

GENDER ROLES IN AFRICAN CULTURE: IMPLICATIONS TO SOCIOLOGISTS OF EDUCATION

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Abstract: *The study investigated gender roles in African culture. Two research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study consist women in Africa with a total of 726767255. A sample of 600 women was involved in the study. The sample was composed using the multistage sampling and simple random sampling technique. Data were collected using a structured questionnaire. The questionnaire was duly validated and its internal consistency was ascertained using Cronbach Alpha. Mean was used to analyze the data collected. Results revealed that women were meant to stay at home, cook and take care of their children. They only cultivate crops like cocoa yam, cassava vegetables that have no economic value and they were neither seen nor heard among others. Presently, the findings of the study also showed that there are more educated women participating in politics presently than in the past. There had been and presently female heads of state and educated females contribute to the economic development of their nations; they are self-dependent, actively involved in the field of science and technology. It was concluded that women suffered in the past but the introduction of education brought about the needed change. Thanks to education of women that served as an eye opener to them. Based on the findings of the study, it was recommended among others that all cultural barriers that restrict women from participating in societal development should be abolished.*

Introduction

Education is an instrument of state and national development which could be employed to achieve political, economic and social developments. It is believed also to be a channel

to human development. It is a channel towards acquiring knowledge, skills, character, values and attitudes. Education therefore remains one of the most important creations of man on earth which has the power to change lives and bring

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development globally. Education exposes one to acquire knowledge about one's environment so as to know the causes of variations in a person or persons, groups and also for sustenance of way of life, accommodation and adaptation to innovations as the world is developing technologically. Education is the major tool for the transformation of the individual and the society at large. Perhaps, this was basically why Offor and Offiah (2021) posited that education is a potent force that brings about change in the attitude, thought, behaviour, skills, values and interest of individuals. It is these changes in cognitive, psychomotor and affective orientation that are required for overall development in the society. Consequently, when new babies are born into the society, they are taught their culture, that is, the ways of life of their people. Hence, as new babies are taught their culture, they are being socialized and educated (Offor, Anadi and Orisa 2017). Through education culture is transferred from one generation to another.

LITERATURE REVIEW

Culture is central to the existence of human society. Culture is seen as the totality of peoples way of life: the tools, implements, technology, skills norms, values, ideas and benefits prevalent in a place, which a people learn, share and transmit from generation to generation. Without culture human society would go into extinct. It is through the continual transmission of the accumulated cultural heritage of people to their new and young members that a society is perpetuated. However, people are living in the era of globalization. Every year, there is an increase in the number of immigrants and emigrants to foreign countries with the purpose

of living and studying. As a result cross culture communication takes place in many nations. Obviously no one can learn everything about all cultures because people living in a particular environment have culture that is peculiar to them . Thus, culture is a global phenomenon and is a trending issue in Europe, Asia, and Africa irrespective of gender.

Gender according to Okolo and Nwachukwu (2022) is defined according to roles and functions in the society. It is what it means to be male or female in a certain society that shapes the opportunities one is offered in life, the roles one may play, and the kinds of relationships one may have. Gender is a state of being male or female; it is seen as the economic, social, political, and cultural attributes and opportunities associated with being either male or female. Gender has been articulated differently but can be seen to relate to socially defined sex roles, attitudes and values which are acquired through socialization (Ozoemela, 2016). Gender deals with the assigning of certain roles to a particular sex by the society. In some cultures, however, gender roles permeates with religious undertones and up scaled to divine mandate in order to give them legitimacy and ensure they are adhered to. In this regard, African culture is not in isolation hence it is assumed that culture is the most defining factors in gender issues. Gender roles are the activities, responsibilities, and rights that a society considers normal and appropriate for men and women , Gender roles are behaviors, attitudes and actions that society feels are appropriate for or woman ,boy or girl according to cultural norms and traditions . The continent's diverse cultures have many different

ideas about male and female roles, although in general, women have been subordinate to men in both public and family life. For several generations, however, African attitudes towards gender roles have been changing, especially in the cities and in areas where Western influence has been strongest.

Learning how people of each gender were expected to behave is a key part of growing up in any society. In Africa, men and women had traditionally different roles in the family and community and in the work they do (Wilson, 2018). The earliest economies in Africa were based on hunting and gathering wild foods. A few societies, such as the Kung in the Kalahari deserts and the Mbuti in the rain forest of Congo (Kinshasa), survived almost completely unchanged into modern times. Through them, scientists have been able to study the ancient hunting-and-gathering way of life. Early theories about biological and social development in humans stressed the importance of meat eating and only men are hunters. Today, however, women are the primary economic producers in many early societies. Between 60 and 80 percent of the calories consumed by people in the existing hunting-and-gathering societies come from the fruits, roots, grains, nuts, honey, and other foods gathered by women. This pattern did not change after agriculture took hold across most of Africa. Women today perform between 60 and 80 percent of the continent's agricultural labor (Onyizonwu, 2021). Throughout most of rural Africa, their roles in farming differ from men's, a fact that is illustrated by the way particular tools are associated with gender. The axe is considered a man's tool because men

clear and prepare the land. They also plough the fields, the hoe is reserved for women, who plant, harvest, process, and store the crops. Women are also responsible for most tasks involved in producing food for families, including obtaining water and firewood, often across long distances. Although work patterns have changed since around 1900, the division of labor is still based on gender in many cases. In some cultures such as the Nandi people of Kenya, men and women cultivate the same crops, but for different purposes (Kufu, 2021). Men raise cash crops; women focus on subsistence crops, grown for family use. Among other peoples, men and women cultivate different crops. In Nigeria, Igbo men cultivate yams, while the women grow cassava. The shift to an economy based on cash during the colonial period generally benefited African men more than women. In most cases colonial officials' recognized male rather than female authority, and they conducted their business with men. Women continued to be important producers, but often the goods they produced were sold by their fathers, husbands, or brothers. The belief that men are entitled to the income from women's work has not entirely died out in modern Africa. Social and economic policies of the colonial powers generally favored men.

Since independence, the differences between men's and women's roles have become even greater as a result of various laws. Consequently, women have lagged behind men in education, literacy, and access to good jobs. In African cities women generally make a living as traders or domestic servants rather than as salaried employees; some work as prostitutes. In western Africa women dominate trading in

local markets (Adeleye, 2018). Among the Hausa of northern Nigeria, married women are required by religious law to stay inside their homes. Some manage to run trading businesses, though, by using their children to carry messages and goods. In eastern Africa women often divide their time between trading and farming. Many women in eastern African cities produce and sell beer. In the largely Muslim countries of Africa, attitudes toward gender roles have been shaped by Islam and Arab cultural traditions. In traditional Arab societies, men and women have different privileges and women are subordinate to men. Many Muslim nations still allow men to take multiple wives, though the practice is becoming less common. In religious life, women may be barred from entering the mosque or restricted to a special section. In rural areas chores are divided by gender, with men taking care of large livestock such as camels, Cows etc and women tending fowls. In recent years urbanization, education, and contact with other cultures have brought freedom and opportunity for Muslim women in Africa. At the same time, the subordination of women to men in families remains because the home is one of the few areas where a man can still exert his authority. Nevertheless, the roles of Muslim men and women are constantly changing. During the second half of the 1900s, in nations such as Egypt, Morocco, Algeria, And Sudan, women became more active in political participation, even taking part in revolutions.

In Nigeria in the past, a lot of women have been subjugated as regards state positions. Women's participation in state the affairs was in a sorry state. In other words, large proportion of women in Nigeria seems not to participate in

state affairs as expected because of African cultural setting. Arguments are on the increase on the specific roles women should play in the society. Opinions are divided on whether the role of women should be predominantly in the home fronts or women can also engage in other socio-economic and political activities like their male counterparts. It is, however, believed that while the natural relationship between mother and her child may compel and confine her to sedentary activities, it is also important that such mother should contribute her quota to the development of her family and that of her society at large. The continuous marginalization of women in Africa denies them the opportunity of performing those functions (Ezeliora and Ezeokana, 2010).

In Nigeria, although women constitute 50 percent of the population, yet they do not enjoy their full socio-economic and political rights as their male counterparts due to culture (Ofong, 2019). According to Cabero, (2001), women have not still attained the recommended 30 percent seats in government as prescribed by the Beijing platform of Action to which Nigeria subscribes. It was not until 1979 that women in Northern Nigeria had the franchise to exercise their voting rights. This implies that they could not contest for political positions nor participate in choosing their political leaders until 1979 (Collins, 2018). It was only in the 1950s that women in Southern Nigeria were given the right to vote. It did not happen in the north and despite the activism of a woman (Gambo Sawaba) she could not vote or be voted. Therefore there was no vent for her activism as she could not represent women through any political platform like her contemporaries in the

West and East. Generally speaking, and from contemporary perspectives in Nigeria, it would appear that women had never been influential in the realm of Nigerian state affairs because of Africa's cultural barriers. In the past, there has been fair share of recognition of the increasing role of women in the Nigerian society, be it social, economic and political.

Gender roles are not only hindering the potential of women in Africa, but are also hindering Africa's potential as a whole. About 90 percent of Sub-Saharan Africa's food is tended to by women who have little say in the economy that affects their work. While women in Africa do the lion's share of work, they are not valued as the men. The potential of women in Africa is great. Women will typically work a day that is 50 percent longer than their male counterparts and in less than favorable conditions. In a society that revolves around men, the women are the force of the economy, though they remain largely ignored. These women not only deal with harmful pesticides and rudimentary tools but also suffer considerable abuses at home after their difficult days of work.

Our society has a set of ideas about how we expect men and women to behave, dress and present themselves. In Nigeria Gender Roles in society means how we are expected to act, speak, dress, groom and conduct ourselves based on our assigned sex. Girls and women are generally expected to dress in a typical, feminine way and be co-operative, humble, expressive, kind, vulnerable, and selflessness. Women are expected to be polite, agreeable and different especially to men, to fit the traditional feminine ideal. Traditional gender roles for

women include: Caregivers and nurturer, women are expected to be the primary care giver to their children and any older relative.

Home Maker: there is an expectation of cooking, cleaning, buying groceries and doing any other tasks related to running a household.

Helper: Women are expected to be helpful, generous and supportive to men in their life, be their male boss, other co-worker, and father, husband. Women are to listen and obey them. In most cases, women do not work, so that, they can take care of their children. In traditional gender role women are hyper feminine. Hyper feminine is essentially overdoing all female stereotypes to be the most feminine person. Girls play with dolls, pink represents women shouldn't speak out or raised their voices, a baby girl wear skirts and gown.

Helping Professions: Professions traditionally seen as appropriate for women such as nursing, Education, caregiving e.t.c.

Men are independence, dominant, assertive logic, competitive, bold, aggressive, self-confident, and physical strength. Men are expected to display physical strength, athletic process and dominance over women, to fit the traditional masculine ideal. Traditional gender roles for men include:

Bread winner and providers: Men are expected to earn a living, provide for their family and are expected to pay for dates. For men, Traditional gender roles expect them to be aggressive, the sole care taker of the family and do not show emotion. These men are hyper masculine. Masculine is overdoing stereotyping male characteristics such as strength, sexuality and wealth. Boys play with trucks, Blue means

the baby is a boy, Boys are good at mathematics and men should be viewed as powerful.

Leaders: They are expected to be primary decision makers for important decisions affecting the family. Men are seen as suited for leadership roles.

Protectors: Men are expected to display physical strength and prowess to be able to defend, protect their women, children and their Workers. Men are expected to work to earn money and support a family. Furthermore, men are made to associate with masculinity such as constructions.

The role of women seemed to have changed in the 21st century. They are no more restricted to cooking, washing clothes, doing household works and looking after their children and family. Today women seems to be leading in every field and society, in sports, commerce, industry, education, health, politics, technology, navy, army and agriculture. Due to advancement in the field of science and technology the active involvement of women in Africa has been able to overcome the evils of the society which were prevalent in our religion and caste system. Now people are making maximum utilization of available resources for their wellbeing and for the generations to come. In recent time, women seems to be self-dependent, women are good managers also they are strike a balance between family responsibilities and outside world. Women are earning member of the family and a responsible citizen of the society. More so, In this 21st century there seems to be more educated women, females participating in politics, there are presently female head of states, educated females contribute to economic development of their

nations, and also to social development of their nations.

STATEMENT OF THE PROBLEM

Statistics show that Africa cultural setting undermines women when it comes to gender roles in Africa. It appears that women had little say in the economy and they were not valued as men. In a society that revolves around men, the women are the force of the economy, though they remain largely undermined. These women not only deal with harmful pesticides and rudimentary tools but also suffer considerable abuses at home after their difficult days of work. Because of gender roles in African culture, women encounter demographic challenges, social and cultural limitations, increased gender based violence, under representation in leadership, education disparities, limited economic growth and gender inequality; it appears that education could be a mechanism for addressing cultural challenges of women in gender roles in Africa; hence the need for the study.

Purpose of the study

The main purpose of this study is to investigate gender roles in African Culture: Implications to sociologists of Education. Specifically, the study sought to determine:

1. how gender role affected African males in the past?
2. how gender role affected African Females in the past.
3. how gender role affect African males in the 21st century?
4. how gender role affect African females in the 21st Century

Research Questions

The following research questions guided the study:

1. How did gender role affect African males in the past?
2. How did gender role affect African females in the past?
3. How does gender role affect African male in the 21st century?
4. How does gender role affect African female in the 21st century?

Methods

The study adopted descriptive survey research design. The population of the study consist of women in Africa with a total of 726767255. The sample size was 600. Multi stage random sampling and simple random technique were adopted to select two countries (Nigeria and South Africa). Simple random sampling technique was used to select one state in each country. In the selected states Nigeria and South Africa, simple random sampling technique was used to select two local governments in each senatorial zone (rural and urban areas); making a total of six local government areas in each state. From each of the six local government areas in the selected state in Nigeria and South Africa, 50 women were selected through the use of lucky dip or random sampling, giving rise to a total of 600 women that constitute the sample of the study. A structured questionnaire was the instrument used for data collection. The questionnaire has two parts, A and B. Part A sought information on the personal data of the respondents; part B sought information required to answer the research questions. It had four clusters, 1,2, 3 and 4. These were concerned with information regarding the research questions. Cluster 1 contained 10

items; while section 2-10, 3-10 and 4 contained 10 items. Making a total of forty items on the whole. The four point response mode of Strongly Agree (SA – 4 points), Agree (A – 3 points), Disagree (D – 2 points) and Strongly Disagree (SD – 1 point). The questionnaire was validated by two experts, one in Sociology of Education at University of Nigeria Nsukka and the other in measurement and Evaluation at NnamdiAzikiwe University, Awka. They were requested to assess the items with regards to clarity and relevance and their inputs were finally reflected in the final production of the questionnaire. To establish the reliability of the questionnaire; the questionnaire was trial tested using 50 women in Australia which is outside the study area. Cronbach Alpha was used for analysis and a reliability coefficient value of 0.78 and 0.77 were obtained. The administration of the questionnaire was done with the help of ten research assistants, two of whom were assigned to different countries. Because of Direct Delivery Method of administration, all copies of the questionnaire distributed were retrieved. Analysis of data was done using arithmetic mean for research questions 1 and 2. Based on the four point scale used in the study, the cut-off point for regarding mean scores as positive or negative was put at 2.50 with the decision rule that items with mean scores of 2.50 and above would be regarded as having attracted positive responses, while items with means scores below 2.50 would be regarded as negative responses.

Research Question Two: How did gender role affect African males in the past?

Table 1: Mean rating of respondents on how gender affected males in African cultural setting on the past.

S/N	ITEMS		\bar{X}	DEC
1	Men were bread winners & providers	3.45	positive	
2	Men were leaders and primary decision makers In Their various families of societies.	3.41	positive	
3	Men were expected to display boldness, physical Strength And to prowess to be able to defend and protect women and Children	3.42	positive	
4	Men were expected to work to earn money harder To fend their families	3.49	positive	
5	Men plant yam and rear animals	3.43	positive	
6	Men build houses	3.40	positive	
7	Men provide adequate security for their families and the society	3.41	positive	
8	Men climb Iroko tress	3.40	positive	
9	Men tap palm wine	3.42	positive	
10	Men seek females hand in marriage	3.45	positive	
	Cluster total	34.28	positve	
	Cluster Mean	3.43	positive	

Result in

Table1: Show that the respondents reacted positively to the 10 items with a cluster mean of it showing that the respondents agreed that the listed items were how gender role affected the males in the past with a mean of 3.43.

Research Question Two: How did gender role affect African Females in the past?

Table 2: Mean rating of respondents on how gender role affected females in Africa in the past

S/N	ITEMS		\bar{X}	DEC
11.	Women were meant to stay at home, and take care of their children	3.41	Positive	
12.	Women only cultivate crops like cocoa yam, cassava vegetables that have no economic value	3.11	positive	
13.	Women were expected to be helpful and supportive to men	3.44	Positive	
14.	Females were emotionally polite and obedient to their husbands.	3.44	Positive	
15.	Women were to study Education, Nursing and home economics which would enable them to do the house chores very well and sew their children’s torn clothes	3.42	Positive	

16.	Women were not allowed to take part in the decisions that affects them	3.41	Positive
17.	Women were not allowed to take part in political activities	3.33	Positive
18.	Women were not allowed to head religious organizations	3.65	Positive
19.	Women were treated with indifference	3.41	Positive
20.	Females are supposed to dress in a typical feminine way	3.44	Positive
	Cluster total	3.65	Positive
	Cluster mean	3.26	Positive

Results in Table 1, show that the respondents reacted positively to ten items with a cluster mean of 3.26. It shows that the respondents agreed that the listed items are how gender role affected African women in the past

Research Question three: How did gender role affect African males in the 21st century?

Table 3: Mean rating of respondents on how gender role affected females in the 1st century

S/N	ITEMS	\bar{X}	DEC
21.	Education of the male are no more emphasized presently	3.40	Positive
22.	Males still take part effectively in political participation even though females are given 35% affirmative action to support them	3.42	positive
23.	Males contribute to the economic development of their countries	3.45	Positive
24.	Male contribute to the social development of their countries	3.41	Positive
25.	Male have physical strength and are self-dependent.	3.40	Positive
26.	Males take active part in decision making	3.45	Positive
27.	Males are actively involved in the professional science, Engineering and Technology (STEM)	3.40	Positive
28.	Men are good managers	3.41	Positive
29.	Men are bread winners & providers	3.40	Positive
30.	Men were ex and present heads of state	3.49	Positive
	Cluster total	34.23	Positive
	Cluster mean	3.42	Positive

Results in Table 1, show that the respondents reacted positively to ten items with a cluster mean of 3.42. It showed that the respondents agreed that the listed items are how gender role affected African Male in the 1st century.

Research question four: How does gender role affect African women in the 21st century?

Table 4: Mean rating of respondents on African Female gender roles and African female in the 21st century

S/N	ITEMS	DEC
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31. There are more career women presently than in the past.	3.33	Positive
32. Females participate in politics presently than in the past	3.65	Positive
33. Female take part in decision making	3.41	Positive
34. Educated females contribute to economic development of their nations	3.65	Positive
35. Educated females contribute to social development of their nations.	3.33	Positive
36. Educated females are self-dependent	3.50	Positive
37. Women are actively involved in the field of science and technology	3.55	Positive
38. Educated women are good managers	3.44	Positive
39. Educated women strike balance between her family responsibilities and present	3.53	Positive
40. There are ex Female heads of states take note of the items here are for females	3.44	Positive
Cluster total	34.83	Positive
Cluster mean	3.48	Positive

Results in table 2 showed that all items in Table 2 were positively accepted by the respondents with a cluster mean of 3.48. It shows that all the items in Table 2 are the ways gender role affects African women in the 21st century.

Discussions

The findings of the study showed that men were bread winners and providers. They actually fend for their families in the past. Infact ,they knew it was their sole responsibility. They provide food, shelter and dresses for the family members. Men were expected to work to earn money in order to fend for their families. They plant yam, rear animals and build houses. This result is in line with Matu (2013) who posited that men were the heads of the families. Also the findings of the study showed that women were meant to stay at home, look after or take care of their children in the past. They only cultivate crops like cocoa yam, cassava vegetables that had no economic value and they were rather seen nor heard. This result is in agreement with the study by Nnatu (2013), who

posited that men were the heads of the families. Findings also deduced that men were expected to display boldness, physical strength and prowess to be able to defend and protect women and children from external aggression. they provide adequate security for their families and society. They tap wine and climb Iroko trees. The finding are in line with Offor and Offiah (2021) who posited that females are vulnerable therefore should be cared for, and protected from every external aggression. Men should provide them with their needs.

Women were only responsible for domestic activities in the past such as cultivating cocoa yam, vegetables etc that have no economic value. They were married off at the early stage and the likes. Findings deduced that females were relegated to the background in the past;

they were to study home economics which would enable them to do the house chores very well and sew their children's torn clothes, they were not allowed to take part in the decisions that affects them, they were not allowed to take part in political activities, and head religious organizations. This result is in agreement with the findings by Offorma (2010), who posited that women were restricted to only house hold activities previously and they were not allowed to join hands with men to work in every field. The findings also showed that women were treated with indifference and females married off at the early stage. In this vein, the findings by Onyazonwu (2021) agreed that females engaged in early marriages in the past.

The findings of the study showed that education of the males are no more emphasized than that of the females. This is in line with Kweggy Aggrey who posits that to train a man is to train a single individual but to train a woman is to train you the whole nation. The emphasis now is on gender equality. Efforts are being made to train all the sexes and not discriminating against any gender. The importance of education to both cannot be over emphasized.

Males contribute to the economic development of their centuries, males contribute to the social development of their countries, males are actively involved in different professions and men were present heads of states. They take part in decision making and actively participate in politics. This is in line with Offor 2015 who posits that preference to male Education gave them undue advantage over the females. While the females where nurturers, caregivers, and stayed at home, that increased the gender gap

in education against female. However, in this 21st century, the game seemed to have changed. Both male and female have the right to education. More emphasis is now on Girl child education .

The findings of the study also showed that there are more educated women presently than in the past . Furthermore in this 21st Century, females participate in politics presently than in the past. To support this findings, Odebode (2008), agreed that the no of educated women women in this 21st century have appreciated and they are actively involved in state affairs. They no longer relegated to the background. The findings showed that there had been and presently female heads of state and educated females contribute to economic development of their nations; they are self-dependent, actively involved in the field of science and technology. These findings are in consonance with the findings by Holmberg and Samuelson (2006), who reported that women are more knowledgeable in the field of science and technology presently. The findings of the study also showed that educated women are good managers and they strike a balance between their family responsibilities and beyond. Women are earning members of the family and a responsible citizen of the society as well as career women. Similarly Ikekeonwu (2010) supported that women are good managers and they assist in family responsibilities presently than in the past

Conclusion

In reality, women had faced many challenges in life before the 21st century because of African culture and overcoming many of the obstacles requires reduction in gender discriminatory

norms and practices . This can only be achieved through education of both men and women . Through education, women contribute meaningfully to the State and national development. Thus, for women to be empowered fully, education of the woman must be emphasized. When a woman is educated, the whole nation is educated because education cuts across, the family members, the society and the nation at large. Women need social, political and economic empowerment which can only be achieved through education and all these would aid in setting women free from poverty which impoverished some of the African women especially in the past. Women need education, skills, access to assets/credit, social protection in order to fully develop their productive assets and tackle poverty. The summary is that women suffered before the advent of education but when education brought about the needed change , the difference became clearer.

Implications to Sociologist of Education

Education is the key to development therefore every society that needs development must carry both male and female along. Hence, if education is not used to address the cultural challenges faced in Africa, people would lack access to decent work and face occupational segregation and gender wage gaps in Africa. They would be often denied access to basic education and health care. Some people would continue to suffer violence and discrimination. They would be under-represented in political and economic decision-making processes. Even though they remain a minority of combatants and perpetrators of war, they would increasingly suffer the greatest harm. Through education one acquires, skills, knowledge, attitude, habits,

expectations and values that will enable on individual to live his life effectively in his society. Therefore, educating the people translates them to better health for the future generation, education of the future generation, reduction in child morbidity and mortality, thus triggering a snow ball effect of achieving all other sustainable development goals in a viable manner. In the contrary, there will be lopsided development, more illiterates in the society, people will not realize their full potentials and natural endowments, ignorance will be the order of the days and leads to political apathy and instability in the government. There is an urgent need of persistent technical training of both male and female to their overall status.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. All cultural norms and values that restrict women from participating in societal affairs should be abolished by the government.
2. There is need for the government, individuals and organizations to champion the course of upholding the promotion of women's right in our society. This can be achieved by sensitizing people on the values of women and their contribution toward the development of the society through seminars, conferences, group discussion, media etc.
3. Other customary practices in Africa should also be made to fall within in the context of the supreme law of the land (the constitution) through the repeal of all customary laws that are repugnant to equity, justice and good conscience. Construction Africa must also be encouraged to pass into law, provisions of the

ratified international instruments advocating for the rights of women in Africa.

4. The respect for Universal Declaration of human Rights treaty, conventions, African Charter as well as National constitutional provisions should be strictly adhered and complied to. This can be achieved by domesticating the treating of the laws and embedding it in to our societal law and custom as regards to promoting and respecting the women and children Rights in the country.

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5. The conflict/violence against women and children should be adequately minimized by make sure that the perpetrators behind the evils are brought to book and deal with accordingly without any favor.
6. It is advocated that the enforcement and justification of the ability of women's rights in Nigeria must commence with the codification of appropriate laws and instructions this will be followed by the court's insistence on enforcing provisions that are fair and equitable, and not repugnant to justice and good conscience.
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