

Planned Women Academic Programs and Socio-Economic Development of Communities

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ABSTRACT

The purpose of this research study is to investigate the measurable impact academic program planning for women education has on the socio-economic development of specified communities. To accomplish this very end some research questions and null-hypothesis were conjectured. A structured research instrument was administered to a simple randomly selected population in three selected communities. Data collected were collated and analyzed with descriptive statistics and t-test statistical analysis for nonindependent samples. The subsequent follow-up findings revealed that academic program planning for women education has a subsequent measurable impact in the socio-economic development of communities. Recommendations were proffered for future academic program planning and development for women.

INTRODUCTION

Education is regarded as a veritable vehicle for human development. This is why many countries of the world spend a lot of money to provide qualitative education for their citizens. Provision of educational infrastructures in any community has a direct bearing on the growth of a nation.

Interestingly, female education has become a thing of great concern to people every where in the world. Through the ages women have always been considered inferior to their male counterpart so women worldwide complain of the same structural inequality in education, economic activities and social practices. Hence, the need for proper academic program planning for women education.

Academic program planning for women education involves an intentional process of bringing about a change of behaviour conduct and the acquisition of some knowledge, skill in a learner by exposing them to the contents of educational curriculum. This was the reason, Craw and Craw (1958) declared that “education includes all those forms of activities that motivates an individual for social living and which helps to transmit customs, laws, religious beliefs from one generation to another”.

Consequently, the product of education to them includes those changes that had taken place as a result of an individual participation in learning experiences. Academic program planning therefore becomes the act of putting thing in place to train people intellectually, morally and physically.

The need to consciously pattern the development of the educational system, especially in the quest for women education in achieving the desired objective within the existing constraints is no longer in dispute. Infact, many nations, have come to adopt the tradition of educational planning as the only academic initiative that can help nations maximize benefits from their education programs.

Unfortunately, the results achieved so far in those countries do not attest to their level of commitment to educational planning practice. The Academic program planning for women is the academic institutional plan of action structured for the production of equally educated women. As earlier recognized, this framework is defined by the academic program planners, its powers and its relationship with the political authorities and the socio-economic groups. Within the structured form, educational program planning for women in Rivers State and Nigeria at large has always been conceived and carried out as integral part of the national development planning process.

The impact of Academic program planning for women education cannot be over emphasized. It has in so many ways helped to enable the role of the Rivers women in contributing meaningfully to the socio-economic

development of communities to which they belong. There is a direct relationship between education and socio-economic development. The Academic program planning makes women aware of the need for social and economic improvement, and therefore they will co-operate more readily with welfare and other agencies working on these line.

The claim, that education has a positive relationship with socio-economic development is anything to go by, then it follows that efforts made to improve the social and economic conditions of Rivers State and Nigeria will not be completed if women are not cared for, in the academic program planning. They should be given a fair-share in every academic program planning.

Educational planning for women folk is required so that there would be improvement in our society. It should not only be in the form that women are seen to be contributing to the national economy. They have also been known to have contributed immensely through craft, small scale business, Health, Civil service, politics, education, just to mention a few.

The women of Rivers State have also contributed a lot in the socio-economic development of the State and they are still contributing both in the urban and rural communities of Rivers State. Women through establishment of building cottage, hospitals, market, stalls and giving of loans to people to establish business.

This research project is therefore structured to investigate whether academic program planning for women has any measurable impact on the socio-economic development of Rivers State, Nigeria.

STATEMENT OF PROBLEM

Does academic program planning in women education have any significant measurable effect on the socio-economic development of communities?

PURPOSE OF THE STUDY

The purpose of the study is to assess the Impact of Academic program planning for woman on socio-economic development of Rivers State. The research is aimed at finding out the extent to which Academic program planning for woman have contributed toward the improvement of the social and economic life of Rivers people. Consequently, the study will consider how Academic program planning for women has affected the level of economic activities and social activities.

Further, the research will offer some useful suggestions aimed at redressing those problem which has resulted in implementation of Academic programs towards rural and urban development.

RESEARCH QUESTIONS

The following research question and null hypothesis were conjectured to guide the research work to a logical conclusion.

- 1). Does the introduction of academic program planning for women uplift the zeal in our women toward the part of progress?
- 2). Are there sufficient socio-economic improvement program for women in Rivers State?
- 3). To what extent do communities in Rivers State support the development of women education?
- 4). Does academic program planning for women education have an impact on the socio-economic development of Rivers State?
- 5). To what extent has academic program planning for women affected the socio-economic development of women in Rivers State?
- 6). How is the academic program planning for women relevant to them?
- 7). Have women contributed meaningfully to the socio-economic development of Rivers State?
- 8). To what extent has Academic program planning for women contributed toward the improvement of the social and economic life of Rivers people?

NULL HYPOTHESIS

H₀: Academic program planning for women education has no measurable significant effect on the socio-economic development of communities.

METHODOLOGY

This deals with various methods adopted to make this study a success. The following sub-heading will be discussed: research design, research population, the sampling procedure/sample size, method of data collection and method of data analysis.

DESIGN OF THE STUDY

The research design for this study is defined as descriptive research study. The variables of this research study were academic program planning for women education and socio-economic development of communities. The statement of problem and the null-hypothesis were solely encapsulated with academic program planning as the independent variable whereas socio-economic development is the dependent variable.

POPULATION OF THE STUDY

The population of this research study comprises of women with at least university first degree (BA, BSc.) and currently employed in any of the three organizational settings. The organizations were Rivers State Ministry of Education, Rivers State University of Science and Technology and Rivers State College of Education.

SAMPLE AND SAMPLING TECHNIQUE

The sample size for this study was determined by using random sampling technique. A total of 100 persons were randomly selected from the ministry of education, Rivers State University of Science and Technology and Rivers State College of Education.

INSTRUMENTATION

The instrument used for this study was questionnaire. It deals with contextual issues such as the impact of academic program planning of women on the socio-economic development of Rivers State etc, and was designed to elicit agree and disagree responses from the respondents.

VALIDITY OF THE INSTRUMENT

The xeta iv opinion survey instrument is a questionnaire designed by the investigator of this research study. The instrument is made up of thirteen (13) measuring statements with four Likert type rating scale. The instrument content validity was reaffirmed by experts in the field of community development.

RELIABILITY OF THE INSTRUMENT

The xeta iv instrument was used in this research study. But prior to this research point in time, a pilot test was run on a simple random sample of the target population of this study. After administering the instrument on the pilot sample, the Kuder-Richardson formula of KR21 was used to confirm the reliability index of the xeta iv research instrument. The calculated value yielded 0.74 reliability index.

ADMINISTRATION OF THE INSTRUMENT

A total of 100 questionnaire were administered to the respondents by the researcher himself and thereafter, collected with the co-operation of the management in the institution to ensure proper returns.

DATA ANALYSIS TECHNIQUE

The data generated from the administration of this instrument on research target population are interval data, above nominal and ordinal dimensions. To maintain the research population value on academic program planning, a simple random sampling was used to maintain a normally distributed characteristics for socio-economic development of the communities in question.

The research sample, it is assured has equal or nearly equal variances. This condition is known as equality or homogeneity of variances. There is a pronounced measurement of significant difference between two variables in this research work. Therefore, the statistical technique for this fell into the prescriptive slot of t-test for nonindependent two samples means.

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter deals with the analysis of data collected for this study, and presentation of results based on questionnaires that were presented and administered.

Table 1: *The introduction of academic program planning for women enhances individual women ambition to enroll into universities to pursue course of study.*

Responses	No. of Respondents	Percentage Response (%)
SD	26	26
D	26	26
A	17	17
SA	31	31
Total	100	100

In responding to research question one, 31% strongly agreed that academic program planning enhances women ambition to enroll into academic institution. While 26% of the respondents strongly disagreed and disagreed. 17% of the respondents notably slotted into agree.

Table 2: *There are enough socio-economic improvement programs for women education in your area.*

Responses	No. of responses	Percentage Response (%)
SD	29	29
D	32	32
A	28	28
SA	11	11
Total	100	100

In responding to research question two, 11% of the respondents strongly agreed that there are enough socio-economic improvement programs for women education in their area, while 28% agreed. Also, 29% strongly disagreed while 32% disagreed that the socio-economic improvement programs for women education in their areas are not sufficient.

Table 3: *The various communities in Rivers State give adequate support to the development of women education.*

Responses	No. of responses	Percentage Response (%)
SD	16	16
D	30	30
A	24	24
SA	30	30
Total	100	100

In responding to research question three, 30% strongly agreed that the various communities in Rivers State give adequate support to the development of women education, while 24% agreed. But 16% and 30% of the respondents strongly disagreed and disagreed respectively.

Table 4: Academic program planning for women has an impact on socio-economic development of Rivers State.

Responses	No. of responses	Percentage Response (%)
SD	27	27
D	30	30
A	22	22
SA	21	21
Total	100	100

In table 4 above, to find out whether or not, academic program planning for women education has an impact on the socio-economic development of Rivers State, 21% strongly agree and 22% agree responses was observed. Also, 27% strongly disagree and 30% disagree response rate was observed respectively.

Table 5: Academic program planning for women education has affected the socio-economic development of Rivers State.

Responses	No. of responses	Percentage Response (%)
SD	24	24
D	32	32
A	24	24
SA	20	20
Total	100	100

In responding to research question five, 20% strongly agree that academic program planning for women education has affected the socio-economic development of Rivers State, while 24% agree response was observed. Also, 24% strongly disagree and 32% disagree response rate was observed.

Table 6: The program designed for women is relevant to their immediate needs.

Responses	No. of responses	Percentage Response (%)
SD	29	29
D	32	32
A	18	18
SA	21	21
Total	100	100

In responding to research question six, 21% of the respondents strongly agreed that the program designed for women is relevant to their immediate needs, while 18% agreed. Also, 29% strongly disagreed while 32% disagreed that the program designed for women is relevant to their immediate needs.

Table 7: Women have contributed meaningfully to the socio-economic development of Rivers state?

Responses	No. of responses	Percentage Response (%)
SD	32	32
D	26	26
A	25	25
SA	17	17
Total	100	100

In table 7, 17% of the respondents strongly agreed that women have contributed to the socio-economic development of the state, and 25% agree response rate was observed. But, 32% of the respondents strongly disagreed while 26% disagreed respectively.

Table 8: *Academic program planning for women has assisted women to contribute meaningfully to the socio-economic development of Rivers State.*

Responses	No. of responses	Percentage Response (%)
SD	32	32
D	23	23
A	26	26
SA	19	19
Total	100	100

In table 8 above, to find out if academic program planning for women has assisted them to contribute meaningfully to the socio-economic development of Rivers State, 19% of the respondents strongly agreed while 26% agreed. Also, 32% strongly disagree and 23% disagree response rate was observed respectively.

H₀₁: *Academic program planning for women education has no measurable significant difference on the socio-economic development of communities.*

Table 9: Analysis of the difference between academic planning and socio-economic planning

N	df	Alpha Level (α)	t - cal	t-crit	Decision
100	99	.05	5.68	2.000	Reject the null hypothesis.

* $p < .05$

The table value of t required for the rejection of the null hypothesis at $\alpha = .05$ with $df = 99$ is equal to 2.000. But $t\text{-cal} = 5.68$; $5.68 > 2.000 = \text{significant at } .05 \text{ alpha level}$. Therefore, reject the null hypothesis.

The result of the nonindependent t-test analysis is significant. Therefore, the result of the nonindependent t-test, statistical analysis within the research project communities indicated that academic program planning in women education have a measurable significant difference on the socio-economic development of communities.

CONCLUSION

In recent times, there has been a greater realization of the socio-economic role of women in Rivers State and Nigeria at large. Both literate and illiterate women have extended their socio-economic endeavours beyond the home environment. We subscribe to the fact that knowledge is power, then empowerment of women has to do with education, women have immense role to play in the society, as such a properly structured educationally planned program should be in provision to cushion the desire for women advancement in today modern communities in Rivers State of Nigeria.

RECOMMENDATIONS

Based on the findings of this study the following recommendations are made.

1. The training and empowerment of women should be taken serious by agencies of community development such as federal government, state government, local government of Nigeria, UNDP, religious organisations etc.
2. A follow-up study is recommended within the nearest future considering the daily increasing awareness of various development within the women world.

3. Lastly, constraints and pitfalls experienced in the course of this research study including limitations can be employed to explore possible avenues for improvement.

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In 1974 the author of this research paper was admitted into Edinboro University of Pennsylvania, Edinboro where he studied Petroleum Geology and earned a B.Sc. degree in June 1977.

In July 1977 the author was admitted into the Teachers College of OklahomaCity University where he did a post-graduate study and specialized in teaching supervision, measurement and evaluation a program he completed with excellence in December 1979 and earned an M.A. Degree.

In January 1980 the author proceeded to the Texas Southern University (TSU), Houston, Texas and undertook a Doctoral Program in University Administration and Planning. This doctoral program was full-time and intensive. At the end of the first year he passed his qualifying examination. Almost at the end of the third academic year the author passed his Doctoral Comprehensive Examination and was offered his doctoral candidacy, an upper academic echelon of the graduate school for the TSU doctoral program.

On the 2nd of July 1984, the author defended his doctoral dissertations in University Planning, a moment in history that featured an audience of 2,500 persons in attendance. On the 18th of August 1984, Dr. John Nyemaichechi Okendu was born to the guilds of experts in University Administration/Planning. His doctoral dissertation in planning was displayed in the showcase of excellence, school of education, downstairs, for three years after his graduation. Dr. Okendu has his professional membership with American Association of Higher Education since 1983.

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