

WOMEN EDUCATION AND ITS IMPLICATION FOR RURAL DEVELOPMENT IN AHOADA EAST LGA OF RIVERS STATE

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Abstract

Women education is seen as a systematic approach and design deliberately coordinated to improve the well-being and development of the women folk so that they can have a bright future via the knowledge, expertise and the technical know how they will attain for sustainability. Using 320 respondents drawn through stratified sampling technique, questionnaire was used to collect data from respondent, while descriptive statistics and chi-square statistical tools were used to analysed data. Result showed that: teenage /early pregnancy affects women to attain education; the output of women education affects their active participation in rural development programme; male child education preference hampers the advancement of women education. The study among others therefore recommends the need to increase girls' enrollment in schools so as to encourage women to acquire education in other to prepare them to withstand the challenges that lack of education could pose on their participation in rural development as well as enhance their contribution in national issues.

Keywords: Women, Education, Women education, Rural development Rivers State.

Citation: Sunday, G. I. (2017). Women Education and Its Implication for Rural Development in Ahoada East LGA of Rivers State. *Equatorial Journal of Social Sciences and Human Behaviour*, 2 (4):135- 149.

Introduction

The importance of education in any society; be primitive or modern, homogenous or hydrogenous cannot be over emphasized because education is seen as the light of any society. It is the key to success; it is an eye opener, an orientation, a liberator and a solid Foundation for sustainable development. Education plays a very important role in the advancement and attainment of the set goals of the society based on openness and level playing ground for every one to have the ability to create and re-create him/herself according to designed desire (Alabi and Olarinde, 2017; Ndakor, 2017). Hence, education is the most important instrument for change and any fundamental change in the intellectual and social outlook of any society. Amadi (2013) posits that education is believed to exercise some modernizing influence on the value, belief and

behavioral pattern of any people that are subjected to it. So an educational system that is sound is considered to be the bedrock of its society. Women education is another important segment of educational development.

Women education is seen as a systematic approach and design deliberately coordinated to improve the well-being and development of the women folk so that they can have a bright future via the knowledge, expertise and the technical know how they will attain for sustainability. Women education gives the women the skills, quality, technical ability, the confidence and the well-without to have the expertise that can make them contribute their unique quota to nation building. Bariya (2014) asserts that women education equips the women to show-case their God's given ability and talent in the society. And this in turn helps in advancing the intellectual

ability and potentialities of the women to actualize their set goals in the society be it in a publicly or privately owned organization, firm, company or parastatal.

The women or females are usually regarded as being the weaker vessels compared to their male counterparts. For this reason, strenuous jobs, critical issues, and tasking affairs are usually reserved for the men. While the weaker jobs are women oriented. Further more, the woman's place is perceived to be in the kitchen and to fend for the offspring at home. Therefore, a woman should be restricted to mainly family affairs and not to attain education. This idea of the woman's place in the society has led to unequal educational opportunities between the women folk and their male counterparts in the Orashi region of Rivers State, the Niger Delta and Nigeria in general.

Kelly (2012) posits that the massive support for women education in Nigeria stems to the fact that women accounts for over 60% of the Nigeria population and their contributions in our society will be significantly felt hence they often show the difference whenever they are given the opportunity to act or operate at the helms of affairs. Jaja (2013) states that women education relates to the social placement of opportunity, power and authority placed on the female gender to exercise and maximize her God's given potentialities and resources in order for her to contribute positively for the advancement of rural and sustainable development in her society. And this could be attained via gender equality, economic empowerment, social balance, removal of all traditional and religious constrains hindering her from participating actively in the socio-economic and political affairs of the society (Karimo and Major, 2017).

Smith (2009) asserts that women education is very important in our system because it will conscientize, give awareness and orientate the women on how to go about their daily activities and the initiation of self generalization, self sustaining and enduring process of growth in the communities, tailored to the needs of the people and sustained by the will of the people to take their own destiny in their own hands. Women education aids rural

development because the women contribute their unique quota through their ideology, active monitoring, active participation, and from all ramification to advance the rural well being.

Women education and its implication for rural development is concerned with the raising quality of life of low income population living in the rural areas on a self sustaining basis through the transformation of rural mode of production, the direction and sensitization of women concerning early pregnancy, the position of women in our society, some of our traditional beliefs that relegates women to the background etc.

The educated women of our society have their unique quota to contribute towards the actualization of effective rural development in our society. Hence, rural development is seen as a comprehensive and coordinated approach of all persons and agency concerned, aimed at involving rural people in determining policies, planning and implementing programmes that are designed to improve their economic, social and political well-being for sustainability. Rural development can also be seen as a strategy designed to improve the socio-economic and social life of the rural populace. The educated women can contribute to rural development via tackling wide-spread poverty, illiteracy and human misery. They can also tackle issues like child mortality, ill health, low agricultural output etc.

Statement of the problem

In our society, most women are not encouraged to go to school or attain education because it is perceived that the role of the woman in our society and the family in particular is strictly to give birth to children and to participate actively in domestic activities at home. It is glaring that most societies all over the world especially in the third world countries have some degree of male dominance in their system. This is why the male child is preferred to go to school and attain the highest level of education for sustainability compared to the girl child or females. However in Nigeria governments have encouraged female or women education, in order to reduce gender-biased disparities experienced over the years.

Obum (2010) states that the educated women have so many roles to play in regards to rural development and the development of the society economically, socially, technologically, scientifically and other-wise, such roles can not be performed effectively and adequately if the women are not educated. Therefore, the education of the women should be seen as a priority because of the level of neglect and marginalization that they have received educationally over the years. Hence, “if you educate the woman, you educate the nation” and this can aid them carry out rural development program like contributing their quota to the construction of feeder roads, co-operative advancement, bore holes, clinics school and agricultural programmes that can transform the lives of the rural people to attain sustainability.

Alagoke (2005) asserts that in a situation where a good number of women are not incorporated into the initiation and accomplishment of rural development programmes in our society often results to project failure even where the intensions are good. It is wrong not to educate women adequately so that they can participate actively in not just rural development but sustainable rural development programmes.

So our statement of problem here is that we want to find out our teenage pregnancy, our conception about the position of the girl child and preference for the male child education had hindered the advancement of women education and in turn, rural development in the Ahoada East LGA of Rivers State and Nigeria in general.

Objectives of the Study

The main objective of this study is to find out how the lack of effective and adequate women education has affected rural development in Ahoada East LGA of Rivers State. Specifically, the study is set to;

1. To find out how teenage/early pregnancy had impeded the advancement of women education in Ahoada East LGA Rives State.
2. To find out how the preference for male child education especially in poor families had

thwarted the development of women education in our society.

3. To ascertain how the output of women education had affected rural development in the area.

Research Hypotheses

The following hypotheses were formulated to guide the study

Hypothesis I: There is no significant relationship between women education and rural development in Ahoada East LGA of Rivers State.

Hypothesis II: There is no significant relationship between teenage/early pregnancy and women educational advancement.

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

The Concept Education

Education is a key attribute that plays a vital role in the transformation and advancement of any society for sustainability.

According to Fafunwa (1974), education can be seen as-the process by which a young child or adult develops his ability, skills and other behavioral forms which are of positive or acceptable value to the society in which he lives. In the same vein, Freeborn (2013) posits that education is the process by which society deliberately transmits its cultural heritage through schools, colleges, universities and other institutions. He further states that education is a conscious experience, a process deliberately planned and implemented for the well-being and development of people in the society.

Nyerere (1978) contended that the purpose of education whether formal or informal is to transmit from one generation to the next accumulated wisdom, skills and knowledge of the society and their active participation in its maintenance or development. He opines that education is seen as the direct or indirect means of equipping an individual to acquire knowledge, skills, technical abilities and man-power advancement that could make such a person to be relevant in the society he finds himself for sustainability.

Timi (2011) opines that education seeks to identify ethical principles and how they can be applied to the life of the individual and their relationship with members of the society. They must know their duties and obligations, right and wrongs etc.

Peters (2000) on his own part sees education as a systematic and segmented process of learning, and the building of one's capacity, innate abilities, knowledge, skills and potentialities that will give one the edge to contribute reasonably to the development and well-being of the society he belongs.

Durkhem (1966) defines education as the systematic socialization of the young generation by which they learn religious and moral beliefs, feelings of nationality and collective opinion of all kinds.

Tolu (2010) stipulates that the pragmatic definition of education usually specifically identifies worthwhile or cherished goals or definite objectives achievable in the educational process. Education has positive significance, value and self-actualization for sustainable development to be attained.

Jaja (2013) defines education as a more or less elaborate mechanism designed by society to instill in individuals certain skills and or attitudes that are judged to be useful and desirable to the society.

Efe (2014) asserts that education can be understood as the process where an individual develops his skills, attitudes, technical abilities, qualities, interests and well-being for the betterment of himself and the society in general. It is also seen as the process of deliberately passing knowledge, skills and technical know-how from generation to generation (Benson 2008).

Sana (2005) opines that education is what prepares the young people for their active participation in the advancement and maintenance of development in the society. He further states that education frees the mind, thereby allowing one to think beyond what he is told. This points clearly to the fact that education is the process that develops the human mind, the personality, the potentiality and impacts useful and relevant skills to individuals thereby enhancing the security and growth of society. The Oxford Learners dictionary defines education as

a process of teaching, training and learning especially in schools or colleges, to improve knowledge and develop skills for sustainability.

Cotinho (2001) states that education is understood as an implicit part of culture as it is a life-long learning process that enables a person at any age to understand the relationship between the environment and the circumstances he finds himself. Consequently, education whether formal or informal helps in the development of a complete and rational personality. Hence, the lack of education has negative effects on the individual, family and society in general.

Olotu (2010) posits that in Nigeria and most countries of the world, education has been the driving force to technological advancement, economic growth and awareness hence education frees the mind of individuals to participate actively in strategizing on how to attain the set goals of such a country. However, the challenges facing the Nigerian educational sector today are numerous and comprise the problems of incessant industrial disputes, brain-drain, under-funding or poor financing of quality education, corrupt practices, cultism, proliferation of universities etc.

The Concept Women Education

The importance of women education in Nigeria, Africa and the world in general can not be over-emphasized because women education builds in women, the capacity, the abilities, the technicalities and the horizon to use their God's given talent to contribute to the well-being and development of the society. It is obvious that if you educate a woman, you educate the nation according to Spiff (2014). He states that the best man to occupy a sensitive position is a woman. This makes it clear that women are development partners with the men and this can fast-track development rather than development crisis. Some educated women who have really shown the difference in our system include the late Dora Akunyeli, Okonjiwala, Alele Williams, Doris Fisher etc.

Amacree (2012) asserts that women education is the process of giving the women the required skill, knowledge and technical know-how to be relevant in

the society and for her to contribute her quota to nation building, rural development and national development. He further states that women education is a social placement of power on the female to exercise and maximize her God's given potentials and resources in order for her to contribute positively to the development of her society. This could be attained via encouraging gender equality, removed of all social, traditional and religious constrains that have hindered her from participating actively in education and decision making.

Duru (2010) asserts that women education is a very vital tool in the balancing of the education between boys and girls. The issue of educational balance between boys and girls must be addressed in the country as this will help in building confidence in the girls who will end up as woman and future leaders. He further states that empowering women through education promotes collective conscience, gender equality, empowers the women to achieve full potential as well as determine their contribution to rural development and nation building.

Olawale (2014) states that women education can be understood as an equalizer which arms the Nigerian women to be precise with the weapon of measuring up with their male counter parts or even out-doing them. It is believed that women education is a sharpener that enables the women to develop their inherent potentialities. He further states that women education is not only needed to make them economically sufficient as salary or wage earners but also to make them have a better perception of themselves and the society they belong.

Hopen (2013) posits that educating women also plays a special role in the politics of the community hence such women can be seen as an important vessel to bringing rural development and all forms of development to her people. Such women in the communities are respected because of their knowledge, skills, technical know-how and aptitudes that they have gathered over the years to equip themselves and make themselves relevant in the political arena. Even though their roles the political system are largely undefined. Some of them sought to influence the political processes and aid the rapid mobilization of women for sustainability.

Ajiri (2013) opines that in most countries of the world, women were oppressed, harassed, manipulated and relegated to the background educationally and otherwise and this hampers their optimum performance in rural development. Thus, explaining why "Women education in the past tends to receive little attention from planners and policy makers who regarded it as unprofitable investment". However, this perception has since changed with the realization of the importance of women education to the development of the rural area's and the country in general.

Ibaka (2009) states that the promotion of women education and gender equality can be seen as an alternative mechanism for combating problems like poverty, hunger, disease and stimulating sustainable development. Ibaba furthers states that women education and empowerment is a social process that promotes the participation of women in organizations and communities towards the goals of increased productivity, political efficacy, improved quality of community life and social justice.

Abe (2000) states that the idea of neglecting women educationally over the years is responsible for a lot of rural development crisis in our society. This is because the contributions of women that would have serve as a drive to development was not brought to the fore because of their neglect educationally and otherwise in our society.

According to Amadioha (2008) women education can be seen as an organized mechanism through which the society develop the woman by equipping them with the desirable knowledge, skills, attitudes and value which will enable them operate effectively in the society for the betterment and well-being of all. In the same vein, mark (2011) sees women education as the sequential and organized process with the conscious intention of bring about changes in information, knowledge, skills, for the advancement of rural development and for sustainable development to be attained.

Nkem (2010) states that the effective participation of women in the different sectors of our economy will complement the efforts of the men in making Nigeria a great country and repositioning her in her right place in the community of nations.

Oyagirl (2013) have made it conspicuous that the role of women education in rural development is very important hence women will have the socio-economic and political will to contribute their quota in the system to actualize the set goals and aspiration of such society for sustainable development that will benefit both the present and future generations to the met.

The Concept of Rural Development

Rural development plays a very important role in advancing the well-being and development of the rural populace so that they can have a sense of belonging in the system.

According to Akpan (2000), rural development is a comprehensive and co-ordinated approach of all persons and agencies concerned, aimed at involving rural people in determining policies, and planning and implementing programmes that are designed to improve the economic, social and cultural conditions and to enable them make positive contributions to national development. In the same vein, The World Bank (2005) saw rural development as a strategy designed to improve the socio-economic and social life of the rural people so that they can have the quality and ability to participate actively in their affairs that can improve their well-being and development for sustainability.

Kinsley (1987) posits that a viable rural development programme must incorporate the poorest rural peasantry into the local farming and business sector, rather than, as often happens, exclude them. And one of the most important ways this can be achieved is by introducing farm practices that are labour rather than capital intensive. In addition agri-business enterprise that uses farm products should be encouraged to obtain them from small farm producers.

Rural development programmes based on the needs and resources and affordable imputes of the local community are seen as being much more appropriate than large-scale cash crop agribusiness, whose benefits, whether in terms of wage-income or foodstuffs tend to be distributive towards the more prosperous rural and urban social classes.

According to the directorate of food, roads and rural infrastructure (DFRRI, 1987), Rural development is concerned with raising the quality of life of low-income population living in rural areas on a self sustaining basis through the transformation of the rural mode of production. The concept of rural development so seen, involves a strategy, aimed at improving the economic and social life of the inhabitants of the rural area which accordingly includes multidimensional issues such as;

- a. Agricultural modernization, job creation, provision of adequate shelter, transport and communication development.
- b. Education, health and recreations services
- c. Sustainable agricultural exploration.

Ekong (1991) opined that the objectives of rural development are found in various degrees and with historical connotations. Thus to some societies and time frames, rural development is seen as community development and some others agricultural development. Yet more recently it has adopted an integrated status. Regardless of how it is viewed, there is need fore effective coordination of activities

To this end, Idode (1989) identified four reasons why increased attention to rural development is necessary and widely accepted. Firstly, the majority of the people live and find their livelihood in the rural areas. Secondly, the drift to the towns (rural-urban migration) is a matter of concern, because for the increasing rate of urban unemployment, housing problems, increasing rate of urban crimes and other social vices. Thirdly it is the rural areas that most of the poor and disadvantages people live fourthly, the rural areas lack the facilities that can improve their well-being and development.

Challenges to sustainable rural development in Nigeria

The challenge of sustainable development in rural Nigeria is real, cogent and urgent. Critical problems to be addressed by programmes and projects include widespread poverty, illiteracy and human misery. Like in other developing countries, rural areas of Nigeria lag behind urban areas in human development terms. Access to education, health and

safe drinking water is less and in some cases, non-existent in many rural areas so the educated women in our society have their unique quota to contribute to contain such problems faced by the rural populace. They have to show-case the expertise in conjunction with the men to tackle and contain such problems.

Ballara (1991) posits that sustainable rural development encompasses several asserts or dimensions namely economic, human, environmental, technological and institutional.

- ❖ **Economic dimension:-** Sustainable development along the economic dimension would mean the commitment of resources towards continued increase in rural outputs, productivity and incomes. It entails tackling rural urban disparity in physical infrastructure; and in economic opportunities by making economic resources like credit, land and other productive capital available to rural producers adequately and timely.
- ❖ **Human dimensions:** without a strong human capital base, sustainable development is as nullity. Investing in human capital needed for continuing rural development enables effective use of human resources available in the rural areas. By improving education and health services, combating hunger and alleviating poverty, the social well-being and welfare conditions of rural people will significantly be better.
- ❖ **Environmental dimensions:** sustainable development in this regard means protecting the natural resources (including land or soil, forests, water bodies and wild life) which they are still presently exploited, so that the future generation can meet their needs from the same resources. Exploration of resources must be in a sustainable manner for the betterment of present and future generations.

Gender and Rural Development

Gender has equally been identified as another challenge to rural development that is the limited role

the rural women play in all aspect of rural and agricultural development. The importance of the active participation of women in rural development programmes in the rural areas can not be over emphasized hence the women make up the large chunk of rural dwellers and most of the agricultural jobs and activities are done by the female force. Nigeria has a long history of supporting the rural development programmes and cooperative movements. The concern has been to transform the rural societies in order to reach a common set of development goals based on capacities and needs of the people (Rede, 1987). But the women have not been given ample opportunity to participate actively in carrying out policies and programmes that will benefit and enhance the well-being of the rural populace.

After political independence in 1960, the federal regional government vigorously pursued conscious and deliberate policies of transforming the country, mostly the rural areas. Thus there has been the establishment of policies and programmes like operation feed the Nation, Green Revolution, Directorate for Food Roads and Rural Infrastructure (DFRRI), Better life for Rural Women Family Support Programme, National Poverty Alleviation programme etc. are all channeled towards integrated rural development.

And these were incorporated in the various development plans:- 1962-1968, 1970-1974, 1975-1980, 1980-1985, 1986-1988.

In all, the women were not given enough opportunity to showcase their Gods given talent and ability to contribute their quota for the advancement of the various development plans and programmes.

THEORETICAL FRAMEWORK

Functionalism

The theoretical framework of this work is known as functionalism. It is prominent I the work of August Comte (1798-1857) and Herbert Spencer (1820-1903), developed by Emile Durkheim (1858-1917) and refined by Talcott Persons (1902-1979). The theory views society as a living organism that has parts or sub units that are interrelated, interdependent and intertwined. These different parts

work individually and collectively for the up keep and betterment of the entire system. The sub-units contribute their unique quota towards the smooth advancement and betterment of the system. But if any part dysfunctions or is having any problem, it will affect the entire system and until the problematic part is located and the problem solved, the entire system can be in a state of stand still or retrogression.

The basic unit of analysis is the society and its various parts are understood primarily in terms of their relationship to other parts and most importantly of its contribution to the maintenance of the society. The society has basic needs which must be met if it will continue to exist or remain afloat. Functionalism views the society as biological organism with needs and the starting point of this analysis is that all societies have functional prerequisites which must be met before it will survive.

The women of Ahoada East Local Government Area of Rivers State are very important segment of development in our system. This is why education is seen as the best instrument or foundation for the women to attain so that they can qualitatively show-case their God's given talent in partnership with the men to actualize sustainable rural development in the local government area. Women education will equip the women to contribute their unique quota towards rural development and the smooth existence of the entire system for the well-being of all a sundry. This is why women education can not be relegated to the background because it orientates the women, it educates and boosts them intellectually to contain the issues and problems facing them in their various communities and this in turn makes them to overcome poverty, ill health, child mortality rate.

METHODOLOGY

Research Design: For this study, the descriptive research design was used. This was adopted to show the relationship between the independent variable (women education) and the dependent variable and its implication for rural development in Ahoada East LGA of Rivers State.

Population of the Study: The population of this study is made up of members or the inhabitants of Ahoada East LGA of Rivers State. These cut across the females, males, single, married and even the aged.

Sample size and sampling procedures: The study sample size consists of three hundred and twenty (320) respondents that were systematically drawn from the population and this cut across people of different works of life from Ahoada East Local Government Area of Rivers State. Out of this number, 80 were drawn from the four (4) different kingdoms or sections of the local government Area which include Ako, upata, Ubie and Igbuduya Kingdoms or sections of the local government Area. And four (4) communities were chosen to represent each kingdom in the local government area. The stratified sampling technique was used for this study. The stratified sampling technique divides the population into monogamous sub-groups known as strata on the basis of any relevant homogenous criteria such as age, sex, education etc. from each stratum a desired sample was drawn at random.

Sources of Data Collection: Data were collected from both primary and secondary sources. The primary sources include the questionnaire and interview methods while the secondary sources include test-books, journals, internet materials etc.

Procedure for Data Collection: Questionnaires divided into sub-sections reflecting the specific objectives of the study were used to elicit information from those who participated in the study, while personal interview was also conducted to supplement the questionnaire to maintain standard in this work.

DATA ANALYSIS

The data were analyzed via simple descriptive statistics such as tables, percentages presented in tables and chi-square analysis was used to test the hypotheses.

Research Question 1: Does teenage/early pregnancy affects the chances of the girl child or women to attain education?

Table 1: Respondents' responses on

Ekpeye kingdom	Communities Responses				Yes	No	Total
Ubie Kingdom	Ubio Yes (15) No (5)	Udebu Yes (12) No (8)	Okogbe Yes (14) No (6)	Emesi Yes (10) No (10)	51	29	80
Upata Kingdom	Okporowo Yes (16) No (4)	Ideoha Yes (13) No (7)	Okata Yes (13) No (7)	Olokobo Yes (14) No (6)	56	24	80
Ako Kingdom	Ekpena Yes (13) No (7)	Ogbo Yes (17) No (3)	Odido Yes (14) No (6)	Ula-Upata Yes (14) No (6)	58	22	80
Igbuduya Kingdom	Idu Yes (15) No (5)	Oshika Yes (16) No (5)	Oshigboko Yes (16) No (4)	Odiemereni Yes (12) No (8)	59	21	80
Total	Yes (59) No (21)	Yes (58) No (22)	Yes (57) No (23)	Yes (50) No (30)	224	96	320

Source: Filed work 2017

The table shows that majority of the respondents agreed that teenage/early pregnancy affects the girl child or women to attain education.

Research Questions 2: Does the output of women education affect the active participation of women in rural development programme?

Table 4.2: Respondents' responses on

Ekpeye kingdom	Communities Responses				Yes	No	Total
Ubie Kingdom	Ubio Yes (17) No (3)	Udebu Yes (12) No (8)	Okogbe Yes (14) No (6)	Emesi Yes (13) No (17)	62	18	80
Upata Kingdom	Okporowo Yes (15) No (5)	Ideoha Yes (13) No (7)	Okata Yes (17) No (3)	Olokobo Yes (17) No (3)	65	15	80
Ako Kingdom	Ekpena Yes (17) No (3)	Ogbo Yes (17) No (3)	Odido Yes (10) No (10)	Ula-Upata Yes (11) No (9)	50	30	80
Igbuduya Kingdom	Idu Yes (18) No (2)	Oshika Yes (16) No (5)	Oshigboko Yes (17) No (3)	Odiemereni Yes (18) No (2)	68	12	80

Total	Yes (67) No 13)	Yes (61) No (19)	Yes (58) No (22)	Yes (59) No (21)	245	75	320
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Source: Field work 2017

The table above shows that majority of the respondents agreed the output of women education affects the active participation of women in rural development programmes.

Research Question 3: Does the preference for male child education hinder the development of women education in our society?

Table 4.3: Respondents' responses on

Ekpeye kingdom	Communities Responses				Yes	No	Total
Ubie Kingdom	Ubio Yes (17) No (3)	Udebu Yes (18) No (2)	Okogbe Yes (20) No (-)	Emesi Yes (20) No (-)	77	3	80
Upata Kingdom	Okporowo Yes (15) No (5)	Ideoha Yes (17) No (3)	Okata Yes (19) No (1)	Olokobo Yes (18) No (2)	73	7	80
Ako Kingdom	Ekpena Yes (17) No (3)	Ogbo Yes (20) No (-)	Odido Yes (19) No (1)	Ula-Upata Yes (19) No (1)	76	4	80
Igbuduya Kingdom	Idu Yes (18) No (2)	Oshika Yes (15) No (5)	Oshigbok o Yes (17) No (3)	Odiemereni Yes (20) No (-)	72	8	80
Total	Yes (67) No 13)	Yes (70) No (10)	Yes (75) No (5)	Yes (77) No (3)	298	22	320

Source: Field work 2017

Majority of the respondents agreed that preference to male child education is hampering the advancement of women education in our society.

Table 4.4: Respondents' responses on

	Responses	No of Yes	No of No	Total	Percentage
Ekpeye	YES	224		224	72%
Kigdom	NO		96	96	28%
Total		224	96	320	100

Source: Field work 2017

The table shows that 224 respondents that make up 72% agreed that teenage pregnancy affects the girl

child or women to attain education, while 96 respondents disagree.

Table 4.5: Respondents' responses on

Ahoada	Responses	No of Yes	No of No	Total	Percentage
Ekpeye	YES	225		225	73%
Kigdom	NO		95	95	27%
Total		225	95	320	100

Source: Field work 2017

The table above shows that 225 respondents that make up 73% agreed that the output of women education affects the active participation of women in

rural development programme, while 95 respondents that make up 27% disagree.

Table 4.6: Respondents' responses on

	Responses	No of Yes	No of No	Total	Percentage
Ekpeye	YES	298		298	93%
Kigdom	NO		22	22	7%
Total		298	22	320	100

Source: Field work 2017

The table shows that 298 respondents representing 93% of the population agreed the preference for male child education hinders the development of women education in Ahoada East L.G.A of Rivers State, while 22 respondents did not agree.

The hypothesis will be tested using the chi-square X^2 test. The formula for chi-square X^2 is as follows.

$$X^2 = \sum \left(\frac{O - E}{E} \right)^2$$

Where

X^2 = value of chi-square

F_o = Observed frequency

F_e = Expected frequency

R^2 = Calculated chi-square

D_f = Degree of freedom

H_o = Null hypothesis

H_a = Alternative hypothesis

Note: The computation for the expected frequency is

$$\frac{\text{Row total} \times \text{Column total}}{\text{Grand total}}$$

Hypothesis 1: There is no significant relationship between women education and rural development in Ahoada East LGA of Rivers State.

ITEM	YES	NO	TOTAL
Responses	106 (111.3)	53 (47.7)	159
Responses	118.(112.7)	43 (48.3)	161

Total	224	96	320
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$$\frac{159 \times 224}{320} = 111.3$$

$$\frac{159 \times 96}{320} = 47.7$$

$$\frac{161 \times 224}{320} = 112.3$$

$$\frac{161 \times 96}{320} = 48.3$$

$$X^2 = \sum \frac{(O-e)^2}{e}$$

$$X^2 = \sum \frac{(106-111.3)^2}{111.3} + \frac{(53-47.7)^2}{47.7} + \frac{(118-112.7)^2}{112.7} + \frac{(43-48.3)^2}{48.3}$$

$$0.25 + 0.58 + 0.24 + 0.58 = 1.65$$

X² = 1.65 (calculated value)

$$Df = (R-1)(C-1) = (2-1)(2-1) = 1$$

Significance level = 0.05

Tabulated value = 3.841

significant relationship between women education and rural development in Ahoada East LGA of Rivers State.

Decision: since the calculated value of X² (1.65) is less than the tabulated value 3.841, we therefore accept the null hypothesis that states that there is no

Hypothesis II: There is no significant relationship between teenage/early pregnancy and women educational advancement in Ahoada East LGA of Rivers State.

ITEM	YES	NO	TOTAL
Responses	127 (112.5)	33 (37.5)	160
Responses	118.(112.5)	42 (37.5)	160
Total	245	75	320

$$\frac{160 \times 245}{320} = 112.5$$

$$\frac{160 \times 75}{320} = 37.5$$

$$\frac{160 \times 245}{320} = 112.5$$

$$\frac{160 \times 75}{320} = 37.5$$

$$X^2 = \sum \frac{(O-e)^2}{e}$$

$$X^2 = \sum \frac{(127-112.5)^2}{112.5} + \frac{(33-37.5)^2}{37.5} + \frac{(118-112.5)^2}{112.5} + \frac{(42-37.5)^2}{37.5}$$

$$X^2 = 1.86 + 0.54 + 0.26 + 0.54 = 3.2$$

X² = 3.2 (calculated value)

Significance level = 0.05

Tabulated value = 3.921

Decision:- Since the calculated value of X² 3.2 is less than the tabulated X² value 3.921, we therefore accept the null hypothesis which states that there is no significant relationship between teenage/early pregnancy and women educational advancement in Ahoada East LGA of Rivers State.

CONCLUSION AND RECOMMENDATIONS

Based on the foregoing findings, it is discernable that women education gives the women the skills, quality, technical ability, the confidence and the well-without to have the expertise that can make them contribute their unique quota to nation building. The study therefore made the following recommendations:

- i. It was established that women output affect their active participation in rural development programmes. There is therefore the need to increase girls' enrollment in schools so as to encourage women to acquire education in order to prepare them to withstand the challenges that lack of education could pose on their participation in rural development as well as enhance their contribution in national issues.
- ii. There is need to increase legislation on the girl child education and also engage active advocacy calls which could assist in turning-

down cultures that deprived women from participating in community affairs.

- iii. Women affirmative rights should be strictly ensured. This will serve as a boost to enhance women social functioning and participation in issues of national interest and development.
- iv. Building women capacities especially in sex and reproductive education will assist in addressing the problems teenage/early pregnancy could pose on women educational advancement thereby giving them an opportunity to contribute in rural development.

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