

**PROBLEMS ENCOUNTERED BY MARRIED
FEMALE B.ED PART TIME STUDENTS IN USMANU DANFODIYO
UNIVERSITY SOKOTO**

BY

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APPROVAL PAGE

This is to certify that this Essay, work has been read and approved as having met the award of Post Graduate Diploma in Education in the Faculty of Education, Usmanu Danfodiyo University, Sokoto.

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DEDICATION

I dedicate this work to my Husband, Dr. Emmanuel U. Oyibo for his effort and encouragement towards furthering my Education. May God bless you richly.

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All thanks to God for the grace to be alive and the ability he gave me to be able to write this Essay. I am particularly grateful to my husband Dr Emmanuel U. Oyibo for his support and the push he gave me in writing this Essay. Many thanks to my Supervisor, Dr M.U Tambawal for his guidance and for always being there for me.

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TABLE OF CONTENTS

PAGES

Title page	i
Approval page	ii
Dedication	iii
Acknowledgements	iv
Contents	v
Abstract	vii

CHAPTER ONE

1.1 Background to the study	1
1.2 Statement of the problem	4
1.3 Objectives of the study	5
1.4 Study Questions	5
1.5 Significance of the study	6
1.6 Scope and delimitation of the study	7

CHAPTER TWO

2.1 Meaning of Marriage	8
2.2 Importance of Marriage	8
2.3 Marital Problems	9
2.4 Importance of Women Education	10
2.41 Contribution of educated women in national development	11
2.42 Contributions in the aspect of marital obligations	12
2.43 Agricultural Development	13

2.44	Health	13
2.45	Economic Development	13
2.46	Social Development	14
2.5	Problems Encountered by Married Female Students in their studies	15
2.51	Academic Problems	16
2.52	Wife/Motherhood	17
2.53	Dependence	18
2.54	Time Constraint	18
2.55	Lack of adequate support from Husband/Employers	19

CHAPTER THREE

3.1	Methodology	20
3.2	Population	20
3.3	Sample	20
3.4	Method and analysis of data	20
3.5	Summary	22
3.6	Recommendations	23
3.7	Rereences	25
3.8	Questionnaire	28

Abstract

This paper investigated the challenges or constraints of women in continuing higher education programme with particular focus on the b.ed part-time programme of the usman danfodiyo university sokoto. A simple survey research design was employed to explore the issue. A 4 item questionnaire supplemented with oral interview sessions provided the data used for the study. The study involved 150 randomly selected women in b.ed part-time programme of the usman danfodiyo university. The data collected were analyzed using mean score, frequency count and simple percentages. The findings of the study showed that the major constraints or challenges of women participants in the programme include time constraints, increasing marital demand, poor economic or financial base, poor learning environment, lack of encouragement from employers and spouse, increasing social pressure and poor psychological disposition. The implications of study for women's counselling and education were highlighted. Based on the findings, recommendations were also proffered. among the recommendations are: women should be tutored on time maqnagement startegies. this can be incorporated in their programme as a means of helping them manage effectively the time available to them. counsellors and teachers should also understand the challenges of women and the prevailing situations which may influence the attitude of the womeen towars learning and level of achievement.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

‘There should be no barrier to educating women. Only when women have unhindered access to quality education can their potentials be fully developed and society made better by their contributions. ‘All religions, encourage women education’ (Hajjia Bintu Ibrahim Musa, 2005) the remarks made by Hajjia Bintu Ibrahim Musa (ibid.), former Minister of State for Education in Nigeria is a very good reference point here. From the remarks above, women education is said to be the most significant intervention for human and sustainable development. There is no doubt that education contributes to the growth of national incomes and individual earnings. The higher one’s educational status, the higher the earnings particularly in both the public and private sectors. This means therefore that university education is a critical factor to ones earnings and development and beyond this to efficiency. Without any doubt, universities play a critical role in generating new ideas, in accumulating and transmitting knowledge and also in generating incomes; this is because economic growth is deemed to depend on the capacity to produce knowledge based growth. Although, it is difficult to strictly identify which subsector of education contribute most to poverty reduction (IIEP Newsletter, Vol. SS5 No I. January-March, 2007).

In Nigeria, as in many developing economies, there is a gender gap in literacy with women at a disadvantage; this has led to government increase in literacy drive for girls in particular at the basic education level. Because of this, there is a tendency for government not to take cognizance of what goes on at the tertiary level particularly as it relates to female enrolment. Although, Nigeria educational reform as

stated in National Economic Empowerment and Development strategy (NEEDs) document also shows considerable focus on girls higher education. But one can say that up till now, a lot of Nigerian girls and women unlike their male gender are still not enrolled at the tertiary level.

Achieving gender parity in education is one of the aims of the Millennium Development Goals (MDGs) and it is also a primary objective of the 1990 World declaration on Education for All (EFA) as well as the Dakar framework of action (2000). But till date, gender equality still remains elusive. According to UNESCO report (2006) girls make up 60% of all out of school children and women represents two thirds of illiterate adults, the Founder (2007) indicates that girls usually perform worse than boys in schools and that in some countries one in every four girls drops out before fifth grade. Roughly, 85 per cent of boys complete primary school compared to 76 per cent of girls.

For a long time, women constitute the majority of illiterates in Nigeria. At all levels of education (primary, secondary and tertiary) males represent higher proportions than females (FOS, 1995). In 1990, the proportion of literate men to women was 54:31 and the total female literacy rate was far below 15%, while that of men was above 40%. A more recent survey in 2005 shows that 33.7% of females had no form of education in the North Eastern States of Nigeria (Borno, Yola, Adamawa and Bauchi). In the North Western States (Kano, Kebbi, Sokoto and Jigawa etc) 87.8% of women had no formal education. The case in Southern States was slightly better. In the South-East (Abia, Akwa Ibom, Rivers, Imo, Cross River, Anambra) only 36.2% of women have no formal education. In the South-West (Ogun, Lagos, Oyo,

Osun, Ondo, etc) at least 26.1 % of women had no formal education. The Middle Belt States (Plateau, Benue, Taraba, Kwara, Niger, Kogi) are in between the South and North in terms of average figures of illiteracy of women.

The enrolment of children in primary, secondary and tertiary institutions also demonstrates discrimination against females. There are remarkable disparities according to regions and states. However, gender disparities are common in all regions and states. In all the states and regions of Nigeria, women lag behind men in access to education. For instance, only 7.6% of women interviewed in the Northern part of Nigeria had some primary education, whereas, in the Southern part of Nigeria, at least 25.9% received some education. In the case of primary school enrolment, only 12% of female children of school age are registered in the primary schools. In the South, 44.4% of girls are in primary schools.

By the time girls reach secondary school age, only about 4.2% of them in Northern Nigeria and 37% in Southern Nigeria are allowed to continue. This shows a sharp discrimination against women at all levels (FOS, 1995). The situation in the rural areas is even worse than that in urban areas. As UNICEF (1990) states, three-quarters of rural women aged 15-24 years are illiterates in Africa, and only half in urban areas are illiterates.

Generally, the illiteracy rate in Nigeria is gradually on the decline. Between 1985 and 1990, the percentage of girls enrolled in schools rose from 7.2% to 42%. The enrolment of females in technical schools rose from 4.5% in 1984 to 15% in 1990 and 20% of the present enrolment in Nigerian Polytechnics is made up of females. In Universities, there is a rise of 22% in 1980 to 24% in 1990. All these notwithstanding, there is a glaring case of serious discrimination against females in education in

Nigeria. This has created many gender gaps in school enrolment as well as teachers and lecturers (UNICEF, 1990)

The Blueprint on Women Education was concerned about various issues that inhibit women education such as poverty, child labour among others and made appropriate recommendations to correct these. Also, the promotion of science and technology, female hostels, and in-service training for females was recommended and gender stereo-typing in textbook was discouraged. Many States in Nigeria have affected some educational reforms backed by legislation to provide increased access to female education. Schools for nomads have also been established and funding of women education is made a joint effort of all tiers of government (Nigeria, 1986 Blueprint).

This scenario is important because under representation of women in higher education took its root from the basic education through secondary education levels.

1.2 Statement of the Problem

Women's involvement in continuing education or their interest in pursuing further education is not without its challenges. In spite of the fact that there has been a remarkable increase in the participation of young girls and married women in educational pursuit and had continued to exhibit their desire or yearning for higher education, their efforts have continued to be limited by social norms and dictates (Marim and Greenberger cited in Kazeem 1998; Osunde and Omoruyi 2003). Studies according to the authors have also shown that the poor socioeconomic status of women has a relatively greater effect on the educational aspiration or desire to seek further education.

Therefore, women who enlist in educational programme are daily confronted with challenges that tend to undermine their efforts. The increasing interest in women education and its importance to nation building and development of individual woman demand that the challenges they face be exploited and identified with a view to helping to evolve measures that would enable women deal with them. It also seeks to tease out the implications it has for evolving an adequate counselling programme for women that would assist them deal with the challenges and for ensuring proper education of the women.

1.3 Objectives of the Study

This study seek to enumerate the challenges faced by married women in their studies in higher institutions and to make known the need for adequate support for such women from the government, organizations, lecturers and their Husband as this will help to increase the number of married women who desire to further their studies.

- This essay seeks to determine the major challenges which confront women in continuing higher education.
- It also seeks to tease out the implications it has for evolving an adequate counselling programme for women that would assist them in dealing with the challenges faced.
- It also seeks to ensure proper education of the woman.

1.4 Study Questions

In order to achieve the purpose of the study, the following researcher

Questions were generated:-

1. Do women in continuing higher education actually witness any major challenges in

- the course of their learning?
2. What are the major challenges confronting women in the programme?
 3. Does the content of the programme meet with the academic aspirations or interest of women?
 4. How do the women perceive these problems or challenges?

1.5 Significance of the Study

It will help unravel the major challenges confronting women in continuing education programme. The challenges enumerated will therefore, assist in evolving appropriate measures and alternative policy option that will enable programme providers combat these problems and make learning and teaching more effective and fruitful.

In addition, the challenges enumerated will also help to expand the frontiers of knowledge or add to existing literature in the area.

It is also hoped that the findings will serve as feedback to managers in higher education on the challenges their women participants face and help them develop appropriate strategies and possibilities for improved performance and enhanced participation of more women in the programme.

Finally, it is hoped that the outcome of the study will aid in the formulation of appropriate counselling strategy or programme that would help women cope with challenges confronting them so as to successfully complete their education.

1.6 Scope and Limitation of the Study

This study shall focus majorly on the importance of Educating Women in Nigeria especially in the northern states of the country. Benefits or challenges in other areas such as early marriage shall not be discussed.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 Meaning of Marriage

What is marriage? *Conjugal View*: Marriage is the union of a man and a woman who make a permanent and exclusive commitment to each other of the type that is naturally (inherently) fulfilled by bearing and rearing children together. The spouses seal (consummate) and renew their union by conjugal acts—acts that constitute the behavioural part of the process of reproduction, thus uniting them as a reproductive unit. Marriage is valuable in itself, but its inherent orientation to the bearing and rearing of children contributes to its distinctive structure, including norms of monogamy and fidelity. This link to the welfare of children also helps explain why marriage is important to the common good and why the state should recognize and regulate it.

"A marriage is not when the 'perfect couple' comes together. It is when an imperfect couple learns to enjoy their differences." - Dave Meurer

The above quote contains a quintessential truth: no marriage is perfect, and each couple has to take proactive efforts in order to have harmony between themselves.

2.2 Importance of Marriage

Normal marriage is normative. Marriage does not merely reflect individual desire, it shapes and channels it. Marriage as a social institution communicates that a certain kind of sexual union is, in fact, our shared ideal: one where a man and a woman join not only their bodies, but also their hearts and their bank accounts, in a context where children are welcome. Of course not everybody wants or achieves this social ideal. In

important ways marriage regulates the relationships and sexual conduct even of people who are not married and may never marry. Its social and legal prominence informs young lovers of the end towards which they aspire, the outward meaning of their most urgent, personal impulses. Its existence signals to co-habitators the limitations of their own, as well as their partners', commitment.

2.3 Marital Problems

The most common complaints seen in therapist's offices include depression, anxiety and relationship dissatisfaction. We are all aware of the growing divorce rate. Everyone knows the horror stories about sitting in courtrooms, dividing assets and playing tug of war with the children. What people don't know is that this doesn't have to happen. If even one person is willing to do things differently a relationship can survive and flourish.

Couples talk a lot about not being able to communicate. Unfortunately, they communicate plenty but the way they do it is destructive. Sometimes just committing and practicing talking to your partner the way you would talk to a friend coworker or supervisor can make a huge difference. Many people believe that conflict and anger are signs of a relationship failing. Conflict can be productive if ground rules are established for discussing heated topics. Conflict can be either destructive or constructive depending on how it is handled.

Couples often say they don't feel like a priority to their spouse because families are so stressed and there is no time together. Having a specific plan about how to make this happen can make a huge difference because time and opportunity seldom appear out of the blue. Couples can stay together if they have different backgrounds, beliefs and interests. They can learn effective ways to manage differences and nurture what they have in common.

Other common problems focus on finances, parenting issues and blended or extended family relationships. Finding win-win compromises and clarifying those compromises in concrete terms can provide very workable formulas for success.

2.4 Importance of Women Empowerment

Perhaps there are as many definitions of women empowerment as are authors empowerment, sako (1999:32) defines empowerment as: The process of strengthening the existing capacities and capabilities of disadvantaged groups in society so as to enable them perform towards improving themselves, their families and the society as a whole. It involves the provision of enabling environment for their productive and intellectual abilities to be realized.

Fadeiye and Olanegan (2001:66) viewed women empowerment as a process of enabling women to development the capacity to actualize their potentials. That women should be looked at as individuals that posses some hidden potential for greatness and so should be encouraged to develop such to the fullest.

Enemu (1999:233) quoting Sandbrook and Halfani viewed empowerment as a multi-dimensional process involving the transformation of the economic, social psychological, political and legal circumstances of the powerless. In the specific case of women, empowerment entails not only positive changes in these critical respects but also the dismantling of the cultural norms and traditional practices that devalue, disempowered and dispossess women. The process must necessarily also include the expansion of women's access to educational opportunities, facilities for skill acquisition and positions of authority.

2.41 Contributions of Educated Women in National Development.

Engin. (2009) stated that education is not a charity but rather a fundamental human right for all people irrespective of their sex, race, economic status which is key to sustainable development, peace and stability among countries. In any society, the provision of education is fundamental and basic for human resources development education represent a major form of human resources development.

King and Hill (1993) argued that educating females yield far-reaching benefits for girls and women themselves, their families and the societies in which they live. The benefits of investing in human capital are especially pertinent for women in developing countries where gender equity in education is often lagging behind. Without educating women, national endeavors can be less effective and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important.

Obanya (2005:15) stated that an educated female is likely to become a more competent and knowledgeable mother, a more productive and better paid mother, an informed citizen, a self confident individual and a skilled decisions maker. The political benefits of education are always present but female's education often has stronger and more significant impact than male's education (king 199.) This does not mean education is unnecessary for males.

Every society around the World assigns gender roles which direct activities and govern behaviours for males and females of all ages. These gender roles are reflected in socio-economic levels and status, and exert various degrees of constraints for both sexes. In general, the more rigid the gender role, in a society, the sharper the gender division of labour and the lower the status accorded to women face gender

oppression especially in developing countries, in all aspects of life, including education. Gender imbalance in all sectors is one of the current critical issues that requires immediate intervention and empowerment of females in political decisions and senior management posts and implementation of affirmative The benefits derivable from education include the following enhancement of the quality of living-food, housing health, clothing, transport, communication, entertainment and gainful use of leisure. If the vast majority of our women folk are educated, their personal development can be enhanced remarkably. Children and husbands also stand to gain tremendously. Women are likely to have more confidence in themselves and their ability to contribute effectively to national development.

2.42 Contributions in the Aspect of Marital Obligations

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 women 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 inquires 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.

2.43 Agricultural Development

Half of the world's populations are women and two third of the work is done by them. About 74 percent of Agricultural output in Africa is produced through women's efforts (Adeyeye, 1987). Ironically the people that participate most in agricultural production are the least educated. Therefore, provision of basic literacy and skill acquisition for illiterate female will no doubt ensure bumpers agricultural production.

2.44 Health

A Mother helps in no small measure in securing perfect health for the children and by so doing for the entire community and nation. Attaining good health starts right from the womb. It starts from the pregnant mother knowing and taking what constitute balanced diet, abstaining from damaging drugs, and action inimical to the health of the baby. Women are more knowledgeable on the type of diet needed by the family for wholesomeness. If the families are healthy then the nation will be healthy and these shall bring all round development to the citizens as they will be sound and mentally active to bring about specific and technological development; the nation will also spend less on medicals and plough such money to research. A woman can be aware of all these harmful condition if she is educated.

2.45 Economic Development

In the economic sphere, most women engage in small scale or large scale businesses. Also women who are married to entrepreneurs and big time businessmen will be able to help such husbands if educated, they will be able to converse with such husbands intelligently and offer useful advice to them concerning their job. Such women will be able to deal with their husband business partners, friends and other

highly placed associated without the slighted feeling of inferiority or shame. Furthermore, if women are educated and gainfully employed, they can assist their husband in financing the home and the education of their children.

2.46 Social Development

The improvement of society could be effected through the development of the potentialities of the women folk. The 1978 general conference of UNESCO meeting said increasing educational opportunities for women the potential contribution of education and trained women to labour force and the importance welfare and planning are factors still under estimated in National development.

We emphasize women because they spend more time with their kids and are the therefore responsible for indicating into them the norms of a given society. The training helps the children to relate to others and to become law abiding citizens.

Another function that can lead to development is the role of women as peace educators women s peace educators teach their children the norms, values, ethics etc of a given society. Lihamba (2003:115) supported the role of women as peace builders in her study in Tanzania. Thus she said.

Women have always played a critical part in maintaining equilibrium in their society by bringing up their children as responsible members of the community. Women taught their daughters and sons, proper behaviour and ethos of society, and impressed on them the importance of such values as honesty, uprightness and the necessity to compromise. As such women have always been active promoters of harmony in the community which can be refereed to as a culture of peace.

Through their roles as mothers, the culture of peace is entrenched in the children as a foundation for peaceful living in families, communities and the nation at large, it teaches them the importance of compromise for national development.

Women will be better equipped to mediate and resolve conflicts which are trying to tear the nation apart. No nation can develop when there are ethnic clashes and violence. The only way to resolve these is to involve women who are mothers, wives, sisters, home builders, nation's builders by educating and training them on conflict and conflict management both at the local, state, national and even international level if we must achieve the MDGS.

2.5 Problems Encountered by Married Female Students in their Studies

Welch (1992:118) argues that; the majority of women suffer from all forms of structural injustices including access to education and training. Seyoum (1986:16) mentioned that religious outlooks and certain traditional attitudes limit the role of females as mothers and homemakers, especially in the rural parts of a country. This also contributes to the low participation of female students. In addition to low participation in education, even those female students who have managed to stay in school face different problems. The problems manifest in hindering their academic performance.

One of the greatest problems that female students face these days is getting adjusted to the campus environment. Though this may not be the case for the undergraduates, but highly an issue for the graduate students

The challenges married female students face in continuing higher education include time constraint, increasing marital demand, poor economic or financial base, poor learning environment, lack of encouragement from their spouse and employers, increasing social demand/pressure, poor psychological disposition toward learning, problem of improper work organization, and the short duration of lecture time or programme contact.

2.51 Academic Problems

Most married women like other students, face academic challenges which include unfavorable or poor learning environment, short duration of lecture time, poor psychological disposition towards learning etc. While other students find it very easy to manage with these challenges, their contemporaries who are married women find it difficult to cope as they have other issues clamoring for their attention at the same time. Other research suggests that conflict management might always be a problem for married female students because the institution of marriage is inherently constraining for women. In his study Feldman (1973) tried to control four factors that he believed would contribute to role strain such as work and children by comparing married students and their divorced counterparts. He found that although they had similar non-academic obligations, divorced women were still more academically successful as graduate students. Although this study is dated, it is interesting because it raises the question that perhaps there might be something endemic to the institution of marriage that might make it an academic liability for those women within it. However, married men performed better academically than their divorced counterparts suggesting that marriage benefits men academically (Feldman 1973). . Another such constraint faced typically by the married college student is the issue of commuting. Often these students do not live on campus and most commute. This means that they have less access to campus networking resources than the residential students (Noel et al.1985). One study conducted in the 1970s found this lack of networking ability a particular problem for married graduate student women. These women were less able to engage in the after class socializing and networking that allowed their male counterparts to make the connections that would serve to further their careers (Feldman 1973).

2.52 Wife/Motherhood

Another challenge is that of family responsibilities, as a custom in all societies women have some gender specific roles as pointed out in the previous section. Hence a female might be obliged to bear children while on studies, a situation which is difficult for her. Psychologically and physiologically, a pregnant woman needs some time to rest, which however is not possible for a student since she has to perform all the activities performed by others like doing assignments and practical's, attending classes and sitting for examinations.

They also experience poor psychological disposition as a result of the mental and social demands or pressure on them. The stress or trauma which they have to go through makes them feel psychologically ill-disposed towards their academic programme. This has led some of their colleagues to drop out of the programme. As mothers, they are bothered about their children. In addition, some have to contend with pregnancy while others nurse their new born babies alongside their studies. Some have had to put to bed in the course of their studies or even during examinations. This further increases their burden and has made some to fail their exams while some have had to even abandon their examinations. Some come late for lectures because of their marital demands or even stay away from lectures for a reasonable period as a result of home pressure or demand. All these affect their learning and level of achievement.

3.53 Dependence

Another issue for non-traditional students is the fact that often these students are parents (Benshoff 1991). In order to attend courses, they must first secure reliable child care, which is an additional expense. The issue of childcare is also a particular stumbling block for women trying to re-enter the educational realm (Van Meter and Agronow 1982), which is why women in graduate school are often older and less likely to be enrolled full time than their non-married counterparts. . As observed by Pelson (2003), current graduate programmes are enrolling most students who are employed full-time and commute to campus than in the previous years. Many students are now older adults who have waited several years after completing undergraduate programmes to return to school. Graduate students, particularly those older and less traditional have responsibilities in terms of family, both physically and financially, which may be sources of stress. Many have children or ageing adult relatives for whom they are caretakers. These students obviously have limited amount of time to spend in their academic departments interacting with faculty and peers and many find themselves feeling isolated, disconnected and experiencing difficulties adjusting to the students' role

2.54 Time Constraint

In previous studies, the challenge of time constraint, it must be remarked, was seen in terms of the crash nature of programme which makes the workload in terms of subjects or courses studied heavy on them and occupying all the available time to them. Further analyses revealed that the household chores which they have to cater for alongside their studies further reduce the time available for them to study adequately. This makes learning very difficult or cumbersome.

2.55 Lack of Adequate Support from Husbands/Employers

Another problem that female students face is that often husbands do not pick up the slack left when the wives have to attend to other responsibilities. One study by Hooper (1979) found that although men approved of the student role of their wives, the majority did not provide the needed help at home. The men's anxiety also increased the longer the wife was in school and this led to a decrease in support (Hooper 1979). Another more recent study of childless student couples found that when men imported outside stress, their wives would pick up the slack, however the converse was not true when the female student imported more stress from outside obligations (Pittman et al. 2001).

Other studies have found that orientations towards roles are important in understanding which women might be more susceptible to role conflict. The findings are mixed. In his review (1993) cites one study that found that women's guilt over the school role is higher for women who have more traditional orientations towards marriage.

However, another study found that a woman in a marriage based on more traditional marriage expectations will experience less strain if she and her husband are both in agreement that her family role is the primary role (Van Meter and Agronow 1982). Therefore, role prioritization was important in managing stress.

CHAPTER THREE

3.1 Study Methodology

This study employed the descriptive survey research design utilizing ex post facto method. The method was chosen because, the study was only concerned with examining or identifying the challenges as already experienced by the women or as they have occurred through their views and opinions.

3.2 Population

The population of the study consists of all women involved in B.ed Part Time in Usmanu Danfodiyo University Sokoto in the 2011/2012 academic session. There were an estimated women population of about two hundred registered women according to the B.Ed. part-time programme official record.

3.3 Sample

A sample size of 150 women randomly selected using simple random sampling procedure was used to collect data for the study. A sample size of 50 women was selected each through the use of table of random numbers from the educational foundation.

3.4 Method and Analysis of Data

A 4-item questionnaire to explore the opinion or view of women on the challenges they face in the programme was designed by the researchers. In this regard, the respondents were requested to record their responses on the items provided. The instrument has two sections: Section A and B. The section A focused on demographic data of the respondents such as age, department, course of study, level

among others, while section B deals with issues relating to the research questions raised for the study.

The responses were collated, correlated and analysed using percentages, simple mean and frequency count

3.5 Summary

The results of this discussion have helped to enumerate on the challenges of women in continuing higher education.

In this regard, we wish to offer the following suggestions; the procedure must be modified to suit the peculiarities of women. They must be seen as adults and treated as such. Procedure should be built on the principle of Andragogy which gives due recognition to adult learners as self-directed learners. This demand for a modification of the relationship with them in a way that promotes their positive image as adult learners and helps them to surmount their personal/individual challenges that can undermine their efforts in seeking to acquire higher education.

In addition, investigation should be carried out on how best to help women manage the house affairs with learning activities. The women should also be tutored on time management strategies. This can be incorporated into their programme as a means of helping them manage effectively the time available to them. There is also the need to encourage and instigate these women through whatever means of assisting them to cope effectively with their learning challenges.

3.6 Recommendations

The challenges women face demand for a kind of intervention that would enable them maximize their participation and achieve the desired goal or objectives. From this understanding, it will not be difficult for adult education facilitators and counsellors to make smooth achievement in terms of helping their clients (i.e. the women) achieve their objectives of participating in continuing higher education programme.

The counsellors and teachers are expected to understand the challenges of women and the prevailing situations which may, influence the attitude of the women towards learning and level of achievement. This is very important because if there is variance between the real challenges and the perceived challenges by the teachers and adults counsellor, certainly it will be difficult to design an appropriate counselling intervention programme.

In fact, adult counsellors must appreciate the position of these challenges in the learning cycle of the adult women before they can achieve their counselling goals and objectives.

The place of relevance of content as a factor in attitude formation is quite significant in adult education programme (continuing higher education inclusive) as well as their counselling needs. Relevance of content of learned materials is very crucial in promoting adult learning as shown in this study. It should be noted that positive attitude among adult learners and between adult learners towards adult educators or facilitators constitute major influence in helping adult learners to realize their educational goals and objectives. It is therefore, necessary for counsellors of adult learners to exploit and help to improve on their attitude towards learning and their facilitators. To facilitate the

attainment of this counselling goal, the counsellors must organize their activities in the language that is common to their adult women learners.

Learning and training effects are fundamental in the development of positive attitude towards learning among individuals. If proper learning and training have been acquired counsellors of adults should engage in promoting their interests and inclinations along positive dimensions. In all, there is the need for the counsellors to endeavour to help the women stimulate and sustain positive attitude towards their learning. In this way it will be very easy to organize programmes that would be used of systematically modify the behaviour or attitude they have developed towards their learning and education. It will also help the counsellor select appropriate counselling theories such as Behaviour Modification Theory, Rationale Emotional Therapy etc for helping the women handle their cases or problems.

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QUESTIONNAIRE

ON

THE PROBLEMS ENCOUNTERED BY MARRIED FEMALE B.ed PART-TIME STUDENTS IN USMANU DANFODIYO UNIVERSITY SOKOTO

This questionnaire is for academic purposes only and everything documented is confidential.

Intructions:Please tick the appropriate statement that suit your opinion.

BIODATA

SEX

AGE

DEPARTMENT

COURSE

MARITAL STATUS

MARRIED

SINGLE

PROBLEMS FACED BY MARRIED WOMEN IN THEIR STUDIES

1.Do married women face challenges in their studies?

Yes

No

Unsure.

2.What are the major challenges facing women in their studies?

Time constraints.

Increased marital demand.

Poor economic and financial base.

Poor learning environment.

Lack of encouragement from spouse and employees.

Others.

3.How do they perceive the challenges facing them?

Expected but not overwhelming.

Expected and overwhelming.

Though major challenges but not overwhelming and insurmountable.

Unexpected and major challenge.

4.Does the content of the programme meet the academic aspirations of women?

Yes.

No.