

COMPARATIVE STUDY OF WOMEN EDUCATION IN COLLEGE OF EDUCATION IN NIGERIA, 1992/93 - 1994/95.

Edward H. Kpanja.

Abstract

The difference in educational attainment of gender has been much emphasized from international level to national and local levels. An attempt is hereby made to study the position. It shows that difference does exist in total population of males to Female with a percentage of 68.5% to 31.5% respectively. The difference also exists in the field of studies, such as in Sciences, Languages, Arts and Social Sciences, and Education. However no difference between the sexes was discovered in Business Education, Agricultural Education and Home- Economics.

Introduction

It has been generally opined that disparity exists between males and females at all levels of education. For example Federal Government of Nigeria/UNICEF Report (1993) stated that female literacy rate in 1990 was estimated at 39.5 percent which can be compared to the high rate for males which was 62.3 percent. The existence of this disparity seems to be justified through the use of such arithmetic percentage. A close look of this problem needs to be taken.

The Problem

Currently there are a lot of debate on gender empowerment. Is it true that the males have greater population in academic and career pursuance than the females? Does this, that is if it exists, applied to different courses of study? is it possible in Nigeria that some areas have a more liberal attitude to female education than others.

An attempt to compare two groups of individuals in this manner must attempt to answer some fundamental questions. Do the groups differ in their total population? Do they also differ in representation of different courses of study? Finally does the cultural background of the population affect their representation?

This study is therefore being undertaken to address the issue of gender differences in educational pursuance.

Research Questions

In order to achieve the above the following research questions were asked:

1. What difference does exist between male and female population in pursuance of NCE courses?
2. Does sex difference lead to difference in the selection of different courses of NCE?
3. Is there any difference in representation of female students based on the state from which they come from?

Research Hypotheses

In order to answer the above questions, the following hypotheses were stated:

1. There is no significant difference between the male and female population at NCE level between 1992/1995.
2. There is no significant difference in courses selected for NCE courses between 1992/1995.
3. There is no significant difference of female intake (enrolment) into NCE courses from different parts of the country.

The Need For The Study

The importance of education to humanity has always been clear. Education adds to the development of the individual in particular and the society in general. In particular there is the

Edward H. Kpanja.

possibly of generalizing on selection of courses by different sexes. Males and females may select different courses for one reason or another. There is therefore the need to bring out this possibility.

More-over there is need for us to see whether state background and therefore other related factors determine female education.

The result of the investigation may bring about changes in attitude of the policy makers, sponsors and the individuals.

Literature Review

Generally, the literature review tends to show a wide gap between female and males in education.

Malum and Okpede (1997) quoted Pinta who reported the statistics on illiteracy rates by United Nations Education, Social and Cultural Organisation (UNESCO) to show that female illiteracy in general is very much higher than that of the Males. It gives the world percentage of female illiterates as 87% and 67% for male.

In Africa, significant gender gaps persist despite the growth in female enrolment ratios. The gap increases as one goes up the educational ladder. Odago and Heneveld (1995) discovered that in 1990 girls made up 45 percent of primary students, 40 percent of secondary students and 31 percent of tertiary level students.

Mallum and Okpede (1997) pointed that in Nigeria only 37 percent of women can read and write English as compared to 59 percent of men. Federal Government and UNICEF situation and policy /analysis of Basic Education in Nigeria 1993) reported trend of enrolment in primary schools from 1984/85 to 1989, shows that the rate of enrolment for girl (44.24) has remained consistently lower than that for boys (55.76). It goes further to state that the population of girls enrolled in the different states vary from 24.6 percent and 28.72 percent in Sokoto and Katsina respectively to 49.95 percent in Oyo State in 1990.

So many factors can be presented for the difference. So many writers have observed that once girls completed lower Secondary Schools they are 4% more likely to continue to upper Secondary Schools than boys and this is more likely in regions where girls primary enrolment are higher (Odago and Heneveld, 1995). However, the same people in their study found that girls made up 45% of primary students, 40% of secondary students and 31% of tertiary level students.

In general, there seems to be no sex difference in quantitative ability, concept formation and verbal ability (Jacklin and Macboby, 1974). Anastasi (1958) observed that girls tend to excel in the academic world, however, the administration of Stanford achievement test reveal sex differences in separate school subjects that correspond closely to those found in intelligence and aptitude tests. On such batteries as the Stanford achievement test, boys scored significantly higher in science, social studies and arithmetic reasoning and girls scored significantly higher in spelling and language usage.

The above goes with the accredited statement to Dillon Suzanne by Akpochafo and Okobiah (1997) that science subjects lead to the male dominated careers. It has been well researched that women perceptions and experiences of science and technology has been alienating. On the same line Odago and Heneveld (1995) quoted Eholie giving example that in 1990 at Secondary School level in Cote'd Ivoire, 23.2% of females are literature students, 13.2% are Business Students, 12.2% are Natural Science Students, and 7.1% are Maths Students.

Okobiah and Akpochafo discovered that while for male students, their choice of career should be police 5%, pharmacy 2%, computer science 1%, and engineering 1%, girls on their own part feel they should be teachers, traders, nurses, accountants, lawyers doctors and score themselves low in banking and finance, science, engineering, pharmacy and business administration

Present development had led to increase in number of women enrolment in all levels of education. However the number of women in tertiary has increased at a slower rate than male enrolment. At this level, the gender gap in education is at its largest with male enrolment at least three times higher than females. Odago and Heneveld (1995) stated that another salient feature at tertiary level is the gender streaming by subject. Girls and women tend to enrol in education and arts subjects and to be under-presented in science subjects and Mathematics where boys and men dominate.

Methodology

Design: There was no use of questionnaires in this work. Data of this research work was purely collected from National Commission for colleges of Education statistical digest on College of Education in Nigeria Vol. III 1992/93 1994/95 of January 1998.

Sample Population: The sample population are from the graduating students of all the Colleges of Education in Nigeria as given by National Commission for colleges of Education Statistic Digest Vol. II (1998). These are three sets of 1992/93; 1993/94 and 1994/95 with population of 134,155; 137,235. and 140, 556 respectively. The total population of the three sets is therefore 411,946,

As mentioned earlier no test or questions were administered. This is because the research was purely based on the number of males as compared to females in the total population and different courses of study within the NCE of the above mentioned years.

Analysis of Data

In order to analyses and subsequently discuss the data, the mean, standard deviation, percentage and CHI square test (X^2) were used.

Result

The first hypothesis states that there will be no significant difference between the total male and female enrolment into Colleges of Education between 1992/1995.

Total Male and Female enrolment into Colleges of Education, Percentage and X^2

Table 1

YEAR	TOTAL POPULATION OF MALES	FEMALES	TOTAL
1992/1993	92,555 (91,893.57) 68.99%	41,603 (42,261.43)31.01%	134,155
1993/1994	92,876 (94,003.31) 68.40%	43,368 (43,231.69) 31.60%	137,235
1994/1995	95,756 (96,278.13) 68.13%	44,800 (44,277.87)31.87%	140,556
TOTAL	282,175 68.50%	129,771 31.50%	411,946

Percentage of the total population was calculated for the 3 separate years for the total of the three years there was 68.50% of male students and 31.50% of female students out of the total population. The Chi square of the group was then calculated $X^2 = 27.43 > 5.99$ (table value at 0.50 per-cent. Since the calculated value is more than the table value than the hypothesis is therefore rejected and the alternative accepted in that there is significant difference between the total males and females enrolled in Colleges of Education.

The second hypothesis states that there is no significant difference between the male and female students in the different courses selected (NCE courses) between 1992/1995. The table below given us the X^2 picture of the different courses.

X^2 of Business Education Related Subjected Enrolment 1992/1993 to 1994/1995.

Table 2

TOTAL	TOTAL POPULATION OF MALES	FEMALES	TOTAL
1992/1993	5,123 (5,108.99)	9,631 (9,645.01)	14,755
1993/1994	9,937(4,909.37)	9,229 (9,260.63)	14,166
1994/1995	5,500 (5,545.64)	10,515 (10,469.36)	16,015
TOTAL	15, 560	29,375	44,935

$X^2 = Q.95 < 5.99$ at 0.05 level with df of 2, the hypothesis is accepted.

Edward H. Kpanja.

χ^2 - of Science Related Course Enrolment 1992/93 to 1994/95.

Table 3

YEAR	TOTAL POPULATION OF FEMALES	MALES	TOTAL
1992/1993	5,779 (5,520.86)	13,010 (13,268.4)	18,789
1993/1994	5,249 (5,432.71)	13,240 (13,056.29)	18,489
1994/1995	6,496 (6,570.44)	15,865 (15,790.56)	22,361
TOTAL	17,524	42,115	59,639

$\chi^2 = 27.28 > 5.99$ at 0.05 level with df of 2, the hypothesis is rejected and the alternative accepted.

χ^2 of Agricultural Education Courses 1992/93 to 1994/95 Enrolments.

Table 4

YEAR	TOTAL POPULATION OF FEMALES	MALES	TOTAL
1992/1993	2,734 (2,718.02)	6,575 (6,590.98)	9,309
1993/1994	2,654 (2,686.49)	6,547 (6,514.51)	9,636
1994/1995	2,830 (2,813.00)	6,806 (6,822.50)	9,636
TOTAL	8,218	19,928	28,146

$\chi^2 = 0.82 < 5.99$ at 0.05 level with df of 2 and the hypothesis is accepted and upheld.

χ^2 of Enrolment into Language Courses, 1992/93 to 1994/95 Session.

Table 5

YEAR	TOTAL POPULATION OF FEMALES	MALES	TOTAL
1992/1993	4,536 (4,486.90)	7,889 (7,438.10)	12,425
1993/1994	4,655 (4,390.57)	7,014 (7,278.43)	11,669
1994/1995	4,027 (4,340.53)	7,509 (7,195.47)	11,536
TOTAL	13,218	21,912	35,630

$\chi^2 = 62.7 > 5.99$ at 0.05 level with df of 2 and the hypothesis is rejected.

χ^2 of Enrolment into Arts and Social Science Courses (1992/93 to 1994/95 Academic years).

Table 6

YEAR	TOTAL POPULATION OF FEMALES	MALES	TOTAL
1992/1993	10,246 (10,047.81)	22,246 (2,244.19)	32,492
1993/1994	9,841 (9,821.75)	21,920 (21,939.25)	31,761
1994/1995	10,648 (10,865.47)	24,488 (24,269.87)	35,136
TOTAL	30,735	68,654	99,389

$\chi^2 = 12.03 > 5.99$ at 0.05 level with df of 2 and the hypothesis is rejected. Of Enrolment into Technical Education Courses (1992/93 to 1994/94 Academic years)

Table 7

YEAR	TOTAL POPULATION OF FEMALES	MALES	TOTAL
1992/1993	870 (831.78)	3,736 (3,774.22)	4,656
1993/1994	836 (925.07)	4,090 (4,200.31)	5,126
1994/1995	1,081 (1,029)	4,620 (4,671.47)	7,701
TOTAL	2,787	12,646	

$\chi^2 = 15.95 > 5.99$ at level with df of 2 and the hypothesis is therefore rejected.

TABLE; VIII: X^2 of Enrolment into Education, Primary Education Studies and Guidance and Counseling Courses (1992/93 to 1994/95 Academic years)

Table 8

YEAR	TOTAL POPULATION OF FEMALES	MALES	TOTAL
1992/1993	3,265 (3,571)	7,069 (6,763)	10,334
1993/1994	3,780 (3,508.80)	6,374 (6,645.20)	10,154
1994/1995	4,582 (4,545.41)	8,577 (8,608.53)	13,159
TOTAL	11,627	22,627	33,647

$X^2 = 72.51 >$ Total value (5.99) at 0.05 level with df of 2. The hypothesis is therefore rejected and the alternative accepted.

X' of Enrolment into Home Economics Courses (1992/93 to 1994/95 Academic Years).

Table 9

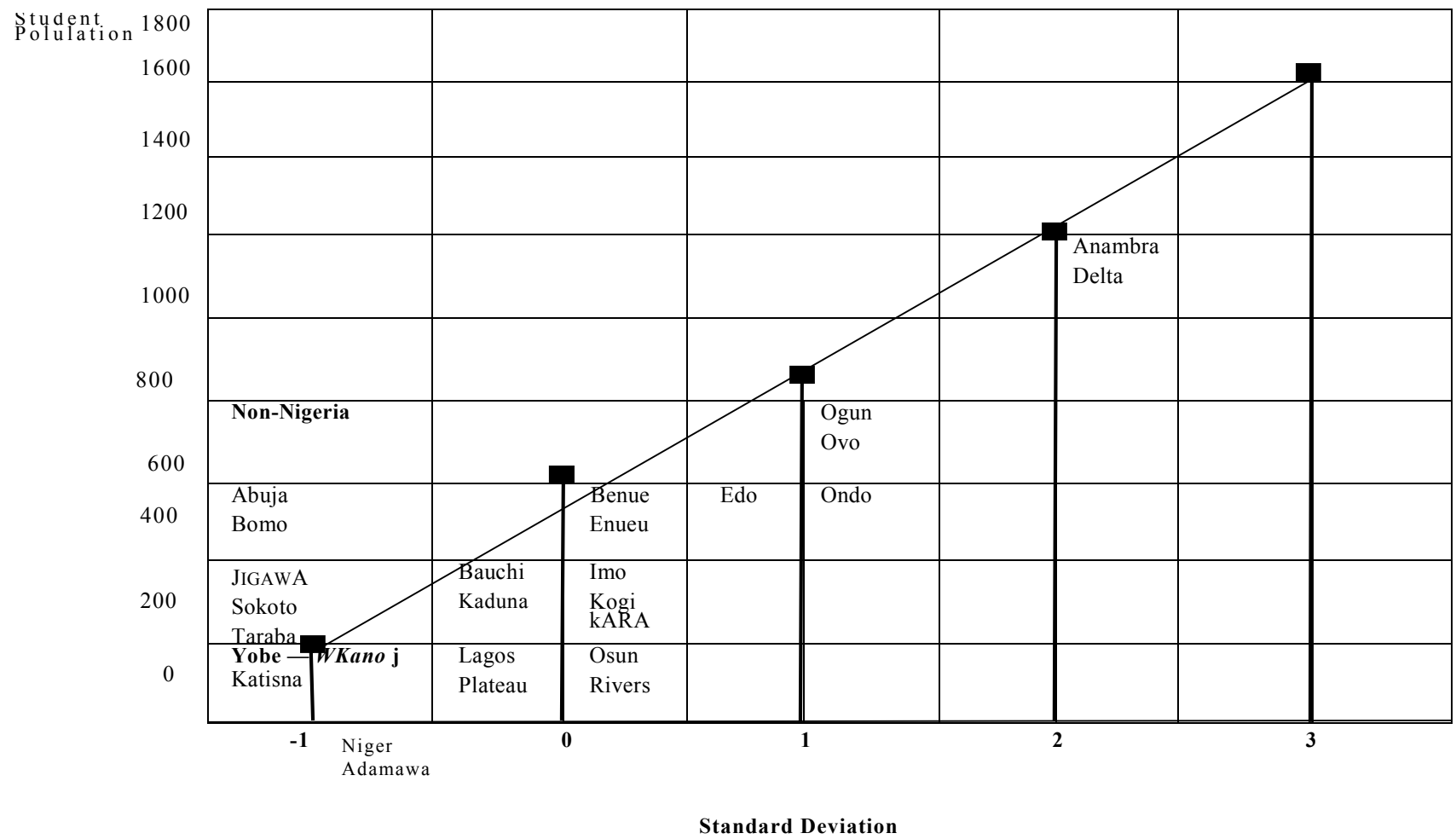
YEAR	TOTAL POPULATION OF FEMALES	MALES	TOTAL
1992/1993	2,565 (2,523.93)	2,667 (2,708)	5,232
1993/1994	2,228 (2,237.86)	2,411 (2,401.14)	6,637
1994/1995	2,581 (2,612.20)	2,834 (2,802.80)	5,415
TOTAL	7,374	7,912	15,286

$X^2 = 2.08 <$ the table value (5.99) at 0.05 level with df of 2. The hypothesis is therefore accepted.

TABLE X

Table X

The Standard Deviation Position of States Away form the Mean
Mean = 437.94 Standard Deviation = 370.04



Comparative Study Of Women Education In College Of Education In Nigeria, 1992/93 - 1994/95.

The 3rd hypothesis states that there is no significant difference between the female enrolled into NCE courses from different parts of the country.

Table 10 gives the picture of the situation

The mean of the females enrolled into NCE over the three Academic period was found also the standard deviation. The population of the female enrolled into NCE courses is in one, two or three standard deviation above or below the mean.

Discussion of Findings

If we are to go by the census of 1993 that there are 44,412,612 females and 44,529,608 males in Nigeria then it will seem that the females in Colleges of Education in Nigeria between 1992/93 to 1994/95 with a total of 129,771 as compared to males (282,175) are inadequately represented. Although no attempt was made to investigate the reason for this, one can borrow from the work of others. There is the home factor (Okobiah and Akpochafor, 1997; Adewoye, 1997; Bulus and Gagara, 1997). There is also the society's influence females are encouraged to enter only a certain occupational field (Shertzer and Stone 1996.) Other factors as identified by Etim and Aria includes institutional barriers organizational barriers, socio-cultural barriers and personal barriers. The significant difference that exist over the period of three academic years is therefore a confirmation of male domination the educational field.

When each course is taken individually the same thing tend to apply. That is men are found more in certain fields. However, there are some result that seems to be contrary to what had been investigated by other of the general belief. The hypothesis that there is no significant difference in enrolment in Business, Education and Agricultural Education NCE level was accepted. This confirm the finding of Okobiah and Akpochafor (1997) that recently has been an increasing numbers of women entering the more technological/industry professions. It should however be noted that the hypothesis was rejected in the more technical field of technical education and sciences and confirming to belief that technical and science study are male dominated (Anastasi, 1958). In technical and science education there seems to be significant difference between the males and the females enrolled within the period of study.

On the other hand, one would have expected no significant difference between the sexes in Languages, Anastasia (1958) observed that girls surpass boys in those school subjects that depend on verbal ability, memory and perceptual speed and accuracy. However, the findings of this work shows a significant difference between the males and females with the males taking the upper hand. Is this an indication that females are now moving into other courses, such as Business and Agricultural Education?

One would have thought of discovering no significant difference in the enrolment into arts and social education courses within these years. This is because arts and social science related work had been selected by females in many researches. Bulus and Gagara (1997) gave an example from the work of Olive in career choice with females choosing feminine occupational areas such as social work, teaching and secretarial work.

Recommendations

From what we have seen in the analysis and discussion one can confidently conclude that there is gender difference in education. One can recommend that the attempt by the Government in policy making, motivation of parents and propaganda should be emphasised.

The policy of some states governments of building separate schools for female in order to satisfy the social background of environment should be encouraged. .

Furthermore motivational strategies should be used. Scholarships for females can be given from Junior Secondary School up to the University. Local Government, States and Federal Governments can pay the examination fees for female students.

Religious organisations should be made to see the advantage of female education. They can then be called upon to educate their followers on the advantage of female education.

The Government should also go into propaganda through the media to educate individuals about the advantages of female education.

References:

Akochafor, G. O. and Okobiah C. O. (1977), The Perception of Males and Females of the Occupation Females Should Get Into. *The Counsellor* 15 (1) 63-71, 1997.

Anastasi A. (1958) *Different psychology*, New York: MacMillan Co. 1958.

Bulus Ibrahim and Gagara N. L. (1997) Sex Difference in Academic Performance Among Secondary School Students of Jos North & South Local Government Areas of Plateau State, Career Counselling implications *The Counsellor* 15(1) 1997.

Situation And Policy Analysis Basic Education in Nigeria: National Report Federal Government of Nigeria/UNICEF Report (1993).

Mallam Y. A., Okpede D. E. (1997), Gender and Access of Women to Education. The Counselling Challenges'. *The Counsellor* 15 (1) 1997.

National Commission for College of Education (1998) *Statistical Digest on Colleges of Education in Nigeria* Vol. III 1992/1993 - 1994/1995.

Odago A and Henevald W (1995) Girls and Schools in Sub-Saharan Africa The World Bank 1995.

Shertzer, B. and Stone, Sc. (1976) *Fundamentals of Guidance*, 3rd Edition, New York: Houghton Mifflin.