

# IMPACT OF GENDER EDUCATION ON PUBLIC SECONDARY SCHOOLS IN DELTA STATE: IMPLICATION FOR CURRICULUM PLANNERS.

By

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## Abstract

This paper advocated for a workable gender education in Delta State and the implication for curriculum planners. Three research questions were formulated for the study. The study adopted descriptive survey design. Three Hundred (300) respondents consisting of Two hundred and twenty five (225) secondary school teachers and seventy-five (75) Principals/Vice Principals from fifteen (15) secondary schools in Delta State were used for the study. The research instrument for the study was structured questionnaire developed by the researcher titled: Questionnaire on Gender Education (QGE) built on four point likert scale of strongly agree, agree, disagree and strongly disagree. The instrument was validated by experts. Its reliability was established using Pearson product moment correlation coefficient, which yielded 0.82 coefficient value. The criterion mean value of 2.50 was used for decision taken for respondents' responses. Findings revealed amongst others that there is need for effective implementation of gender education for both male and female. It also revealed that gender bias and discrimination. Thus, the issue of gender inequality in education should be given adequate consideration especially in a male dominated society like Delta State. It concluded that Gender equality should be seen as Human right hence the female should be given equal opportunity in Delta State devoid of injustice from male counterparts.

**Keywords:** Gender education, public secondary school, curriculum planners.

## Introduction

Inherent problems of gender bias, discrimination, and the manifestation of gender gap in education have sparked up increasing interest in gender Education. Esu (2006), pointed out that the issue of gender equity education should be given adequate consideration especially in a male dominated society like Delta State. Gender education has become an invaluable introduction to the range of conceptual frameworks and innovative research methods that

addresses contemporary issues of gender education and development. According to Adewoye (2016), opined that evaluating gender education curriculum is to strengthen the process of decision-making. The fact remain that evaluating gender education in itself is a process of action setting or judgemental evaluation based on the programmes and activities carried out by different instructions to handle gender equality and social justice (Birungi, 2008).

The critical role of research towards gender education in Delta State is to ensure among other things the management of sex-disaggregated data for development planning. Again, gender sensitive research and gender education will provide a deeper insight and greater understanding of gender dimensions to development issues; it will also open space for engagement with institutional and structural culture, mechanisms and focus. Hence, it is hoped that the outcomes will demystify traditional norms and practices that are harmful to women, especially girls and boys who ought to have been enrolled into school and are not, due to discrimination and poverty. Although there is a sharp disciplinary divide that cuts through research on gender, education, and development – much of the research on how gender education links to research development is located within the subject matter of development studies (Arnot and Fenell, 2008).

According to Nduru (2003), impact of gender education becomes imperative to check school enrolment between boys and girls. There is also the need to consider other community based barriers as well as economic barriers that impede gender equality in education. As pointed out by Esu (2006) girl child will never remain in school so long as their parents experience extreme poverty and are forced to make hard choices to survive. To buttress this, Ukpong (2016), opined that the problem of oppression, explanation, discrimination and subjugation of women (girl child) are neither new phenomena nor peculiar to Delta State alone but the world at large. Consequently, discrimination and disparity arises in a situation where the girl child is not given equal opportunity to enjoy the full benefit of life and contributing meaningfully to the development of her country.

### **Review of Related Literature**

Esu, Erukoha, and Umoren (2006), stated that if gender education is to show any progress in effectiveness rather than oscillation from one tail to another, systematic evaluation of the outcome from any change is urgent. Evaluative research deals with effectiveness and utility, effectiveness means comparison of actual outcome with intended accomplishment of a problem solved. Since education is universally acknowledge to benefit



both male and female hence promote national development, therefore educating both individuals produces similar increase in their subsequent earnings and expands future opportunities and choices for both sexes. According to Oku (2010), stressed that educating girls produces many additional socio-economic gains that benefit entire societies.

These prospects include economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children. In other words, gender education in Delta State if put in place will guide the above mentioned and enhanced value and status of both male and female in the educational sub-sector for national development. As maintained by Arnot and Fennel (2008) gender education policy is to establish a clear vision and make commitments to guide the process of gender mainstreaming and women empowerment to influence policies, procedures and practices which will accelerate the achievement of gender equality, gender justice on discrimination and fundamental human rights in Delta State. Gender education policy in Delta State if effectively implemented will facilitate gender equality in education, this means male and female will have equal opportunities to realize their full human rights and contribute to and benefits from economic, social, cultural and political development, parity and equity are building block of equality in education.

Yee (2010), opined that substantial gains will only be achieved with the contribution of both sexes, for women play a vital role in contributing to the development of their countries. If women do not share fully in the development process, the broad objectives of development will not be attained. From the foregoing, promoting gender-education is now globally accepted as a development strategy for reducing poverty levels among women and men, improving health and living standards enhancing efficiency of public investment.

The understanding of gender education will enhance the enrolment of students in Delta State schools for females and males, boys and girls from lopsided point of view. Therefore, gender education is not only seen as an end in itself and human right issues, but as a prerequisite for the achievement of sustainable development. National Gender Education (NGE) if put in place, will build a just society for both male and female at home, place of work and within school environment devoid of discrimination, and harness the full potentials of all social groups regardless of sex or circumstance. On the other hands, gender education will promote the enjoyment of fundamental human rights and protect the health, social, economic and political wellbeing of all citizens in order to achieve equitable rapid economic

growth, evolve an evidence based planning and governance system where human, social, financial and technological resources are efficiently and effectively deployed for sustainable development (Agwei, 2015).

Ukpong (2016) stressed that serious work need to be done in the area of women literacy programmes if the situation is to improve. Thus the implementation strategy of the gender education is utmost important as they will be strong dominants in the successful achievement of this goals.

### **Statement of Problem**

The phenomenal growth of gender bias and discrimination in education sector in Delta State is becoming a national problem despite commitment to the principle of non-discrimination as enshrined in section 2 of the 1999 constitution of the Federal Republic of Nigeria as amended. This bias and apparent gender disparity in enrolment of students in schools and non-equal employment opportunity for the female folk necessitate this study. Secondly, to advocate for a workable national gender education, Thus the problem of this study revolves around the need for gender education that has to be workable and will enhance gender equity in Delta State. It is believed that if the gender education is workable, it will ensure gender management system that will facilitate the building of a just society devoid of discrimination in Delta State. Lastly, gender inequality in education has remained a perennial problem hence the need for gender education that will harness the full potentials of all social groups regardless of sex.

### **Purpose of Study**

The purpose of the study was to:

- i) Examine the relevance of the national gender education in Delta State;
- ii) Find out the workability of the national gender education and
- iii) Assess gender education activities like school's enrolment using gender enrollment parity index.

### **Significance of study**

This study is significant in many ways:



- i) it will sensitize the government and stakeholders in formulating workable gender education framework in education sector
- ii) it will contribute to a workable gender education formulation and practices that will promote fundamental human rights and ensure sustainable development.

### **Research Questions**

The following research questions guided the study;

- i) Is there need for appropriate and a workable gender education?
- ii) To what extent is the adequacy of the gender education activities?
- iii) What are the instructional frameworks needed to effectively implement gender education in Delta State?

### **Research Method**

#### **i) Design of the Study**

The research design adopted for the study was descriptive survey design. Survey research design is probably the best method available in collecting original data for population too large to observe directly.

#### **ii) Sample/Sampling Technique**

The sample used for the study is three hundred (300) respondents, selected from fifteen (15) secondary schools by using stratified random sampling method across the three senatorial district of Delta State. In each Senatorial District, 10 secondary schools were randomly selected. Each school consist of five (5) administrators (Principals and Vice Principals) and fifteen (15) teachers making one hundred (100) respondents from each senatorial district. The three Senatorial District givesthree hundred (300) respondents as shown below:

**Secondary School Selected from Delta North Senatorial District**

S/No	Names of Sec. Schools	Number of Principals/ Vice-Principals	Number of Teachers	Total
1.	Omumu Mixed Secondary School, Agbor	5	15	20
2.	St. Patrick College, Asaba	5	15	20
3.	Umuaja Mixed Secondary School, Umuaja	5	15	20
4.	Ute-Okpu Secondary School, Ute-Okpu	5	15	20
5.	Akashiede Girls College, Obiaruku	5	15	20
	<b>Total</b>	<b>25</b>	<b>75</b>	<b>100</b>

**Schools Selected from Delta Central Senatorial District**

S/No	Names of Sec. Schools	Number of Principals/ Vice Principals	Number of Teachers	Total
1.	Our Ladys' Model High School Effurun	5	15	20
2.	Ughorikoko Secondary School, Ughorikoko	5	15	20
3.	Government College, Ughelli	5	15	20
4.	Okpe Grammar School, Sapele	5	15	20
5.	Adeje Secondary School Adeje	5	15	20
	<b>Total</b>	<b>25</b>	<b>75</b>	<b>100</b>

### Selected Secondary Schools from Delta South

S/No	Names of Sec. Schools	Number of Principals/ Vice Principals	Number of Teachers	Total
1.	St. Michaels' College Oleh	5	15	20
2.	Nana College Warri	5	15	20
3.	James Welch Grammar School, Emevor	5	15	20
4.	Kpakiana Secondary School, Kpakiana	5	15	20
5.	Torugbene Grammar School, Torugbene	5	15	20
	<b>Total</b>	<b>25</b>	<b>75</b>	<b>100</b>

Grand Total From the three Senatorial District of Delta State Consist of 75 Administrators (Principals/Vice Principals) and 225 Teachers giving 300 respondents.

### Presentation of Results and Discussions

#### Research Question 1

**Table 1: Frequency Mean Responses of the Respondents on Needs for a Workable Gender Education in Secondary Schools in Delta State**

S/No	Statement of Items	SA	A	D	SD	Mean
a.	Evidence shows humongous disparities between the education received by boys and girls	125	113	20	42	3.07
b.	Many girls do not have access to basic education after a certain age	137	88	35	40	3.07
c.	Inherent traditional societal values placed on the boy-child over the girl-child education	139	66	53	42	3.01
d.	Low female adult literacy rate (ages 15 and above) in comparison to high male literacy rate.	17	89	17	23	3.36
	<b>Average Mean</b>					<b>3.13</b>



Table 1 above shows the responses on the need for a workable gender policy in Delta State. The table therefore reveals the mean respondents that ranges from 0.1 to 0.36 for all the items. More so the average mean of 3.13, which is greater than the criterion, mean values of 2.50 revealed that there is a need to have a workable gender education in Delta State. Generally, the finding indicates that there is need for a good workable gender education in Delta State.

The results of this study as presented in table 1 indicate the agreement of the respondents to the 4-statement item raised to the need of a workable gender education in Delta State. This is in agreement with Esu (2006) that said that if gender education is to show any progress in effectiveness rather than oscillation from one fad to other, systematic implementation has to carry out for its workability.

In another development, Arnot and Fennell (2008) maintained that gender education is to establish a clear vision and make commitment to guide the process of gender mainstreaming and women empowerment to influence policies, procedures and practices which will accelerate the achievement of gender equality, gender justice, non-discrimination and fundamental human rights in Delta State. From the analyses therefore, the average mean of 3.13, which is greater than the criterion, mean values of 2.50 revealed that there is need to have a workable gender education in Delta State.

## Research Question 2

**Table 2: Frequency and Mean Responses of the Respondents on Adequacy of Gender Education Implementation in Secondary Schools in Delta State**

S/No	Statement of Items	SA	A	D	SD	Mean
a.	Does Boys and Girls have equal access to education opportunities?	213	83	2	2	3.69
b.	How do you judge the literacy rate of women and men with specific emphasis on women?	153	124	10	13	3.39
c.	Does the enrolment rate of boys supersede that of girls in education?	206	68	19	7	3.58
d.	How do you guarantee satisfactory performances and output for women and men in all field of study.	129	98	29	44	3.04
	<b>Average Mean</b>					<b>3.43</b>



Table 2 shows the responses of the respondents in adequacy of gender education implementation. The table indicates that those activities were adequate for its implementation. The mean value of 3.43 was the average mean. This revealed that there is adequacy in the process of implementing gender education in delta state for both male and female. The above table also shows the analyses of the respondent on adequacy as indicators or activities in the implementation of gender education in Delta State. The average value means of 3.4 revealed that the activities as shown in the table were adequate for implementing gender education. However, the respondents based on the analysis indicated that there are needs for improvement.

Esu (2006), opined that substantial gains will only be achieved with the contribution of both sexes, for women play a vital roles in contributing to the development of their countries. If women do not share fully in the activities or policies of government as it relate to gender issues, the implementation of gender education may not be achieved. Therefore, gender education is not only seen as an end in itself and human right issues, but as a prerequisite for the achievement of sustainable development.

### Research Question 3

**Table 3: Frequency and Mean Responses of the Respondents on Strategies for Advancing Effective Implementation of Gender Education in Secondary Schools in Delta State.**

S/No	Statement of Items	SA	A	D	SD	Mean
1	Is there introduction of measures that aim at enhancing opportunities for all boys and girls at all levels of education?	196	87	14	3	3.59
b.	Is there introduction of measures that aim at ensuring that gender issues in the education system are in all areas of curriculum and all educational programmes?	172	93	14	21	3.39
c.	Is there introduction of measures to improve girls' enrolment in the non-traditional field study particularly in science and technology to increase their performance?	129	89	42	40	3.02
d.	Is there introduction of measures to promote and enhance vocational skills and functional literacy for women and men taking into consideration gender roles and responsibilities?	151	90	36	23	3.23
e.	Is there introduction of measures to encourage female drop-outs to continue their education?	135	112	33	20	3.21
f.	Is there introduction of measures for Sensitization campaigns by successful women groups?	173	60	33	34	3.34
	<b>Average Mean</b>					<b>3.28</b>

Table 3 in the study above shows the strategies for advancing effective implementation of gender education in Delta State. The table therefore reveals the mean respondents that range from 0.1 to 3.28 for all the statements of items. These indicated that all the strategies provided by the respondents could be used for advancing for effective implementation of gender in Delta State. It also shows the statistical analysis of frequency and mean responses of respondents on the strategies for advancing effective implementation of gender education in Delta State. Based on analysis therefore, 3.28 was the average mean. This revealed that the mean respondents revealed it ranges from 0.1 to 3.28 indicating the need of adopting the strategies shown on the table for advancing effective gender education in Delta State. This is in agreement with Oku (2010), who stressed that serious work needs to

be done in the area of woman literacy programmes as one of the strategies for effective implementation of gender education. This means that the implementation strategy of gender education is of utmost importance as this will be strong determinants in successful achievement of gender education in Delta State.

**Table 4**

**Enrolment by Gender from Primary Schools to Secondary schools 2017/2018 academic session in Delta State.**

S/No	LGA	No of Schools	Grand Total		
			M	F	T
1	Aniocha North	36	3901	3830	7731
2	Aniocha South	54	5327	4918	10275
3	Bomadi	14	2687	2602	5289
4	Burutu	65	10921	11146	22067
5	Ethiope East	62	7263	6889	14152
6	Ethiope West	47	9646	9351	18997
7	Ika North East	57	5749	6196	11945
8	Ika South	53	12052	11782	23834
9	Isoko North	41	6654	6535	13189
10	Isoko South	48	5560	5650	11210
11	Ndokwa East	70	4555	4314	8869
12	Ndokwa West	49	7434	7160	14594
13	Okpe	40	5342	4974	10316
14	Oshimili North	31	4782	4309	9091



15	Oshimili South	23	7740	8334	16074
16	Patani	19	2695	2666	5361
17	Sapele	42	8228	8076	16304
18	Udu	41	6917	6722	13639
19	Ughelli North	72	13625	16402	32727
20	Ughelli South	62	9223	7381	16604
21	Ukwani	32	5198	4839	10077
22	Uvwie	25	5545	5416	10961
23	Warri North	45	4523	4201	8724
24	Warri South	37	7761	7598	15359
25	Warri South West	44	4154	3876	8030
	<b>Total</b>	<b>1113</b>	<b>170182</b>	<b>165237</b>	<b>335419</b>

*Source: Ministry of Basic and Secondary Education, Asaba.*

Table 4 shows 2017/2018 academic session summary of pupils enrolment in public primary schools to secondary schools in Delta State in all the twenty-five Local Government Areas. The grand total for the public primary schools enrolment to secondary school was 335,419. Total for boys was 170,182, while that of girls was 165,237 with a difference of 4,945 less than boys' enrolment. Again out of the twenty-five Local Government Areas, only in five (5) LGAs was girls' enrolment greater than those of boys.

### **Implications of Curriculum Planning**

Since gender education has become a contemporary issue to nations of the world, the curriculum planners have a role to play in ensuring its enhancement for sustainable development to be achieved. In view of the above, curriculum planners should include in its content, basic skill acquisition in the curriculum at all levels, the absence of which will make economic advancement difficult. The learning materials should equally be relevant to both boys and girls to encourage participation and performance. There is need to make the content

taught as functional as possible especially for the girl child to enable her use the knowledge acquired and contribute to the development of the wider society and consequently the nation. Most importantly, the curriculum should constantly be reviewed to conform to global trends (Schmitz-Robinson 2006).

### Conclusion

Gender education when put in place will ensure gender management system that will facilitate the building a just society devoid of discrimination in Delta State. Gender inequality in education in Delta State has remained a perennial problem, hence the need for a workable gender education that will harness the full potentials of all social groups regardless of sex.

Gender inequalities in schooling have been a thing of concern since the 1970s. This means that the terms of value that addresses these injustices has to change through effective formulation within governments and civil societies. It was also noted that researchers and policy maker should make critical findings through evaluative research that will set an agenda in addressing gender gap and disparities in Delta State especially in terms of school administrators (Principal/Vice Principals) and teachers has not been fairly distributed among genders.

### Recommendations

- i) Research into gender education should be encouraged among scholars and researchers so as to enhance an informed decision making for gender education in Delta State
- ii) Gender equality is seen as human right, hence the girls(women) should be given equal opportunity in Delta State devoid of injustices from men counterparts
- iii) Governments of Delta State should make policy that will encourage girl-child education
- iv) Sharing of research findings with education stakeholders in Delta State will help to formulate an informed gender education and indeed gender inequality.

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