

Achieving The Universal Basic Education Objectives In Nigeria: The Role Of Women

B C Ijioma *, Angella Izuagba **

Provost, Alvan Iko Federal College of Education, Owerri

Dept. of Curriculum, Alvan Iko Federal College of Education

Abstract: This paper sets out to examine the roles of women in the achievement of the Universal Basic Education (UBE) objectives. Their roles as mothers and teachers in the educational development of the child are examined. As mothers they are the first teachers the child has and as professional teachers they are the initiators of the learning process, the facilitators of knowledge, the coordinators of the sequence of learning and the assessors of learning effectiveness. They are seen as the latent force in national development and at the lower and middle basic education; they are the hub around which the teaching and learning process revolves given their numerical strength. Considering the fact that the lower and middle basic education levels form the foundation on which the other levels of the education structure rest, it thus implies that female teachers do not only facilitate the achievement of the UBE objectives but determine the standard of secondary and tertiary education through the different roles they play. To this end recommendations such as enforcing gender equality in the society through the domestication of some of the international conventions on the rights and protection of women should be speedily implemented among others. This will enable women function optimally for the realization of the UBE objectives.

[B C Ijioma, Angella Izuagba. **Achieving The Universal Basic Education Objectives In Nigeria: The Role Of Women.** World Rural Observations 2011;3(4):51-58]. ISSN: 1944-6543 (print); ISSN: 1944-6551 (online). <http://www.sciencepub.net/rural>.

Keywords: universal basic education, teacher, mother ,achievement, literacy

INTRODUCTION

Education is seen the world over as a catalyst for sustainable development. The Federal Government sees education as the greatest investment that the nation can make for social, economic and political development. Specifically, the Federal Government of Nigeria (2004:4) states that education is ‘an instrument per excellence for effective national development’ as well as a dynamic instrument of change, as reflected in the huge sums of money budgeted yearly for human capital development.

Even before the country gained independence in the 1960, regional governments of the west and east realized the crucial role of education in national development which made them launch the free primary education in 1955 and 1957 respectively. Though this laudable policy could not be sustained because of poor funding, the ideals and dream did not die given the anticipated impact on human capital development and its spill-over effect on national development.

In 1976 the Federal Government revived it and tried to actualize the dream by launching the Universal Primary Education (subsequently referred to as UPE) at the national level. The UPE was laudable and had tremendous impact on the quantitative growth of all the levels of education in Nigeria, Nwagwu (2002). Though short lived as it was marred by poor planning, logistic, mis-management and corruption, its impact on the human and national development remained indelible in terms of the unlimited access to

education it provided and the quantum of teachers it produced through different teacher education programmes that hitherto never existed, Izuagba,(2008).

By 1990 the World Conference on Education was held at Jomtein, Thailand. The outcome of this conference was adopted by many countries including Nigeria in a bid to drastically reduce the illiteracy level in the world to the barest minimum. It was on this basis that the Federal Government launched the Universal Basic Education in 1999 (subsequently referred to as UBE). Though one can argue that the launching of this programme stemmed from the desire to realize one of the dreams couched in the universal declaration of human rights which emphasized among other things, the universal access to basic education as well as the ideals couched in section 18 of the 1999 constitution of the Federal Republic of Nigeria which reiterated equal access to education as a fundamental human right of every Nigerian. Whichever way, the UBE was launched principally to reach the unreached and to facilitate national development through increasing the rate and level of functional literacy, numeracy and life coping skills among Nigerians.

The Concept of the Universal Basic Education

Accordingly to Jomtein Declaration, basic education differs greatly from schooling. It is the full integration of formal, informal and non-formal

education in such a way that learning is continuous, making provision for those who dropped out to continue and widening access to accommodate all, irrespective of race, age, gender, religion and nationality. The declaration states that basic education is not a package but a process, the ultimate goal of which is the internalization of life-long learning skills, (Obanya 2002).

In other words, UBE is seen as the foundation of sustainable lifelong learning as it equips the individual with functional literacy skills, numerical, life-coping skills and other generic skills like computer literacy and social skills etc so that they will be functional and can participate effectively in the knowledge driven economy. This is why the scope and objectives of the UBE are broad incorporating all the aspects of literacies and life coping skills and are distinct from the narrow objectives of the UPE as illustrated in below.

(1) Unlike the UPE, provision is made for early child care education (ECCE) in public schools. Hitherto, ECCE was run by private proprietors, religious organization and NGOs ; and their curricula were neither comprehensive nor stream-lined.

(2) Whereas the UPE covered the six years of primary education, the UBE covers the first nine years of schooling, which spans from primary one through JSS III including the Adult and non-formal education.

(3) Quite true, both are free, but the UBE added a new dimension by making it compulsory and backed it up by the UBE Act of 2004 to ensure compliance.

4) The UBE is broad based, as it sets out to reach the unreached and as such in addition to the first nine years of free, compulsory basic education, it includes educational programmes for updating the knowledge and skills of person who dropped out of school before acquiring the basics needed for lifelong learning.

(5) In addition, the scope equally includes apprenticeship training for adolescents and youths who have not benefited from the formal education

(6) The UBE also makes adequate provision for special education programme for street children, nomads and migrant fishermen.

7) Finally, the UBE has within its ambit education programmes for the acquisition

of functional literacy, numeracy and life skills, especially for adults above the age of 15 years. As a result of these, the Universal Basic Education has a wider scope and comprehensive objectives and ensures that a solid foundation is laid for the achievement of our national educational goals.

8) With the new UBE curricular, emphasis is placed on the acquisition of entrepreneurial skills in order to make learners who failed to transit to the senior secondary school level to be equipped with relevant entrepreneurial knowledge and skills to become functional and self reliant.

Scope and Objectives of the Universal Basic Education

1. Development in the entire citizenry a strong consciousness of education and a strong commitment to its vigorous promotion.

2. The provision of free, universal and compulsory basic education for every Nigerian child of school going age.

3. Reducing drastically the incidence of drop out from the formal school system through improved relevance, quality and efficiency;

4. Catering for the learning needs of young persons who for one reason or the other have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education

5. Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

To achieve these laudable objectives, the teacher is paramount as he/she is the fulcrum around which teaching and learning process revolve. However supportive the roles of other stakeholders are, it is the teacher that translates the policies to practice and their quality determines the quality of education and by extension, the rate of development of the nation.

**Achieving the Universal Basic Education objectives in Nigeria: The Role of Women will be discussed under the following sub-headings:
Women's' Contributions to the Achievement of the UBE Objectives**

Women are the latent force in national development. They are at the heart of the development of any nation because of the multiple roles they play. As agents of development, they are part of the labour force whether skilled or unskilled they contribute greatly to the nation's economy. Their contribution which translates to capital helps the nation to fund the education sector among others. Women to a great extent control the non monetary economy through subsistence agriculture, domestic work and care of children. They also work in dual capacities – in the home and outside the home and their contributions are so critical to educational development of children but more especially women contribute to the achievement of UBE objectives as mothers, teachers, civil servants and as members of different non- governmental organization (NGOs) and civil societies.

Contributions to the Achievement of UBE Objectives as Mothers:

Women are close to children and are their first teachers; by so doing they lay the foundation for subsequent learning in the school. It is in the home that fundamental learning about the self takes place. The mother teaches the child who he/she is, his name and that of his/her parents; ancestry and their main occupation and their prized values. The child learns from the mother some tips on personal hygiene and how to do simple tasks in the home and the community. All these prepare him/her for participation as adult member of the society, which is the goal of the universal basic education. In addition, as mothers they help the child explore and understand his/her environment. They teach him/her values and good morals and this prepare the child for a smooth transition to the first stage of the basic education level. Oputa – Imala, Ogege and Eluowa (2000) affirm that women constitute the nerve centre of the family and are the main custodian of social, cultural and fundamental values of the society. It is through their efforts that children are socialized into the norms of the society and this forms the basis for future learning in the nursery, lower and middle basic education.

She moulds the character of the child and ensures that he/she grows up to become a good citizen. The teaching of the country's rich cultural heritage that forms the root of the UBE curriculum is explicitly taught by the mother through storytelling, folk lore, use of language, riddles and songs. Okolin (2007) adds that women are uniquely created for this unique purpose. Their feminine nature, patience with children, deep seated love, organizational ability, commitment to the care and development of children are unrivalled and these make them exert a lot of influence on the behaviour of the young. In doing this, the women

balance and resolve the nature-nurture conflict in the child's developmental process.

Women contribute much as peace educators.

Right from the home, children are taught the value of peace and co-existence. Lihmanba (2003) confirms that: Women have always played critical part in maintaining equilibrium in the society by bring up their children as responsible members of the community. As such women have always been active promoters of harmony in the community which can be referred to as the culture of peace.

She teaches the importance of peace through stories that explore issues of love, kindness, trust and peaceful co-existence and she also develops in them the skill to work collaboratively.

Her concern, affection and love for children, make her to ensure the child is not only fed well but that good hygiene and sanitation are maintained in the home and the environment, which minimizes the rate of infections and child mortality. Anioke, (1999) affirms that the standard of living in the family is raised through the roles of mothers.

Obanya (2002) adds that effective parenting does not only facilitates effective learning in school but ensures proper development of the child and he goes on to identifies ways these can be achieved by parents:

- The provision of a conducive home environment for the child to grow and develop. A critical look at this shows that though the father may provide the financial and material resources, it is the mother who carefully manages and utilized these effectively and provides the warmth that makes it possible for the child to blossom.
- In the home, the parents set socially acceptable behaviours and psychologically satisfying goals for psycho-social development of children, including clear landmarks for the attainment of these goals. However, it is the mother that implements this and on daily basis she monitors the child's development and behaviours to ensure they confirm to these ideals.
- Through personal sacrifice and self deprivation women make appropriate material provisions for the social, psychological and spiritual nurturing of the child.
- They provide appropriate forms and levels of developmental guidance and counseling to the child at every stage of development.

However, with the turn of the 21st century a lot of changes led to the expansion of the roles of women in education. These changes emanated due to increased

access to education which made women to play dual roles as mothers and wage earners. Coupled with increased urbanization and the collapse of the role of extended families in the up-bringing of children; which has made the task of manning the home including the care of the children to rest squarely on the shoulders of mothers irrespective of the fact that they now work outside the home.

Contributions to the Achievement of the UBE as Female Teachers

In the last two decades, scholars have explored the growing feminization of teaching. This development implies that the bulk of teachers are women. Given the numerical strength of women in teaching, it implies that much of the contributions of education to national development are driven by them. Teacher in the 21st century are better equipped to contribute to the achievement of the universal basic education objectives given their levels of education vis-a-vis knowledge, skills and competences acquired

which are relevant to the content, methodology and objectives of the UBE programme. As teachers, their rare qualities as a result of their professional training enable them to handle the learners tenderly, patiently, and progressively they teach them from the known to the unknown.

Due to the bond between children and mothers, female teachers are at home in profession as it very much looks like an extension of their roles as mothers in the home. This is why while men desert the teaching profession, women flock to the profession because teaching is second nature to them – finding satisfaction in moulding and grooming children to become functional and responsible adults. This facilitates the objectives of the UBE. To say that there are more female teachers than male teachers is to say the obvious. Izuagba (2006) finds that in Imo State Universal Basic Education Board the number of female teachers out numbers that of male teachers in 2005/06 session as shown in Table 1.

Table 1. Number of Teachers in the Imo State Primary School System Based on Sex for the 2005/06 session in ten sampled local government Area.

LGAS'	Total	Males	%	Female	%
Ideato South	690	113	16.4	577	83.6
Aboh Mbaise	339	53	15.6	286	84.4
Ihitte Uboma	394	66	16.9	328	83.2
Ikeduru	934	154	16.4	780	83.5
Orlu	704	90	12.8	614	87.2
Oru East	487	88	18	399	81.9
Oru North	818	44	5.1	774	94.6
Njaba	385	64	16.6	321	83.4
Ngor Okpala	658	176	26.7	482	73.3
Oguta	408	123	30.1	285	69.9
Total	5817	971	16.7%	4846	83.3%

(Source: Imo State Universal Basic Education Board, Owerri, 2006)

The above shows that out of a total of 5817 teachers in the ten local government areas sampled, 971 of this number representing 16.7% were males, while 4846 representing 83.3% were female.

In addition, an inventory of teachers in the Imo State Primary School System for the 2010/2011 academic session based on sex reveal the predominance of women in the profession as shown in the Table 2.

From Table 2, the number of teachers in the lower and middle basic education for 2010 / 2011 academic year in the Imo State Universal Basic Education Board is 12,820. Out of this number, 1574 representing 12.3% are males while 11,246 representing 87.7% are females. The above analysis confirms that women are more in number in this level of education, consequently, are the hub around which

the achievement of the Universal Basic Education objectives revolves. They are the initiators of the learning process, the facilitators of knowledge, the coordinators of the sequence of learning and the assessors of learning effectiveness, Izuagba (2006). As specialist in their different disciplines, the female teachers' sound knowledge of the subject matter ensures effective teaching, apt use of resources and methods as well as the adequate coverage of the curricular content of the UBE programme which facilitates the achievement of the set objectives. As classroom teachers, they teach all the core subjects in the curriculum in order to equip the learners with functional literacy, numeracy, generic skills and life coping skills thereby preparing the pupils for useful living in the society.

Table II Number of Teachers in the Imo State Primary School System Based on Sex for the 2010/11 Session

S/N	LOCAL GOV. AREAS	FEMALE TEACHERS	MALE TEACHERS
1	Aboh Mbaise	526	64
2	Ahiazu	502	76
3	Ehime	491	93
4	Ezinihite	547	82
5	Ideato North	370	27
6	Ideato South	232	32
7	Ihitte Uboma	247	35
8	Ikeduru	689	97
9	Isiala Mbano	682	90
10	Isu	254	30
11	Mbaitoli	707	101
12	Ngor Okpala	425	106
13	Njaba	245	38
14	Nkwerre	112	14
15	Nwangele	167	38
16	Obowo	260	32
17	Oguta	235	80
18	Ohaji Oguta	268	130
19	Okigwe	440	55
20	Onuimo	160	39
21	Orlu	561	58
22	Orsu	372	36
23	Oru East	333	58
24	Oru West	367	47
25	Owerri Municipal	658	12
26	Owerri West	624	64
27	Owerri North	772	33
	TOTAL	11,246	1,574
		87.7%	12.3%

(State Universal Basic Education, Owerri, 2011)

They continue from where the children's mothers stopped. On admission in the school these teachers ensure the child acquires functional literacy in the mother tongue; thereby building on the oral skills of the mother tongue which the child has acquired in the home. The child is also taught the rudiment of numbers, counting, calculation and writing. They are guided by these female teachers to explore and understand their environment, and develop manipulative skills in a range of activities including drawing, local art and craft, computer appreciation etc.

In addition, their role as a methodologist facilitates the achievement of the UBE objectives. Their knowledge of different methods, strategies and techniques as well as their ability to use them effectively when the need arises ensures that learning is maximized within the specified time. Her training equipped her with the knowledge of the nature of the learner and how he/she learns, this helps her to determine what to teach, how to, sequence to follow, apt materials and resources to use as well as the type of instruments to use for assessment. These make it

possible for the expected behavioural changes couched in the UBE objectives to be achieved. As a counselor, she utilizes her knowledge of social and psychological principles to counsel the learners on good study habits, good social behavior expected of citizens of the country, correct choice of subjects based on their ability, attitude and aptitude. To ensure the objectives are achieved, she enforces discipline to create a peaceful and harmonious atmosphere for learning to take place. As counselors too, she identifies the learning needs of pupils and attend to them and in extreme cases she invites the parents and work in collaboration with them to solve the learners' problems. She gives useful pieces of advice that enable the pupils to acquire the right study habits and excel in their studies.

As a diagnostician, she determines the learners' level of cognitive development and places them in the right class and then monitors their rate of learning. She designs evaluation instrument that identifies not only the strengths of learners but also the weaknesses, and on this basis she plans remedial lessons to ensure that

all the learners are carried along for the achievement of the UBE objectives. Considering the fact that the lower and middle basic education, are the foundation on which the other levels of the education structure rest, it thus imply that female teachers to a great extent determine the standard of secondary and tertiary education. The basis for this assertion is that the quality of these other levels depends on the quality of teaching and learning at the lower and middle basic level; as no building can be stronger than its foundation.

As a head teacher and an administrator, she does not only control, manage and administer the schools; she assigns tasks to teachers under her for effective running of the school. She monitors the daily teaching and learning activities and disciplines teacher and learners to ensure effective teaching and learning for the achievement of the UBE objectives. Her personality determines the tone of the school and the extent to which the ideals underlying the UBE goals are achieved.

She also functions as a public relation officer as she liaises between the school and the community, and between the school and the different government agencies and other stakeholders. Her role as public relation officer ensures that good relationship exists between the schools and the communities; as well as draws the attention of the communities to the needs of the school that cannot be met by the government. She also explains to the communities new policies introduced by the government and encourages them to buy into them for the overall development of their children and the nation. For instance, it was the heads of primary schools and teachers that sold ideas of the establishment of School Based Management Committees and the Whole School Development Programme to the communities. The establishment of these committees and programmes in pilot schools made a lot of impact not only on the achievement of the UBE objectives but also on the development of the communities. The communities took ownership of the programmes which helped in educational transformation and growth for the achievement of the UBE objectives..

Female teachers are models for their pupils. Their exemplary character influence and shape the behaviour of learners positively. They also enforce discipline and right moral value thereby producing good citizens for the country which is one of the objectives of the UBE. These teachers socialize the child in the norms and values of the society which tallies with the objectives of primary education which is the inculcation of the moral values and attitudes for survival of the individual and the Nigerian society. As a matter of fact, not all societal attitudes and values are prized and transmitted by the school. It is the work of these teachers to select the ones that are good and

attune with modern life and integrate them in to the scheme of work. In some situations they are not taught explicitly but implicitly.

Moral and religious values as well as other prized social attitudes are taught implicitly and explicitly by these teachers. In the curriculum, many of the core values are listed in social studies, civic education and religious education or even in reading passages in English and literary texts and are taught explicitly. However, in the child's interaction with these teachers and the learning experiences every school day, they are exposed implicitly to some of these core values through the hidden curriculum. The female teacher is also a health officer, as she on daily basis inspects the pupils' hair, teeth, nail and their general cleanliness and advices them according on how to take care of themselves to minimize infection and illnesses. She also instructs them on the importance of balanced diet and healthy ways of living. Teachers of Early Childhood Care and Development take care of all the needs of the pupils while they are in the school. They feed them when they are hungry as many of them cannot feed themselves, wash them if need be and attend to their basic needs in the absence of their parents. By so doing, these children experience a smooth transition from the home to school and complete the basic education cycle without much problems.

They are security conscious and monitor the children while at play so that they do not stray beyond the school premises or get injured. The teachers work as a team to ensure that the collective goals of the society couched in the UBE goals are achieved. Little wonder Nwagwu (2006) quotes Sergiovann, and Carver (1980) as saying that the teacher is able to carry out these enormous tasks because she draws authority from their roles in the society and from the bureaucratic nature of the organization.

Challenges Facing Female Teachers in the Achievement of UBE Objectives

The numerical strength of female teacher in the lower and middle basic education level shows that the achievement the objectives of this level of education rests on their intellectual ability, professional training, commitment, motherly attributes, managerial skills and personality. There is no doubt that they perform these tasks creditably well but not without obvious challenges. One of the challenges these female teachers and mothers face in carrying out these duties stem from the social perception of women as leaders. In Nigeria, leadership is conceived as a masculine construct and discussed based on masculine values and concepts (Watson & Newby 2005) As a result of this, women are schemed out of top management positions even when they had worked too hard to earn it. The

socio-cultural system perceives women as weak, unable to take decision quick and not as intelligent as men and hence must remain in subordinate position. This thinking is also reinforced by some religious teachings. As a result of this, the attitude of many male teachers to female head teachers is not encouraging as many do not respect and obey their female heads..

Furthermore, the double burden women carry as mothers and teachers put a lot of stress on them. As wives and mothers, many women decline headship positions because they will not want to be separated from their families. In some cases their husbands prevent them from accepting leadership positions, as they (husbands) see such leadership / headship positions as threats to their over-riding authority as heads of the family. Furthermore, majority of Nigerian believe that the primary responsibility of women is to take care of the home; as such she must perform all the domestic work directly, or indirectly before her success in any other task outside the home is acknowledged. So most of these women work under great stress as they strive to achieve excellence in both. To combine the tasks of taking care of the home and working outside the home effectively, they go through a lot of mental stress and psychological problems. Cinnamon & Rich (2005) confirm that female teachers that attach much importance to both roles and strive to accomplish them work under so much stress and when they fail in any especially, the home, they feel inadequate and may neglect their job.

Similarly, many female teachers develop inferiority complex due to the negative social perception of women and this leads to frustration, mental agony and lack of job satisfaction. This situation arises when some female teachers fail to further their education due to fear of separation or in extreme cases, because of lack of support from their husbands. Sheik and Bhushan (2002) state that in a patriarchal society like Nigeria the way women are perceived and evaluated generate social anxiety in them and adversely affect their efficiency and productivity on the job they do..

Performing dual responsibilities make many women very poor in time management, as they usually come late to school and are never punctual in meeting set targets. This adversely affect effective running of schools headed by female teachers and consequently, affect the achievement of educational objectives.

Conclusion: Women play tremendous roles in the achievement of the UBE objectives as mothers and as teachers. Their numerical strength as teacher underscores their importance as the principal drivers of the UBE programme especially at the lower and middle basic education levels. However, in spite of these, they face a lot of challenges that adversely affect their effectiveness as mothers and as teachers and these stem

primarily from the socio- cultural perception of women's role in the society and the dual roles they perform.

Recommendations

To enable women function optimally for the realization of the UBE objectives the following recommendations are made:

1. There is need to enforce gender equality in the society through the domestication of some of the international conventions on the rights of women. This will change their social perception positively and enhance their contributions in the society.
2. Ministry of women Affairs should help women denied promotion on grounds of gender to seek redress in the court of law and this will minimize such abuses and injustice.
3. The state and federal universal basic education boards should discipline male teacher that are insubordinate or abusive to female teachers based on gender.
4. Soft loans should be provided to enable women acquire technology that can assist them to perform some home chores like dish/ clothes washing machine, pounding and grinding machines etc. In order to lessen the burden of domestic chores for effective functioning in their work places essential amenities like water, electricity, easy transportation even in the rural areas should be provided to minimize their work load in order to help them gain enough time to do other things or even relax and enjoy some leisure.
5. Federation of Women Lawyers should provide legal assistance to women oppressed on grounds of gender. Many women that are oppressed do not have the finances to fight their course but if services are provided free many oppressed women will obtain justice and issues of gender discrimination and oppression will be minimized.

References

- Anioke, B .O.(1999). Coping with poverty in Nigeria homes in a depressed economy: the role of women. *Journal of Women in Colleges of Education*. 3(1) 150-153
- Cinamon, R & Rich, Y,(2005). Working conflict among female teachers. School of education, Tel Aviv University, Israel. Retrieved 20th June,2011 from www.eric.gov/ericweb/portal/record
- Izuagba, A .C. (2006). Demand and supply of teachers in the Imo State Primary Education System: an

- appraisal *Journal of Curriculum Organization of Nigeria* 13(1) 49-60
- Izuagba, A .C.(2008). The role of the English language teacher in the success of the Universal Basic Education. In C Okonkwo (ed) *The Universal Basic Education in Nigeria*. Owerri: Eminent Graphics.
- Lihamba, A .(2003). Women peace building and conflict resolution skills, Morogoro, Region, Tanzania. In UNESCO Women and Peace in Africa. Paris: UNESCO Workshop. Retrieved on the 20th June ,2011 from www.google.com
- Federal Ministry of Education.(2000). *Implementation Guidelines for the Universal Basic Education*. (UBE) Programme. Abuja: FME
- Federal Ministry of Education.(2004).*National Policy on Education*. Lagos: NERDC.
- Makura, A. H.(2006). The challenges faced by female primary school heads: the Zimbabwean Experience. Retrieved 21st June, 2011 from www.google.com
- Nwagwu, C.C. (2005). The teacher in primary education. In C Okonkwo, R .Achunnine & A Nwosu (eds). *Pre-Primary and primary Education in Nigeria Education*. Ikeja: Longman.
- Nwagwu, N A.(2008). From UPE to UBE: some basic planning considerations for effective implementation of the programmes. In . Ajayi, J ; Fadipe,P.; Ojedele , A & E Oluchukwu *Planning and Administration of the Universal Basic Education (UBE)*. Ijebu Ode : NIEPA
- Obanya, PAI. (2002).*Revitalizing Education in Africa*. Ibadan: Stirling Horden Pub.
- Okolin, L. E.(2007). Women in democratic government and leadership in Nigeria. The *Madonna: a magazine of the Catholic Women Organization of Benin Ecclesiastical Province* 2(13)59-65.
- Oputa-Imala, F N; Onyegwe, E E.& Eluowa, S U (2000). *Education of People with Special Needs*. Ibadan; Gbabeks Pub
- Shiek, K & Bhushan, B . (2002). A study of insecurity feeling , social anxiety and mental health of working women. A paper presented at the National Symposium on Psycho-social Perspective of Women and their Empowerment. Barnaras Hindus University, Varanasi. Retrieved 21st of June, 2011 from www.farzanejournal.com
- Watson,J & Newby, R. (2005). Biological sex and stereotypical sex- roles and SME characteristics. *International Journal of Entrepreneurial Behaviour & Research* 11(2)129-143 . Retrieved 20th June, 2011 www.google.com

8/20/2011