

## GLOBALIZING SCHOOL CURRICULUM FOR WOMEN EDUCATION FOR NATIONAL GROWTH AND PRODUCTIVITY

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### **Abstract**

Globalisation is the process of transformation, of local or regional phenomena into global ones. It is a process by which the people of the world are united into a single society and function together. Curriculum is the sum of learning experience which the school exposes its students to, for the purpose of acquiring knowledge, while these experiences cannot be restricted to the classroom alone but it includes other activities like business. Today women are caught in the clutches of infinite, committing themselves to the limitless possibilities of global warming and economic meltdown. Thus globalizing women education curriculum in Nigeria will have significance in several ways. As globalisation will help to awaken Nigerian women in the north to try and meet up with those in the southern part of Nigeria. It also bridges the gap between male and female citizens in Nigeria. It will aid Nigerian women to take the rightful position in the rightful direction, in areas like politics, healthcare and it will enable them know their right, then improve their economic status. Thus, with the essential position of women in the society, globalizing education curriculum, it will in the long run end up rebanding Nigerians, where Nigerians will become good citizens and Nigeria will be a great nation.

For years feminists have continued to cry out against world-wide discrimination against females. Some people hold that they cry “wolf” where there is nothing. While others reason with them and join in the struggle. The story of the position of women in

the realm of things dates back to the ancient times. According to Asiegbu (1987) at a point in history women were worshipped as goddesses, because of their capacity to bear children. But later, with the advent of Christianity and the story of Adam and Eve the regard for them changed. As people began to see them as the cause of evil to mankind. Women began to be considered as, the weaker and inferior sex. At a point people doubted, whether they had souls. Thus, in the 15<sup>th</sup> century, a meeting was held by them to decide whether women had souls. It was finally concluded that women had a second-class type of soul

Whitely (1787) defined a woman a “creature that cannot reason and poke the fire from the top”. This though continued for years. In effect in the medieval period all attempts made to initiate the education of women were unsuccessful, due to the notion people held of woman. But all these stories about women seem to be fiction.

Thus, with the history of women education, several international studies reveal that women education has a universal trend. As societies which were attached to their traditions, parents preferred educating their sons to educating their daughter. They claimed that the place of a woman was only with the husband. Thus, the education of the female child was regarded as a waste of the family’s income; as such she was bound to carry whatever wealth she acquires to another family. Hence, in most families, female siblings were made to work hard with their parents to generate funds to educate

the male children, and they were made to get married early, so that their bride prices could be used to educate their brothers.

The purpose of this research is to look at globalizing women education curriculum for national growth and productivity, and to examine the impact of this globalisation on women and the society in general. This will be pursued by examining the empirical studies of women education, the views on sex difference and western education in Nigeria, then the nature of previous curriculum. We shall conclude with the benefits of globalizing school curriculum for women education for national growth and productivity.

### **Empirical Studies on Women Education**

In 1931, with the advent of Universal Primary Education which was made compulsory in the Soviet Union sex difference in school enrolment was distinct. It was one third out of 319,600 pupils in schools were girls. In America, Europe and Oceania, out of every one hundred pupils, forty-eight were girls. While in Asia 38 girls and in Africa 37 girls consecutively out of every one hundred pupils were in schools.

According to Chabaud, (1974) several countries have recently agreed in principle to provide equal education opportunity for both sexes. For instance, in Nigeria the National Policy on Education stipulates that equal educational opportunity be provided for every Nigerian child irrespective of sex or tribe. But contrary is the practice. He further records, that the international studies on school enrolment carried out in 1967/68 in all nations of the world except China, North Korea and North Vietnam, the following facts were discovered:

- i. More males than females attended formal education.
- ii. More boys than girls were admitted to do technical education in more than half of the countries of the world.

- iii. More girls than boys dropped out of school
- iv. There was more illiteracy among females than among males.

### **Sex Differences and Western Education in Nigeria**

The development of western education in Nigeria started in southern part of Nigeria, where the first school was established in 1843 by Mr. and Mrs. De Graft of the Methodist church in Badagry, and in August 1846 when the C.M.S. Mission reached Abeokuta. From here they expanded to other parts of Nigeria. So Samuel Ajayi Crowther opened the first school for girls in December 1858; the same development took place in Calabar and Bonny. The method of teaching in these schools was the same with the Koranic schools, where pupils were taught by note. Everything was taught from textbook called the Bible, and every subject was linked to the Bible as the aim was to convert the pupils to Christianity.

In Northern Nigeria, western education was introduced in 1909 for boys. Girls schools started later in 1931. According to Ndalolo (1983) there were two Girls colleges and six boys' colleges in Kano State in 1968. By 1977, there were three girls' colleges and twenty two boys colleges. With statistic from the Kano State Ministry of education in 1989 there were 208 boys' colleges and 19 girls' colleges. And the school enrolment in Kano State in 1989 stood at 96,908 for boys and 20,136 for girls. By 1989 the ratio of student enrolment at Kano state college of education, Kumbatso campus was fifty male students to one female student. Until now girls in most northern states of Nigeria are still made to marry early. Many female students in colleges are married. Adudu (1995) asserted this that females have more difficulty in gaining access to university education in Nigeria, he further said that out of 107 students admitted in Department of Engineering in Ahmadu Bello

University in the 1987/88 session only one was female.

According to Uche (1986) female lag behind in education. He records that by 1961 female made up only 32.92% of primary school enrolment. Between 1962 and 1965 the figure rose to 38.47%. By 1966 it came to 39.01%. In 1970 the percentage declined to 36.34%. The percentage of female in colleges in 1961 was 24.37% and in 1970 it was 33.57%. He further stated that females in the western and southern part of Nigeria were more opportuned to catch up with their male counterpart than females in the North.

In the Middle Belt region, in 1909, the Sudan United Mission had stations at Wukari, Donga, Bukuru, Gel, Langtang, Wase Rock, Damper, Ibi and Jen near the Benue River. They maintained, the Rumasha fled slaves home. They started schools by teaching their house boys. The aim was to teach them how to read the Bible in vernacular so that other children would join them. But in 1910, denominations held an educational conference to discuss the educational policy and language to employ in teaching in their schools.

According to Ozigi, A. et al (1981:24) all the missions – the CMS, the SUM and the SIM – held an inter-denominational conference at Lokoja in 1900, to discuss educational language and church policies.

The meeting passed a series of resolutions one of which was:

That this conference does not consider that the pledge of non-interference with religion given by Government to Mohammed on rulers, is in any way violated by the presence of Christian Missionaries peacefully and tactfully setting forth the claims of their faith, and that they consider that sufficient proof has already been given that the peaceful propagation of the Gospel in Mohammedan Centres, such as Zaria, Bida,

Wushishra and Shonga had aided rather than hindered in the promotion of good relations between the Government and the people of these cities.

On language policy the conference adapted the principle of delaying institutions in English until pupils could read and write well in the vernacular. The conference agreed that the mission would welcome government grants-in-aid, on condition that they retained full control of their schools. The resolutions were sent through the Acting Governor, Temple to the Colonial Office, but nothing came of them.

Then in 1914, Nigeria was amalgamated. This marked the involvement of government in education, which started in 1916. A Nigeria education and its regulations came into effect with the aim of improving and raising the standard of education in Nigeria by granting aids to missions schools, which had existed before 1916. This development accompanied several others like the method of bringing many of the children into boarding schools and teaching them in vernacular, as approved by Phelps Stroke Education Commission.

Thus, in 1969 there was a national curriculum conference held in Lagos in September, this was a major landmark in the history of Nigerian education. This conference was to review the old and identify new national goals for Nigerian education, bearing in mind the needs of youths, adults especially women in the task of nation building and nation reconstruction. This conference identified the following:

National philosophy of education, goals of primary education, objectives of secondary education, purpose of tertiary education, functions of science and technical education, the place of women's education, education for living, control of public education.

Before proceeding, it is necessary to define these two concepts, curriculum and

globalisation. Curriculum is a term which is used with several meanings. A number of definitions have been offered. Here are two definitions. "Curriculum is the course of study at a university school". This definition sees curriculum only as the course of study, that is, the subjects offered. "Curriculum is the sum of the experiences of learning, while under the auspices of the school". Both definitions lay emphasis on the learning experience which the school exposes its students to, for the purpose of acquiring knowledge. It justifies that the content of the curriculum of school is the learning experiences which the school can account for. These learning experiences may not be restricted to the classroom but it include excursion, games, gardening and other activities for which the school can give account. Each subject curriculum contains components like objectives, content, methodology and teaching aids.

The term globalisation means several things to different people. But for the purpose of this paper, globalization ... "is the process of transformation of local or regional phenomena into global ones. It can be described as a process by which the people of the world are united into a single society and function together". Here globalisation is viewed as internationalisation or an ideology of unity of some sort.

### **The Nature of Previous Curriculum**

The school curriculum represents ideally the distillation of man's most important experiences, ideals, attitudes and hopes, this live blood of the educational institution demands more careful study and decision-making today in Nigeria than ever before. There is a pressing need in Nigeria today in every school system to decide what to teach and how to teach it. Thus, there is a need for appropriate school curriculum which is designed to be adopted to the needs of the

Nigerian society. Accompanying the increase of possible content in the curriculum is the tremendous growth in the number and type of instructional media, film radio and computer. To cope with these excessive demands that are pressing on the existing school structures. Such organisational patterns as team teaching and individualised method of teaching have been advocated, experimentally. All this means an increasing rate of obsolescence in content, method and materials of instruction.

In reviewing the traditional African education, in the area of agricultural education "agriculture was and still is the main stay of Nigerian economy ... serious attention was paid to teaching the children how to produce good crops. While the boys were receiving rigorous training on the farm under the instruction of their fathers, the girls were undergoing training at home under the strict supervision of their mothers, they were taught to take care of children, prepare food, make clothes, wash utensils and take care of the dwelling place. All these task were simple and taught by simple methods.

In Hade and Crafts, the girls were also apprenticed to certain trades, the only difference between them and the boys being that they were apprenticed to mistress instead of masters. There were some trades in which both men and women participated on equal terms, but there were minorities who held the opinion that there were no trades in which both the men and women could participate on equal terms. The trade, where it was possible for both men and women were farming and weaving. While women farming was not on such a large scale as men. But in the weaving industry, the women used long shuttles while the men used short shuttles. The men wove in parallel position and women in vertical position. Also there were certain

occupations that were exclusively for women like dyeing and hair plaiting.

In the Koranic schools, there are usually more boys than girls in these schools. For instance in 1961, less than 30 percent of the pupils in these schools in the northern Nigeria were girls. One reason is the general attitude in society to women, whose place is assumed to be in the home. There could be also economic and social reasons for the lower percentage of attendance of girls, especially as many married women are in purdah and their daughters are needed to help with home chores, running errands and performing other domestic and social duties for their mothers.

In the same vein the population of girls was the same in the western education sphere based on the same reasons stated earlier. Ten years after independence the Nigerian system of education continued to follow the British pattern very closely in structure, organisation, administration and content. This was true not only at the primary education level but at the secondary and higher levels. But the decade 1970 – 80 witnessed major changes in Nigeria educational culture. The success or failure of any policy depends on planning, finance, manpower and the political will. Each of these factors have affected the implementation of the 6-3-3-4 scheme. But it is clear that this scheme is the new kind of thinking that led to the new policy that will help usher Nigeria into the next millennium in a very positive way, provided the political sector will constantly emphasis it, as it is at present. Thus, we are today calling for globalizing the school curriculum for national growth and productivity with special reference to women education.

Though these institutions were patterned after European and American system that were totally devoid of the creative and initiatives that should have placed Nigeria on the path of technological breakthrough. Neither was it considered expedient, cultural

realities contextual to Africa. Finally, Nigerian Universities have largely been turning out people who could not be self reliant.

#### The Benefits of Globalizing School Curriculum for Women Education for National Growth and Productivity

There have been a strong movement in the west like the creation of International women's day in 1906, to encourage women to do everything that men do, including participating in the army as combat soldier. Now, there are strong political organizations, such as the National Organization of Women (NOW) in America, which promote legislation to give women access to all areas of private and public life, especially those formerly dominated by men. Some of the women that are active in this movement are been referred to as 'feminists'. This label describes the desire of these women to have equality with men in all areas of life and their refusal to be dominated by men in any situation including the home.

With the education of the folly, submitting to the pressure of culture can be seen in the recent experience of the feminist movement in America. This movement has politically succeeded globally in encouraging women to take part in all aspects of military activity women have been placed in American naval ships and on the front lines of fighting with male soldiers. The unnatural pressure to urge women to do what has always been done by men has brought major problems and scandals to the military forces.

There are several benefits to be derived from globalizing the school curriculum for national growth and productivity on women education academically, economically, socially, that is by rebanding Nigeria, thereby making Nigerian good people and Nigeria becoming a great nation.

Like other economies in the world, Amufo (2000) rightly held that the “Nigerian business landscape is proliferated with several organisations competing for attention of the same consumers with the intention to grab a specified market size”. There is no product, service offered by any organisation that is completely new and has not or is not being offered by any other organisation somewhere else. According to Kuchili (2006), all businesses in the world serve one or more of these seven needs: How to save or make money” save time, provide security, provide food, provide entertainment, improve health, and provide comfort or self-esteem. This means that, every organisation or business concern is established amidst a crowd of competitors.

With the Information Communication Technology (ICT) fast fusing the continent of the world into a global village, it is becoming clearer that consumers and or members of the public now have a growing number of options or alternatives to choose from and standards upon which to demand or negotiate for better services, products and ideas. The prevailing competition is a trial of the social value of a commodity, service or idea in the market place. This helps to guarantee excellence, effectiveness, quality and efficiency by organisations as they strive to remain in business and most importantly to be the preferred brand. It is therefore the responsibility of organisations that want to remain in business that is relevant to their respective industries and to the public to understand the terrain in which they operate so as to continuously improve on what they have to offer their consumers, customers or clients. According to Nosa Igaebor of Tell, “You cannot ignore your market and expect success. That is our big marketing lesson we learn at the onset”.

The modern business environment is becoming too complex and challenging. Companies and organisation are faced daily with emerging changing trends in consumer’s lifestyle. Consumption pattern, and expectations, astonishing scientific and technological discoveries and breakthrough as well as greater and stiffer competition within the industry and with the multinational companies.

The above enumerated challenge call for a good programme of action in globalizing women curriculum in a coordinated manner by organisations while serving their numerous publics. This involves a form of information generation, storage, retrieval and dissemination. Every organisation therefore needs a system for gathering, and storing data, tracking key performance indicators, identifying and diagnosing problems and reporting strategic – critical information. Kechku (2005) adds that, “increasingly, a county’s comparative advantage lies in its ability to utilise effectively the new information technologies, in the speed of its absorption into the production process and in the relative efficiency with which it is applied”

Efforts have been made to establish existing gaps in business communication in this part of the world and how new technologies offer the practitioner platforms that can help bridge the divide which was left in its trail mixed fortunes. Thus, women awareness of other countries economic status will aid in improving the Nigerian women economy as it will polish them up on how to manage all spheres of life. Like, economics of other countries that engage well with the international economy have consistently grown much faster than those countries that try to protect themselves. Here the well managed open economics have grown at rates that are on average 2½ percentage points higher than the rate of growth in economics, closed to the forces of globalisation.

Globalizing the school curriculum to include a global knowledge on economic sphere from other countries which have had faster economic growth have then been able to improve living standards and reduce poverty of women or the country at large. For instance India has cut its poverty rate into half in the past two decades. In the same vein China has reduced the number of rural poor from 250 million in 1978 to 34 million in 1999. Cheaper imports also make a wider range of produces accessible to more people and through competition, can help promote efficiency and productivity.

Thus, through women education globalisation improved wealth has led to improved access to health care and clean water in our homes or nation, which has increased life expectancy. Today more than 85 percent of the world's population are expected to live for at least 60 years which is twice as long as the average life expectancy 100 years ago.

Globalizing school curriculum for women education for national growth and productivity will justify this as women will be ware of the reasons why there is improving technology which has dramatically reduced cost and prices changing the way the world communication learn to do business and treat illness. For instance between 1990 and 1999, adult illiteracy rates in developing countries fell from 35 percent to 29 percent.

Globalizing women education will aid them to have current knowledge of modern communication and the global spread of information have contributed to the supply of undemocratic regimes and a growth in liberal democracies around the world.

With this globalisation women will be armed with knowledge on how international migration has led to greater recognition of diversity and respect for cultural identities which is improving democracy and access to human rights, which will aid women rights for

their right in contesting for political positions and political appointments. This means that globalizing the school curriculum for national growth and productivity for women education, new things will be learnt and appreciated, human beings depend too much on one another. In effect, this will hasten the rebanding campaign to reach the grassroots. In essence it will help in aiding the target of rebanding that is making Nigerians good people and Nigeria a great nation.

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