are also from the community they are attempting to reach with their activities.

NGOs moreover, continue in the execution of their programmes and the state kept lubricating its policies all thumping their chest as if measuring their achievements. Meanwhile, the gulf between the rich and poor, men and women educationally and other wise continued to grow deeper and wider, making it ever harder to pin down in any precise way the instituted and policies that are ultimately responsible.

Furthermore, based on the new thinking of people oriented development, substantial amount of money meant for development projects – women education inclusive – continue to find their way into the pursue of NGOs donor agents, philanthropists, private sector organizations etc who are the financiers of the aid grants all through the expected outcome are not been achieved wholly, but kept on with the hope that one day, (as today) the NGOs will fund a place to perch.

2.2.1 Emergence of NGOs

The emergence of Non – governmental organizations in Kano State was among the major factors that are responsible for the development of women education. This was as a result of the reaction of the members to enlighten and promote the standards of living of people especially women through education in the State.

NGOs referred to the action groups, which are mainly designed and formulated by the members of any community in order to improve the living condition of the people of such communicating society through various programmes. As staying together materialised their thinking of making life more meaningful and as such the tendencies of exploiting their environment becomes foregone in their minds.

NGOs play a paramount role in the development of socio – economic condition of our society. Socio – economic condition of any community is one of the important aspect that determined its existence. However, for any community to be developed to achieve a predetermined and designed goals, its socio – economic conditions have to be materialised and or acquired.

2.2.2 Classification of NGOs

It is very difficult to categorise NGOs by their specific activities; many NGOs perform variety of activities and often shift the balance of the activities they pursue. However, in a more broader terms, most NGOs can be classified as operational NGOs or campaigning. Operational NGOs achieve small scale change directly through projects, while campaigning NGOs achieve large scale change indirectly through influence on the political system.

More so, operational NGOs have to mobilise resources in the form of financial donation, materials and volunteer labour in order to sustain their projects and programmes. This is a complex process and these NGOs usually posses a head quarters bureaucracy and field staff. Campaigning

NGOs will carry out similar functions but with a different balance between them. Fundraising is still necessary but in smaller scale and services the symbolic function of strengthening the donor's identification with the cause. Persuading people to donate their time and energy is more important and successful. Campaigning NGOs have the ability to mobilize large number of people for certain issues purposes and events.

However, both operational and campaigning NGOs need to engage in fund raising, mobilization of work by supporters, organizing special events. Cultivating the media and administering a headquarters. Only the defining activities – implementing projects or holding demonstration – serve to differentiate them. But in reality these distinctions are not clear. Operational NGOs often move into campaigning when the impact of their activities seem to be insufficient. Operational NGOs run regular campaigns or at least support campaigns network. Similarly campaigning NGOs often feel they cannot ignore the immediate practical problems in their policy domain. Human rights NGOs and women rights NGOs have programmes assisting the victim of discrimination and injustice

There are other types of NGOs that promote change by variants of these two primary functions. Research institutions have special forms of operational programmes in which the goal is to increase knowledge and understanding. They range across a spectrum from these promoting an academic, non political issues to those collating and disseminating information for campaigning purposes.

Moreover, there are also professional bodies, trade union, recreational groups and associations of companies, which provide programmes activities for their members. Sometimes, these organization also campaign to enhance their economic interests and status.

2.2.3 Other Classification of NGOs

As organization that are distinguishable from the state, NGOs take varying organization form. These include;

Trade Union

Self help organization

Human rights organization

Women right organization

Religious organization etc

World bank (2009)

In order to be more precise and support the above mentioned types of NGOs in a broader perspective NGOs could be viewed under three main headings or sub divisions – Northern, Southern and community based organizations.

2.2.4 Community Based Organization

C.B.Os are the formal representation of sectional interest. They are the self administered groups set up either as section support network or as an income generation units for the people involve in a particular trade or profession.

2.3 Development Objective of NGOS

The frame work taken in this study is that NGOs expenditure in education. Within this frame work the expenditure pattern of NGOs are analysed within the context of general flow structure of education and flow of funds from financing agents to service providers in Kano State from the analysis the most emergent priorities of NGOs in education sector include:

1) Rehabilitation of dilapidated infrastructure of all levels of education, especially girl secondary education level. This is because there had been gross neglect of the very infrastructure of learning in Kano, with the few existing schools being operational beyond their carrying capacity.

2) In order to solve the problem of inadequate and dilapidated infrastructure, NGOs in Kano placed a high emphasis on building more schools boreholes, toilets, etc schools without relevant furniture of cause, tell only part of the story and the NGOs placed much emphasis in providing more furniture for the female students as a priority project.

3) The previous administration in Kano State terminated the appointment of thousands of non – indigene teachers without making provisions for their immediate replacement. This placed a gap on the learning process of the children and as a result NGOs have to broaden their educational programmes especially on the recruitment of more teachers.

2.4 Characteristics of NGOS

NGOs are very complex in their establishment and function. It is for this reasons the term has no universal definition World over, because norms, cultures, values, etc vary from one country to another. Nevertheless UNEF comes up with some characteristics which all NGOs must fulfil before it could be characterised and qualified as NGO.

The characteristics include the followings

- i) NGOs must be non profit oriented and voluntarily organised.
- ii) NGOs must register with an appropriate government ministry or agency, with a view to attain legal support for its activities.
- iii) NGOs is primarily and intermediary organization and development oriented with unrestricted area membership network umbrella. Group and professional assistance which are concern with development of humanity and communities services with their resources of entrepreneurship with government or donor agencies known as development partners, individuals, organization.
- iv) NGOs must register or have legal status with state, local government and CAMA – Company and Allied Matters – act – 2003.
- v) NGOs must have solid structure and organization in line with the act of CAMA, 2003.
- vi) NGOs must have also financial prudence/management.
- vii) NGOs must have Board of Trustees.
- viii) NGOs must have management team headed by the executive director.

ix) NGOs must have also officials and personnel/staff to run their programmes.

2.5 Participation, Empowerment and the Role of NGOs

As with the term empowerment, the notion of participation has been imbued by ambiguity within contemporary development discourse, which has further resulted in confusion in the role that the voluntary sector, particularly (NGOs) should play in the field of development. Indeed, many theorists have used the terms empowerment and participation interchangeably, perceiving both terms to be inexorably linked, and this is the position adopted within this chapter. The approaches and strategies that are adopted toward participation vary, according to one's ideological position and how power is conceptualised. The concepts of "empowerment" and "participation" reflect understandings about the nature of power. Friere (2010), in his conception of social transformation, maintains that power in society is essentially structured on the basis of class. In terms of empowerment and community participation, such a conception of power implies that by necessity, the powerless and the oppressed must appropriate for themselves power which has hitherto been in the possession of the powerful. Hence, by definition people can only empower themselves, and power is a "zero – sum" phenomenon, NGOs have played a key role in the provision of community – based women education. In order to address how CBR programmes can indeed become facilitators and promotes of the genuine and authentic empowerment, it may be instructive to consider the

role that NGOs have and can play in the future with regard to empowerment and social transformation through education.

However, NGOs in Kano State are numerous whose main concern is the community development focused programmes. Then offer services in various field of human endeavour like

They provide services in the education sector

NGOs provide services in health care sector.

They provide services in agriculture sector.

They also offer services in the environmental protection sector.

NGOs offer services in the field of entrepreneurship development.

NGOs offer services in the filed of integrated rural development project

They provide seminar symposium, workshop etc for skilled and unskilled person in Kano State.

NGOs provide child care services especially for less privilege children in the state. They provide services in skills acquisition.

NGOs entrepreneurship with some other agencies and companies spent millions of Naira for the community development programmes, especially on women education, example Shell Petroleum Oil Company in conjunction with some NGOs expanded millions of Naira for the provision school brandings, healthcare centre, hospitals, water projects etc all for the development of not only the schools but for the community at large.

2.5.1 List of Some NGOS in Kano State

Below are some of list of NGOs in Kano state

- 1) Youth society for the prevention of infectious diseases and social vices
– YOSPIS
- 2) Characteristic Ass. of Nigeria – CAN – Branch
- 3) Sahawa Youth Organization
- 4) Kano Network of NGOs – KANET
- 5) Community Development Initiative – CID
- 6) Democratic Action Group – DAG
- 7) Devet Initiative Network – DIN
- 8) Centre for Research and Documentation – CRD
- 9) Centre for Education and Leadership Development – C.E.C d V
- 10) Gender support Youth Empowerment Initiative – GENSAYE
- 11) Centre for democratic Research and Training – CDER
- 12) Society for water and public health protection –
- 13) Muslim Student Society of Nigeria (MSSN)
- 14) Muslim Sisters Organisation (MSO)
- 15) Centre for the information, Tech and Development – CIT AD
- 16) United Action for Democracy – UAD
- 17) Agricultural and foundation
- 18) Fame Square foundation
- 19) Young Women Advancement Initiative
- 20) Youth Environmental Development Association – YEDA

- 21) African Research and Development Agency – ARADA
- 22) Humanitarian Services Organisation
- 23) Society for Youth Awareness and Health Development – SYAHD
- 24) Community Health and Research Initiative
- 25) Sustainable development Initiative Centre – SUDIC
- 26) Grassroots Health Organisation of Nigeria - GHON
- 27) Community Support and development Initiative – C.S.D.I
- 28) Support for Women and Teenage Children – WCHF
- 29) Youth Education and Development Project – YEDEP
- 30) Women and Youths support – WAYS
- 31) Youth Against Drug Abuse
- 32) Women Development Network, Kano
- 33) Women Widows and Orphans Development Initiatives
- 34) Women Advancement Program
- 35) Kano Foundation
- 36) Health and Development Initiative – HADI
- 37) Nigeria Red Cross Society, Kano State Branch
- 38) Youth Enlightenment Forum
- 39) ABC Project – Road Safety Initiative
- 40) Northern Women Round table
- 41) Adolescent Health Inform Project AHIP – NIG.
- 42) Network for Empowerment and Development Initiative – NEDIN
- 43) Intergeneration Development Initiative

- 44) Department of Foreign and International Development UK (DFID)
- 45) Women farmers Association of Nigeria (WOFAN)
- 46) Society for Family Health
- 47) United States Agency for International Development (USAID)
- 48) Civil Society Action Coalition on Education for all – CSACEFA
- 49) Yakasai Zumunta
- 50) Compass etc

2.6 Historical Development of Islamic Education in Kano state

Islam as a religion was said to have reached the area known as the savannah region in eight century B.C. Before the end of 31st Century, the religion has already been widely accepted. Islam was brought to Hausa land by Muslims traders from the North Africa. The credit of bringing Islam to Kano was given to group of Wangarawa merchant who came to rule Kano during the reigns of Sarki Aliyu Yaji, a Habe ruler who ruled Kano from 1349 – 1385. Since that Epoch, Islam continued to gain strength and spread and by the time of Sarkin Kano Muhd Rumfa (1465-1499) Islam became firmly established in this part of Hausa land.

However, during the leadership of Rumfa a well known scholar called Magwilli visited Kano and was said to have written a book titled “The Obligation of Princess on the request of Sarki Rumfa”. This book was mainly about the system of administration. Almagili is to date remembered as an Islamic reviver and reformer. He tried with some degree of success to transform Kano into an Islamic state. A council of nine (Tara ta Kano) was

established. It was ministerial council that acted in conjunction with the Sarki. A leader in prayer (an Imam), a judge (Qudhi), and officers were for the first time introduced into the new political system in Kano. Also the first Islamic school was established (known as school for Arabic Studies in 1937). The muslims introduced pilgrim and itinerant scholarship.

In the 14th century during the reign of Yaji Dan Tsamiya (C.1349 – 1385) the Wangarawa came from Mali bringing the Islamic religion. And the name of their leader was Abduurahman Zaiti. When they came they commanded the Sarki to observe the five times prayer. He complied and made Gurdumus his Imam and lawan his Muazzin one who calls the prayer.

However, the Sarki commended every town in Kano to observe the times of prayers so, they all did and complied. From the 15th century, Kano, has witnessed series of Fulani immigrants, who came to form the dominant community in the city. The 15th century disintegration of Mali Empire led to the Fulani immigration into Hausa states. To Kano, they came along with Islamic books an divinity (Tauheed) and Philosophy (Lugga), improving for the first time the resources of Kano scholars, who were formally used to work relating to law (Islamic sharia) and tradition (prophetic sayings). Muslims immigration into Kano played an important role in Kano history. It also witnessed the gradual increase of the influence of Islam not only on the political but also to the socio-cultural system particularly under the reign of Sarki Rumfa. (Source: Kano Chronicle 2009).

2.6.1 Introduction of Western Education in Nigeria with Particular Reference to Kano State.

The missionaries who came into Nigeria through the coast around the 15th century after establishing themselves in the southern region of Nigeria decided to carry out their activities up the Northern region. In the case of Kano for example “bishop Tugwell of the C.M.S approached Sir Fredrick Lugard in 1808 with request to open a mission school at Kano where missionaries who had studied Arabic and Hausa in Tripoli could work among the muslims in the province, but this request was turned down by him. In 1900 Mr. (Later sir) Hanns Fisher came into Nigeria and he became the first director of education in Northern Nigeria. Fisher was prejudiced against the Lagos schools and as a result choose the sudan model for Northern Nigeria. In accordance with this scheme “Fisher opened his Government schools in 1909 at Nassarawa about 800 yards outside the walls of Kano city and modelled them after Gordon College Khartum”. Girls schools were established by the administration in Kano, until 1925 under the direction of E.R.J (Fafunwa. 1974).

However, the establishment of this Western Education in Kano did not go smoothly and without opposition from the people of Kano. And that was fundamentally based on religions ground, because the majority of the people were muslims and since this system of education was brought by Christian missionaries, the people feared that if they allowed their children to go to such schools, they might be Europeanized and they can easily be converted to Christianity.

2.7 Concept of Women Education an Over view

However, this work is an attempt to study the development of women education with particular reference to the impact of NGOs service delivery in Kano i.e Girls Secondary education. It is mainly concerned with the general development of women education in Kano State. Education is any useful information and a knowledge acquired formally or other wise for the progress and well being of humanity which is not restricted to art of reading and writing. But for a total change (positive) of behaviour which differentiates one from another. It is also a very strong and paramount instrument used in the overall development of societies globally.

Moreover, in Nigeria education is regarded as the most vital weapon/and or instrument for National development and growth. Thus, the future of the country rests heavily on education standard and growth and for any country to achieve this education (sound) must be given to its citizens irrespective of religious beliefs, gender bias or inequality and ideology. Thus however it seemed to be happening especially in respect of sex difference as a factor in the provision of education which NGOs has embarked upon and is still embarking on it energetically. There does not seem to be of equal participation between the two sexes.

This is because, while the education of boys is progressing, that of girls seemed to be facing numerous problems, such that it has almost been lagging behind for quite a long period of time. It is important to note that, Dally Trust 2009 in its editorial opinion contended as follows:

“Since the early foundation of child education being as from his environment and since the child spends more of his/her time with his/her mothers in their tender years, a child’s educational opportunity would be more enhanced, if women were education”.

The paper’s editorial opinion seemed to support Aggy’s (2004) cited in Ray Mound (2006) in which he said “when you educate a man you educated an individual, but if you educate a women you educate a family. This however, does not mean that only women take time to see that the children get educated, a man also does it, but the idea here is women as mothers are the first school set for the children’s education. They are the nucleolus of the societies. Therefore women education is of paramount importance, especially in a strategic state like Kano.

In the past, women in Kano like their fellows in other parts of the Northern states were seriously neglected as far as the education was concerned. But after the jihad of Sheikh Usman bn Fodio things began to change in the entire areas of Shehu’s jurisdiction. This is because Sheikh Usman re-interated the need for educating women.

2.7.1 Relevance of Education to the Society

Moses (1981:3-4) briefly explained education and its importance as follows. “Education is the process by which the young of the human family are prepared for happy and useful membership of the world into which they are born.....” continuous process of growth and development in all aspects of one’s being and intended to fit one for the types of life that is both

satisfying to himself and acceptable to the community in which he lives, grows and works.

The above definition of education implies that education is a composite of all the means and ends of nurturing and developing intellectual abilities, physical attitudes and values (especially of woman) in conformity with the approved and acceptable norms of behaviour in the society.

“Education is the basis for full promotion and improvement of the status of women. It is the basic tool that should be given to women in order to fulfil their role as full time members of society”. (Nairobi, for word looking strategies, 1985).

In all countries of the world with Nigeria inclusive, education is now recognised as the main vehicle for promoting and improving the status of women. The new interest in the education of women is apart of the general awakening that has taken place through NGOs in last two decades. People now realized that sustainable human development cannot be effective if the women – as half of the human race are or remain ignorant, marginalised and discriminated against. This study focuses on NGOs efforts to wipe out ignorance among women folk and advance their development through education.

2.7.2 Women, Gender and Development.

In Nigeria as elsewhere in the world, the last two decades have witnessed special attention being focused on women and their advancement in all spheres of human endeavour by many NGOs. For instance the United

Nations has been at the forefront of efforts to raise the status of women. It declared 1975 as international women's year and the years 1976 to 1985 as the United Nations decades for women. The U.N also organised a series of conferences on women in 1975 (Mexico City) similar conferences were held, such as the 1989 conference in Abuja which produced the Abuja declaration on participating in development. U.N Publication (2010)

The central theme of all the conferences has been on the need to raise the status of women and bring them into the development process as equal partners – especially in education with men. Therefore the conferences organised by NGOs have raised consciousness about age old injustices and inequalities which women have suffered in virtually all societies in Nigeria in general and Kano in particular.

2.7.3 Role of Women in Modern Society

Gender stereotypes are very much in evidence especially in modern society. The man is still the bread winner and head of family, men govern and rule the country. They are captains of industry, ministries, MD's etc they work as generals in the army, pilots, brain surgeons, business entrepreneurs etc. At the end of the working day, men relax and listen to radio or watch television read news papers etc on the other hand, women rear children look after even the men/husband, and look after the home as well as do all the domestic chores. If and when women go out to work, they usually work as teachers, nurses, secretaries, caterers etc At the end of the day's job they still have to dash into the kitchen to see to the evening meal

and do all other domestic chores. Segun. (1999)

As a result of NGOs educational program, in Kano girls women have made steady progress in all areas of formal education in the country since independence in 1960. Enrolment rates have raised at all levels of education. As such dropout rates especially of women have fallen while government on her side continuous to make constant effort to improve the quality of education that is received. However, with all these, female's education still lags behinds that of males in many respects. For instance, females enrolment rates at all levels of education remain below those of males. For instance females have 41,747 as enrolment range with 33.29 percent while males have the total enrolment rate of 91,074 with 66.71 percent. Girls have higher dropout rate, and are much fewer in the importance subjects areas such as science and technology and mathematic and their career choice is still largely continued to the "female" areas of teaching, nursing, secretarial studies, catering etc especially in Kano state Ministry of Education(2008).

2.7.4 Importance of Women Education to The Society

"You can tell the condition of a nation by looking at the status of its women" Nehru (2008) Education has been regarded as the most significant instrument for changing women's subjugated position in the society. It not only develops the personality and rationality of individuals, but qualities them fulfil certain socio-economic, political and cultural functions and thereby improves their socio-economic status. One of the direct expectations

from educational development in a society is the education in the equality among individuals and that is why education was included as the basic right of every human being in the universal declaration of human rights. The constitution of UNESCO also directs its efforts to achieve, the ideal of equality of educational opportunity without regard to race, sex, or any distinction economic, social or otherwise. UNESCO (2008)

Education is the process of instruction aimed at all round development of boys and girls. Education dispels ignorance. It is the only wealth that cannot be robbed. Learning includes the moral values and the improvement of character and the methods to increase the strength of mind.

Once the 1st prime minister of India, Jawaherlal Nehru said, “ you can tell the condition of a nation by looking at the status of women. This is absolutely and inevitably true, women of any nation is the mirror to its civilization. If women enjoy good status it shows that the society has reached a level of maturity and sense of responsibility, while a decadent image conjures up of the opposite. The story of Kano women is as old as the history of Kano civilization. The status of women due to the acquisition now a days of education is at the peak of ladder of success, as compared with past women in olden times who achieved nothing.

2.8 Problems Facing Women Education in Kano State

In this review, the best approach to the discussion of women education in Kano state is by highlighting the constraints or problems facing women education.

However, the education of women in Kano state has faced and continued to face a number of constraints, because women education has been neglected since the introduction or coming of western education. Indeed, to date western system of education is being received with mixed feelings by parents. Especially those living in rural areas of Kano state, and some of those in the city. This is perhaps because they have less social intercourse with elites and their experiences. So far experience with the education are not in any way positive. Because as an educated muslim women more move without head ties and decent dresses – unislamic and untraditional which the people fear.

Another constraints facing women education in the state is for the negative attitude towards women education, since most parents are highly suspicious of western education and prefer to enrols their children to qur'anic or Islamic schools where they could learn more about their religion and its teachings without knowing that Islamic knowledge is taught right from class one in the western middle primary school.

In other words, Women Education is a very controversial issue in Kano. Many people are against women education mainly because of socio – cultural reasons. Parents believed that when girl receive Western Education she will no longer be morally up right, culturally sound and respectful to the family and or her husband. It is against this background that girls or women education is considered undesirable by most parents in the state. Furthermore, some of the constraints discussed by prominent scholars and

authors concerning women education in Kano state among others include the following;

2.8.1 Socio – Cultural Factors

There is hither to the notion that women education ends up in the kitchen. With this, girls/women education is regarded within the majority as not important in their domestic chores or roles. That brings the idea of some parents withdrawing their daughters from school for early marriage. On the other hand, our girls themselves do not see the relevance of their education and thus do not care to pursue it with seriousness since they are not allowed to work and even if they are serious in the acquisition of education – ie they misused the education by being corrupted or involve in a mischievous deeds that make them unapproachable for men to marry.

2.8.2 Ignorance and Poverty

Due to the absence of adequate publicity and awareness on issues relating to women education in Kano, some parents do not see the relevance of sending their daughters to school. Instead they only pushed them through spellings (Talla) or to run after men just to acquire materials gains, especially in the rural areas, this may result into teenage pregnancies, prostitution (as it happened today) and thus a sudden end to their education and future in general.

2.8.3 Geographical Location of the School

At present, most schools are located at very far distances from the homes of the students. Although some schools are boarding, majority are now day schools. Many of the parents find it very difficult to cope with transport money for their daughters/children. With this sought of hitches and economic predicament, most of the girls education becomes disrupted and thus leads some of them astray, socially and religiously.

2.8.4 Educational System

The issue of inadequate facilities for instance lack of water, constant power failure, transport facilities like buses and trucks affects the good services in terms of management health and performance of the students generally and girls' in particular.

In his article "Education of women in Islam with reference to Nigeria" Galadanchi (1999) stated that the "Inadequacy of educational facilities for women had retarded the progress of education in the Muslim communities. Based on the sexual distinction, educating male alone, created a feeling of superiority complex among men which subsequently led some people believe erroneously that Islam abhors and discourages women education.

Similarly Tabawa (2007) stated that parents regarded female education as a waste of money, energy and time, since the girls are not going to work but remain in Purdha after their education. This is just another way of saying that parents cannot invest their money and what have you in something that is not going to yield them any profit. Her argument

could also sustain the argument that parents consider education as a profit making venture.

Habibu (2006) in her opinion stated that “to discuss problem of women education in Kano, first trace the development of girls education from pre-jihad up to the present time.

In another paper written by Ibrahim Suleiman titled “Reform of education in Muslim communities, with particular reference to Kano state” in (2008) he pointed out that women themselves are of special, fundamental importance to the society. They carry on their shoulders, despite the immense hardship and pains involved the great responsibilities that can never be equalled by or with any other. They also constitute the most important and effective vehicle for transmission of civilization and culture from one generation to another. Also when they are properly trained and educated, women become the grassroots guardians of society’s moral and social values. Women are therefore, undisputed source of life for humanity, for human civilization and sources of progress and stability. Their education and upbringing are therefore imperative.

Another literature relevant to this topic is “Women and Art education a journal of federal college of education”, known as “TAMBARI”(2006) women like their men counterparts have contributed immensely to national development through art, but suffice it to say that, the population of women academics specializing in art education is generally low. According to world of learning (2004) in about more than thirty universities in Nigeria with over

one thousand and six hundred professors and few if not fewest are women. However, this could be an indication that women who apply to read art education in the university have been on the decline.

2.9 Strategies for the Improvement of Women Education

There has been defined strategies to bridge the gap between the male and female's education. This is a clear testimony taken by NGOs to improve women education in the state.

However, as a result of these strategies put in place by NGOs, there are many girls schools and more are still on their way to be erected, including vocational classes to boost the morale of the girls in terms of skills acquisition.

Among such strategies, the following are being postulated.

- i) Advocacy – visit to the policy makers, traditional rulers etc
- b) Media advocacy – i.e NTA, Freedom radio, etc
- ii) Resource mobilization. This can be in form of;
 - Training
 - Research
- iii) Capacity building:- Here the NGOs provide training, workshop, seminars etc on identified needs
- iv) Mass public enlightenment
- v) Mobilization and sensitization
- vi) Radio programmes i.e Radio Kano, Radio Pyramid etc

2.10 Medical Model on Women Nature Study

The medical model of women nature study is considered to be the predecessor of the social model. In this model, women nature is defined primarily as a weak state and perceived as a deviation or abstraction from normality. The model asserted that the most significant “problem” that women face is the total dependency and or occupational ability as well as social inferiority complex. Hence, the medical model is a deficit model, which viewed women nature as essentially a “problem”, focusing upon the total dependency and or occupational ability and social inferiority. Such a perspective argues (researcher’s) that the total dependency and or occupational ability as well as social inferiority complex reside within individual and that it is reducible to the analysis of women nature. The attainment of “able bodied ness” is considered as the legitimate criterion by which to measure “normality”. The medical model thus projects men as “better” or “superior” than women. The model also assumes that women are biologically and psychologically inferior to men, and by implication, do not have the competence to be equal to men to make decisions for themselves.

2.10.1 Critique of the Medical Model on Women Nature Study

The medical model has been criticised, especially by the “women right movement”, and found to be deficient on a number of counts. The principal criticism is that the medical model fails to give consideration to the socio – cultural contexts in which total dependency and or occupational ability are placed, and that women nature is essentially a biological not social

construct. The emphasis placed upon total dependency and or occupational ability and physiological conditions perpetuate the notion that women are weak and dependent, and that such characteristics defines the quality of life that a woman is able to live. In criticising the model, one does not question the necessity and validity in receiving high quality of educational support, but rather one challenge the nature of social conditions and relationship that are encountered when women and the medical profession interrelate with each other.

2.11 Social Model on Women Nature Study

In ideological juxtaposition to the woman individualistic medical model, the social model of women nature study provides a socio – political conceptualisation of women nature. The social model has arisen in response to the critique of the medical model. The social model is the total antithesis to the medical model, where the primary focus of analysis has shifted from the deficits of the functional, physiological and cognitive abilities of the women nature, to the detrimental and oppressive structure of society, and the negative social attitudes encountered by women throughout their life. Hahn (2010), writing within the North American context, states that women nature stems from “the failure of a structured social environment to adjust to the needs and aspirations of women rather than from the inability of the women to adapt to the demands of society”. Women nature is therefore situated in the wider external environment and is not explicable as a consequence of total dependency and or occupational ability as well as

social inferiority complex. Thus, in focusing upon the manner in which women is socially produced, the social model has shifted the debate regarding women nature from a bio – medically dominated agenda to one which gives central importance to politics, empowerment, citizenship and choice. Furthermore, women nature is the result of society's failure to provide adequate and appropriate services, and the needs of women are not adequately accounted for within the social organisation of society. It is perceived in attitudinal terms as a social-cultural rather than a biological construct.

A central tenet of the social model is that, irrespective of the political, economic and religious character of the society in which they live, women are subjected to oppression and negative social attitudes, that inevitably undermine their person – hood and status of full citizenship. Central to the notion that women are oppressed is the underlying assumption that all societies are characterised by conflict between two competing groups, the dominant and the subordinate. i.e men and women. Finklestein (2010) was one of the pioneers in developing a materialist explanation. He postulated that history can be divided into three “distinct and sequential phases”, and that within each phase, the manner in which women were socially included or excluded within contemporary society differed. First, the period before the European industrial revolution was characterised by agrarian feudalism and some cottage industries. During this period, there was scant social mobility, where it is maintained that the mode of production did not exclude women

from active participation in their local communities. During the second phase of the industrial revolution and its immediate aftermath, women were effectively excluded from being in paid employment, due to the fact that they were not able to maintain the pace set by factory system. As a consequence, women were separated and socially excluded from mainstream social and economic activity. Finklestein (2010) maintains that during the third phase, which is just commencing, women will witness and experience their liberation from social oppression. The rise of the factory system and the introduction of individual wage – labour, transformed the “means of production”, resulting in the separation of home from the workplace, and in the marginalisation of women. Women have become further isolated through the establishment of closed and segregated institutions, for example, within many so called “special schools” and sheltered training workshops.

2.11.1 Critique of the Social Model on Women Nature Study

It is beyond doubt that, the genesis and subsequent development of the women right movement and the theoretical understandings of women nature that have thereby ensued, both within the United Kingdom and throughout the world, have brought about a quantum shift in the manner in which women nature has been perceived. By purporting that the origins of oppression are located exclusively in “attitudes”, it is difficult to determine their social location, and understand how these in turn result in oppressive action. The model is deficient in failing to analyse the socio – political and religious contexts in which attitudes and values are constructed, and how

they are in turn transformed into oppressive actions and practices. Due to strong emphasis being placed upon discriminatory social and political structures, the analysis of what it is to experience problem naturally within the body, and the sociological and psychological implications in relation to this has largely been ignored. Morris (2010) maintains that the social model has effectively denied the fact that the physical and emotional pain and suffering experienced by women due to their problems naturally has any impact upon their practical daily living. A further question arises concerning the appropriateness of the western – based notion of “empowerment”, which presupposes that rights are exercised and that decisions are made in accordance with the preferences and wishes of the individual, in developing countries. Such an individualised notion of empowerment, as espoused by the international women right movement runs contrary to accepted social customs and practices found within many such countries. In Nigerian societies, it is customary that all major decisions, for example who one should marry, the purchase of property and career decisions, are taken not by the individual, but collectively through consultation within extended family and kinship networks. This is particularly the case in rural areas, and operates irrespective of whether woman is present within the family. Thus, a focus on rights and decision – making practices rooted in the ideology of individualism is in many societies, particularly those within the African context, are often at variance with established cultural, social norms and practices.

2.11.3 Combining the Medical and Social Models on Women Nature Study

Given the limitations of both the medical and social models on women nature, is it indeed possible to construct another model, that combines the positive features of the previous models? If this is indeed possible, then what would be the constituent elements of such a model? The different sets of assumptions for both the medical and social models constitute an internally logical and coherent framework, and from this, each derives a coherent set of policy prescription for the operation and development of women education. However, it is contended that there is a third alternative, that combines the assumptions regarding the nature of social change, development, and human nature. Such a synthesis has at least the potential to provide a new and potentially innovative framework by which to take forward the debate regarding models of women nature study and consequently, to produce an innovative approach to the provision of women education.

An individual's human nature, his/her position in society, and life chances are neither exclusively determined by innate biological characteristics and abilities, nor are they totally prescribed by social, economic and political structure of society. Both of these approaches assume that all human beings are essentially passive, in the sense that they are unable to influence the course that their life will take. Such a position gives no credence for the creativity that is inherent within all human beings, as well as the

indeterminacy within the human condition. However, it is maintained here that human nature and the dynamics of social change are the product of the continuous interactive relationship between an individual's naturally endowed characteristics and the social environment in which he lives, which is itself shaped by social, political and economic factors. There is thus an inter-dependent and dynamic relationship between an individual and his society. Such an approach posits the integration of biological and social factors in determining the human condition in which neither of these two factors are given primacy from an ontological perspective, but they relate to each other interactively.

Secondly, what are the implications, both in terms of the philosophy of development and operational practices, for NGOs adopting a Frierean (2010) approach to empowerment and social transformation. Notwithstanding the difficulties and obstacles in adopting this approach? Although Friere (2010), theories of social transformation and change have been in existence since the early 1970s, and have been adopted in a number of development contexts, they have not been applied within the context of women education. An investigation that attempts to answer both these questions necessitates a consideration of the generic development literature, which deal with the subject of empowerment and participation of women within their local communities.

The wisdom of Friere (2010) thesis of social transformation is to ensure that all individuals, particularly those who are subject to oppression

are made “more fully human”. Friere (2010) maintained that all individuals, irrespective of the degree of sex, age and the degree of oppression they have been subjected to, potentially have the innate ability to transform their political, social and economic. However, effective social transformation will only occur when marginalised groups, such as women meet collectively, critically analyse the constraints placed upon them by their social, economic and political environment within a historical framework, and devise strategies for their subsequent alleviation. The theory is premised upon the assumption that all individuals, notwithstanding their class or social position, are innately self – conscious and creative, and able to change their present (and often very oppressive) environment. Friirian strategies have profound implications for the potential role played and expected by able – bodied professionals. Rather than adopting the role of the technocratic expert who analyses the problems and needs, and devises “solutions” for women (analogous to Friere’s (2010) “banking” method of education), the professional adopts the role of a facilitator, enabling women and other oppressed persons to reflect on and identify their needs and aspirations.

2.12 Empirical Studies

The empirical studies was conducted through thorough study of various research works in order to find out if there are other studies that related to the current research work “Impact of Non- Governmental Organisations Service Delivery on the Development of Women Education in Kano State’. However, the findings of such studies were said to have the

followings:

In a research conducted by Ahmad (2008) on 'the role of self help Association in Rural Educational Development Kano State. "The objective of the study was to determine if there was a significant difference in the opinions of parents, principals and District Heads towards the role of self help Association in Rural Educational Development in Dawakin kudu local Government.

The findings of the research work revealed that, Government contributions and commitment towards the development of Rural Educational Development in Dawakin kudu local Government in kano state was inadequate. It also revealed that, parents, principals and the District Head believed that, the development of Rural Education, especially women Education is of paramount importance.

However In another research by Muhammad (2002) on "The impact of training and Development on activities of NGOS in Jigawa State. "The main objective of the study was to examine if there was a significance difference in the opinions of parents and community members on the extent at which training and development can have an impact on the performance of the NGOS towards the development of women education.

The findings of the study revealed that, Government on her side was incapacitated to deliver the needed education service, especially women education. It also revealed that, educational infrastructure and facilities are inadequate and poorly maintained due to poor funding.

Another by Sani (2008) on “the contribution of donor Agencies to the funding of junior secondary school education in Dutse Emirate council of Jigawa State.” The objective of the study was to examine if there was a significance difference in the opinions of parents community members and principals on the contributions of donor agencies in providing physical cash for the development JSS Education in Dutse Emirate.

The major findings of the study revealed that, the fund allocated to education was not enough to cater for the system .As such there was the need for the community to participate fully in funding of education, especially that of women. The study also revealed that, Agencies participation in the development of JSS education was of paramount importance.

Therefore, the above empirical studies were related to the topic under study, because they all focused on the development of education in general and women education in particular.

However, this work is different from other empirically reviewed studies since it looked at the contribution of NGOs in Kano. The work analysed its data and presented the facts by the use of frequency distributions and percentage. However it employed the use of t-test and Anova to find the opinion of the respondents.

2.13 Summary

The chapter discussed the impact of NGOs service delivery on the development of women education in Kano State. However the conceptual

frame work of this chapter talked briefly on the emergence of the era of women nature study. In this subheading two models known as medical and social models on women nature study were reviewed and criticism was also made. Moreover the chapter gave highlights on the concept, emergence and classification of NGOs as well as community based organization in relation to the development of women education in Kano State. Furthermore the development objectives, characteristic and role of NGOs as well as the historical development and introduction of western education in Kano State were also explained in the chapter. Another vital subheadings discussed in this literature review include the concept of women education, role of women in our society and the importance of women education for national development.

The chapter also pinpointed the problems facing women education in the State, in which socio-cultural factors, ignorance, geographical location of the schools and educational system as obstacles played a vital role towards crippling the development of women education. Finally, the chapter discussed the strategies for the improvement of women education in Kano State as well as the empirical studies, where three different research works were studied and found to be relevant to the topic under study, "Impact of Non Governmental Organisation Service Delivery on the Development of Women Education in Kano State"

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This research, investigated the “Impact of NGOs service delivery on the development of women education in Kano State.” Therefore, this chapter described the research design, the population, sample and sampling techniques, instrumentation, validation of instrument, pilot study, administration of instrument as well as the procedure for data analysis.

3.2 Research Design

A descriptive survey design was used in this study. Since the problem to be investigated upon was the “Impact of NGOs service delivery on the development of women education in Kano State.” So, survey type of design was most relevant and appropriate. According to Agber (2003), this design is concerned with finding, describing and interpreting “what is” put it more vividly, and the design was concerned with condition that exists, or practices that prevail, as well as point of view and attitudes that are being felt. With this method, the researcher obtained and gathered, data for the purpose of testing the hypotheses and answering research questions related to the “Impact of NGOs services delivery on the development of women education in Kano State.” Therefore, survey served as an important means of data collection through the careful manipulation of the variables by the researcher Okon (1998).

The subjects of the study were made up of female students in public

secondary schools and those in NGOS literacy and vocational centers in Kano State. Their opinions were sought on issues in relation to “Impact of NGOs service delivery on the development of woman education in Kano State.”

3.3 Population of the Study

The population of this study comprised all NGOs operating in Kano State with the programmes concerning women education as well as the entire females students in the state comprising all public girls secondary schools and those in NGOs literacy/vocational centers. There are fifty (50) NGOs concerned with women education programme and eighty two (82) literacy/vocational centers in the State with enrollment figure of ten thousand four hundred and sixty eight (10,468). (Sources - office of Special Adviser to the Governor on NGOs. 2010).

There are also a total number of two hundred and fifty five (255) Girls Public secondary schools in the state with the enrollment figure of one hundred and sixty three thousand three hundred and eighty three (163,383) female students. (Sources – Ministry of Education, KSSSSMB. 2010)

3.4 Sample and Sampling techniques

In line with Research Adviser (2006) procedure, a sample of 384 students was selected for the study, following simple stratified sampling method. This sample was selected from 51 schools which constitutes 20% of the total NO of female schools in the state, Borg and Gall (1983).

According Haruna (2010) stratified sampling method involves

grouping of population into homogenous sub-groups containing members who have similar characteristics.

To achieve this, the entire population of girl schools and those in literacy and vocational centers in Kano was divided into two strata and samples size for each was determined and presented in table as shown below.

3.1 POPULATION AND SAMPLE SIZE FOR SCHOOLS AND STUDENTS

Group	NO. of Schools/ centers	Population of students	Sample Size for Schools	Sample Size for Students
Public Schools	255	163383	51	384
Women center	82	10468	44	
Principal of schools and centers	311	311	169	169
PTA chairmen	311	622	169	234
Zonal educational officers	14	14	10	10

3.5 Instrumentation

The instrument used for the data collection was the Appraisal of NGOs Service Questionnaire (ANSQ) – check list and close ended questionnaire designed by the researcher based on the variables of the research topic. The statement contained in this section was aimed at eliciting responses from

the respondents on the impact of NGOs service delivery on the development of women education in Kano State.

Moreover the questionnaire was backed up by personal observations by the researcher. With regards to the study. Akinsanma (1987) opined that, when two or more different reliable methods of data collection are used in a study, more facts are revealed which might elude each of the instruments when used separately.

With regard to the relevance of questionnaire as data collection instrument, Gey (1990) pointed out that, the instrument is relevant and suitable for survey research because it accommodates large sample sizes and yet saves time. Again the issues contained in the questionnaire required factual information with high degree of accuracy, Respondents were given different options, to select from by ticking the option which expressly represents their opinions.

However, all the statements drawn from the various aspects were based on the likert scale format that has a five point rating scale, for the determination of the extent to which respondents perceived impact of NGOs service delivery on the development of women education in Kano State.

The ranking of the likert scale is as follows

- a) Strongly agree - SA 5
- b) Agree - A 4
- c) Undecided - U 3
- d) Disagree - D 2
- e) Strongly Disagree - SD 1

The language of the questionnaire was made simple, straight forward and devoid of ambiguities. This was employed just to enable and allow the respondents answer the questions with relative ease.

3.6 Validation of Instrument

Appraisal of NGOs Service Questionnaire [ANSQ] was subjected to validity and reliability studies in order to determine its effectiveness in data collection. The questionnaires was given to three specialists in the department of Educational Administration and Planning for their inputs, after that I summated it to my project supervisors for their final approval.

Validity refers to the degree in which one test or other measuring device is truly measuring what we intended it to measure, Haruna (2010).

3.7 Reliability of Instrument

Reliability of stability of ANSQ was determined through test retest reliability measurement. Reliability according to Haruna (2010) is synonymous with the consistency of a test, survey, observation, or other measuring devices. A test is reliable if it measures consistently what it is supposed to measure.

3.8 Pilot Study Result

The designed instrument was tested with a pilot study in order to determine its reliability for the attainment of the study's objective as well as establish its reliability and internal consistency. A total of hundred (100) respondents selected from one of the schools that was not included in the main study were administered with the instrument. Out of the 100, 90 were

selected for the reliability and internal consistency test. The data collected were analyzed statistically with the Statistical Package for the Social Sciences (version 17). Among the options for the determinant of the reliability coefficient and internal consistency index for the instrument were the Cronbach's Alpha, Spearman-Brown Coefficient and the Guttman Split-Half Coefficient. The reliability index of 0.947 was obtained for the Cronbach's Alpha, Spearman-Brown equal length Coefficient gave an index of .897 while the Guttman Split-Half Coefficient was 0.895. The internal consistency coefficient for the items within the instrument was 0.955. These observed reliability coefficients are approximately equal to one. According to Anastasi (1980), the closer to one (1) the reliability coefficient of an instrument, the more reliable it could be considered to be. Therefore, the instrument for the study could be considered reliable and internally consistent for the study.

3.9 Administration of Instrument (ANSQ) for Data Collection.

The researcher, personally undertook the administration of copies of the questionnaire to the respondents. In certain instances where it seemed not possible for him to gain access to some respondents, research assistant was sought for from the researcher.

The administration of the copies of questionnaires took a couple of ten days (10) before they were retrieved. The purpose of the ten days interval was to provide the respondents enough time to complete the instrument objectively. So that, the reliability of the responses could be guaranteed.

There were a lot of problems faced by the researcher / research assistant in the process of collecting the administered copies of instrument. Some of such problems include the difficulty of meeting some students and other respondents at schools and offices. This could be due to sickness and other personal and school or office assignments. And in some instances the researcher/research assistance found that, some respondents kept the items as they collected them. In situation like this, the researcher/research assistant had to check back on a later date the rate of the return was 75%.

3.10 Method of Data Collection

As mentioned earlier, the administration of the instrument was conducted through personal visitation by the researcher. In certain circumstance, where the researcher cannot do alone a credible research assistant was used. To sum it up however, the collection of data was carried out through a face to face interaction between the researcher /research assistant and the respondents in an effective and sufficient manner without any application or use of GSM, E-mail etc.

3.11 Method of Data Analysis

Responses gathered from the questionnaire were tallied, analyzed and discussed using descriptive and inferential statistics. In the descriptive statistics, frequency counts, percentages and tabulations were done, to facilitate an understanding of issues raised.

Similarly, the inferential statistics of one way analysis of variance (ANOVA) was used to test the hypothesis at 0.05 level of significance. As

recommended by Borg and Gall (1983), the one way analysis of variance is useful in determining whether the groups under study differ significantly among themselves or not. In addition, the researcher made specific comparison in an effort to examine the extent at which the various categories of respondents agreed or disagreed on a given item(s).

However, all the Null hypotheses (Ho) for the study were tested using analysis of variance. The significant level of the statistics was placed at 0.05. This implies 5% probability level of committing a type 1 error which involves the rejection of a hypothesis than is actually true. The use of this level of significance according to Best (1981) is suitable for researchers in social sciences and education. This made it possible for various views and opinions to be accommodated within the parameter.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

In this Chapter, the researcher presented the statistical analyses, and interpretations of the results of the data collected with the questionnaire administered to different categories of respondents on the “Impact of Non-Governmental Organizations service delivery on the development of women education in Kano state.” The chapter was structured into sections with each section addressing a specific objective of the study. The test of the research hypotheses and discussion of the findings were carried out at the end of the chapter. In the analysis of the variables, the weight mean scores were used all through except in the descriptive analysis because of the unequal number of the groups (Principals, Students, Zonal Education officers, NGOS, and PTAs members of the respective schools) of respondents involved in the study.

4.2 Presentation of Demographic Characteristics

A total of 381 students, 167 principals, 166 Parent Teachers Association members, 10 Zonal education officers and 42 Members of Non-Governmental Organizations making a total of 766 respondents were involved in the study. Though demographic characteristics was not considered as important accompaniment with their expressed opinions but their ages, sex, marital statues and educational qualifications were selected along in the study. Table 4.1 shows the age range and status of the respondents.

Table 4.1: Classification of the respondents by ages and statuses

Status of respondents	Age ranges of the respondents				Total
	16-25years	26-35years	36-45years	Above 45years	
PTAS	0	7	30	129	166
		(.9%)	(3.9%)	(16.8%)	(21.7%)
Principals	0	8	28	131	167
		(1.0%)	(3.7%)	(17.1%)	(21.8%)
Zonal education officers	0	0	3	7	10
			(.4%)	(.9%)	(1.3%)
Students	362	19	0	0	381
	(47.3%)	(2.5%)			49.8%
NGOS		3	2	37	42
		(.4%)	(.3%)	(4.9%)	(5.5%)
Total	362	37	123	275	766
	(47.3%)	(4.8%)	(16.1%)	(35.9%)	(100.0%)

In the table, the percentage scores are presented below. The observed frequencies for the respective age groups. The students were mostly in the age range of between 16 and 25years while the other groups Principals, Zonal Education officers, NGOS, and PTAs members of the respective schools were relatively distributed within the other age ranges as indicated in the table. This indicated that, the respondents were all within the ages at which they should be in vintage positions to provide the required information on the “Impact of Non-Governmental Organizations service delivery on the development of women education in the state.”

The sex classification of the respondents is presented in Table 4.2. Sex is one of the main variables used to determine gender opinions of the subject matter of the study. The percentage scores for each of the frequencies are indicated below.

Table 4.2: Sex classification of the respondents by statuses

Status of respondents	Male	Female	Total
PTAS	101 (13.2%)	65 (8.5%)	166 (21.7%)
Principals	82 (10.7%)	85 (11.1%)	167 (21.8%)
Zonal education officers	7 (.9%)	3 (.4%)	10 (1.3%)
Students	199 (26.0%)	182 (23.8%)	381 (49.7%)
NGOs	25 (3.3%)	17 (2.2%)	42 (5.5%)
Total	414 (54.0%)	352 (46.0%)	766 (100.0%)

The table revealed that, each of the groups was fairly represented by male and female respectively. This means that, the expressed opinions on the “Impact of Non-Governmental Organizations service delivery on the development of women education in the state” could be said to have obtained a gender balance. This was so, since comparison of opinions would be based on weighted mean score thus eliminating the possible bias arising from unequal number of males and females in the study.

4.3 Presentation of Results and Solutions to the Research Questions

The first objective of this study was the determination of the role of Non-Governmental Organizations service delivery on the development of

women education in Kano state. The accompanied research question to this objective is:

Research question 1: *Which are the Non-Governmental Organizations involved in the development of women education in Kano state?*

To provide a solution to this question and address the objective, a number of items relating to the role of Non-Governmental Organizations service delivery on the development of women education in the state were raised on which the respondents' opinions were expressed. The opinions are presented on a five point interval scale with the weighted mean score for the respective items as well as the aggregate mean score for the table which will show the direction and level of agreement with the respective item cum variable. Table 4.3 presents the opinions of the respondents on the different Non-Governmental Organizations involved in the development of women education in Kano state. The mean scores were used for the discussion and conclusion of the expressed opinions of the respondents on each of the items and the variables.

Table 4.3: Summary of opinions of the respondents on the different Non-Governmental Organizations involved in the development of women education in Kano state.

S/No	ITEM STATEMENT	CATEGORY OF RESPONDENT	RESPONSES										Mean
			SD		D		U		A		SA		
			F	%	F	%	F	%	F	%	F	%	
1.	NGOs have financially played a vital role towards the development of women education in Kano state	Students, Principals, PTAs, Zonal Education Officers, NGOs	50	6.5%	176	23.0%	36	4.7%	317	41.4%	187	24.4%	3.54
2.	PTAs and the NGOs have contributed in the making of learning environment more conducive in some girls secondary schools and women centres for the development of women education in Kano state through renovation of classrooms	Students, Principals, PTAs, Zonal Education Officers, NGOs	42	5.5%	105	13.7%	61	8.0%	320	41.8%	238	31.1%	3.79
3.	Sinking of boreholes in some girls secondary schools and women centres is another significant role played by the NGOs/PTAs for the development of women education in Kano state	Students, Principals, PTAs, Zonal Education Officers, NGOs	97	12.7%	195	25.5%	171	22.3%	195	25.5%	108	14.1%	3.03
4.	Renovation of hostels in some girl secondary schools is a significant role played by NGOs for its development of women education in Kano state	Students, Principals, PTAs, Zonal Education Officers, NGOs	71	9.3%	188	24.5%	111	14.5%	283	36.9%	113	14.8%	3.23
5.	NGOs did not consider the role of traditional leaders in formulating the procedures and strategies adopted for the development of women	Students, Principals, PTAs, Zonal Education Officers, NGOs	98	12.8%	231	30.2%	101	13.2%	243	31.7%	93	12.1%	3.00

	education in Kano state												
6.	NGO's provided scholarship to students for the development of women education in Kano state	Students, Principals, PTAs, Zonal Education Officers, NGOs	15	2.0%	80	10.4%	111	14.5%	352	46.0%	208	27.2%	3.86
	Aggregate mean score												3.41

Based on the five point interval scale used for the study, the respondents could be said to have agreed that, NGOs have financially played a vital role towards the development of women education in the state. The mean score of 3.54 means that financial contribution is one of the role of the NGOs service delivery on the development of women education in the state. This fact is vindicated by the construct and as demonstrated by the mean score 3.79 of the second item in the table. In the respective items of the table where the respondents agreed that the PTAs and the NGOs have contributed in making of learning environment more conducive in some girls secondary schools and women centers through renovation of classrooms in the selected schools. In item 6 of the table the respondents agreed that the NGOs provided scholarship to students for the development of women education in the state

But in item 3, the respondents did not agree that, the sinking of boreholes in some girls secondary schools and women centers could be considered as a significant role played by the NGOs/PTAs for the development of women education in the state. The mean score for the item is 3.03. In the same vein, the respondents did not agree that the renovation of hostels in some girl secondary schools could be considered as a significant role played by NGOs for the development of women education in the state. But, they disagreed with the notion that the NGOs did not consider the role of traditional leaders in formulating the procedures and strategies adopted for the development of women education which therefore hamper their roles.

From the aggregate mean score of 3.41, the respondents could not be said to have completely agreed that, NGOs play a significant role as their service delivery on the development of women education in the state.

The second objective of the study aimed at the determination of the strategies used by the Non-Governmental Organizations towards assisting the development of women education in the state. The research question raised in relation to this objective is:

Research question 2: *What are the strategies used by the Non-Governmental Organizations towards assisting the development of women education in Kano state?*

Strategies considered in this perspective included inducement and moral motivations and other provisions aimed at encouraging women education in the state. The opinions of the respondents on the items used in the assessment of these strategies are presented on a five point interval scale with the weighted mean score for the respective items as well as the aggregate mean score for the table. Table 4.4 presented the opinions of the respondents on the strategies used by the Non-Governmental Organizations service delivery on the development of women education in the state. The mean scores were used for the discussion and conclusion of the expressed opinions of the respondents on each of the items and the aggregate opinions on the strategies.

Table 4.4: Summary of opinions of the respondents on the strategies used by the Non-Governmental Organizations towards assisting the development of women education in Kano state

S/N	ITEM STATEMENT	CATEGORY OF RESPONDENT	RESPONSES										Mean
			SD		D		U		A		SA		
			F	%	F	%	F	%	F	%	F	%	
1.	NGOs have influenced the development of women education in Kano state through scholarship awards to students	Students principals, PTAs, zonal education officer NGOs	144	18.8%	256	33.4%	152	19.8%	149	19.5%	65	8.5%	2.65
2.	Provision of computer literacy for female students is an effort of NGOs for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	100	13.1%	203	26.5%	118	15.4%	230	30.0%	115	15.0%	3.07
3.	NGOs provided career talk, workshop and seminars for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	32	4.2%	121	15.8%	54	7.0%	346	45.2%	213	27.8%	3.77
4.	Provision of school buses to girl secondary schools and women centres is a vital role played by the NGOs for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	73	9.5%	283	36.9%	104	13.6%	234	30.5%	72	9.4%	2.93
5.	Provision of computer literacy for female students is an effort of NGOs for the development	Students principals, PTAs, zonal education officer	56	7.3%	131	17.1%	94	12.3%	390	50.9%	95	12.4%	3.44

	of women education in Kano state	NGOs											
6.	religious influence has contributed to the achievements of NGO's service delivery in the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	58	7.6%	208	27.2%	88	11.5%	314	41.0%	98	12.8%	3.24
7.	The strategies adopted by NGO's for the development of women education is said to be valid	Students principals, PTAs, zonal education officer NGOs	31	4.0%	176	23.0%	80	10.4%	349	45.6%	130	17.0%	3.48
8.	The use of mass media is another major role played by NGO's for the development of the women education in Kano state	Students principals, PTAs, zonal education officer NGOs	98	12.8%	279	36.4%	110	14.4%	229	29.9%	50	6.5%	2.81
	Aggregate mean score												3.18

From the mean score of 2.65 for the first item in the table, the respondents did not agree that, NGOs strategies could be said to have significantly influenced the development of women education in kano state. Respondents did not seem to agree that, the strategies of providing computer literacy for female students is an effort of NGOs for the development of women education though could be considered to be significant. But, the respondents agree that the strategy of providing career talk, workshop and seminars has been a significant strategy by the NGOs for the development of women education in the state.

The respondents did not agree that, the provision of transportation could be a significant strategy by the NGOs in this dimension. This has clearly indicated in the mean score (2.65) for item 4 in the table where the respondents disagreed with the notion that the provision of school buses to girl secondary schools and women centers is a vital role played by the NGOs for the development of women education in the state.

The provision of computer literacy could be said to be a strategy adopted by the NGOs but the mean score (3.42) did not clearly indicated that, the respondents agreed that this was an effective strategy in the development of women education. In the same vein, the respondents did not agree that religious influence has contributed to the achievements of NGOs service delivery in the development of women education in the state. Though the respondents agreed that the strategies adopted by NGOs for the development of women education is valid but, they did not agree that, the

use of mass media by NGOs could be considered as a major strategy for the development of women education in the state. The aggregate mean score of 3.18 revealed that the respondents did not agree that, the adopted strategies for the development of women education in the state by the NGOs could not be said to be adequate.

The provision of instructional materials for the development of women education in the state by the NGOs was the subject of the third objective of the study. The related research question is aimed at determining the relative effect of materials assistance provided by NGOs as their service delivery on the development of women education in the state. The research question formulated to guide the objective is:

Research question 3: To what extent do the NGOs assist in the provision of instructional materials for women educational development in Kano State.

The expressed opinions of the respondents on the provision of instructional materials in the selected schools as their service delivery on women educational development in the state was assessed here in relation to the perceived efforts of NGOs in the provision of instructional materials for the attainment of women education in the state. In table 4.5, the expressed opinions of the respondents to the item used in the assessment are presented in frequencies and percentages. The mean score for each of the items was based on a five point scale and aggregate mean score for the table is computed for determining the overall opinions.

Table 4.5: Summary of Opinions of the respondents on the provision of instructional materials by the Non-Governmental Organizations towards service delivery on the development of women education in Kano state

S/N	ITEM STATEMENT	CATEGORY OF RESPONDENT	RESPONSES										Mean
			SD		D		U		A		SA		
			F	%	F	%	F	%	F	%	F	%	
1.	NGOs do assist materially in the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	18	2.3%	81	10.6%	58	7.6%	404	52.7%	205	26.8%	3.91
2.	NGOs and PTAs have collaborated keenly towards achieving the success of the development of women education in Kano state through provision of more classrooms	Students principals, PTAs, zonal education officer NGOs	73	9.5%	275	35.9%	93	12.1%	256	33.4%	69	9.0%	2.96
3.	NGOs played a significant role for the development of women education in Kano state through the provision of computer machines	Students principals, PTAs, zonal education officer NGOs	20	2.6%	143	18.7%	130	17.0%	378	49.3%	95	12.4%	3.50
4.	NGOs and PTAs have collectively provided sewing machines to female students for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	50	6.5%	178	23.2%	77	10.1%	370	48.3%	91	11.9%	3.36

5.	NGOs played a vital role by providing school generators for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	27	3.5%	172	22.5%	65	8.5%	345	45.0%	157	20.5%	3.57
6.	NGOs human resource development is sufficient for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	86	11.2%	265	34.6%	103	13.4%	249	32.5%	63	8.2%	2.92
7.	NGOs did not consider the role of religious leaders in formulating the procedures and strategies adopted for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	142	18.5%	149	19.5%	216	28.2%	155	20.2%	104	13.6%	2.91
8.	NGOs helps to provide instructional materials for women education in Kano state	Students principals, PTAs, zonal education officer NGOs	72	9.4%	90	11.7%	173	22.6%	274	35.8%	157	20.5%	3.46
9.	NGOs encourages parents towards women education in Kano state is an obstacle experienced by NGO's in the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	369	48.2%	134	17.5%	47	6.1%	152	19.8%	64	8.4%	2.23
10.	Provision of books, and other reading materials by the NGO's contributes to the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	202	26.4%	122	15.9%	124	16.2%	198	25.8%	120	15.7%	2.89

The respondents agreed that, NGOs do assist materially on the development of women education in the state. This is indicated with a mean score of 3.91 for item 1 in the table. But, the respondents did not agree that, the NGOs and PTAs have collaborated keenly towards achieving the success of the development of women education in the state through provision of more classrooms. This means that, the assistance provided towards this area could not be regarded as significant as in the provision of material resources like computer as indicated in item 3 with a mean score of 3.50 where the respondents agreed that, NGOs played a significant role in the development of women education in Kano state through the provision of computer machines. These provisions, vary from one instructional materials to another. This is demonstrated in response to item 4 where the respondents did not agree that, NGOs and PTAs have collectively provided sewing machines to female students for the development of women education in the state while in item 5, the respondents agreed that, NGOs played a vital role by providing school generators for the development of women education in the state.

But in item 7 of the table, the respondents did not agree that, NGOs did not consider the role of religious leaders in formulating the procedures and strategies adopted for the development of women education. This conception could explain their response to item 6 where they disagree that, NGOs human resource development is sufficient for the development of women education in the state. The respondents did not agree that the NGOs

discourages parents towards women education and thus created an obstacle experienced by NGOs on the development of women education in the state. The respondents did not agree that, NGOs have actually meet the expectation of the people in the state as indicated by their responses to the last item in the table where they did not agree that, the provision of books, and other reading materials by NGOs contributes to the development of women education in the state. From the aggregate mean score of 3.17, the respondents' expectation from the NGOs with regards to their service delivery on women educational development in the state.

The fourth objective of the study was an assessment of the guidelines vis-à-vis the operations of the NGOs contributions towards assisting the development of women education in the state. The research question raised along this objective is:

Research question 4: *How does the guideline if available affects the Non-Governmental Organizations towards assisting the development of women education in Kano state?*

The Non-Governmental Organizations are voluntary organizations who wish to assist in the development of women education. This assistance called for a mode of operation acceptable to the schools and the communities where the schools are located. Thus, conformity with these guidelines could have adverse effect or positive effects in their operations. The contribution of the stake holders to these guidelines such as the religious and traditional leaders of such communities were therefore assessed in this perspective. The opinions of the respondents on the items used for this assessment were

scored on a five point interval scale with the weighted mean score for the respective items. An aggregate mean score was computed for the aggregate opinion on the guidelines as presented in Table 4.6.

Table 4.6: Summary of opinions of the respondents on the guidelines for the Non-Governmental Organizations operations towards assisting the development of women education in Kano state

S/N	ITEM STATEMENT	CATEGORY OF RESPONDENT	RESPONSES										Mean
			SD		D		U		A		SA		
			F	%	F	%	F	%	F	%	F	%	
1.	Discouraging early marriage considered detrimental to female secondary education is one of the components of the guideline employed by NGOs for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	46	6.0%	113	14.8%	90	11.7%	339	44.3%	178	23.2%	3.64
2.	The traditional leaders have contributed immensely in formulating the procedures and guidelines adopted by NGO's for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	167	21.8%	255	33.3%	74	9.7%	208	27.2%	62	8.1%	2.66
3.	The religious leaders have contributed wisely in formulating the procedures and guidelines adopted by NGOs for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	40	5.2%	150	19.6%	35	4.6%	343	44.8%	198	25.8%	3.66
4.	NGOs need guidelines for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	48	6.3%	109	14.2%	81	10.6%	324	42.3%	204	26.6%	3.69

5.	Government should guide NGOs for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	93	12.1%	197	25.7%	156	20.4%	191	24.9%	129	16.8%	3.09
6.	The programme of activities of NGO's need to be examined by the ministry officials for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	33	4.3%	184	24.0%	91	11.9%	333	43.5%	125	16.3%	3.43
7.	Constant changes in educational system could be regarded as a setback in the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	98	12.8%	275	35.9%	137	17.9%	189	24.7%	67	8.7%	2.81
8.	The procedures and guidelines adopted by NGO's for the development of women education in Kano state is said to be relevant	Students principals, PTAs, zonal education officer NGOs	11	1.4%	68	8.9%	111	14.5%	408	53.3%	168	21.9%	3.85
9.	Educational policy in the state has accommodates NGOs contribution for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	126	16.4%	222	29.0%	149	19.5%	215	28.1%	54	7.0%	2.80
10.	The guidelines adapted by NGOs for the development of women education in Kano state have foreign influence and hence their impact could not be felt adequately	Students principals, PTAs, zonal education officer NGOs	94	12.3%	179	23.4%	132	17.2%	264	34.5%	97	12.7%	3.12

From the mean scores for the first item in the table, discouraging early marriage that is detrimental to female secondary education is one of the components in the guidelines employed by NGOs for the development of women education in the state. But, the respondents did not agree that, the traditional leaders have contributed immensely in formulating the procedures and guidelines adopted by NGOs for the development of women education in the state. This could be associated with the religious-cultural conception that, early marriage is the best option for female children.

In the third item of the table, the respondents were of the view that, the religious leaders of the various communities have contributed wisely in formulating the procedures and guidelines adopted by NGOs as echoed in the fourth item of the table. But the respondents did not agree that, the State Government should guide the NGOs in their operations. This could explain the respondents' view in the sixth item of the table where they disagree with the suggestion that, the programme of activities of NGOs needed to be examined by the state ministry officials.

The respondents did not agree that, the constant changes in the educational system could be regarded as a setback for the development of women education in the state. This was expressed with a mean score of 2.81 for item 7 of the table. Thus, the respondents agreed that, the procedures and guidelines adopted by NGOs for the development of women education in the state could be said to be relevant. Though, the respondents agreed that, the operations of the NGOs were relevant but they did not agree that, the

educational policy of the state was designed to accommodate NGOs contributions to the development of women education. This non-accommodation of the NGOs contributions in the educational policy is not associated with the view that, the guidelines adopted by NGOs for the development of women education in the state have foreign influence and hence their impact could not be felt adequately. The aggregate mean score of 3.26 for the table showed that, the guide lines used by NGOs for their operations with respect to the development of women education in the state could not be considered to be adequate.

The level of coverage of NGOs activities with respect to women educational development in the state is the aim of the fifth subject of the third objective of the study. The related research question for assessing the coverage is:

Research question 5: *What is the level of coverage of NGOs activities in assisting women educational development in Kano State?*

The level of coverage covered the number of local government educational areas by the activities of NGO in the promotion of women education. Activities covered here included the contribution to the conducive environment for teaching and learning, provision of classrooms, laboratories and other educational facilities and equipment in the 44 local government areas of the state. The expressed opinions of the respondents on the level of coverage of the NGOs activities /service delivery on women educational development in the state is presented in Table 4.7 in frequencies and

percentages. The mean score for each of the items was based on a five point scale and aggregate mean score for the table was computed to determining the overall opinions.

Table 4.7: summary of opinion of the respondents on the level of coverage of by the Non-Governmental Organizations activities towards the development of women education in Kano state

S/N	ITEM STATEMENT	CATEGORY OF RESPONDENT	RESPONSES										Mean
			SD		D		U		A		SA		
			F	%	F	%	F	%	F	%	F	%	
1.	Generally, one can say that NGOs have achieved their predetermined educational objectives in the development of women education inn Kano state	Students principals, PTAs, zonal education officer NGOs	62	8.1%	132	17.2%	51	6.7%	291	38.0%	230	30.0%	3.65
2.	The provision of instructional and other materials by NGOs for the development of women education in the state is adequate for all the 44 local governments in the state	Students principals, PTAs, zonal education officer NGOs	65	8.5%	178	23.2%	83	10.8%	303	39.6%	137	17.9%	3.35
3.	NGOs have contributed effectively in making the learning environment more conducive in some girls secondary schools and women centres for the development of women education in Kano state	Students principals, PTAs, zonal education officer NGOs	90	11.7%	235	30.7%	132	17.2%	213	27.8%	96	12.5%	2.99

4.	PTAs and NGOs play a significant role towards the development of women education in Kano state through provision of toilet facilities	Students principals, PTAs, zonal education officer NGOs	91	11.9%	290	37.9%	93		203	26.5%	89	11.6%	2.88
								12.1%					
5.	Provision of laboratory equipment as NGO's service delivery have reached the 44 local government areas in the state	Students principals, PTAs, zonal education officer NGOs	51	6.7%	208	27.2%	87		233	30.4%	187	24.4%	3.39
								11.4%					
6.	The state government encourages NGOs for the development of women education in all parts of Kano state	Students principals, PTAs, zonal education officer NGOs	55	7.2%	102	13.3%	102		344	44.9%	163	21.3%	3.60
								13.3%					
	Aggregate mean score												3.31

From the observed opinions in the table, the NGOs could be said to have contributed to the development of women education in the state. Though, the respondents agreed that, NGOs have achieved their predetermined educational objectives on the development of women education in terms of their contributions but they did not agree that, the provision of instructional and other materials by NGOs for the development of women education in the state could be considered as adequate for all the 44 local governments in the state. These are indicated in items 1 and 2 of the table. This could explain the opinions of the respondents in item 3 of the table where they disagreed with the suggestion that, the NGOs have contributed effectively in making the learning environment more conducive in some girls secondary schools and women centers for the development of women education in the state.

Though, the respondents agreed that, the NGOs have contributed on the development of women education in the state but they did not agree that, such contributions could be considered significant. This is seen in the fourth item of the table where the respondents disagreed with the suggestion that, PTAs and NGOs play a significant role towards the development of women education in Kano state through provision of toilet facilities and in item 5 where they did not agree that, NGOs could be said to have contributed significantly to the provision of laboratory equipment to the 44 local government areas of the state. However, the respondents were of the view that, the state government encourages NGOs to contribution to the development of women education in all parts of the state. From the

aggregate mean score of 3.31, it could be said that, the respondents did not agree that, the level of coverage of NGOs activities with respect to contributions for development of women education in the state could be considered adequate.

The last objective of the study is an assessment of the problems militating against the activities of NGOs towards assisting the development of women education in the state. The research question raised to investigate this objective is:

Research question 6: What are the problems militating against the NGOs in their activities of assisting the development of women education in Kano state?

A number of problems were suggested on which the respondents expressed their rating on the extent they constituted constraints to the activities of the NGOs in assisting the development of women education in the state. The suggested problems borders on socio-cultural factors, religious injunctions, parental attitudes, environmental and economic factors. In Table 4.8, the opinions of the respondents on the items used for this assessment are scored on a five point interval scale with the weighted mean score for the respective items. An aggregate mean score was computed for the expressed of the respondents on the problems and this was used for the conclusion of the table.

Table 4.8: Summary of opinions of the respondents on the problems militating against the activities of the Non-Governmental Organization towards assisting the development of women education in kano state

S/N	ITEM STATEMENT	CATEGORY OF RESPONDENT	RESPONSES										Mean
			SD		D		U		A		SA		
			F	%	F	%	F	%	F	%	F	%	
1.	NGOs have no problems in assisting in improving the development of women education in kano state	Students principals, PTAs, zonal education officer NGOs	355	46.3%	107	14.0%	76	9.9%	169	22.1%	59	7.7%	2.31
2.	Cultural factor is a major problem encountered by NGOs for the development of women education in kano state	Students principals, PTAs, zonal education officer NGOs	14	1.8%	71	9.3%	181	23.6%	224	29.2%	276	36.0%	3.88
3.	Social factor is not assumed to be another problem faced by NGOs in the development of women education in kano state	Students principals, PTAs, zonal education officer NGOs	56	7.3%	120	15.7%	32	4.2%	315	41.1%	243	31.7%	3.74
4.	PTA's nonchalant attitude towards education is one of the problems that discourage the development of women education in kano state	Students principals, PTAs, zonal education officer NGOs	59	7.7%	196	25.6%	65	8.5%	281	36.7%	165	21.5%	3.39
5.	Ignorance is said to be an obstacle in the development of women education in kano state	Students principals, PTAs, zonal education officer NGOs	86	11.2%	225	29.4%	119	15.5%	241	31.5%	95	12.4%	3.39
6.	NGOS have considered religion of the people in adopting the guidelines for the development of	Students principals, PTAs, zonal education officer	123	16.1%	302	39.4%	76	9.9%	169	22.1%	59	7.7%	2.31

	women education in kano state	NGOs											
7.	Economic factor cripples the effort of NGO's in the development of women education in kano state	Students principals, PTAs, zonal education officer NGOs	53	6.9%	218	28.5%	57	7.4%	225	29.4%	213	27.8%	3.43
8.	Religious influence has hindered the achievements of NGO'S moral support in the development of women education in kano state	Students principals, PTAs, zonal education officer NGOs	35	4.6%	92	12.0%	90	11.7%	370	48.3%	179	23.4%	3.74
9.	PTA'S nonchalant attitude towards education is one of the problems that discourage the development of women education in kano state	Students principals, PTAs, zonal education officer NGOs	50	6.5%	139	18.1%	73	9.5%	333	43.5%	171	22.3%	3.57
10.	Unqualified teachers in the educational system is one of the obstacles faced by NGOS for the development of women education in kano state	Students principals, PTAs, zonal education officer NGOs	181	23.6%	317	41.4%	71	9.3%	132	17.2%	65	8.5%	2.46

The respondents were of the view that, NGOs faced some problems in their activities of assisting women education in the state. This was indicated with the disagreement of the respondents with the suggestion in item 1 where it was proposed that, NGOs have no problems in assisting and improving the development of women education in the state. In furtherance to this veracity, the respondents agreed with a mean score of 3.88 in item 2 that, cultural factors were major problems encountered by NGOs in their activities of assisting the development of women education in the state.

Though, the respondents did not agree that, social constraints could be said to be major problems faced by the NGOs in their activities on the development of women education in the state but does not necessarily translate into no-problem confronting the NGOs. The respondents did not agree that, the attitudes of the PTAs could be a major constraint to the NGOs activities. This was indicated in item 4 of the table and in item 5 the respondents disagreed with the suggestion that, ignorance could be said to be an obstacle on the development of women education in the state. The religious aspect of the females was taken into consideration in the activities of the NGOs as expressed by the respondents in item 6 of the table.

Some other major problems confronting NGOs in their activities were associated with economic issues. These were seen in the responses to item 7 of the table where the respondents agreed that, economic factor cripples the efforts of NGOs on the development of women education in the state. Coupled with the economic factors were the religious affiliated issues which

the respondents agreed in item 8 that, were hindering the achievements of NGOs. These religious principles tended to borders on moral standard based on religious injunctions.

Another constraint identified by the respondents was the attitude of the PTAs which could be associated with the religious injunctions earlier mentioned. This led to the PTAs nonchalant attitude towards development of women education in the state. Coupled with this was the problem of unqualified teachers in the educational system which the respondents agreed as one of the obstacles faced by NGOs in their effort to conduct their service delivery for the development of women education in the state. From the mean score of 3.23 in the table, the impression was that, the respondents though agreed that, NGOs faced some problems in their operations, but the problems could not be said to be significant enough to hinder their effort in conducting their service delivery for the development of women education in the state.

4.5: Test of hypotheses

Six null hypotheses were formulated to find out possible differences in the opinions of the respondents (based on their status and gender) on the variables investigated in relation to the NGOs effort/ service delivery on the development of women education in the state. The hypotheses were tested as follows:

Hypothesis I: *There is no significant difference between male and female respondents in their opinions on the different NGOs involved in the development of women education in kano state.*

The overall variables relating to the NGOs assistance on the development of women education in Kano state were discussed in Table 4.3 to 4.8. The mean scores of the respondents on those variables were used as the dependent variables in the test of this hypothesis. The two sample t-test procedure was used for the test because of the two independent groups (male and Female) involved in the test. The result is summarized in Table 4.9.

Table 4.9: Summary of two Samples t-test on the role of NGOs service Delivery on the Development of Women Education in Kano state.

Variables	Gender	N	Mean	Std. Deviation	Std. Error	t-value	DF	P
Coverage	Male	414	3.32	0.641	0.032	0.351	764	0.726
	Female	352	3.30	0.641	0.034			
Guidelines	Male	414	3.27	0.479	0.024	0.585	764	0.559
	Female	352	3.25	0.470	0.025			
Provision instructional materials	Male	414	3.16	0.633	0.031	0.695	764	0.487
	Female	352	3.19	0.635	0.034			
Problems	Male	414	3.21	0.471	0.023	1.319	764	0.188
	Female	352	3.25	0.488	0.026			
Roles	Male	414	3.44	0.551	0.027	1.780	764	0.076
	Female	352	3.37	0.492	0.026			
Strategies	Male	414	3.17	0.651	0.032	0.107	764	0.915
	Female	352	3.18	0.619	0.033			

(t-critical=1.96, P > 0.05)

The result of the test did not reveal significant difference between the male and female respondents in all the variables. The observed t-values for the tests were all lower than the critical value of 1.96. In the same vein, the

observed level of significance for all the tests were higher than 0.05 ($P > 0.05$). This means that, the null hypothesis that there is no significant difference between male and female respondents in their opinions on the role of NGOs service delivery on the development of women education in Kano state cannot be rejected. In other words, the male and female respondents who were involved in the study held the same opinions on the different NGOs involved in relation to women educational development in the state.

Hypothesis II: There is no significant difference between respondents in their opinions on the level of coverage of the state by NGOs service delivery for the development of women education.

This hypothesis was tested with the one way analysis of variance because of the multiple levels of the independent variables (statuses of respondents) involved. The level of coverage of all the local government areas of the state by the activities of the NGOs on the development of women education in state were assessed in Table 4.7. A summary of the analysis of variance model on the variable is presented in Table 4.10.

Table 4.10: Summary of one way analysis on the level of coverage of NGOs activities on the development of women education in Kano state

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	2.448	4	.612	1.496	.202
Within Groups	311.358	761	.409		
Total	313.806	765			

(F-critical = 2.37, $P > 0.05$)

The result did not reveal significant difference in the opinions of the respondents of different statuses involved in the study. The observed F-values for the test in the table are 1.496 which is lower than the critical value of 2.37 at the same degree of freedom. The observed levels of significance (P) for all the test is higher than 0.05 ($P > 0.05$). This means that, the null hypothesis that there is no significant difference between respondents in their opinions on the coverage of the state by NGOs service delivery for the development of women education in Kano state could thus be retained.

The mean scores of the individual groups by their statuses on the level of coverage of the state by NGOs activities on the development of women education is presented in Table 4.11.

Table 4.11: Mean scores by statuses of respondents on the level of coverage by NGOs activities on the development of women education in kano state

Status of respondents	N	Mean	Std. Deviation	Std. Error
PTA	166	3.2982	.67764	.05260
Principals	167	3.3593	.63504	.04914
Zonal education officers	10	3.3333	.48432	.15316
Students	381	3.3141	.62984	.03227
NGOs	42	3.0913	.62056	.09575
Total	766	3.3085	.64047	.02314

The mean scores of the respondents of the different statuses as indicated in the table were all within the same range. This accounted for the no significant observation in the test. From the mean score, it was observed that, the respondents did not agree that, the NGOs activities on the development of women education in the state could not be said to have effectively covered the whole 44 local government areas in the state.

Hypothesis III: There is no significant difference between respondents in their opinions on the provision of instructional materials by NGOs towards assisting the development of women education in Kano state.

The provision of instructional materials for effective teaching and learning in the schools by NGOs was assessed in Table 4.5. In the test of this hypothesis, the one way analysis of variance (ANOVA) was used because of the multiple levels of the independent variables (statuses of respondents) involved. The result of the ANOVA model for the test is summarized in Table 4.12.

Table 4.12: Summary of one way analysis on provision of instructional materials by the NGOs towards assisting the development of women education in Kano state

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	12.449	4	3.112	8.033	.000
Within Groups	294.833	761	.387		
Total	307.281	765			

(F-critical = 2.37, $P < 0.05$)

The respondents were significantly different in their opinions on the provision of instructional materials by NGOs towards assisting the development of women education in the state. This was deduced from an observed F-values of 8.033 and a significant level of 0.000 ($P < 0.05$) in the table. Therefore, the null hypothesis that, there is no significant difference between respondents in their opinions on the provision of instructional materials by NGOs towards assisting the development of women education in Kano state could thus be rejected.

The mean scores of the individual groups by their statuses on the NGOs provision of instructional materials to the schools were subjected to a mean separation test using the Scheffe procedure to determine groups that were significantly different from the others. The result of the test is presented in Table 4.13.

Table 4.13: Summary of result of the Scheffe test on the mean score by the respondents on NGOs provision of instructional materials to schools in the state.

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.
PTA	Principals	0.19649	.06822	.082
	Zonal education officers	0.28446	.20267	.741
	Students	0.13152	.05789	.272
	NGOs	0.58827(*)	.10751	.000
Principals	PTAs	-0.19649	.06822	.082
	Zonal education officers	0.08796	.20264	.996
	Students	-0.06498	.05777	.867
	NGOs	0.39177(*)	.10744	.010
Zonal education officers	PTAs	-0.28446	.20267	.741
	Principals	-0.08796	.20264	.996
	Students	-0.15294	.19940	.964
	NGOs	0.30381	.21901	.750
Students	PTAs	-0.13152	.05789	.272
	Principals	0.06498	.05777	.867
	Zonal education officers	0.15294	.19940	.964
	NGOs	0.45675(*)	.10120	.000
NGOs	PTAs	-0.58827(*)	.10751	.000
	Principals	-0.39177(*)	.10744	.010
	Zonal education officers	-0.30381	.21901	.750
	Students	-0.45675(*)	.10120	.000

* The mean difference is significant at the .05 level.

The result indicated that the observed significant difference was between the respondents from the NGOs and the PTAs, Principals and students. Between the NGOs and the Zonal education officers no significant difference in their opinion was observed. And there was no significant difference between the PTAs, principals, students and the Zonal education officers on the provision of instructional materials by the NGOs to the schools.

Hypothesis IV: There is no significant difference between respondents in their opinions on the guidelines for NGOs activities on the development of women education in Kano state.

The one way analysis of variance was used in the test of this hypothesis because of the multiple levels of the independent variables (statuses of respondents) involved. The opinions of the respondents on the guidelines by which the activities of the NGOs were conducted in the state were assessed in Table 4.6. A summary result of the ANOVA model is presented in Table 4.14.

Table 4.14: Summary of one way analysis on guidelines for the NGOs activities on the development of women education in Kano state

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	19.310	4	4.827	23.994	.000
Within Groups	153.108	761	.201		
Total	172.418	765			

(F-critical = 2.37, $P < 0.05$)

The table revealed that, the respondents were significantly different in their opinions on the guidelines for the activities of the NGOs in assisting the development of women education in Kano state. The observed F-values for the test is 23.994 compared with the critical value of 2.37. The observed level of significance is 0.000 ($P < 0.05$) in the table. This means that, the null hypothesis that there is no significant difference between respondents in their opinions on the guidelines for NGOs activities on the development of women education in Kano state could therefore, be rejected.

The mean scores of the individual groups by their statuses on the guidelines for the NGOs activities in assisting the development of women education in the state were subjected to a post hoc test with the Scheffe procedure to determine groups that, were significantly different from the others. The result of the test is presented in Table 4.15.

Table 4.15: Summary of result of the Scheffe test on the mean score by the respondents on guidelines for the NGOs activities in kano state.

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.
PTAs	Principals	.21165(*)	.04916	.001
	Zonal education officers	.40518	.14605	.105
	Students	-.15167(*)	.04171	.011
	NGOs	.19280	.07747	.186
Principals	PTAs	-.21165(*)	.04916	.001
	Zonal education officers	.19353	.14603	.780
	Students	-.36332(*)	.04163	.000
	NGOs	-.01885	.07743	1.000
Zonal education officers	PTAs	-.40518	.14605	.105
	Principals	-.19353	.14603	.780
	Students	-.55685(*)	.14369	.005
	NGOs	-.21238	.15783	.770
Students	PTAs	.15167(*)	.04171	.011
	Principals	.36332(*)	.04163	.000
	Zonal education officers	.55685(*)	.14369	.005
	NGOs	.34447(*)	.07293	.000
NGOs	PTAs	-.19280	.07747	.186
	Principals	.01885	.07743	1.000
	Zonal education officers	.21238	.15783	.770
	Students	-.34447(*)	.07293	.000

* The mean difference is significant at the .05 level.

The result of the test as indicated in the table indicated that, Zonal Education Officers were significantly different from the PTAs and students respondents on the guidelines for the NGOs activities on the development of women education in the state. No significance difference was observed between the Zonal Education Officers and the principals and the NGOs on the guidelines. Between the Principals, NGOs and the PTAs no significance difference was observed. The students were however significantly different in their opinions on the guidelines from the rest of the respondents except the PTAs.

Hypothesis V: There is no significant difference between respondents in their opinions on the strategies used by the NGOs towards assisting the development of women education in Kano state.

An assessment of the strategies used by the NGOs in their activities towards assisting the development of women education in the state was carried out in Table 4.4. In the test of this hypothesis, the one way analysis of variance was used to establish possible differences between the opinions of the respondents on the strategies. The result of the test is summarized in Table 4.16.

Table 4.16: Summary of one way analysis on strategies used by NGOs in their assistance on the development of women education in Kano state

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	7.036	4	1.759	4.420	.002
Within Groups	302.879	761	.398		
Total	309.915	765			

(F-critical = 2.37, $P < 0.05$)

The result in the table revealed significant difference in the opinions of the respondents on the strategies used by the NGOs in their activities of assisting the development of women education in the state. The observed F-value of 4.420 and a significant level of 0.002 ($P < 0.05$) in the table clearly indicated this observation. This means that, the null hypothesis that, there is no significant difference between respondents in their opinions on the strategies used by the NGOs service delivery on the development of women education in Kano state could thus, be rejected.

To determine groups that were significantly different from the others, the mean scores of the individual groups by their statuses on the strategies used by NGOs in their service delivery on the development of women

education in the state were subjected to a mean separation test using the Scheffe procedure. The result of the test is presented in Table 4.17.

Table 4.17: Summary of result of the Scheffe test on the mean scores by the respondents on the strategies used by NGOS in their assistance for the development of women education in kano state.

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.
PTAs	Principals	-.05365	.06914	.963
	Zonal education officers	.18991	.20542	.931
	Students	-.04310	.05867	.969
	NGOs	.36431(*)	.10897	.025
Principals	PTAs	.05365	.06914	.963
	Zonal education officers	.24356	.20539	.843
	Students	.01056	.05855	1.000
	NGOs	.41797(*)	.10890	.006
Zonal education officers	PTAs	-.18991	.20542	.931
	Principals	-.24356	.20539	.843
	Students	-.23301	.20210	.856
	NGOs	.17440	.22198	.961
Students	PTAs	.04310	.05867	.969
	Principals	-.01056	.05855	1.000
	Zonal education officers	.23301	.20210	.856
	NGOs	.40741(*)	.10257	.004
NGOs	PTAs	-.36431(*)	.10897	.025
	Principals	-.41797(*)	.10890	.006
	Zonal education officers	-.17440	.22198	.961
	Students	-.40741(*)	.10257	.004

* The mean difference is significant at the .05 level.

The test revealed that, the only significance difference observed in the test was between the NGOs and the rest of the respondents (PTAs, Students and Principals). Between the NGOs and the Zonal Education Officers, no significant difference was observed. And between the Zonal Education Officers, PTAs, Students and Principals no significant difference was observed.

Hypothesis VI: There is no significant difference between respondents in their opinions on the problems militating against the NGOs in their operations of assisting the development of women education in Kano state.

This hypothesis was tested with the one way analysis of variance because of the multiple levels of the independent variables (statuses of respondents) involved. The problems militating against the activities of NGOs on the development of women education in the state were assessed in Table 4.8. A summary of the analysis of variance model on the variables is presented in Table 4.18.

Table 4.18: Summary of one way analysis of variance on problems militating against the NGOs activities / service delivery on the development of women education in Kano state.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	4.083	4	1.021	4.534	.001
Within Groups	171.341	761	.225		
Total	175.425	765			

(F-critical = 2.37, P < 0.05)

The observation from the test result in the table revealed that, the respondents were significantly different in their opinions on the problems militating against the activities of NGOs towards assisting the development of women education in the state. The observed F-values for the test, is 4.534 while the probability level of significance is 0.001 (P < 0.05). Therefore, the null hypothesis that, there is no significant difference between respondents in their opinions on the problems militating against the NGOs in their operations of assisting the development of women education in Kano state could therefore, be rejected.

The mean scores of the individual groups by their statuses on the problems militating against the NGOs service delivery for the development of women education in the state were subjected to a mean separation test using the Scheffe procedure to determine groups that were significantly different from the others. The result of the test is presented in Table 4.19.

Table 4.19: Summary of result of the Scheffe test on the mean scores by the respondents on NGOs provision of instructional materials to schools in the state.

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.
PTAs	Principals	.06395	.05201	.824
	Zonal education officers	.19892	.15450	.798
	Students	.03036	.04413	.976
	NGOs	.32892(*)	.08196	.003
Principals	PTAs	-.06395	.05201	.824
	Zonal education officers	.13497	.15448	.943
	Students	-.03359	.04404	.965
	NGOs	.26497(*)	.08191	.034
Zonal education officers	PTAs	-.19892	.15450	.798
	Principals	-.13497	.15448	.943
	Students	-.16856	.15201	.873
	NGOs	.13000	.16696	.962
Students	PTAs	-.03036	.04413	.976
	Principals	.03359	.04404	.965
	Zonal education officers	.16856	.15201	.873
	NGOs	.29856(*)	.07715	.005
NGOs	PTAs	-.32892(*)	.08196	.003
	Principals	-.26497(*)	.08191	.034
	Zonal education officers	-.13000	.16696	.962
	Students	-.29856(*)	.07715	.005

* The mean difference is significant at the .05 level.

From the result in the table, the observed difference in the opinions of the respondents was between the NGOs and the test of the respondents (PTAs, Students and Principals). Between the NGOs and the Zonal Education Officers, no significant difference was observed. And between the Zonal Education Officers, PTAs, Students and Principals no significant difference was observed.

4.6 Summary of findings

Based on the analysis of the data and the test of the study hypotheses, some of the findings observed in the study are as stated below.

1. That, NGOs do assist in the development of women education in some parts of Kano state through the provision of instructional materials and other educational facilities.
2. The assistance provided by NGOs on the development of women education in the state were not considered adequate by the respondents because of their higher expectations.
3. The different categories of respondents involved in the study did not differ in their opinions on the activities of NGOS in terms of provision of instructional materials, Strategies used, Guidelines for the activities, Coverage and Problems militating against their operations in the state.
4. Though, no significant difference was observed between the respondents of different categories on the level of coverage of the activities of the NGOs in the state but significant difference was observed between their opinions on provision of instructional materials, Strategies used, Guidelines for the activities and Problems militating against their operations in the state.
5. That, NGOs had higher opinions on their provision of the instructional materials and adherence to the guidelines for their activities than

other groups with the exception of the Zonal education officers who tended to have the same opinions with them.

4.7 Discussion

This study investigated the “Impact of Non-Governmental Organizations service delivery on the development of women education in Kano state.” Apart from the components of the impact such as: the role, provision of instructional materials, Strategies used, Guidelines for the activities, Coverage and Problems militating against the operations of NGOs activities, possible difference of opinions based on gender, and statuses of the respondents were also investigated. Though, the respondents agreed that, NGOs are assisting in the development of women education in the state but they did not agree that, the assistance provided was adequate. This opinion could not be disassociated from the cultural belief that, agencies like NGOs were government organizations from whom much is always expected. This perception was therefore, attributable to the high expectation on which the contributions of NGOs has been measured. This finding agreed with Galadanchi (1999) and Tabawa (2007), where it was reported respectively that, inadequacy of educational facilities and equipment for women education is greatly retarded the development of women education in Muslim communities.

In the test of the first hypothesis of the study no significant difference was observed in the opinions of the male and female respondents on the role of NGOs for the development of women education in kano state. The male

and female respondents of the different categories involved in the study all had the same opinions on the components of the “Impact of the NGOs service delivery for the development of women education in the state.” This finding was consistent with Habibu (2006) where the problem of women education in Kano was traced to pre-jihad period

The second hypothesis of the study tested for significant difference in the opinions of the respondents on the level of coverage of the NGOs service delivery for the development of women education in the state. The respondents were of the view that, the activities of the NGOs did not really cover the 44 local government areas of the state. On this Opinion, no significant difference was observed between the groups (NGOs, Zonal Education Officers, PTAs, Students and Principals). This finding is in agreement with Hahn(2010), where it was postulated that, the failure of structural environment to adjust to the needs and aspirations of women is the major obstacle to women educational development rather than their inability to adapt to the demand of the society.

Hypothesis III tested for significant difference in the opinions of the respondents on the provision of instructional materials for effective teaching and learning by NGOs in the state. Significant difference was observed between the groups. The result indicated that, NGOs and the Zonal Education Officers held the same opinions on the provision of the instructional materials by the Agencies. This opinion of the respondents from the NGOs was found to be significantly different from the rest of the

respondents (PTAs, Principals and students). This finding was consistent with the materialistic explanation of Finklestein (2010) which associated women low standard of education to material deprivation arising from the social mobility of labor.

The test of the fourth hypothesis in the study revealed that, the respondents differed in their opinions on the guidelines for the NGOs service delivery for the development of women education in the state. From the post hoc test, it was revealed that, the Zonal Education Officers, the principals and the NGOs held the same opinions on the guidelines which were significantly different from the opinions of the students. These observed differences were mostly on the level of disagreement since most of the respondents did not really agreed that, the guidelines could be considered adequate for the NGOs operations in the state. This finding is consistent with Morris (2010), where it was maintained that the social model effectively denied the fact that the physical and emotional pain and suffering experienced by women not generally considered in the daily activities.

From the test of the fifth hypothesis where difference in the opinions of the respondents on the strategies used by the NGOs as their service delivery for the development of women education in the state was observed. The result of the post hoc test conducted on the mean scores revealed that, Zonal Education Officers and NGOs held the same opinion which was significantly different from the principals, students and the PTAs. Though, the strategies were not considered to be adequate for the NGOs operations

but each of the groups rated them at different levels. This finding was consistent with Poul (2007) where it was opined that, NGOs have their own modalities for their activities as organizations with set objectives.

The last hypothesis of the study tested for difference in the opinions of the respondents on the problems militating against the activities of the NGOs in their efforts towards the development of women education in the state. The result of the hypothesis revealed that, the groups were significantly different in their opinions. The post hoc test on the mean scores by the groups revealed that, the observed difference in the opinions of the respondents was between the NGOs and the rest of the respondents (PTAs, Students and Principals). The NGOs and Zonal Education Officers held the same opinions on the problems militating against the organizations activities in the state. This finding agreed with Galadanchi (1999), where it was opined that, inadequacy of educational facilities and equipment coupled with religious restrictions on the part of parents constituted major obstacles to women educational development in Muslim communities.

TABLE 4.20: SUMMARY OF HYPOTHESIS TESTING RESULT

S/N	HYPOTHESIS STATEMENT	CATEGORY OR RESPONDENTS	STATUS/ POSITION	
1.	HO I: there is no significance different between male and female respondents in their opinions on the different NGOs involved in the development of women education in kano state	Students, principals, PTAs, zonal education officers, NGOs	Accepted	
2.	Ho II: there is no significance difference between respondents in their opinions on the level of coverage of the state by NGOs services delivery for the development of women education	Students, principals, PTAs, zonal education officers, NGOs	Accepted	
3.	HO III: there is no significance difference between responds in their opinions on the provisions of instrumental materials by NGOs towards assisting the	Students, principals, PTAs, zonal education officers, NGOs		Rejected

	development of women education in kano state			
4.	HO iv: there is no significant different between respondents in their opinions on the guide lines for NGO's activities on the development of women education in kano state	Students, principals, PTAs, zonal education officers, NGOs		Rejected
5.	Ho v: there is no significance difference between respondents in their opinions on the strategies used by NGOs towards the development of women education in kano state	Students, principals, PTAs, zonal education officers, NGOs		Rejected
6.	Ho vi: there is no significance difference between respondents in their opinions on problems militating against the NGOs in their operation of assisting the development of women education in kano state	Students, principals, PTAs, zonal education officers, NGOs		Rejected

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presented the summary, conclusion and recommendations of the study from the investigation of “Impact of Non-Governmental Organizations service delivery on the development of women education in Kano state.”

5.1 Summary

The problem of women education is an issue that tended to defy all possible understanding going by the ratio of female to Male not only in Kano state, but in the whole northern part of the country. Women education has been so low in proportion to men that all efforts at bridging the gap, has been advocated. Though, various measures have been taken by successive governments in the state to stem the tide but the rate of women education in proportion to men still remain very low. Some Non-governmental organizations have therefore, came in to aid the state government with their service delivery for the development of women education. This study was therefore, set out to investigate the opinions of the stakeholders (students, PTAs, Principals, Zonal education officers and the members of the NGOs on the impact the later have made on the development of women education in the state.

Variables investigated in relation to the “Impact of the NGOs service delivery for the development of women education in the state” included, their different NGOs, level of coverage, guidelines for their activities, provision of

instructional materials for the institutions within the state, strategies used and the problems they faced in their service delivery for the development of women education in the state. To effectively investigate the opinions of the respondents, a structured questionnaire was designed by the researcher, validated by professionals in Admin and planning section and administered to 766 respondents selected from the schools and Zonal offices of the respective Education Areas of the state through a stratified random sampling procedure.

The study was structured into five chapters. Chapter one highlighted the statement of the problem, the research questions, and the study's hypotheses. The scope of the study was also explained within the chapter. Chapter two consisted of the review of related literatures to the study. Chapter three mentioned the methodology used in the design of the questionnaire, selection of the population and the analysis of the data collected for the study. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter was made up of the description of the demographic characteristics and the opinions of respondents on the variables was used for assessing the "Impact of the NGOs service delivery on the women education in the state."

From the analysis of the data, it was observed that, the respondents actually agreed that, NGOs were involved in assisting the development of women education in the state. However, they did not agree that, the assistance provided by NGOs could be considered adequate. One reason advanced for this opinion was that, the respondents viewed NGOs as government agencies and

because of the more expectations from the government, the efforts of NGOs was thus, negated.

In the test of the first hypothesis, no significant difference was observed in the opinions of the male and female respondents in their opinions in all the investigated variables (role, coverage, guidelines, provision of instructional materials, strategies and the problems they faced in their activities). In the same vein, the respondents of different categories did not differ significantly in their opinions on the level of coverage of the state by NGOs activities. They were all of the opinions that, the activities of NGOs did not cover all parts of the state.

The respondents differed in their opinions on the remaining variables (guidelines, provision of instructional materials, strategies and the problems they faced in their activities) on the activities of the NGOs for the development of women education in the state. The observed differences were mainly attributable to their degree of disagreement since in all cases no group actually rated any of the variables as adequate.

5.2 Summary of Major Findings

The study investigated the “Impact of Non Governmental Organization Service Delivery on the Development of Women Education in Kano state,” and the result revealed that,

- Many females’ students are not interested in school, because of societal expectation of them. The societal expectation of them was that, their primary roles are to be full time house wives and mothers. They are socialized to believe

That, no formal education is required to fulfill these roles and as such western education becomes secondary issue to them.

➤ In related development however, the study investigated that, most parents especially those with no formal education do not realize the benefits of women education for their daughters as well as the society at large. This is because of their ignorance of the value of women education which indeed is a serious contradiction to the teaching of Islam as several verses in the Qur'an urge men and women to seek for education.

➤ More over, another major finding of the study revealed that, poor quality in our schools discouraged most parents from sending their children to school because they feel that, the returns do not justify the expenses involved. In other words, the end does not justify the means. As a result, many students do not learn much from the school and this cripples the parents desire and make them prepare their daughters stay at home without education than go to "waste time" in school.

➤ Furthermore, another major finding of the study was the son preference by parents. This was a major factor responsible for discrimination against women education. Parents opined that, males should be given preference to education. Because, they are future household heads while girls will get married and move to their husbands families. Only to drop the family names and the educational investment in them therefore, this is regarded as lost to their parental family.

➤ More so, Western education is believed to be capable of destabilizing marriages as women may claim equality with their husbands and this does not

go in line with the norms of the society. This is true, because of the liberal and secular nature of western education. In fact, since the Beijing women conference, so many women have acquired the fad to use the Beijing declaration as a springboard to struggle for freedom and equality at home and outside home.

➤ However, the study also investigated that, early marriage was a major deterrent to retention of girls in school. Most parents in this part of Nigeria gave their daughters out for marriage at an early age. And this does not encourage women right to education, as most husbands have not supported that, for their spouses.

➤ Another major finding of the study was the teenage pregnancy. Expectation of pregnancy by girls discourages parents from sending their daughters to school. There were rampant cases of sexual harassment and abuse in our schools. Often male teachers perpetrate this and the authority tend to turn a blind eye to this negative phenomenon that does more harm in promoting women education. In most cases the authorities cover up this case and the matter is closed. If the perpetrators are punished, it will send a positive signal to the perpetrators and ally their fear.

➤ Further more, absence of social services in our communities was another serious deterrent to the development of women education in Kano state. For instance, where there is no pipe borne water, electricity and alternative sources of fuel for cooking, women and daughters bear the burden of fetching water and firewood to support the family.

5.2 Conclusion

From the investigation of this study, on "Impact of Non-Governmental Organizations Service Delivery on the Development of Women Education in Kano state," It could not be said that, the NGOS service delivery was adequate, since, it could not reach the forty four Local Government Areas of the state.

- That, NGOS are not Government agencies and therefore, the expectations from Government should not be vested on their activities.
- That, gender affiliation was not reflected in the opinions of respondents on the variables investigated. This pointed to the fact that, all the respondents share the same opinions on the variables investigated.
- That, the observed difference in the opinions of some subjects on the variables were basically on the economic and social responsibility of the respondents were most persons tended to protect their own aspect of issues. I e NGOS and Zonal Education Officers were always seen to share the same opinions where significance difference was observed.
- That, many female students are not ambitious or interested towards acquiring western Education, because of the societal expectations of them.
- That, many parents, most especially those with no formal education do not realize the values and benefits of females education for their families as well as the society in general.
- That, poor quality of education in public school nowadays discourages some parents especially, those of rural areas from sending their

daughters to school because they feel that, the return would not justify means, thus the expenses involved.

- That, majority of people has been socialized to accept gender inequality in many spares of human endeavor as the norm.
- Son dereferences; most parents are made to believe that, male child should be given preference in access to education because they are the future household.
- That, most parents in this part of Nigeria gave their daughters out for marriage at tender age. And this crippled the development of women education as most husbands have not support that for their spouses.
- That, the expectation of teenage pregnancy by females discouraged many parents from sending their daughters to school.
- That, absence of social services in our communities becomes deterrent to the development of women education in Kano State.

5.3 Recommendations

Based on the findings in this study, the researcher would want to recommend as follows:

1. That, the state government should give more priority to the provision of instructional materials for effective teaching and learning in the educational institutions in Kano state.

2. Efforts should be made to provide facilities like classrooms and such others that can encourage and facilitate female educational development in the state.
3. The state should encourage the NGOs in their activities of assisting the development of women education in the state.
4. That effort at mobilizing women education should be expanded by the state government through scholarship awards and other incentives.
5. There should be consistent maintenance of the available facilities in the schools to encourage the female students
6. A similar research work can be carried out in all the 36 states and FCT Abuja, in order to foster and facilitate the generalization of the findings.

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Appendix I

**AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION,
DEPARTMENT OF EDUCATION**

Our Ref. DE/S.25

Date: _____

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

TOPIC OF RESEARCH: _____

Thank you for your continuing cooperation.

Yours sincerely,

Research Adviser

Appendix II

SCHOOL OF POST GRADUATE STUDIES, DEPARTMENT OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

Questionnaire on the Development of Women Education in Kano State

Dear Sir/Madam,

Research Project: Request for Response.

The attached checklist instrument is designed to draw academic information for a Post Graduate research work on “Impact of NGOs’ service delivery on the development of Women Education in Kano State”.

The focus of the project is purely academic and scholarship. All information supplied shall be treated with utmost confidentiality. You are pleased requested to put a tick in space provided as it suits your choice from the options given.

Section A:

Personal Data of Respondents

(1) Age

- a. 16-25 years
- b. 26-35 years
- c. 36-45 years
- d. 46 & above

(2) Gender

- a. Male
- b. Female

(3) Marital status

- a. Married
- b. Single
- c. Divorced
- d. Widow

(4) Academic Qualification

- a. Diploma/NCE
- b. B.A (Ed)

c. M.Ed

d. Ph.D

e. Others (please specify).....

(5) Name of School

(6) Local Government Area

General Instructions: Please read the questionnaire below carefully and tick the options appropriately whether you Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) or Strongly Disagree (SD).

Appendix III

QUESTIONNAIRE FOR THE RESPONDENTS

Guideline for NGOs operations	SA	A	U	D	SD
1. Discouraging early marriage at the detriment of female secondary education is one of the role employed by NGOs for the development of women education in Kano state					
2. The traditional leaders have contributed immensely in formulating the procedures and strategies adopted by NGO's for the development of women education in Kano state					
3. The religious leaders have contributed wisely in formulating the procedures and strategies adopted by NGO's for the development of women education in Kano state					
4. NGO's need guidelines for the development of women education in Kano state					
5. Government should guide NGO's for the development of women education in Kano state					
6. The programme of activities of NGO's need to be examined by the ministry officials for the development of women education in Kano state					
7. Constant changes in educational system could be regarded as a setback in the development of women education in Kano state					
8. The procedures adopted by NGO's for the development of women education in Kano state is said to be relevant					
9. Educational policy in the state has accommodates NGO's contribution for the development of women education in Kano state					
10. The guidelines adopted by NGOs for the development of women education in Kano state have foreign influence and hence their impact could not be felt adequately					
Provision of instructional materials	SA	A	U	D	SD
11. NGOs do assist materially in the development of women education in Kano state					
12. NGOs and PTAs have collaborated keenly towards achieving the success of the development of women education in Kano state through provision of more classrooms					
13. NGOs played a significant role for the development of women education in Kano state through the provision of computer machines					
14. NGOs and PTAs have collectively provided sewing machines to female students for the development of women education in Kano state					
15. NGOs played a vital role by providing school generators for the development of women education in Kano state					
16. NGOs human resource development is sufficient for the					

development of women education in Kano state					
17. NGOs did not consider the role of religious leaders in formulating the procedures and strategies adopted for the development of women education in Kano state					
18. NGOs helps to provide instructional materials for women education in Kano state					
19. NGOs encourages parents towards women education in Kano state is an obstacle experienced by NGO's in the development of women education in Kano state					
20. Provision of books, and other reading materials by the NGO's contributes to the development of women education in Kano state					
Problems confronting NGOs in education of women	SA	U	U	D	SD
21. NGOs have no problems in assisting in improving the development of women education in Kano state					
22. Cultural factor is a major problem encountered by NGOs for the development of women education in Kano state					
23. Social factor is not assumed to be another problem faced by NGOs in the development of women education in Kano state					
24. PTAs nonchalant attitude towards education is one of the problems that discourage the development of women education in Kano state					
25. Ignorance is an obstacle in the development of women education in Kano state					
26. NGOs have considered religion of the people in adopting the guidelines for the development of women education in Kano state					
27. Economic factor cripples the effort of NGO's in the development of women education in Kano state					
28. Religious influence has hindered the achievements of NGO's moral support in the development of women education in Kano state					
29. PTA's nonchalant attitude towards education is one of the problems that discourage the development of women education in Kano state					
30. Unqualified teachers in the educational system is one of the obstacles faced by NGO's for the development of women education in Kano state					
Role of NGOs in women Education in Kano state	SA	A	U	D	SD
31. NGOs have financially played a vital role towards the development of women education in Kano state					
32. PTAs have contributed in the making of learning environment more conducive in some girls secondary schools and women centers for the development of women education in Kano state through renovation of classrooms					
33. Sinking of boreholes in some girls secondary schools and women centers is another significant role played by the PTAs					

for the development of women education in Kano state					
34. Renovation of hostels in some girl secondary schools is a significant role played by NGOs for its development of women education in Kano state					
35. NGOs did not consider the role of traditional leaders in formulating the procedures and strategies adopted for the development of women education in Kano state					
36. NGO's provided scholarship to students for the development of women education in Kano state					
Strategies used by NGOs in women education	SA	A	U	D	SD
37. NGOs have influenced the development of women education in Kano state through scholarship awards to students					
38. Provision of computer literacy for female students is an effort of NGOs for the development of women education in Kano state					
39. NGOs provided career talk, workshop and seminars for the development of women education in Kano state					
40. Provision of school buses to girl secondary schools and women centers is a vital role played by the PTAs for the development of women education in Kano state					
41. Provision of computer literacy for female students is an effort of NGOs for the development of women education in Kano state					
42. Religious influence has contributed to the achievement of NGO's service delivery in the development of women education in Kano state					
43. The strategies adopted by NGO's for the development of women education is said to be valid					
44. The use of mass media is another major role played by NGO's for the development of the women education in Kano state					
Extent of coverage by NGOs in women education	SA	A	U	D	SD
45. Generally, one can say that NGOs have achieved their predetermined educational objectives in the development of women education inn Kano state					
46. The provision of instructional and other materials by NGOs for the development of women education in the state is adequate for all the 44 local governments in the state					
47. NGOs have contributed effectively in making the learning environment more conducive in some girls secondary schools and women centers for the development of women education in Kano state					
48. PTAs play a significant role towards the development of women education in Kano state through provision of toilet facilities					
49. Provision of laboratory equipment as NGO's service delivery have reached the 44 local government areas in the state					

50. The state government encourages NGOs for the development of women education in all parts of Kano state					
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Appendix IV

Mean scores of the variables by statuses of the respondents from the ANOVA tests

Variables	Status of respondents	N	Mean	Std. Deviation	Std. Error
Coverage	PTAs	166	3.2982	.67764	.05260
	Principals	167	3.3593	.63504	.04914
	Zonal education officers	10	3.3333	.48432	.15316
	Students	381	3.3141	.62984	.03227
	NGOs	42	3.0913	.62056	.09575
	Total	766	3.3085	.64047	.02314
Guidelines	PTAs	166	3.2452	.42818	.03323
	Principals	167	3.0335	.44810	.03468
	Zonal education officers	10	2.8400	.50816	.16069
	Students	381	3.3969	.46684	.02392
	NGOs	42	3.0524	.32703	.05046
	Total	766	3.2586	.47475	.01715
Provision instructional material	PTAs	166	3.3145	.51924	.04030
	Principals	167	3.1180	.54599	.04225
	Zonal education officers	10	3.0300	.63953	.20224
	Students	381	3.1829	.67637	.03465
	NGOs	42	2.7262	.75452	.11642
	Total	766	3.1702	.63378	.02290
Problems	PTAs	166	3.2789	.48627	.03774
	Principals	167	3.2150	.45729	.03539
	Zonal education officers	10	3.0800	.36454	.11528
	Students	381	3.2486	.48115	.02465
	NGOs	42	2.9500	.45385	.07003
	Total	766	3.2292	.47887	.01730
Roles	PTAs	166	3.3976	.51889	.04027
	Principals	167	3.3822	.56514	.04373
	Zonal education officers	10	3.3167	.49969	.15802
	Students	381	3.4313	.52484	.02689
	NGOs	42	3.3929	.39616	.06113
	Total	766	3.4097	.52546	.01899
Strategies	PTAs	166	3.1649	.51328	.03984
	Principals	167	3.2186	.57654	.04461
	Zonal education officers	10	2.9750	.45947	.14530
	Students	381	3.2080	.69948	.03584
	NGOs	42	2.8006	.63261	.09761
	Total	766	3.1756	.63649	.02300

**Appendix V
Reliability**

Case Processing Summary

	N	%
Cases Valid	30	100.0
Excludes	0	.0
Total	30	100.0

- a. Listwise deletion based on all variables in the procedures.

Reliability Statistics

Cronhach's Alpha	Part 1	Value	0.25 ^a
		N of Items	25 ^a
	Part 2	Value	.888
		N of Items	25 ^b
	Total N of Items		50
Correlation between Forms			.813
Spearman-Brown	Equal Length		.897
Coefficient	Unequal Length		.897
Guttman Split-Half Coefficient			.895

a. The items are: Generally, one can say that NGOs have achieved their predetermined educational objectives in the development of women education inn Kano state, the provision of instructional and other materials by NGOs for the development of women education in the state is adequate for all the 44 local governments in the state, NGOs have contributed effectively in making the learning environment more conducive in some girls secondary schools and women centers for the development of women education in Kano state, PTAs play a significant role towards the development of women education in Kano

state through provision of toilet facilities, provision of laboratory equipment as NGOs service delivery have reached the 44 local government areas in the state, the STATE government ENCOURAGES NGOs for the development of women education in ALL PARTS OF Kano state, discouraging early marriage at the detriment of female secondary education is one of the role employed by NGOs for the development of women education in Kano state, the traditional leaders have contributed immensely in formulating the procedures and strategies adopted by NGOs for the development of women education in Kano state, the religious leaders have contributed wisely in formulating the procedures and strategies adopted by NGOs for the development of women education in Kano state, NGOs need guidelines for the development of women education in Kano state, government should guide NGOs for the development of women education in Kano state, the programme of activities of NGO's need to be examined by the ministry officials for the development of women education in Kano state, constant changes in educational system could be regarded as a setback in the development of women education in Kano state, the procedures adopted by NGOs for the development of women education in Kano state is said to be relevant, educational policy in the state has accommodates NGOs contribution for the development of women education in Kano state, the guidelines adapted by NGOs for the development of women education in Kano state have foreign influence and hence their impact could not be felt adequately, NGOs do assist materially in the development of women education in Kano state, NGO5 and PTAs have collaborated keenly towards achieving the success of the development of women education in Kano state through provision of more

classrooms, NGOs played a significant role for the development of women education in Kano state through the provision of computer machines, NGOs and PTAs have collectively provided sewing machines to female students for the development of women education in Kano state, NGOs played a vital role by providing school generators for the development of women education in Kano state, NGOs human resource development is sufficient for the development of women education in Kano state, NGOs did not consider the role of religious leaders in formulating the procedures and strategies adopted for the development of women education in Kano state, NGOs helps to provide instructional materials for women education in kano state, NGOs encourages parents towards women education in Kano state is an obstacle experienced by NGO's in the development of women education in Kano state.

b. The items are: provision of books, and other reading materials by the NGOs contributes to the development of women education in Kano state, NGOs face some problems in improving the development of women education in Kano state, Cultural factor is a major problem encountered by NGOs for the development of women education in Kano state, Social factor is not assumed to be another problem faced by NGOs in the development of women education in Kano state, PTAS nonchalant attitude towards education is one of the problems that discourage the development of women education in Kano state, ignorance is said to be an obstacle in the development of women education in Kano state, NGOs have considered religion of the people in adopting the guidelines for the development of women education in Kano state, economic factor cripples the effort of NGOs in the development of women education in Kano state, religious

influence has hindered the achievements of NGO's moral support in the development not women education in Kano state, PTA's nonchalant attitude towards education is one of the problems that discourage the development of women education in Kano state, unqualified teachers in the educational system is one of the obstacles faced by NGOs for the development of women education in Kano state, NGOs have financially played a vital role towards the development of women education in Kano state, PTAs have contributed in the making of learning environment more conducive in some girls secondary schools and women centers for the development of women education in Kano state through renovation of classrooms, sinking of boreholes in some girls secondary schools and women centers is another significant role played by the PTAs for the development of women education in Kano state, renovation of hostels in some girl secondary schools is a significant role played by NGOs for its development of women education in Kano state, NGOs did not consider the role of traditional leaders in formulating the procedures and strategies adopted for the development of women education in Kano state, NGOs provided scholarship to students for the development of women education in Kano state, NGOs have influenced the development of women education in Kano state through scholarship awards to students, Provision of computer literacy for female students is an effort of NGOs for the development of women education in Kano state, NGOs provided career talk, workshop and seminars for the development of women education in Kano state, provision of school buses to girl secondary schools and women centers is a vital role played by the PTAs for the development of women education in Kano state, provision of computer

literacy for female students is an effort of NGOs for the development of women education in Kano state, religious influence has contributed to the achievements of NGOs service delivery in the development of women education in Kano state, the strategies adopted by NGOs for the development of women education is said to be valid, the use of mass media is another major role played by NGO's for the development of the women education in Kano state.

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval	
		Lower Bound	Upper Bound
Single Measures	.296 ^b	.205	.438
Average Measures	.955 ^c	.928	.975

Two-way mixed effects model where people effects are random and measures effects are fixed.

Intraclass Correlation Coefficient

	F Test with True Value 0			
	Value	df1	df2	Sig
Single Measures	22.037	29.0	1421	.000
Average Measures	22.037	29.0	1421	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation
- b. Coefficient using a consistency definition-the between-measure variance is excluded from the denominator variance.
- c. The estimator is the same, whether the interaction effect is present or not.
- d. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.