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ASSESSMENT OF WOMEN EDUCATIONAL ATTAINMENT IN BWARI AREA COUNCIL OF FEDERAL CAPITAL TERRITORY, ABUJA-NIGERIA

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Abstract

The study assesses women educational attainment in Bwari Area Council of Federal Capital Territory, Abuja-Nigeria. The study utilized the System theory to explain women educational attainment in Bwari Area Council of Federal Capital Territory, Abuja. The cross-sectional survey design was adopted for the study. A sample of 356 respondents was drawn using systematic sampling technique for questionnaire administration at the different (ward and community) level. Primary and secondary data were utilized in the study. The primary data were generated through the use of questionnaires and in-depth interview (IDI). The questionnaires were analyzed quantitatively using tables, frequency, percentage and data generated through in-depth interview (IDI) were analyzed to complement and support the quantitative analysis using content analysis and verbal narration. The results show that there is a strong relationship between education and women development with an affirmation of large percentage of the respondents and traditional and cultural constraints are very germane factors affecting the educational development of women in the sampled population of the study. It is based on this that the study recommends that education of women with special attention should be encouraged and there should be policies by Government to persuade women such as scholarship, free medical care, and others and parents are to give equal educational opportunity to children irrespective of their gender. There is need for women to come together and fight for their fundamental human right and challenge laws, traditions and customs that kept them in a subordinate position and mass mobilization and education of women should be accelerated to ensure equal access to education

Keywords: Women, Education, Women Education, Women Educational Attainment, Bwari

Introduction

The right to education for all has been an international goal for decades, but since the 1990s, women's education has come into sharp focus. Several conferences including, the 1994 International Conference on Population and Development, held in Cairo, and the 1995 fourth World Conference on Women in Beijing, placed women issues at the center of development efforts. The Beijing Conference had asked countries to provide women with educational opportunities, as well as equal opportunities in employment and other development strategies (Osokoya, 2018). The Millennium Development Goals Summit in 2000 called for universal primary education and closes the gender gap in secondary and higher education. These high-level agreements spawned initiatives around the

world to increase girls' school enrollments. Since this conference has been remarkable, considering the barriers that had to be overcome in developing countries (United Nations International Children's Emergency Fund, 2021).

It is no longer in doubt that women constitute the majority of adult illiterates in the world. The Education for All Global Monitoring Report (2020) lent support to this view point that about 774 million adults lack literacy skills, one in five adults is still not literate and two-thirds of these adults are women. Buttressing this assertion further, the 2019 National Bureau for Statistics Report puts the female population at 68.3 percent out of a total of about 140,000,000 Nigerians and a majority of them are illiterates. Similarly, the Human Development

Report of July 2019 in commemoration of the International Literacy Day September 8th, indicated that Nigeria has a literacy rate of 61 percent and a majority of the illiterate population are women. Nigeria is ranked 184th out of 194 countries in the world in terms of literacy attainment in 2020. The United Nations Educational, Scientific and Cultural Organization (UNESCO) state that an estimated 40 to 45 million persons in Nigeria are illiterate. In 2021, the number increased to about 54 million. The document further indicated that of the over 757 million adults worldwide who still lacked basic literacy skills about two-thirds of them are Nigerian women, and the third-world countries. The 2019/2020 Global Monitoring Report (GMR) states that Brazil, China, Indonesia have all attained a 90 percent literacy rate, whereas Nigeria has less than 70 percent (United Nations Educational, Scientific and Cultural Organization, 2020).

According to Akande (2003) in Olomukoro (2014) education in particular increases a person's ability to participate in society and to improve the quality of life and standard of living. Education is therefore, perhaps more important for women than men, especially in the Sub-Saharan Africa, where economic and social development are grossly constrained by rapid population growth and inadequate development of the human resource base. Women are foundations of life due to their multiple and critical roles in the family as homemakers, caretakers and caregivers. This explains why Abaji (2008) argues that education more than any other instrument in the world, is empowering and for the female gender, nothing can be more empowering than the instrument of Education. It is Education that gives information and skills for effective participation of individuals on issues in the society. The United Nations Nairobi Forward Looking Strategies (1985) stressed that education is the starting point for women advancement in the different fields of human endeavour. It is the basic tool that should be given to women in order to fulfill their role as full members of the society. In a similar vein, Ojobor (2018) observes that the educational development of Nigerian women is the springboard to every other form of empowerment, be it political, social, economic and cultural. In many developing countries,

including Africa, women are prevented from attaining their full potential because of lower priority placed on educating daughters who marry and leave the family. Again, there is the lower status of girls and women in general. Families may also have concerns about the school fees, girls being taught by male teachers and girls' safety away from home. Governments and communities in the developing countries and Africa have begun to break down these barriers, because of overwhelming evidence of the benefits of educating girls (Osokoya, 2018).

The National Policy on Women approved and adopted in April 2000 states that women's educational status in any nation correlates with its level of development (Women Watch, 2015). Fasokun (2008) indicates that education does not only provide basic knowledge and skills to improve health and livelihoods, but it empowers women to take their rightful place in the society and in the developmental process. Bereday in Afonja (2013) says that education is truly a mirror of the level of development and the aspiration of any people. He further notes that education is a means of advancing people in terms of giving them knowledge, skills, attitude and aptitude necessary for expanding their potentials. Education remains the bedrock for a sustainable development.

Women educational development involves developing their mental and physical capacity, power or skills for them to operate meaningfully in their social, economic and political milieu; thereby experiencing a more favorably level of recognition and subsequently enhance their statuses. Education is a fundamental right for all, including girls and women. Women have been known to have contributed in very many ways to the development and betterment of the society and yet women are still less educated and under-represented in all spheres of human endeavours compared to their male counterparts. (Kester & Gbenro, 2018; Osokoya, 2018). Given that women constitute over fifty percent (50%) of the world's population including Nigeria with about two-thirds of them as non-literates, their educational development is therefore crucial for national development. For instance, the UNESCO (2020) records that the literacy rate for

Nigerian girls and women stood at 47% while that of males was 67%, yet the females form about 50 percent of the population. Their development is unarguably imperative because harmonious and sustainable development requires the participation of all the citizens of a nation. It must be emphasized that no nation can make impressive progress in terms of development if her women folk remain ignorant, excluded and marginalized (UNESCO, 2020).

Since the United Nations Declaration of the Decade of Women in 1975, attention and action on women's concerns have steadily increased. Education, whether it is the form of consciousness-raising or skills acquisition, was one of the areas women's organizations, government agencies and international donor agencies focused on. The underlying assumption was that if women understood their conditions, knew their rights and learned skills traditionally denied to them, empowerment would follow and consequently leads to their individual and societal development. The adage is that to educate a woman is like educating the society. Women education is given priority in Nigeria and particularly in the Northern state.

However, in Federal Capital Territory Abuja and in Bwari Area Council in particular, plight of women, in terms of education is further compounded by the negative attitude of parents toward female education. Some parents are usually reluctant to send their girl child for formal education especially at higher levels like their male counterpart. In education, equity means equal access to good schooling. In term of location and families' relative wealth have been discovered to also affect equity. For example, in Bwari Area Council, in the last few years, the regression (toward male-female education in balance) in basic education is reflected in the fact that the net enrolment rate of girls in primary school is lower than the female literacy rate.

Women and girls globally constitute the largest single category of persons denied full and equal opportunities of education for all. According to the 2019 National Bureau for Statistic Report, there are 71,709,859 million males and 68,293,633 million females in Nigeria. Two-thirds of the female population is illiterate. This is

further buttressed by the Education for All Global Monitoring Report (2020) that more than 22 million people in Nigeria are illiterate, 65 percent of who are women. As citizens of this country, women form a high percentage of the population in Nigeria and they need to be empowered to contribute their quota to the development of the country. It is against this background of the lop sided women educational development programmes that this paper examines women educational attainment in Bwari Area Council of Federal Capital Territory, Abuja-Nigeria

Statement of the Problem

There are many problems that hinder women education and their development ranging from economic, social, cultural and educational problems. Culturally, the traditional social system, more than any other things gives less recognition and status to women education. As a consequence, strategic positions and responsibilities, as well as decision are taken by men. It should be stressed herein that the non-improvement in the status of women is a major constraint to obtaining food security reduction. It could be said that at present the situation is unhealthy bearing in mind the wide national disparity in the ratio of male and female enrolment in school. For example, statistical report by the Federal Government of Nigeria and United Nations Children's Emergency Fund, (2016-2020) showed that on the national level, primary school enrolment ratio for boys and girls is 94:75. The ratio is almost twice higher in the northern states where formal female education is accorded less value. There is also serious problem in terms of completion rates of female students. This is particularly low in eight states in the north. Nigeria primary school net enrolment ratio is 67 percent boys and 52 percent girls, while literacy rate for those aged 15 years and above was 67 percent and 47 percent for males and females respectively.

Women from time immemorial have been saddled with many family responsibilities and are traditionally assigned many roles including custody of children, maintenance of the home, feeding of the family, and preservation of family health. Consequent upon those traditional role expectations, they become an insignificant factor in socio-economic and political

development of a country. Another challenge before her is that imposed on her as the first and the last teacher of the child before and after school. This is especially pertinent because, she is expected to prepare the child to be able to cope with the challenges of the contemporary world. The implication of this is that the typical contemporary woman is not likely to play these roles efficiently unless she is fortified with adequate and functional education. Prior studies have not really provided a complete picture of women educational attainment in Bwari Area Council of Federal Capital Territory, Abuja-Nigeria. However, none of such studies, to the best knowledge of the researcher, has been conducted on women educational attainment in Bwari Area Council of Federal Capital Territory, Abuja-Nigeria that is the gap the study intends to fill. Therefore, the study assesses the women educational attainment in Bwari Area Council of Federal Capital Territory, Abuja-Nigeria. This is the major problem of the study.

Research Objectives

The study assessed women educational attainment in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria, with the following specific research objectives.

- i. To examine the relationship between education and women development in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria?
- ii. To ascertain the contributions of educated women in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria?
- iii. To determine the impact of women education on socio-economic development in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria?
- iv. To examine the factors militating against educational development of women in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria?

Conceptual and Theoretical Framework **Education**

Like other societal issues, scholars or intellectuals have variegated views on Education. In other words, there is

no consensus or generally accepted definition of the concept. Okafor (1984) defined education as a process of acculturation through which the individual is helped to attain the development of all his potentialities and their maximum activation when necessary, according to right reason and thereby achieve his perfect self-fulfillment. Education is the aggregate of all the processes by which a child or young adult (male or female) develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he/she lives. However, Offorma (2009) defined education as the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially emotionally, spiritually, politically and economically.

Education is a process of cognitive, effective and psycho motive development of an individual with a view to molding the individual for a total contribution to the development of the community and the promotion of cultural heritage. This means that if one is educated, he tends to develop himself and become productive in the society, thereby promoting his cultural heritage (Chidebulu, 2010). Furthermore, according to Whitehead (2002) cited in Oladipo (2007) "education is the acquisition of the art of the utilization of knowledge", that is, education is not just acquiring knowledge but the utilization of knowledge acquired for the benefit of the society.

The study agrees with the definition provided by Okafor (1984) which asserts that education as a process of acculturation through which the individual is helped to attain the development of all his potentialities and their maximum activation when necessary, according to right reason and thereby achieve his perfect self-fulfillment. Education is the aggregate of all the processes by which a child or young adult (male or female) develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he/she lives. It is a process through which a person acquires knowledge, skills, habits and values that enables him to function effectively as a member of the society.

Women Education

Women education fosters the development of intellectual capabilities of women and increases their reasoning powers. This is done through the impartation of knowledge of principle which aids the development of the intellect. In the psycho-motor dimension, education promotes desirable physical development. Quite a number of women learn to appreciate those practices and habit that can lead to enviable status of physical health. The effective dimension of women education is concerned with the building of right attitude, values and norms usually inculcated at home through informal education or oral tradition.

Women education is a complicated debate and it is a complex set of issues and discourse surrounding education (primary education, secondary education, tertiary education and health education in particular) for girls and women. It includes areas of gender education and access to education and its connection to the alleviation of poverty. The issue of single sex education and religious teachings on education which have been traditionally dominant are still highly relevant in contemporary discussions of female education as a global consideration (Klasen, 2013).

One study has shown that an educated girl will invest 10-20 times more income back into her family and community than a man would. Girls who receive an education marry at an older age, have fewer children, and are more likely to seek health care for themselves and their children. Even so, nearly 250million adolescent girls live in poverty and those figures are associated with illiterate girls. Today, fewer than two percent of every international development dollars goes to girls, the very people who have the capacity to make an impact on ending poverty. As long as girls remain invisible, the world misses out on a tremendous opportunity for change. Better lives for girls mean better lives for everyone in their communities – their brothers, fathers, future husbands and sons. When you improve a girl's life through education, health, safety and opportunity, these changes have a positive ripple effect (Levene,2013). As an educated mother, active, productive citizen and prepared employee, she is the most influential force in her community to break the

circle of poverty. Feminist movement has certainly promoted the importance of the issues attached to female education; the discussion is wide ranging and by no means narrowly defined. It may include for example: AIDSs education, universal education and so many other types/ State provided primary and secondary education independent of gender is not yet a global norm, even if it is assumed in most developed countries. In some western countries, women have surpassed men at many levels of education. For example, in the United States in 2005/2006, women earned 62%of Associate degrees,58% of Bachelor's degrees, 60% of Masters degrees, and 50% of Doctorates (Dollar & Gatti, 2013).

Theoretical Framework

The study is positioned within System theory. Conceptually, the Von Ludwig Bettalanff's (1971) System theory provides an appropriate framework for comparing the mutual interdependence of land policies, sustainable development and integrated land use management systems. The centripetal nature of the growth of cities creates intense pressure on the economic and spatial structure of urban system which includes service facilities comprising hospitals, educational institutions, housing, transport, telecommunication systems, drainage network systems and energy supply. Since the provision of these facilities tend to be at rate slower than that of the growth of the urban population in developing countries, a wide margin between the demand and supply of urban infrastructural facilities and services is created. Appropriate management of the systems requires knowledge relating to the system boundary, system resources, interactions between adjacent systems and allowable limits, or thresholds, for each resource. Each of these elements will be unique to the particular system under consideration, and each system must be assessed on its own merits.

In its simplest sense, "systems" has been defined as a set of assemblage of things connected, or inter-dependent, so as to form a complete unity, a whole composed of parts in orderly management according to some scheme or plan. In a more pragmatic sense, it is "any combination of human and material resources, including the organization and procedures required to coordinate

their functioning employed to achieve a mission or objective. A system usually has many attributes, which can be summarized thus:

- i. A system can be perceived as a whole with parts and them inter -dependent relationship;
- ii. Systems have subsystems and are also part of a supra system, a system can be regarded as either open or closed. A system is regarded as open if it exchanges information, energy or material with its environment, as happens with biological or social (like a company) systems; it is regarded as closed if it does not have such interactions with the environment.
- iii. A system interacts with its environment in terms of a process that involves inputs, conversion, and output of energy, information and materials.
- iv. A system tends to re-energize or modify itself through the process of information feedback from the environment.

The justification for using the systems theory is premised on the fact that Nigeria (the whole) is made up of male and female population (parts). If education is accepted as a dynamic instrument for change and an instrument per excellence for effecting national development, then both gender (male and female) must be given equal educational opportunities

Methodology

The study was conducted in Bwari Area Council is one of the Area Council in Abuja, the federal capital territory of Nigeria. The cross-sectional survey design was adopted for this study. This design involves collecting data from respondents for the purpose of analysis. The study uses cross sectional survey research design due to its ability to elicit data from a large population easily. The target population for the study are female adult residents in five (5) electoral wards namely; Bwari Central, Dutse Alhaji, Kubwa, Ushafa, and Usuma with a total population of 344, 026. Smith (1984) sample technique was used to estimate a sample size for the study population. The Smith (1984) formula is given as:

$$n = \frac{N}{3 + Ne^2}$$

Where:

N = Population size

3 = Constant

e = Margin of error (5%)

$$n = \frac{N}{3 + Ne^2}$$

Substituting into the formula we have

$$n = \frac{344, 026}{3 + 344, 026 (0.05)^2}$$

$$n = \frac{344, 026}{3 + 344, 026 (0.0025)}$$

$$n = \frac{334, 026}{863.0625}$$

$$n = 387.02$$

$$n = 387$$

This formula gives the degree of accuracy of the sampling technique. It gives an idea as to how many samples have to be studied taking into consideration the error. From the population of 344,026 respondents the formula yielded a sample size of 387 respondents from the study population.

For the quantitative approach, this study adopts the systematic sampling technique for questionnaire administration at the different (ward and community) level. In every ward or community, a simple random technique was utilized in the selection of the households with 18 years and above female adults with the help of a local guide who is resident in the ward or community. These households were numbered subsequently. The questionnaires were administered to the households identified serially until the required number for the ward/community is obtained. For the in-depth interview, purposive sampling method was employed utilizing the typical case in the selection process of participants as the study is strictly qualitative using a case study design. This depicts that the population is selected based solely on the knowledge and experience they have acquired which is useful for the study. This method is equally used for an intensive study of community situations. The

researcher selected five (5) electoral councils namely Bwari Central, Dutse Alhaji, Kubwa, Ushafa, and Usuma because of their closeness to the researcher.

Looking at nature of the study, data generated for analysis were obtained largely from both primary and secondary sources. For the primary sources, data were gathered through the use of questionnaire and in-depth interview. Primary sources are seen as reliable because the data generated present direct information from the participants or key witnesses thus limiting the possibility

of distortion or exaggeration. For the quantitative data were analyzed using univariate analyses on the Statistical Package for Social Science (SPSS v26). The univariate analysis involves the use of descriptive statistics, such as frequency distribution, mean, graphs and percentage. For the qualitative data, the study employed thematic content analysis to analyze the collected data. The interviews conducted were interpreted, transcribed and content-analyzed.

Results and Discussions

Table 1: Response on Relationship Between Education and Women Development in Bwari Area Council

Response	Frequency	Percentage (%)
Agree	333	93.5
Disagree	23	6.5
Total	356	100.0

Source: Field Survey, 2023

Table 1 indicates that more than 90 percent of respondents agreed that there is a relationship between education and women development in Bwari Area Council. While only 6.5 percent of the respondent are of

the contrary statement. This implies that there is a strong connection between education and women development in Bwari Area Council of Federal Capital Territory, Abuja.

Table 2: Response on the State of Women Educational Development in Bwari Area Council of Federal Capital Territory, Abuja

Response	Frequency	Percentage (%)
High	49	13.7
Moderate	91	25.6
Low	216	60.7
Total	356	100.0

Source: Field Survey, 2023

Table 2 indicates that the response on the state of women educational development in Bwari Area Council of Federal Capital Territory, Abuja. Information from the table revealed that 60.7 percent of the respondents accepted that the state of women educational development is low in the study population. This implies that the state of women educational development has a great effect on women development in Bwari Area Council of Federal Capital Territory, Abuja. This was further reiterated by participants interviewed who confirmed the above information that the state of women educational development is low in Bwari Area Council

of Federal Capital Territory, Abuja. Two of the participants buttressed that:

The state of women educational development is alarming especially in this community. There is the culture of not valuing women education, although the narrative has greatly changed. In those days, the hate for education used to make women and even men travel out of the locality so they would not be told to go to school. Those women were always being given out for marriage in their early years, and the major expectation was child bearing.

Government has not done enough; the community is gearing so much effort in ensuring that every young person goes to school especially the girl child (IDI/Female/42years/Ushafa).

The level of women education is very low. A lot of women in this community didn't go to school

and the few ones that went to school either manage to finish primary education or stop in the process. Culture has played a significant role in this regard. Women are picking the challenge now because they have seen the important of women educational development and the contribution of educated women in the society (IDI/Female/45years/Usuma)

Table 3: Response on the Contributions of Educated Women in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria

Item	SA	A	UD	D	SD	FX	N	$\bar{X}$	Rank
	1	2	3	4	5				
Marital obligation	57	83	31	109	94	1222	356	3.26	1 st
Agricultural development	79	128	28	107	32	1007	356	2.69	4 th
Health	111	97	18	69	79	1030	356	2.75	2 nd
National reconstruction	114	187	7	55	11	784	356	2.09	6 th
Social development	95	124	6	82	67	1024	356	2.73	3 rd
Economic development	115	147	11	64	37	883	356	2.36	5 th
Others	156	181	5	15	17	678	356	1.82	7 th

Source: Field Survey, 2023

Table 3 illustrate the data on the contributions of educated women in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria were collected and results reveal that the marital obligation is the major contribution of educated women, which was ranked first among the contributions with a weighted $\bar{x}=3.26$, followed by health ($\bar{x}=2.75$), social development ($\bar{x}=2.73$), agricultural development was ranked 4th with a $\bar{x}=2.69$ and economic development ($\bar{x}=2.50$) came 5th accordingly. Other factors are national reconstruction and other contributions. Therefore, evidence from the responses shows that the contribution of educated women is not prompted by a single factor but by multiple factors and has impacted positive on the wellbeing of women in the study population.

During an in-depth interview (IDI), there was a total agreement among the interviewees that marital obligation is the most important contribution of educated in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria. This position was reiterated by participants as:

In Bwari Area Council, there is no doubt that women who can read about health care, nutrition, body changes, modern household equipment, etc. perform creditably well her God-given responsibility to the home and society at large. In this community, educated women are doing excellently well in this regard and there is a great difference between them and the uneducated in the community. Children from educated women are quite difference to the uneducated ones (IDI/Female/38years/Kubwa).

Another participant added that:

An educated woman will be able to help her children with their school assignments. She may also go beyond that to further enlighten them in their school work, attend Parents Teachers Association (PTA) meetings and inquire about the academic performances of her children. This will ensure blissful homes, well-educated and well-behaved children and contented husbands and an endowed nation. This can only be achieved through women educational development. Educating a woman is vital to both personal and societal development (IDI/Female/40years/Dutse Alhaji).

Table 4: Response on the Impact of Women Education on Socio-Economic Development in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria

Item	SA	A	UD	D	SD	FX	N	$\bar{X}$	Rank
	1	2	3	4	5				
Self-reliance	109	88	13	92	72	1052	356	2.81	6 th
Improved standard of living	87	142	15	69	61	997	356	2.67	8 th
Empowerment	112	85	11	67	99	1078	356	2.88	4 th
Increase in productivity	112	91	8	62	101	1071	356	2.86	5 th
Equitability of distribution of wealth in a society	109	87	10	72	96	1081	356	2.89	3 rd
Lower maternal mortality rates	93	136	6	72	67	1006	356	2.69	7 th
Increase quality of life for women	107	84	12	69	102	1097	356	2.93	1 st
Increase civic participation	104	93	9	68	100	1089	356	2.91	2 nd
Others	120	117	5	78	54	951	356	2.54	9 th

Source: Field Survey, 2023

Data in Table 4 reveals the impact of Women Education on Socio-Economic Development in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria. Responses indicate that increase quality of life for women with a weighted $\bar{x}=2.93$, increase civic participation ($\bar{x}=2.91$), equitability of distribution of wealth in a society ($\bar{x}=2.89$), and empowerment ($\bar{x}=2.88$) are the impacts of women education on socio-economic development in the sampled population of the study. Other impacts include increase in productivity, self-reliance, lower maternal mortality rates and improved standard of living. Therefore, increase quality of life for women is the major impact of women education on socio-economic development in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria.

The above assertion was confirmed in an in-depth interview with diverse interviewees that larger percentage of the respondents accepted that increase quality of life for women is the major impact of women education on socio-economic development in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria as restated by an interviewee as:

We know as stakeholders in this community that women education has significant impact

on the increase quality of life for the entire community especially the women folks. Women's education has perceptive benefits for women as well. Enhanced intellectual abilities increase the quality of life for women and also lead to other benefits. Educated women are better able to make decisions related to well-being, both for themselves and their children. This is significantly impactful for a woman to acquired education (IDI/Female/48years/Ushafa).

Also, an interviewee expresses her view as thus:

Women education is highly impactful to the society. Educated women in this village have contributed meaningfully to the development of the community. We will continue to encourage our girl child to acquire western education. It is known that when you educate a woman, you educate a nation. So educated women contribute profoundly to societal development especially in the area of increase quality of life for women (IDI/Female/32years/Kubwa).

Table 5: Response on Factors Militating Against Educational Attainment of Women in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria

Item	SA	A	UD	D	SD	FX	N	$\bar{X}$	Rank
	1	2	3	4	5				
Traditional and cultural constraints	103	96	7	79	89	1077	356	2.88	1 st
Economic constraints	112	91	8	62	101	1071	356	2.86	3 rd
Male chauvinism	106	89	5	97	77	1072	356	2.87	2 nd
Gender differentials in education	97	119	8	89	61	1020	356	2.72	6 th
Religious constraints	111	99	6	83	75	1034	356	2.76	4 th
Housekeeping, family and school life constraints	120	117	5	78	54	951	356	2.54	8 th
Negative attitude of some parents to women education	93	136	6	72	67	1006	356	2.69	7 th
Stereotypes about women	102	122	8	63	79	917	356	2.45	9 th
Unequal employment opportunities	124	137	5	61	47	892	356	2.39	10 th
Early marriage	112	100	11	79	72	1021	356	2.73	5 th
Others	143	122	9	49	51	865	356	2.31	11 th

Source: Field Survey, 2023

Table 5, presents data on the factor militating against educational attainment of women in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria and results reveal that there are different factors militating against educational development of women with traditional and cultural constraints as majorly ($\bar{x}=2.88$), male chauvinism ($\bar{x}=2.87$), economic constraints ($\bar{x}=2.86$), religious constraints ($\bar{x}=2.76$), Early marriage ($\bar{x}=2.69$), gender differentials in education ($\bar{x}=2.73$), negative attitude of some parents to women education ($\bar{x}=2.76$), housekeeping, family and school life constraints which occupies the 8th ($\bar{x}=2.5$) and 11th ($\bar{x}=2.31$) ranks of the entire factors militating against educational development of women in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria. This implies that traditional and cultural constraints are critical and significant factors militating against educational development of women in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria. This has impacted negatively on the educational development of women in the sampled population of the study.

Furthermore, responses showed that traditional and cultural constraints are very germane factors affecting the educational development of women in developing countries. The result was reiterated participants as thus:

Traditions and culture played a major role in affecting educational development of women in this area. Some prevailing cultural and traditional belief system in Nigeria restricts the role of women in participating in educational activities, belief system such as women should be restricted to keeping the home clean, bearing children, cooking food for the entire family members among others have constrained women from contributing to the national development. In this community as at today sees these roles as less important as they require less extensive formal education for one to be able to perform them. Our cultures and traditions depict male supremacy in all situations and as such females are inferior and this is applicable to the educational development of the women (IDI/Female/51years/Kubwa).

Our traditions and culture portrayed women as second class citizens. This has greatly affected the educational development of women in Bwari Area Council and Ushafa in particular. Before now we don't allow women to have access to western education because we have this mindset that it will spoiled them. This led to the poor and backward development of women education. However, the narrative is changing gradually with the introduction of Christianity

and the establishment of the Federal Capital Territory (IDI/Female/42years/Kubwa).

Discussion of the Findings

The study findings discovered that there is a strong relationship between education and women development with an affirmed of large percentage of the respondents in the study area. This was buttressed by Imhabekhai and Olomukoro (2007) that literacy is a basic instrument in social transformation and modernization. It influences the rate of development and its possession or otherwise facilitates or retards the level of development. Any society which neglects women in her human resource potential cannot achieve any meaningful development. Development cannot take place without education. Development requires an educated and enlightened populace, and that the difference between the developed and underdeveloped countries of the world is related to the level of literacy among the populace. In addition, investing in women's literacy carries very high returns; it improves livelihood, leads to better child and maternal health, and favours girls' access to education.

Findings from the study unraveled that educated women contribution meaningfully in marital obligations and it is evidence from the responses shows that the contribution of educated women is not prompted by a single factor but by multiple factors and has impacted positive on the wellbeing of women in the study population. This was in line with the submission of Banerjee, (2003) that education helps in the fulfillment of women's obligation. A married woman is expected to take care of her home – husband and children. She is expected to use whatever knowledge and skills she has to cook, clean and rear her children – there is no doubt that a woman who is able to read about health care, nutrition, body changes, modern household equipment, etc, will perform creditably well her God-given responsibility to the home and society at large. An educated woman will be able to help her children with their school assignments. She may also go beyond that to further enlighten them in their school work, attend Parents Teachers Association (PTA) meetings and inquire about the academic performances of her children. This will ensure blissful homes, well-

educated and well-behaved children and contented husbands and an endowed nation

The findings of the study unraveled that increase quality of life for women is the major impact of women education on socio-economic development in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria. This was supported by Klasen (2013) that women's education leads to significant social development thereby increasing the quality of life for women. Some of the most notable social benefits include decreased fertility rates and lower infant mortality rates, and lower maternal mortality rates. Closing the gender gap in education also increases gender equality, which is considered important both in itself and because it ensures equal rights and opportunities for people regardless of gender. Women's education has cognitive benefits for women as well. One example of this is the fact that educated women are better able to make decisions related to health, both for themselves and their children. Cognitive abilities also translate to increased political participation among women.

Study findings of the study established that traditional and cultural constraints are very germane factors affecting the educational development of women in the sampled population of the study with larger proportion of the respondents assenting. This was affirmed by Klasen (2013) that the culture and traditions of many ethnic groups in Nigeria are full of obvious signs of gender stereotyping. Education for girls right from the very beginning was designed to make them primarily effective mothers and housewives. Hence girls were brought up in the traditional family set-up to be passive, obedient, "ladylike" and always submissive to men. Boys on the other hand, were encouraged to be aggressive, competitive and independent. A woman is brought up to see marriage as her ultimate goal and ambition. From birth to betrothal, her whole life is just one long preparation for assuming the role of wife and mother. In some ethno cultures in Nigeria, for example, she is molded for a life of anonymity and sacrifice. One dimension of patriarchy which limits women's economic and educational activities is the prejudice of purdah or female exclusion, whereby women are confined to the house and are denied access by tradition and culture to

participate in the socio-political development of their society.

Conclusion and Recommendations

From the data collected from the respondents in accordance with relevant questions asked in the questionnaire a number of conclusions can be drawn: Development is a measurement of the level of a nation's economic growth and other economic indices such as Gross National Product (GNP) but the essence is to improve the wellbeing of the entire population, hence the emphasis on education as a tool for socio-economic development of women in Nigeria. So far, the various source consulted has addressed the issues on women education and its relevance to National development generally. However, women still have a long way in achieving a total socio-economic emancipation. This is because their apparent achievements in the part of the state are still under the yoke of tradition, which regards women as inferior to men. Education can provide women with increased opportunity to make informed decisions for them, and has the power to make choice. Furthermore, it is argued that the prominent attention given to women issues can be located in the global involvement that has sort to reverse the socio-economic and eve cultural marginalization and dimensions against women who make up the rate of Nigeria population. The study recommends as follows:

- i. Education of women with special attention should be encouraged. There should be policies by Government to persuade women such as scholarship, free medical care, and others. Parents are to give equal educational opportunity to children irrespective of their gender.
- ii. Women should be economically independent of their husbands without the responsibility and obligation of spouse to family life. To achieve this financial autonomy, women should be economically, socially, educationally and politically empowered to put them in a position to defend their interests.
- iii. Policy makers, government and stakeholders should encourage and identify ways in which women could be properly involved in the economic development of their country. United Nations agencies should help put poverty alleviation measures in place, this is because economic status determines the capacities and ability to maintain and keep people particularly female in schools.
- iv. There is need for women to come together and fight for their fundamental human right and challenge laws, traditions and customs that kept them in a subordinate position and mass mobilization and education of women should be accelerated to ensure equal access to education.

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