

# Female Enrolment in Part – Time Programmes in College of Education, Agbor, Delta State: Implications for Women’s Acquisition of Higher Education

Bernadette Amukahara Egede <sup>a</sup>, Helen Ihieonyemolor Ajudeonu <sup>b</sup>

<sup>a,b</sup> College of Education Agbor, Delta State, Nigeria.

<sup>a</sup> Corresponding authour: bajegede@yahoo.com

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**Abstract:** Nigeria has been making concerted efforts by participating in regional and global interventions and campaigns aimed at achieving gender equality in education. An on-going international intervention is the African Women’s Decade (AWD) which gives regular report of the state of gender equality in participating nations. Review reports of AWD show that there is profound gender inequality in enrolment especially in higher (tertiary) education in disfavour of women in Nigeria. In the same vein, recent studies show the preponderance of females in some conventional part time mode of study in higher institutions, which is seen as a positive sign. To explore these issues, the College of Education, Agbor, is used as a case study. The study employed a descriptive survey design and drew upon available data from documents on enrolment for the five types of part time programmes run in the College; the sandwich (for Nigeria Certificate in Education (NCE), the Weekend NCE, the Outreach programmes (NCE); the regular part-time for first degree in Education and the Weekend degree programme. The study specifically determined the status of female enrolment in the programmes from documents which are officially available from 2010/2011 to 2014/2015 academic session. Five research questions guided the study. Simple percentages and Chi-square statistics were used to analyse the data. Bar Charts were used to make the female-male enrolment status more vivid. The results showed that female enrolment surpassed male enrolment significantly in all the part-time NCE programmes (sandwich, weekend and outreach) considered in this study. With the exception of physics political science and geography education subjects the disparity in enrolment status observed in the regular part time degree programme was in favour of the females, for the remaining 13 subjects, considered in this study. The weekend degree programme attracted more females than males also. It is hoped that the observed gender gap in favour of women in the part-time programmes will sensitize all stakeholders, the higher institutions, and the government on the inherent potential of this mode of study for the achievement of gender equality in education. Recommendations are made on the ways this potential could be harnessed in Nigeria, to achieve gender equality in higher education (tertiary education), without compromising standards. The major recommendations include: Subsidizing the cost of studying in various categories of part-time programmes in higher education for women, subjecting the part-time programmes to accreditation along side the full-time ones so as to ensure quality, and increasing the accessibility of these programmes in terms of location for women in Nigeria.

**Keywords:** Female enrolment status, gender equality, part-time programs, equal education

## Introduction

Equal education of both male and female citizens/residents in any nation has been recognized as essential instrument for achieving sustainable development. Nigeria has keyed into the global and regional decisions and commitments to achieve equal education of both men and women and a consequent gender equality and women empowerment for national development. Hence Nigeria is also a participant in the current African Women’s Decade (AWD) 2010-2020 which has an overriding aim to advance gender equality and women empowerment in Africa. AWD (2010-2020), which is implementing the second phase (2016-2020) at present, has provided annual

and mid-term reviews of progress and success of participating African countries. An excerpt from the midterm report of AWD (2010 – 2020) on the status of education of women in Nigeria is as follows:

*“Approximately 29% of boys of primary school age are out of school compared to 35% of girls, the same age. The majority of non-attendees to school are girls less than 2/3 of girls who attend primary school finish, and even fewer finish in secondary school” (Make Every Women Count (MEWC; 2016) p-169.*

The report of the review (MEWC, 2016) also revealed that more families (especially in core areas of insurgency) are opting to keep their girls at home as Boko Haram attack and kidnap them on their way to/from (and even at) school, and this makes female enrolment in schools to decline generally. In the same vein, National Bureau of statistics (NBS, 2016) report showed that female enrolment is 48.6% (at primary school level), 45.7% (at secondary school level and 43.7% at the tertiary level, while corresponding completion rates are 48.3%, 47.9% and 38.4% for primary, secondary and tertiary levels. This study is focused on female enrolment at the tertiary (or higher education) level to which the Colleges of Education belong.

Female enrolment status at the tertiary level is a reflection of the status of girls’ enrolment at lower levels of education. Enrolment at the tertiary level of education has been shown to be male – dominated over the years (NBS 2016, Mukoro (2014), Agu and Omenyi (2013), Agboola & Ofoegbu (2010), Adeyemi & Akpotu (2004) and Yahaya (2004) in the full time mode of study and in the National Open University of Nigeria (NOUN) (Ojo, 2006) and Ambe-Uva et al (2008). Although there is increase in enrolment at all levels of the educational system, the gender imbalance in disfavor of women still prevails despite concerted efforts made by the nation to achieve gender equality. Nigeria occupied the 118<sup>th</sup> position out of 134 countries in Gender Equality Index globally, and 23<sup>rd</sup> out of 52 African countries (MEWC, 2016).

However, there seems to be hope for the achievement of gender equality in higher education through the part time programmes. Studies have shown that female enrolment in part time programmes of higher institutions in Nigeria is consistently higher than male enrolment generally (except for science, mathematics and technology (STM) courses Ali and Muhammed (2013), Agu and Omeyi (2013), Imakpokpomwan and Adeyemi (2016).

Part time programmes in tertiary institutions have been in existence as one of the dual modes of delivery of higher education recommended by Ashby commission (Imakpokpomwan and Adeyemi, 2016). Their purposes were to enable workers upgrade their qualifications and make higher education accessible to more persons. They include the sandwich, the weekend, distance learning and ‘regular – part time’ programmes. There is strong indication that part time programmes have provided valuable opportunity for women who experienced delay in completing/continuing their education in the full time mode to acquire higher education. Despite some peculiar challenges women face in studying through the part time mode, they perceive that their aspirations are met on completion (Egenti and Omoruyi, 2011); Chibogwu (2016), Egede and Ajudeonu 2017). Some concerned educators/researchers have recommended the enhancement of part-time programmes coupled with affirmative action as strong interventions for closing the gender gap in higher education (Mukoro, 2014). But the part time programme came under very strong criticisms, that the National Universities Commission (NUC) suspended the ones operated by Universities in the last decade (NUC, 2012), until this year (2017), when it was lifted, with guidelines limiting the spread of the programmes, beyond the University campuses, and confining it to main campuses of Universities (NUC, 2017).

This study is aimed at assessing the status of female enrolment in the part time programmes in the college of Education, Agbor, as a case study, at the period when NUC suspended it and within the period of AWD (2010-2020). It is expected that the results of this study and that of similar previous studies will have implications for the effective ways of sustaining the part time programmes as a veritable tool for Women’s acquisition of higher education. Specifically this study aims at providing answers to the following questions:

1. What is the female enrolment status of the sandwich (NCE) programme in the period (2010-2015)?
2. What is the female enrolment status of the weekend (NCE) programme in the period (2010 – 2015)?
3. What is the female enrolment status of the outreach (NCE) programmes?
4. What is the female enrolment status in the “regular part time” degree programme in the 2011/2012 session?
5. What is the female enrolment status in the weekend degree programme in the 2011/2012 session?

Answers to the above questions will be of immense benefit to scholars/ researchers, policy makers (especially in education sector) and women in particular. Scholars/researcher will use the findings as vital empirical evidence in

the issue of gender in higher education. It will give policy makers a pointer on the effect of intervention of part time programmes on higher education in bridging the gender gap. Women in particular will have insight into areas of intervention to focus so as to encourage gender equality and women empowerment for sustainable national development.

### Methodology

This study employed descriptive survey design, using analysis of documents to collect data, on female enrolment in the various subject combinations and courses in the Nigeria certificate in Education (NCE) programme and the first degree programme of the Delta State University (DELSU) Arbraka. (in Affiliation with college of Education, Agbor). The College of Education, Agbor was hosting the following part time programmes

1. The sandwich NCE programme
2. The weekend NCE programme
3. The regular part time degree programme (in affiliation with DELSU, Arbraka).
4. The weekend degree programme and
5. The Irri and Kwale outreach (NCE) programmes.

Data for the degree programme was collected for the session 2011/2012 (which was the last set of students admitted before its suspension by NUC) from the office of the director of the degree Unit. The enrolment in the NCE programmes was obtained from documents available in the offices of the directors part time programmes within the period (2010-2015), the period of first phase of AWD (2010-2020). The actual number of students who registered and were on the programme (as shown in their participation in the semester examinations) were selected for the analysis.

Simple percentages were used to represent the female enrolment status while chi-square statistics are used to determine the significance of the percentages at 0.05 level. Bar charts are used to represent pictorially the male-female status.

### Results

The results are shown in tables 1 to 7 and figures 1 to 3 below.

**Table 1: Female Enrolment Status of Sandwich NCE Students in C.O.E, Agbor (2010/2011 – 2014)**

Course Combination	2010 – 2011			2011 – 2012			2012 – 2013			2013 – 2014			Grand Total			X <sup>2</sup>	Sig.
	F	T	%F	F	T	%F	F	T	%F	F	T	%F	F	T	%F		
Agric Education	13	17	76	5	9	56	6	12	50	9	11	82	33	49	67	11.56	*
Bus. Education	21	30	70	12	13	92	1	15	87	21	21	10	67	79	85	49.00	*
Econ/SOS	10	15	67	7	11	64	6	6	10	4	5	80	27	37	73	21.16	*
Econ/Computer	13	16	81	4	5	80	5	8	63	9	13	69	31	42	74	23.03	*
Eng/Pol	–	–	–	–	–	–	–	–	–	0	1	00	0	1	00	0.00	•
Eng/SOS	8	12	67	7	8	88	4	4	10	1	1	10	20	25	80	36.00	*
PES/Eng	–	–	–	–	2	00	–	–	–	–	–	–	0	2	00	0.00	•
PES/Econs	–	–	–	–	–	–	1	1	10	1	1	10	2	2	10	100.0	*
PES/SOS	12	14	86	26	30	87	2	29	93	20	21	95	85	94	90	64.00	*

							7											
PES/Comp	1	1	100	-	-	-	-	-	-	-	-	-	1	1	10	100.0	*	
															0	0		
Pol/Econ	1	2	50	-	-	-	-	-	-	-	-	-	1	2	50	0.00	*	
Pol/SOS	28	37	76	26	35	74	1	20	65	27	37	73	94	12	73	21.16	*	
							3								9			
TOTAL	107	14	74	87	113	77	7	95	79	92	11	83	36	46	78	31.36	*	
		4					5				1		1	3				
X <sup>2</sup>			23.0				29.1			33.6		43.5				31.36	*	
		3				6		4			6							
Significance		*			*		*		*		*							

(df = 1  $\chi^2 = 3.84$ ) \*  $\chi^2$  is significant •  $\chi^2$  is not significant

[Source: Office of Director of Sandwich Part-time Programme]

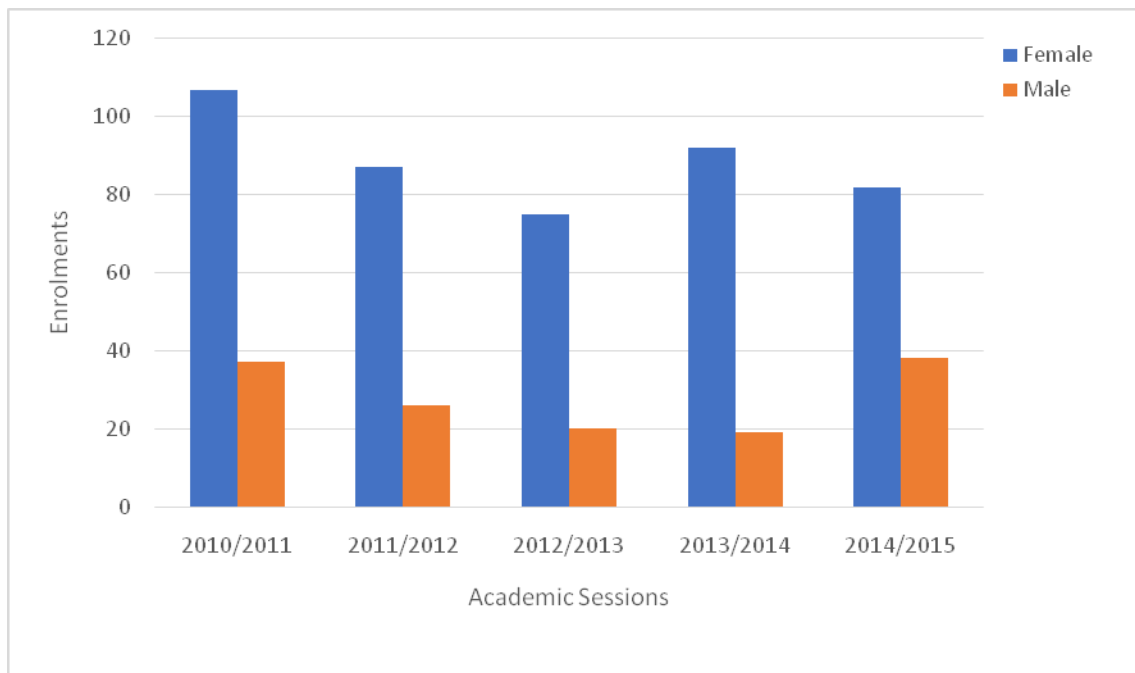


Figure 1: Distribution of students in the sandwich, NCE programme in College of Education, Agbor for five sessions.

Female enrolment status in the sandwich NCE programmes. Table 1 showed that female enrolment generally surpassed male enrolment for all the academic sessions considered. All the differences in enrolment between the females and the males are significant. (ie. observed chi-square X<sup>2</sup> is greater than the critical value). This is shown by the total percentage of females which are 74,77, 79 and 83 for which all the chi-square values are significant and at level. Of all the twelve (12) course combinations, consistent higher female enrolment was recorded in nine (9) of them, which are the ones that attracted student enrolment also. The bar chart in figure 1 showing the distribution of students by gender portrays the higher female enrolment more vividly.

Table 2 shows a similar result in 2014/2015, across years of study

**Table 2: Female Enrolment Status of Sandwich NCE Students In C. O. E, Agbor By Year of Study (2014/2015)**

YEAR OF STUDY	F	TOTAL	%F	$\chi^2$	SIGNIFICANCE
I	7	7	100	100.00	*
II	24	35	68	12.96	*
III	26	36	72	19.36	*
IV	25	42	60	4.00	*
<b>TOTAL</b>	82	120	68	12.96	*

(df = 1  $\chi^2_c = 3.84$ ) \*  $\chi^2$  is significant at 0.05 level.

**Female Enrolment in the Outreach NCE programme of the College.**

Table 3 and 4 shows That female enrolment was higher in all the years of study in 2011/2012 session.

**Table 3: Female Enrolment Status of Kwale Outreach (Part Time) NCE Students In The C. O. E, Agbor By Year Of Study (2011/2012)**

YEAR OF STUDY	F	TOTAL	%F	$\chi^2$	SIGNIFICANCE
I	47	66	71	17.64	*
II	49	74	66	10.24	*
III	50	71	70	16.00	*
IV	90	131	69	14.44	*
<b>GRAND TOTAL</b>	236	342	69	14.44	*

(df = 1  $\chi^2_c = 3.84$ ) \* significant at 0.05 level.

[Source: Office of Director of Sandwich Part-time Programme]

**Table 4: Female Enrolment Status of Irri Outreach (Part Time) NCE Students in The C. O. E, Agbor by Year Of Study (2011/2012)**

YEAR OF STUDY	F	TOTAL	%F	$\chi^2$	SIGNIFICANCE
I	53	90	59	3.24	•
II	65	91	71	17.64	*
III	56	86	65	9.00	*
IV	44	59	75	25.00	*
<b>GRAND TOTAL</b>	218	326	67	6.76	*

(df = 1  $\chi^2_c = 3.84$ ) \* significant at 0.05 level, • Not significant

[Source: Office of Director of Sandwich Part-time Programme]

Generally, the higher percentages of enrolment for females recorded in the out-reach programmes are significant except for 59% in year one for Irri center.

**Table 5: Female Enrolment Status of Weekend NCE Students in C.O.E, Agbor (2010/2011-2014/2015)**

Course Combination	2010 – 2011			2011 – 2012			2012 – 2013			2013 – 2014			2014 – 2015			Grand Total			X <sup>2</sup>	Sig.
	F	T	%F	F	T	%F	F	T	%F	F	T	%F	F	T	%F	F	T	%F		
Agric	–	–	–	3	5	–	–	2	67	–	–	5	8	6.76	*					
						6							63							
				0				3												
Education Bus.	13	15	87	4	10	40	–	–	–	–	–	–	17	25	12.9	*				
													68							
Education CRS/SOS	–	–	–	1	1	–	1	50	0	–	–	–	2	6	6	11.5	**			
						1							33							
				00		2		30												
Econs/Comp.	2	3	67	5	8	–	3	60	2	67	–	–	12	19	6.76	*				
						6							63							
				3		5		3												
Econs/SOS	4	6	67	1	3	–	2	67	3	75	–	–	10	16	6.76	*				
						3							63							
				3		3		4												
Eng/SOS	–	–	–	2	7	–	1	25	3	75	–	–	6	15	4.00	*				
						3							60							
				0		4		4												
PES/SOS	16	17	94	6	7	–	9	90	14	15	93	–	–	45	49	70.5	*			
						8							92							
				6		10														
PED	–	–	–	–	–	–	–	–	–	15	17	–	15	17	6	57.7	*			
													88							
Pol/Econs	–	–	–	–	–	–	0	0	–	–	–	–	0	1	00.00	•				
						1		–												
Pol/SOS	2	5	40	8	11	73	–	–	–	–	–	–	10	16	6.76	*				
													63							
<b>Grand Total</b>	<b>37</b>	<b>46</b>	<b>80</b>	<b>30</b>	<b>52</b>	<b>58</b>	<b>16</b>	<b>25</b>	<b>64</b>	<b>24</b>	<b>32</b>	<b>75</b>	<b>15</b>	<b>17</b>	<b>88</b>	<b>122</b>	<b>172</b>	<b>71</b>	<b>17.6</b>	<b>*</b>
																			<b>4</b>	
X <sup>2</sup>	36.00			2.56			7.8			25.0			57.7			17.64				
<b>Significance</b>				*		•		*		*		6	*			*			*	

(df = 1  $\chi^2_c$ 

= 3.84) • not significant; \*\* significant but female enrolment less than male enrolment \* significant.

*[Source: Office of Director of Weekend NCE Programme]*

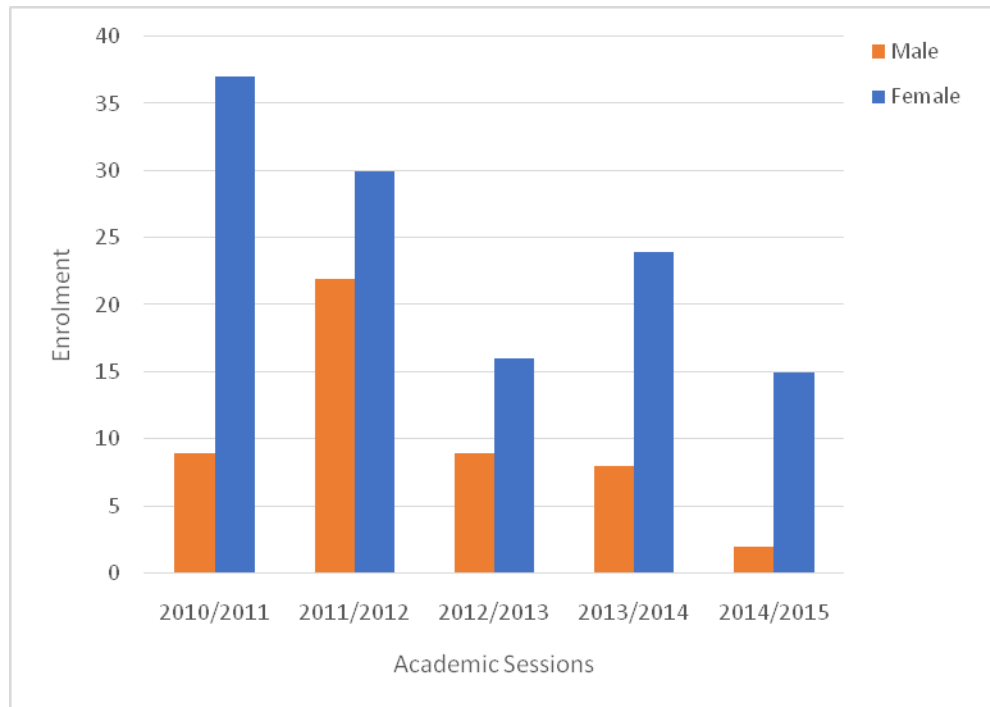


Figure 2: Distribution of students in the weekend NCE programme for five sessions

#### Female enrolment status in the weekend NCE programme

Table 5 shows that female enrolment was higher in all the five academic sessions than male enrolment. The female enrolment percentages of 80, 64, 75 and 88 are all significant except that of 58 in 2011/2012 session. Female enrolment was also higher across all the course combinations except CRS/SOS and Pol Sc/Econs which did not attract many students. The distribution of students by gender across the academic sessions is shown in fig 2 which makes the higher female enrolment more vivid.

#### Female enrolment status in the regular part time degree programme

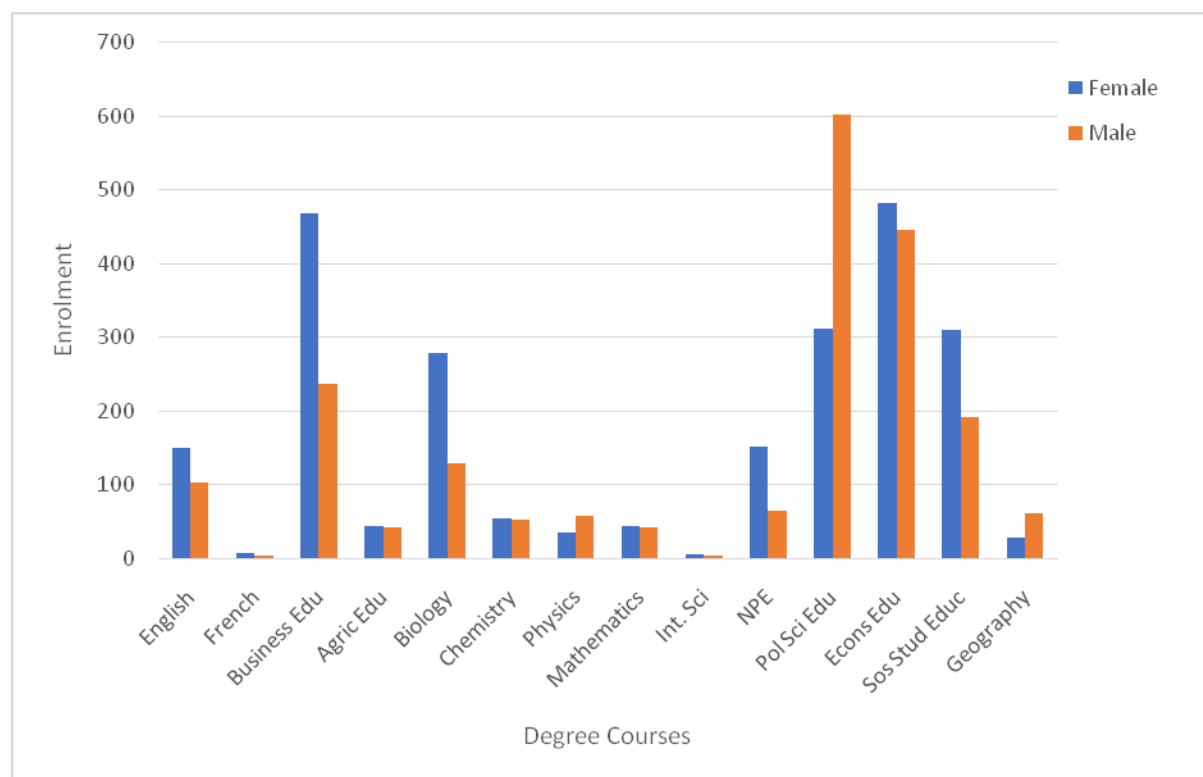
Table 6: Female Enrolment Status of Regular Part-Time Degree Students in C.O.E, Agbor (2011/2012)

PROGRAMME	100L			200L			300L			400L			Grand Total			X <sup>2</sup>	Sig.
	F	T	%F	F	T	%F	F	T	%F	F	T	%F	F	T	%F		
English	43	66	53	74	72	53	31	59	53	23	43	53	150	252	62	5.76	*
French	–	–	–	2	3	67	2	3	67	3	4	75	7	10	70	16.00	*
Business Edu.	95	143	66	170	65	158	227	70	105	165	64	468	705	66	10.24	*	
Agric. Educ.	6	21	43	12	21	59	11	17	65	15	26	58	44	85	52	0.16	•
Biology	70	113	62	137	69	64	90	71	49	67	73	278	407	68	12.96	*	
Chemistry	15	29	52	27	41	11	20	55	17	30	57	54	106	51	0.04	•	
Physics	10	22	45	30	37	3	17	18	10	23	43	34	92	33	11.56	••	
Mathematics	12	22	55	30	47	9	23	39	9	11	82	44	86	52	0.16	•	

Int. Science	-	-	-	6	10	60	-	-	-	-	-	-	6	10	60	4.00	*
NPE	3457	60	33	49	67	32	53	60	42	57	74	152	216	66	10.24	*	
Pol. Sc. Educ.	92	21243	71	191	37	80	217	37	68	294	23	311	914	38	5.76	••	
Econs Educ.	117	22352	100	205	49	160	293	55	10	206	51	482	927	52	0.16	•	
Soc. Stud. Educ.	75	13157	60	94	64	96	138	70	79	138	57	310	501	63	6.76	*	
Geography	1641	39	5	20	25	5	21	24	2	7	30	28	89	31	14.44	••	
<b>Grand Total</b>	585	108054	583	1061	55	662	1178	56	527	1071	51	2357	4390	54	0.64	•	
$\chi^2$			0.64			1.00			1.44		0.04				0.64		
<b>Significance</b>			•			•			•		•				•		

(df = 1  $\chi^2_c = 3.84$ ) \* is significant at 0.05 level, •  $\chi^2$  is not significant; •• female enrolment is significantly lower than male enrolment

[Source: NUC Statistics for COE, Agbor]



**Figure 3: Bar chart showing female enrolment status of students in the regular part time degree programme in different courses (2011/2012)**

Table 6 showed that the female enrolment in this part time programme surpassed male enrolment in eleven (11) out of the fourteen (14) courses offered in 2011/2012 academic session; although only seven (7) of the chi-square values are significant. There was significant higher female enrolment for the courses English, French, Business Education, Biology, Integrated Science, Nursery/Primary Education (NPE) and Social Studies Education across the four levels of study, than the male enrolment. There was significant lower female enrolments for physics, political science and



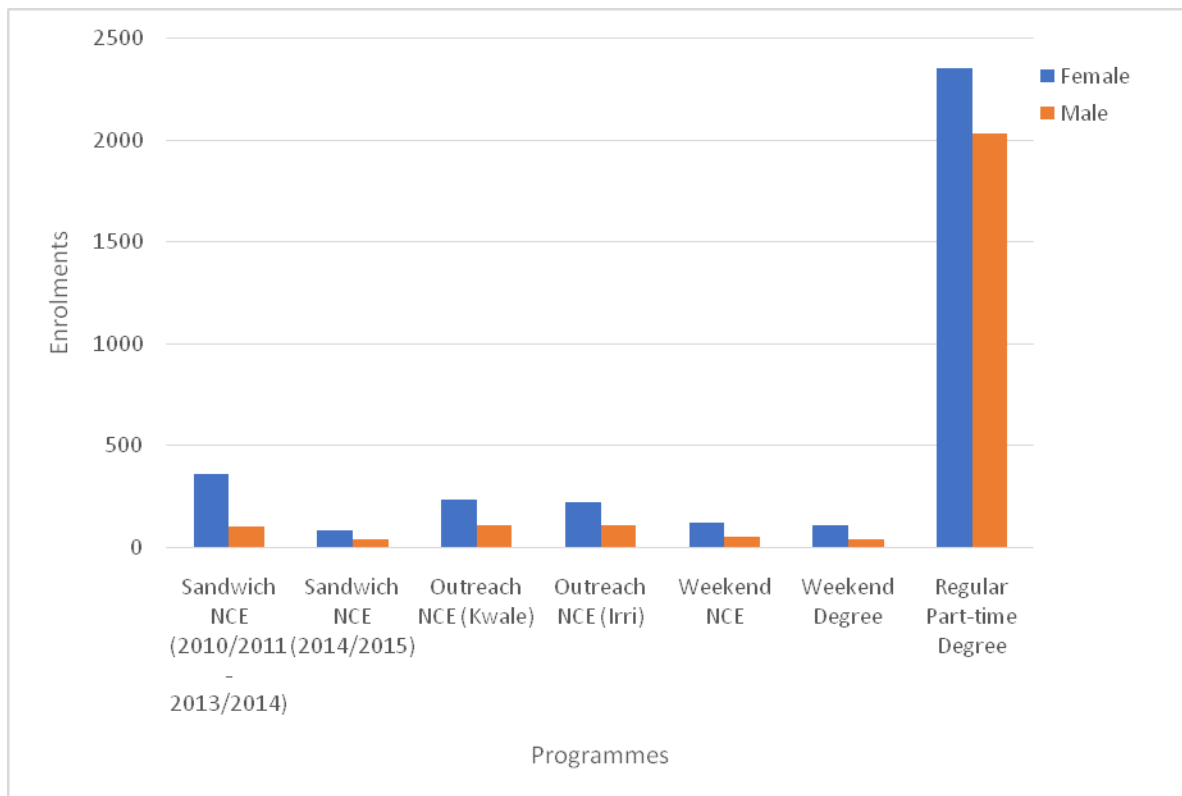
geography education than male enrolment. Although there were higher female enrolment in the courses, chemistry, mathematics, agricultural Science and economics Education, than that of males, the differences were not significant. Generally for each of the levels of study in 2011/2012 academic session, female enrolment was higher than male enrolment but the differences were not significant, as shown in the percentages 54,55,56 and 51 respectively for levels 1 to 4. The bar chart in figure 3 also gives a vivid picture of the female enrolment status in the programme across the various courses in 2011/2012 academic session.

**Table 7: Female Enrolment Status of Weekend Degree NPE Students in C.O.E, Agbor By Year of Study (2011/2012)**

LEVEL OF STUDY	F	T	%F	X <sup>2</sup>	SIGNIFICANCE
100	23	28	82	40.96	*
200	33	46	71	17.64	*
300	29	41	71	17.64	*
400	21	30	70	16.00	*
<b>Grand Total</b>	<b>106</b>	<b>145</b>	<b>73</b>	<b>21.16</b>	<b>*</b>

(df = 1  $\chi^2_c = 3.84$ ) \* significant at 0.05 level,

[Source: Office of Director, Degree Unit of COE, Agbor]



**Figure 4: Bar chart showing female enrolment status in all part-time programmes in College of Education, Agbor**

Table 7 shows the female enrolment status in only one course which was available at the time of data collection. The trend of the significant higher female enrolment in the course in the regular part time also manifested in the weekend mode. The percentages, 82 71,71,70 and 73 across the four levels show significant higher female enrolment than that

of male in 2011/2012 session.

### Discussion

The results showed that there was higher female enrolment generally in both the NCE and the degree programmes considered in this study. This finding is in line with those of Agu and Omenyi (2013), Ali & Muhammad (2013), Olaogun et al (2013) and Imakopomwan and Adeyemi (2016) which showed that unlike the case of the full-time mode of study, part time mode attracts significant higher female enrolment. From a gender analysis of sandwich admission in six (6) universities in the South-South Nigeria, Imakopomwan & Adeyemi (2016) found 56.7% females against 43.3% males. The results also portray reality which is experienced in teaching in the conventional part-time programme. Majority of the students are married women who dropped out of full-time mode of studies earlier (from any level) and for various reasons. Since AWD report showed lower completion rate for females, it is expected that more females (than males) are available for the part time programmes and also enroll for them. So the higher female enrolment could be an off shoot of their lower enrolment rate in the lower and tertiary levels of education. The part time programme, then provides the opportunity for them to continue their education.

From the review of the first phase of the AWD (2010-2020), it was observed that women in Nigeria are mainly in the category of casual, poorly remunerated and low skilled jobs generating less than half of men's wages, although they constitute 49% of labour force (MEWC, 2016). This situation is usually the effect of low educational qualification of the women in labour force. For them to rise beyond the "peasant job" level, some of them are motivated to take advantage of the part time mode of study, to study while working, especially when it is domiciled around them. To buttress this point, it has been found that a leading personal factor motivating women to pursue parttime studies in higher institutions is the need for higher qualification for promotion in work place (Chibuogwu, 2016); Egenti and Omoruyi (2011), Ojo (2006), and the flexibility of working, managing their home and studying concurrently. These issues corroborate the finding in this case study that female enrolment is significantly higher than that of male, across board. However the few exceptions where male enrolment is higher, are also important in the education of females in Nigeria.

While NCE part-time programmes did not include the pure (or natural science) courses, the degree programme included them (i.e Biology, Chemistry, Physics and mathematics). The finding of this study is also in line with those of Ambe-Uva et al (2008) and Agu et al (2013) and several others which showed that Science, Technology and Mathematics (STM) courses are usually male dominated in higher institutions. In a particular case of part time programmes, Agu et al (2013) studied, they observed as follow.

*"Male students enrolment was higher than that of females in the environmental and natural sciences while females surpassed males in enrolment into the faculties of Arts, education and management science" p. – 522.*

However in this study, the female enrolment is higher than that of males in Biology, chemistry and mathematics, but it is only significant for Biology. For physics, female enrolment is significantly lower than that of males, although it fluctuated within the levels of study. This result indicates that there is hope in raising more females in STM education, even from the part time programmes, since STM is an area which has long been seen as masculine courses and efforts are being made to erase this view so as to enhance development through STM education (Akinsowon & Osisanwo, 2014).

The merits of the acquisition of higher education by women cannot be overemphasized. It is expected that these women who overcame the challenges of studying through the part-time mode will definitely encourage their girl-children and wards to acquire higher education earlier in life. This could help to break the vicious cycle of gender. Inequality in access to education because it starts from the low girl enrolment at the primary school level. This expectation stems from the idea that gender imbalance in education has been partly attributed to the low literacy level of many parents in Nigeria (Nwajiuba, 2011). Hence the higher female enrolment in part time studies in higher education should be sustained, so as to achieve the objectives of all interventions (such as those of AWD (2010-2020) which include gender equality in Nigeria, as suggested by concerned educators such as Mukoro(2014).

The implication of the results of this study and that of other similar case studies is that part time programmes have the potential for bridging the gender disparity in education in Nigeria. While the part time programmes in the NCE courses in the College of Education run as usual, both within the campus and in outreach centers, that of the University has been limited to the main campuses of Universities thereby limiting the access to the programmes (NUC, 2017). Although the results of this study may not be interpreted beyond its scope as a case study, it is a trail blazer, considering their similarity to those of other case studies on the same issue. They provide pointer to areas where efforts should be channeled in order to enhance acquisition of higher education by women in Nigeria, thereby

reducing gender inequality.

### Recommendations

Part time programmes should be encouraged especially in the conventional sandwich and weekend modes since they attract more females who were not opportuned to study in their earlier years. They should be provided especially to meet the requirement of greater access to education and also achieve quality assurance in learning experiences. The following recommendations are made in order to achieve these expectations.

1. Since part time programmes of higher institutions are self-sustaining, government should subsidize the cost of studying for women in both Colleges of Education and Universities so as to sustain high enrolment.
2. Part time programmes should be subjected to accreditation alongside the full time ones so as to ensure quality.
3. In view of current recession and consequent unemployment, entrepreneurship courses which will enable part time students (especially women) acquire specific lucrative practical skills should be included in the programmes.
4. The current, NUC guidelines which limits part-time university programmes to only main campuses should be reviewed to ensure both quality and access for women.
5. Colleges of education which host full time University programmes should be allowed to host the corresponding part time mode also with full guidelines on accreditation and effective supervision.
6. Government should also provide institutions which should offer only conventional part time programmes just like the NOUN, especially in the present situation so as to bridge gender gap in education.

### Conclusion

The results of this case study which corroborates that of previous similar studies indicate that part time programmes in the College of Education Agbor attracted higher female enrolment than that of males for the first degree courses, sandwich, and weekend NCE courses. This is an indication that the part time programmes possess the potential for bridging gender inequality in education, if properly harnessed. It is therefore suggested that part time programmes in tertiary institutions could be properly positioned and sustained to offer women more access to higher education so as to bridge gender inequality and empower them for greater participation in national development.

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