

A Distinct Gap in Gendered Impact of Girls Education empowerment on Family Wellbeing in Rural Katsina, Northern Nigeria

Ibrahim Abdullahi^{1,2}, Zumilah Zainalaludin¹, Laily Bint Paim¹

¹*Department of Resources Management and Consumer Studies
Faculty of Human Ecology, University Putra Malaysia*

²*Department of Geography, Isa Kaita College of Education,
P.M.B 5007, Dutsin-ma, Katsina State, Nigeria*

ABSTRACT: *Despite practical experience on female teachers being a role model in rural schools and voluminous literature on the important of females education, and their roles as integral part of nation's citizen, it appeared that still female intellectual potential and asset were being ignored and perceived negatively by most men. This study contrasts the findings to discovered different perception and feeling between male and female respondents on the impacts of girls' education on their wellbeing through quantitative research. Four hundred structured questionnaires were distributed randomly on the equal basis among males and females to examine elements of education empowerment and the element economic wellbeing. The analysis of the study reveals that female respondents express positive feeling with positive correlation on the impacts of girl education empowerment on their wellbeing than their men counterpart. It also shows significant relationship ($p < .005$) in the wellbeing of female respondents, no significant relationship ($p > .005$) in with men economic wellbeing. This study see it mandatory to suggest that government at all levels in Nigeria should developed gender sensitive education plan and adhere to its implementation. Strong advocacy is recommended with support of religious and community leaders in the rural areas. This study as part of growing body of knowledge, and contribute toward future studies on similar subject matter.*

Keywords: *Distinct Gap, Gendered Impacts, Girls Education empowerment, Family Wellbeing.*

I. INTRODUCTION

Gender stereotyping against girl-child education is a global phenomena. Women are underrepresented in all sphere of life due to their unequal educational opportunities (Gulma and Lawal, 2010). In the World Bank reports of 2010, thirty three countries were identified, that characterized by limited educational opportunities for girls and high infant mortality. Asia working women are reported in (Oakley, 2000), being affected more severely than men, and treated differently from their male counterpart. In pacific region about 65 percent are working women with no maternity and pension benefits. African women for long have been faced with poverty and lack of education right (UNPF,2009). Why women world over are identified with high rate of poverty, unemployment and low income. Why discrimination and why parity? Male and female are all human being and citizen of their respective nations where the education is not a privilege but a right to all, regardless of gender and geographical location. In the same tract, a person, being male or female is made naturally to be partners in progress. Therefore on humanitarian ground, they were expected to think in the same way toward sustainable development.

Nigerian women participation in education has been facing untold hardship long before now. Factors responsible for promoting this unpromising practice in (Nigeria) had been identified by Rabi, Muhammed and Wammako (2009), as poor conceptual awareness, socio-cultural status, poverty, teacher issues, curricular issues and sexual harassment.

The proportion of female respondents who are jobless was greater than those that employed. Majority of the employed female respondents are on the low level cadre, receiving very low wages that cannot cater for their survival need. Probably this has to do with their educational attainment, most of which have lower or none qualification. Even those that acquired tertiary institution qualifications are mostly from the second category higher institutions. Majority of female respondents were in self employed or petty trading at home and odd job and house makers. The proportion of male respondents employed in the public and private sector is more than

doubled the proportion of employed female respondents in a government and private sector. This occupational segregation into job and pay wages of job have for long time concern on female progress. In the words of Malveaux (1990), when he said;

“Occupational segregation has had a comprehensive effect on the labour market status of women affecting occupational choice, the sector of employment (where) women are concentrated, the possibility of promotion and most importantly the level of pay. Because occupational segregation crowds women wages in those occupation the view that as women choose jobs that are not segregated, their pay level will increase and pay gap will shrink, ignore labour market realities including projected growth in low wage occupations where women are heavily represented. (pp 29-30)”

A study by Heyzer (1985) show that, with low level of educational attainment, women worked for long hours with a very little payment. Yagoub (2005) shows that women have easy access to job that is not offer them wages and benefits that can promote their economic self- sufficiency. The employment rate affect majority of female whose proportion in the self employed is greater. They only depend on the casual work when available and petty trading operating in the houses with very little capital. These respondents observed positive changes in their life due to the program’s contribution through their daughters. Appreciation testified their dedication to support their daughters to a greater level. Thus supports and dedication would provide greater achievement and sustainability in life. The study of resilient women in leadership explores how feminine approaches could provide sustainability in today’s complex life in organizations (Brunner, 2005, Roper-Huilman & Shackelford, 2003, Martin, Oakley 2000, McCall, 1999). With strong expectation on author’s, side that from the resilient women leaders (Ritt, 2004, Marion, 2002), that they lead as feminists. Even though Dana and Rhonda (2012) stressed that women title’s as academic administrators may have been different. But they have served as faculty members and all their in everyday life these women were exceptional in nature. The way these women come into academic position and lead, was not mention, the most interested was that how the persisted and resisted series of barriers both in their educational pursue, and leadership lives.

This study uses similar approach with some differences in techniques. Both male and female respondents of same household are to respond to the same set of questions. To indicate whether their wellbeing has improved through this opportunity, daughters gain during the empowerment or not. The purpose is contrast the two responses from male and female respondents and identify how male and female perceived the step forward to girls education considering gender role impacts.

This study found that majority of the respondents being in a rural setting, the occupation and job position of both male and female respondents are low, and cannot be enough to cater for family daily need. This finding indicates the need for social supports both from government and nongovernmental organizations in order to save the future of their children. This may be through educational intervention, provision of basic social amenities and empowering the rural communities.

II. THEORETICAL FRAMEWORK

A person is greatly defined by gender. In gender theory we read the idea of Butler (2004) that whenever individual failed to envision independent identity make up and new gender identities, these individuals are bound more to what is than to what could be. Identity is controlled both individually and socially (Dana and Rhonda, 2012). Identity for most people is shaped by others factors. According to Butler (2004) most of the identity is beyond individual control, the makeup of our gender has linked to the historically, culturally and political setting. In fact the division of gender into two norms putting one in the power position and other into subjugation entailed internal and social struggle (Butler, 2004, 1990, Sloop, 2004, Oakley, 2000, Harding, 1998, and Steinberg,1993). It was this feeling initiates the “us and them” understanding of gender differences (Dana and Rhonda, 2012). For these women must work hard to in most sphere of life similar to those in the position of power; men feel must not be perceived like feminine (Harding, 1998, Tannen,1994, Gilligan,1993). This dichotomous approach to gender based on sex simplify into being one way or the other. Thus it was the society expect this problematical order, which call for women to behave like those in the power position, they should be awarded the position but without appearing too masculine. And for men to behave just like men. (Dana and Rhonda, 2012).

Procedure for this Studies: Using five points Likert scale questionnaires

III. RESEARCH DESIGN

This study employs correlation research designs to captured opinion between men and women respondents in Katsina rural society who are benefiting from the Girls Education Empowerment Program (GEEP). The correlation examines the impacts of education empowerment on wellbeing using scores of male and female respondents differently. The quantitative research designs of this nature enables researcher to

administer questionnaires for primary data collection in identify the trend in opinion, feeling, perception, of the respondents (Creswell, 2005).

Data collection

A cross-sectional primary data was collected from 355 respondents in rural areas of Katsina state through administered questionnaire. The data were collected from three local government areas. The selection of the LGAs was randomly made out of ten rural local government areas. The names of ten rural LGAs in Katina central were arranged in alphabetical order; and number was allotted to each upon which table of the random numbers was used to select three. The selected LGAs were Batsari Dutsin-ma and Safana. However, the respondents were selected in a systematic random way from schools registers using sampling frame. A total of 400 questionnaires as determine by Krejcie and Morgan (1970) table of sampling was distributed to the selected respondents based on Proportional Allocation Formula (PAF).

Population of the Study

The populations of this study were the rural dwellers from three local government areas in Katsina state. They are among beneficiaries of the Girls Education Empowerment Program (GEEP) in Katsina state. The population of this study is divided in to three (3) categories. First category is the Parents of the girls whom attended Education Empowerment Program. In this study, they were called Parents of the Empowered Girls, (PEG). Second group is parents of the schools children (PSC) who are learning under the Empowered Girls. The third category is the head of schools (HOS) were the Empowered Girls are teaching. All the three categories of the populations are stakeholders in observing and having feeling of the impacts and the effects of the programme in their localities. Fine, Torre, Boundin, Bowen, Clark, and Hylton, (2003) encourage the importance of involving all the stakeholders in the research as an appropriate method for measurement. This study considered its population in pairs. The pair of parents (males and females) of the empowered girls were amount to 192 respondents, the parent (males and females) of the schools children numbered 80 respondents and head schools account for 128 respondents were sampled from the total population of 542,428. They are drawn from the three selected rural local government areas.

Instruments development

The empowerment is independent variable in this study. Therefore empowerment scales use the measurement. Previous empowerment research used in Nikkah (2010, Kabeer, 2005, Malhotra, Rohini, and Grown, 2003), has been recommended for empowerment studies. The instruments cater for dimensions such as economic, social and intellectual empowerment. Each of these in turn may be measured at different social levels: the individual, household, community, and 'broader arenas. Salomon and Conte (1976) are the founders of these instruments. This study measures (a) intellectual or cognitive (b) resource (c) self-concept and social empowerment.

The wellbeing instruments are also a self-report inventory focused on four elements of economic wellbeing. These elements are life satisfaction, economic hardship, infrastructural asset and perception on family. The wellbeing measuring instruments used in this study were developed by Laily Bint Palm in Malay Language (*Bahasa Malayu*). These instruments were used in Asian context by the author and others in several researches. The previous used of the instrument revealed high degree of reliability and validity. The instruments were adopted in this research and translated into English Language by Zumilah Zainulaluddin in (2012). Both the empowerment and wellbeing measuring instruments used in this study by adoption have undergone some modifications. Some questions (items in the scales) were adjusted; others were change to suit the culture of the research population and the research need. Both the instruments also were used on Five Points Likert Scales.

Translation of questionnaire in to the Respondent language

As recommended by the experts in the field of research, for the instrument to be used the language should be well understood by respondents of the research. As such a researcher set a three men committee, for the translation of the questionnaires into native language of the respondents. The translation committee members are experts in both two languages and translation field, they were all recommended by the Dean, School of Languages, Isa Kaita College of Education Dutsin-ma, Katsina state. The committee and the researcher in their mixed met and concluded the translation work within two days.

Pilot Study

To establish internal validity and reduce data collection error in this study, a pilot test study was conducted before using the instruments in a proper data collection. A pilot study is a small scale trial of the proposed instruments and procedure, with aims of detecting any problem, which can be remedied before the

actual proper study is carried out (Fraenkel and Wallen 2003). One of the purposes of pre-testing the instruments is to identify any ambiguity, misunderstanding, or other inadequacy in the instruments (Ary, Jacob, Razavieh, and Sorensen 2006). It is also very important for checking internal consistency. Through the reliability testing, a researcher will be able to know how well the instruments can work on a given sample. Based on the feedback from the pilot study, the list of items in the questionnaires were reworded, retranslate and others were combined or deleted were necessary to improve the quality of the validity and reliability of the instruments for its practicability.

Data analysis

The correlation analysis between the empowerment and wellbeing elements of the respondents was conducted. Pearson product –moment correlation coefficient was used. The essence of this research is to investigate the impacts of empowerment on wellbeing among male and female respondents. The R positive or negative value shows the strength and direction of the relationship, n value indicates the number of cases while p value shows significant level.

Findings

The data obtained have been analyzed to investigate whether the feeling between men and women were same toward progress of their daughters, regardless of masculine and feminine gender societal constructs that prevailed in literature.

Cognitive scores of female respondents shows strong positive correlation with their life satisfaction (r=.522), with infrastructural asset medium relationship (r=.336) and with family perception small relationship (r=.244). For all the three elements, there was a significant differences p<.005, mean ≥41.01 and S.D=8.94.

Resource control scores of female respondents’ show positive relationship with all the three elements. Life satisfaction (r=.449), infrastructural asset (r=.339) and family perception (r=.219). With significant differences p<.005(mean =40.91, S.D=9.30).

Social capital scores of female respondents reveals significant difference p<.005(mean=33.30 and S.D=9.71) and positive relationship with three elements. Life satisfaction (r=.305), infrastructural asset, (r=.219) and family perception, (r=.244).

Awareness scores of female respondents reveal a positive correlation with three elements of wellbeing. These appeared in life satisfaction with r=.325, infrastructural asset (r=.229) and family perception (r=.173). with significant differences p<.005(mean=34.86,S.D=9.64). But when economic hardship was correlated with cognitive, resource control, social capital, and awareness the results show no relationship

Table 1: Correlations between empowerment and economic wellbeing elements for female respondents

Correlations between empowerment and economic wellbeing elements for female respondents (n=178)								
	1	2	3	4	5	6	7	8
1	1.0							
2	0.7	1.0						
3	0.4	0.4	1.0					
4	0.5	0.5	0.7	1.0				
5	0.5	0.4	0.3	0.3	1.0			
6	-0.0	-0.0	0.0	-0.0	-0.0	1.0		
7	0.3	0.3	0.2	0.2	0.5	0.0	1.0	
8	0.2	0.2	0.1	0.1	0.4	-0.1	0.4	1.0

Note: 1) cognitive; 2) Resource control; 3)Social capital; 4) Awareness; 5) Life satisfaction; 6) Economic hardship; 7) Infrastructural asset; 8) Perception on family

In contrast, cognitive scores of male respondents shows no relationship with life satisfaction, and economic hardship, but shows a weak relationship with infrastructural asset, (r=.207) and family perception (r=.182). Mean scores= (39.19, S.D=9.49). Resource control scores of male respondents shows a small relationship in life satisfaction (r=.141), infrastructural asset (r=.215) and family perception (r=.142). The significant p<.005 within infrastructural asset.(mean=38.07, S.D=9.67).

Social capital scores of the male respondents shows no relationship with life satisfaction and infrastructural asset. In family perception, (r=.152), significant difference p<0.05 and mean score is (31.35 and

S.D=1.01). Awareness scores of male respondents shows no correlation except with family perception (r=.147). There were no significant p, mean is (34.05, S.D=1.03).

Table 2: Correlations between empowerment and economic wellbeing elements for male respondents

Correlations between empowerment and economic wellbeing for male respondents (n=177)									
*		1	2	3	4	5	6	7	8
1	1	1.0							
2	2	0.7	1.0						
3	3	0.5	0.6	1.0					
4	4	0.4	0.5	0.7	1.0				
5	5	0.0	0.1	0.0	0.0	1.0			
6	6	-0.0	-0.0	-0.1	-0.0	-0.1	1.0		
7	7	0.2	0.2	0.0	-0.0	0.4	-0.2	1.0	.
8	8	0.1	0.1	0.1	0.1	0.4	-0.0	0.4	1.0

Note: 1) cognitive; 2) Resource control; 3)Social capital; 4) Awareness; 5) Life satisfaction; 6) Economic hardship;7) Infrastructural asset; 8) Perception on family

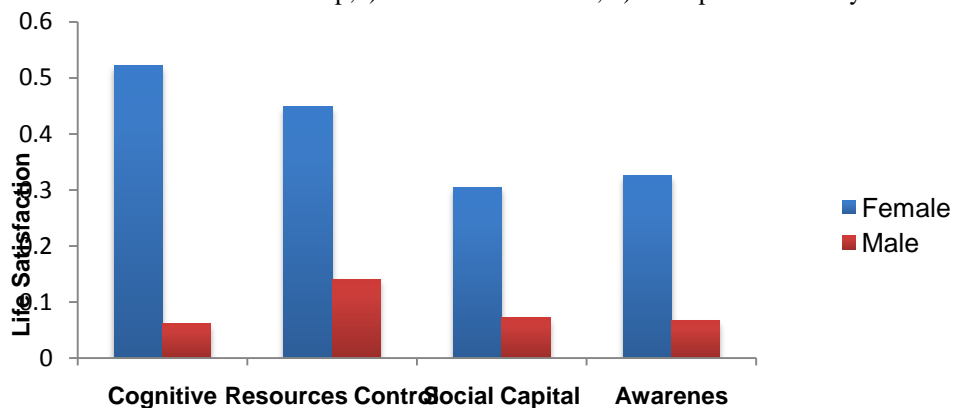


Figure 1: correlation of life satisfaction and empowerment elements for male and female respondents

V. CONCLUSION

At the beginning, this study assumed that the concept of gender construct was not too binary among the parents on their daughters progress, looking at child-up bringing was a responsibility of the two parents. This study discovers a distinct-gap, a different feeling that men and women express on their impact of education empowerment for daughters on the economic wellbeing. Parent-child progress is an issue which both parents are expected to meet, negotiate and break the socially constructed expectation; as family father, mother and children. Inability of the respondents to negotiate to have a flat ground on their daughters education benefits distinguished their positions. Despite willingness of parent toward the progress of their children gender norms and societal constructs override the desire of male parent toward building characters girls children in most cases this results to social vices.

REFERENCES

- Alice, Akunga. (2010) Northern Nigeria: Enrolling Girls in School and Providing a Meaningful Education to Empower Changes, In Proceeding of Engendering Empowerment: Education and Equality Conference, Dakar, Senegal, May17-20, 2010.
- Brunner, C.C. (2005). Women performing the superintendency: problematizing the normative alignment of conception of power and construction of gender. In J. Collard & C. Rynolds(Eds), *Leadership, gender and culture in education: Male and female perspectives*(pp. 121-136) New York, NY: Open University Press.
- Ary D., Jacobs I., Razavieh A., Sorensen C. (2006), Introduction to research in Education, CA Wadsworth.
- Butler J. (2004). *Undoing gender*, New York, NY: Routledge.
- Dana, E. C. & Rhonda L. M. (2012). Discovering Middle Space: Distinctions of Sex and Gender in Resilient Leadership: *The Journal of higher education* 83 (5): 648-669.
- Darley W, Morgan and Robert V. Krecie (1970) Determining Sample Size for Research Activities; Educational and Psychological Measurement University of Minnesota, Duluth.
- Creswell J. W. (2005) Educational Research: Planning Conducting and evaluating quantitative and qualitative Research. New Jersey Pearson, New York.

- Fine, M., Torre, M. E., Boundin, K., Bowen, I., Clark, J., Hylton, D., (2003). Participatory action research: Within and beyond bars. In P Camic, J. E. Rhodes & L Yardley. *Expanding perspectives in methodology and design*.
- Fraenkel J., and Wallen N., (2003). *How to design and evaluate Research in Education*. New York: Mc Gran-Hill.
- Gardiner, J. K., (2002). *Masculinity studies and feminist theory: New direction*. New York, NY: Columbia University Press.
- Gillingan C. (1993). *In a different voice: psychological theory women's development*. Cambridge, MA: Harvard University Press.
- Gulma, A. M. & Lawal F. G. (2010). Issues and Challenges to Women Education in Nigeria: *Sardauna Journal of Multidisciplinary Studies*. 1 (2) 172-178.
- Hedayatallah Nikkah and Ma'arof Redzuan (2009) Participation as a Medium of Empowerment in Community Development. *European Journal of Social Sciences*, 11(1): 170-176.
- Hedayatallah Nikkah, (2010) Women Empowerment through nongovernmental organizations (NGOs) programmes. Phd thesis, University Putra Malaysia.
- Harding J. (1998). *Sex acts: practice of femininity and masculinity*. Thousand Oaks, CA: Sage.
- Hudson, J. and Rea D (1998, Summer). *Teacher's perception of women in the principalship: A current perspectives*:
- Kabeer N., (2005). Gender Equality and Women Empowerment: A critical Analysis of the third Millennium Development Goal. *Journal of Gender and Development* 13 (1) 13-24.
- Ma'arof Redzuan, (2011) *Research Methodology and Designs*: Faculty of Human Ecology, University Putra Malaysia.
- Masud, J. Zainalaludin, Z. & Linda, A. L. (year) Rural Women: from family farm to Microenterprise. In J. Ariffin. *Reading on Women and Development in Malaysia*.
- Malhotra, A. Rohini, P. and Grown, C.(2003). Cognitive empowerment on girls and women, commissioned by the World Bank, Gender and Development Group. International Center for Research on Women. Available@ anju@icrw.org
- Miller, (2005). Men working differently: Accessing their inner feminine: *Journal of organizational change management*, 18 (6), 612-626.
- Morion R. (2002). *Leadership in education: Organizational theory for the practitioner*. Upper Saddle River, NJ: Pearson Education.
- Martin J.R. (2000). *Coming of age in academe: Rekindling women's hope and reforming the academy*. New York NY: Routledge.
- McCall, A. L. (1999). *Can feminist voice survive and transform the academy?* In S. Steinberg (Ed). *The edge Critical studies in educational theory*. Boulder, CO: West view Press.
- Morgan, R. (2003). *Sisterhood is forever: The women are anthology for a new millennium*. New York, NY: Washington square Press.
- Muhammed H. A and Saifullahi I.S. Does Access to Finance Reduce Poverty and Evidence from Katsina state. *Mediterranean Journal of Social Science* 3 (2) 575-581
- Oakley, J. G. (2000). Gender- base barriers to senior management position: Understanding the scarcity of female's CEOs. *Journal of Business Ethics*, 27,321-334.
- Rabi, M., Mohammed, A. U. Wammako, M. G.(2009) gender stereotyping in implementation of U.B.E Program in Nigeria. A paper presented at 1st National Conference on education and recessive economy in Nigeria. Adamu Augie College of Education, Argungu.
- Rabi M. (2007). Under Representation of Female in Science, Technology and Mathematics: for UBE Program. Nzewi (Ed) proceeding of 50th Anniversary Conference of STAN. Sokoto.
- Ritt, E. (2004). Hearing the opus: The paradox for women leader in the post- modern university. *Advancing women in leadership Journal*, 16. Retrieved from [http:// www.advancingwomen.com/awl/winter2004/Ritt.html](http://www.advancingwomen.com/awl/winter2004/Ritt.html).
- Ropers-Huilman, B. & Shackelford, M. (2003). Negotiating identities and making change: Feminist faculty in higher education. In Ropers-Huilman, B.(Ed), *Gendered futures in higher education: Critical perspectives for change*, (pp135-147). Albany State University Press, New York.
- Rosenthal, C. S., Jones, J. and Rosenthal, J. A., (2003). Gendered discourse in the political behavior of adolescents. *Political Research Quarterly*, 56 (1),79-104.
- Sloop J. M. (2004). *Disciplining gender: Rhetoric of sex identity in contemporary U.S culture*. Boston : University of Massachusetts Press.
- Steinberg, W. (1993). *Masculinity: Identity conflict and transformation*: Boston, MA: Shambhala.
- Solomon, B.(1976). *Black Empowerment: Social Work in Oppressed Communities*. New York: Columbia University Press.
- Tennen, D. (1994). *Talking from 9 to 5: How women's and men's conversational styles affect who gets heard, who gets credit and what get done*. New York, NY: William Morrow and Company.
- UNPF (2009). Fact sheet, Economic Meltdown and Women UNPF 2009 reports .
- Yaqoub, F. (2005). *Economic Adjustment and Income Adequacy of Malay Female-Headed Households in Malaysia*. Unpublished Doctoral Dissertation, University Putra Malaysia.
- Zainalaludin, Z. 2010. *Indicators of Micro Enterprise Development for Small Family Business in Rural Peninsular Malaysia*. Unpublished doctoral dissertation, University Putra Malaysia.