CHAPTER FIVE

QUANTITATIVE DATA ANALYSIS AND DISCUSSION

5.1 Introduction

The purpose of this chapter is to make sense of the accumulated quantitative data collected from the field (Babbie, 2008; Floyd & Fowler, 2009; Mertens, 2010). Two research instruments were used to gather the data: a questionnaire and the participants' academic results.

The quantitative analysis of this study tested hypotheses 1, 2 and 3. To test for hypotheses 1, 2 and 3 frequencies, procedures and outputs were generated from the questionnaire used for the study (see Appendix B and L). Hypothesis 1 states that there is a significant relationship between cultural practices and academic performance; hypothesis 2 states that there is no significant difference in the academic performance of married women students at year 1 and year 2 of their study and hypothesis 3 states that there is no significant difference in the academic performance of married women students and single women students in higher education.

The same questionnaire was used for both research sites, that is, for all respondents at Lagos State University and the Adeniran Ogunsanya College of Education. Given the hypotheses (1, 2 and 3) of the study, the responses of all respondents were combined and cumulated to enable the researcher to derive the frequency outputs needed for the quantitative analysis of the data collected (see chapter 3 for a description of the quantitative research method used).

5.2   Frequencies procedures and outputs

Below are the extracted tables showing the frequency procedures and outputs from the questionnaire. The frequency outputs show the responses of the research respondents.

Table 5.1: Age of respondents

V2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
18	1	1.15	1	1.15
19	1	1.15	2	2.30
20	9	10.34	11	12.64
21	8	9.20	19	21.84
22	4	4.60	23	26.44
23	8	9.20	31	35.63
24	11	12.64	42	48.28
25	17	19.54	59	67.82
26	4	4.60	63	72.41
27	7	8.05	70	80.46
28	2	2.30	72	82.76
29	3	3.45	75	86.21
30	6	6.90	81	93.10
36	1	1.15	82	94.25
40	2	2.30	84	96.55
41	1	1.15	85	97.70
44	1	1.15	86	98.85
45	1	1.15	87	100.00
Frequency Missing = 2				

V2 on the above table represents the age of the research respondents. At both research sites, the age of the research respondents ranged between 18 and 45 years. A total of 89 respondents completed the questionnaire. According to table 5.1 above, two frequencies seems to be missing. The fact that there are missing frequencies means that three respondents did not answer the question.

From the above table it can be seen that the respondents included one aged 18 years and another aged 19, each representing 1.15% of the sample. Nine of the respondents were aged 20 years (10.34%), eight were 21 (9.20%), four were 22 (4.60%), eight were 23 (9.20%), eleven were 24 (12.64%), 17 were 25 (19.54%), four were 26 (4.60%), and

seven (8.5%), two (2.30%), three (3.45%) and six (6.90%) were aged 27, 28, 29 and 30 respectively. Two respondents (2.30%) were aged 40 years and one each were aged 41, 44 and 45 (1.15%). From the frequency outputs it is evident that the highest number of women students in year three of study were 25 years of age (17) and the lowest number (2) was between 41 and 45 years of age. In addition, table 5.1 also shows that the number of women students age 19 and 20 in year three of study is very low at 1.15%. This is the same percentage as for women students aged 41, 43 and 45.

Table 5.2: Respondents' marital status

V3	Frequency	Percent	Cumulative	
			Frequency	Percent
1	66	74.16	66	74.16
2	23	25.84	89	100.00

V3 represents marital status:

1 = single women students

2 = married women student.

The respondents who completed the questionnaire comprised both single and married students. Sixty-six of the respondents (74.16%) were single and 23 (25.84%) were married. Twenty two of total respondents were women students (both married and single) of the University while the remaining sixty seven respondents (both married and single) were from the College of education (see appendix B). On appendix B, the codes 01 – 022 indicate respondents from the University while codes 101 – 189 indicate respondents from the college of education. The figures on the table above reveal that there were more single women students in year 3 of their study than married women. Although the figures show that there were more single women students in year 3 of their study, this does not have any implications for the research question (which focuses on married women students) because the researcher worked with the percentages of the group (married or single women). This suggests that married women students do not often study at higher education like single women students. Although, it may not have statistical impact but it is a fact that should not be ignored.

Table 5.3: Cumulative frequency: respondents' year of study

V4	Frequency	Percent	Cumulative	
			Frequency	Percent
3	88	100.00	88	100.00
Frequency Missing = 1				

V4 = respondents' year of study

Table 5.3 shows only year 3. This means that all 88 (100%) respondents are in year 3 of their studies. This is in accordance with the research population and sampling.

Table 5.4: Married women need higher education

V5	Frequency	Percent	Cumulative	
			Frequency	Percent
1	52	58.43	52	58.43
2	33	37.08	85	95.51
3	0	37.08	0	95.51
4	1	1.12	86	96.63
5	3	3.37	89	100.00

V5 represents statement/question

1, 2, 3, 4, 5 = the responses of research respondents: 1=strongly agreed, 2= agreed, 3= undecided, 4=strongly disagreed and 5= disagreed. Also note that V5 – V36 represent statements/questions. These questions/statements appear at the top of each table.

Fifty-two respondents (58.43%) strongly agreed that women need higher education, while 33 respondents (37.08%) agreed that women need higher education, one respondent (1.12%) disagreed and three respondents (3.37%) strongly disagreed. In other words, four respondents stated that women do not need higher education. This means that single women also feel that married women equally need higher education.

In response to the question of whether women need higher education to gain employment, 28 respondents (32.56%) strongly agreed that women need higher education to be employed and 43 respondents (50.00%) agreed; while five respondents (5.81%)

were undecided. Eight respondents (9.30%) disagreed and two respondents (2.33%) strongly disagreed.

Table 5.5: Women need higher education to be employed

V6	Frequency	Percent	Cumulative	
			Frequency	Percent
1	28	32.56	28	32.56
2	43	50.00	71	82.56
3	5	5.81	76	88.37
4	8	9.30	84	97.67
5	2	2.33	86	100.00
Frequency Missing = 3				

V6 represents statement/question

In response to the question of whether women need higher education to gain employment, 28 respondents (32.56%) disagreed and disagreed respectively. In total, 71 respondents (80.7%) believe that higher education is necessary for obtaining employment. Put another way, this means that possible employment is one among the reasons why women need higher education.

Table 5.6: Women need higher education to have a career

V7	Frequency	Percent	Cumulative	
			Frequency	Percent
1	43	49.43	43	49.43
2	32	36.78	75	86.21
3	4	4.60	79	90.80
4	6	6.90	85	97.70
5	2	2.30	87	100.00
Frequency Missing = 2				

V7 represents statement/question

All respondents responded to this item in the questionnaire. Forty-three (49.43%) and thirty-two (36.78%) responded that they strongly agreed and agreed respectively. Meanwhile, six (6.90%) and two (2.30%) responded that they strongly disagreed and

disagreed respectively. Apart from these respondents, four (4.60%) were indecisive as the time of questionnaire completion and neither agreed nor disagreed

Table 5.7: Women need higher education for a successful marriage

V9	Frequency	Percent	Cumulative	
			Frequency	Percent
1	21	24.42	21	24.42
2	32	37.21	53	61.63
3	6	6.98	59	68.60
4	21	24.42	80	93.02
5	6	6.98	86	100.00
Frequency Missing = 3				

V9 represents statement/question

In response to this question, 21 respondents (24.42%) and 32 respondents (37.21%) strongly agreed and agreed respectively, while six respondents (6.98%) were undecided. Twenty-one (24.42%) respondents strongly disagreed with this statement, while six (6.98%) merely disagreed. This suggests that women regard higher education as a requirement or need for successful marriage.

Table 5.8: Women in Nigeria have a negative attitude to higher education

V10	Frequency	Percent	Cumulative	
			Frequency	Percent
1	5	5.88	5	5.88
2	22	25.88	27	31.76
3	7	8.24	34	40.00
4	33	38.82	67	78.82
5	18	21.18	85	100.00
Frequency Missing = 4				

V10 represents statement/question

Five respondents (5.88%) strongly agreed that women in Nigeria have a negative attitude towards higher education while, 22 (25.88%) agreed that women in Nigeria have a negative attitude towards higher education. Seven respondents (8.24%) were undecided

and 33 (38.82%) strongly disagreed And 18 (21.18%) just disagreed. This means that women (both married and single) in Nigeria welcome higher education and have a positive attitude towards it.

Table 5.9: Women students in higher education should be financially supported only by their husbands

V11	Frequency	Percent	Cumulative	
			Frequency	Percent
1	12	13.48	12	13.48
2	23	25.84	35	39.33
3	4	4.49	39	43.82
4	27	30.34	66	74.16
5	23	25.84	89	100.00

V11 represents statement/question

A total of 35 respondents were of the opinion that women students in higher education should be financially supported only by their husbands. Of these 35 respondents, 12 (13.48%) strongly agreed and the other 23 (25.84%) agreed. On the other hand, 27 respondents (30.34%) strongly disagreed that women students in higher education should be financially supported only by their husbands, while 23 respondents merely disagreed that women students in higher education should be financially supported only by their husbands. Only four (4.49%) respondents were undecided. Given that only 25 per cent of the study's participants this does not have any significance or implication for the frequency scores here.

Table 5.10: Women students in higher education should be financially supported only by their parents.

V12	Frequency	Percent	Cumulative	
			Frequency	Percent
1	8	8.99	8	8.99
2	10	11.24	18	20.22
3	8	8.99	26	29.21
4	33	37.08	59	66.29
5	30	33.71	89	100.00

V12 represents statement/question

Eight respondents (8.99%) and ten respondents (11.24%) strongly agreed and agreed respectively with the above question. Thirty-three (37.08%) and 30 respondents (33.71%) strongly disagreed and disagreed respectively that women students in higher education should be financially supported by their parents. This implies that 63 respondents (71.59%) believe that women students in higher education should not be financially supported only by their parents. Only eight respondents (8.99%) were indecisive at the time that they completed the questionnaire.

Table 5.11: The dream of women is to become housewives and mothers rather than higher education students or graduates

V13	Frequency	Percent	Cumulative	
			Frequency	Percent
1	5	5.62	5	5.62
2	10	11.24	15	16.85
3	8	8.99	23	25.84
4	28	31.46	51	57.30
5	38	42.70	89	100.00

V13 represents statement/question

A total of five respondents strongly agreed and ten agreed that the dream of women is to become housewives and mothers rather than higher education students or graduates. On the other hand, 28 (31.46%) respondents indicated that they strongly disagreed and 38 respondents (42.70%) disagreed. In a nutshell, 66 respondents (75%) said that it is not true that the dream of women is to become housewives and mothers. The table also shows that 8.99% of the total respondents (8 in number) were undecided. It could be argued that in the sample studied, women do not see their life's ambition to be housewives. It is possible that they have carreer ambition especially when one consider their responses on V7 (women need higher education to have a career).

Table 5.12: Courses offered at higher institutions can influence the attitude of married women to higher education

V14	Frequency	Percent	Cumulative	
			Frequency	Percent
1	24	26.97	24	26.97
2	38	42.70	62	69.66
3	10	11.24	72	80.90
4	13	14.61	85	95.51
5	4	4.49	89	100.00

V14 represents statement/question

Twenty-four (26.97%) and 38 respondents (42.70%) strongly agreed and agreed respectively that the courses offered can influence married women's attitude towards higher education. Meanwhile 13 (14.61%) strongly disagreed and four (4.49%) disagreed. For them, the courses offered at higher institutions cannot influence the attitude of married women towards higher education. This means that the numbers of married women students in higher education will increase if certain courses, possibly courses related to women studies and course that will interest them are offered at higher education institutions.

Table 5.13: Marital status influences the academic performance of students in higher education.

V15	Frequency	Percent	Cumulative	
			Frequency	Percent
1	17	19.54	17	19.54
2	42	48.28	59	67.82
3	8	9.20	67	77.01
4	15	17.24	82	94.25
5	52	5.75	87	100.00
Frequency Missing = 2				

V15 represents statement/question

In response to this statement, eight respondents (9.20%) were undecided. However, 17 (19.54%) strongly agreed and 42 (48.28%) agreed with it. In short, 59 respondents (67%)

would appear to believe that marital status does influence the academic performance of students in higher education. Fifteen respondents (17.24%) strongly disagreed and 5 (5.75%) respondents disagreed, however. In effect they would seem to believe that marital status does not affect or influence the academic performance of students in higher education. Conclusively, 67.82% of respondents (59 of a total of 88 respondents) said that marital status influences the academic performance of students in higher education. The responses of the participants suggest that marital status of women students in higher education affect their academic performance.

Table 5.14: Academic grade point or class of degree is not considered top priority by married women students.

V16	Frequency	Percent	Cumulative	
			Frequency	Percent
1	6	6.82	6	6.82
2	34	38.64	40	45.45
3	17	19.32	57	64.77
4	28	31.82	85	96.59
5	3	3.41	88	100.00
Frequency Missing = 1				

V16 represents statement/question

With respect to this question, 45.46% of respondents (40) believe that married women students do not consider academic grade point or class of degree to be a top priority in higher education. In their responses, six (6.82%) strongly agreed while 34 (38.64%) agreed. Twenty-eight respondents (31.82%) strongly disagreed while three (3.41%) merely disagreed. A fairly substantial number (19.32%) were indecisive. Above 50% of respondents believe that women students in higher education do not consider class of degree or grade point at the end of the academic year to be a majot reason for them to be in higher education. It is possible that acquiring higher education for the sake of it or becoming higher education graduates irrespective of their grade point is their top priority.

Table 5.15: The academic performance of women students in higher education does not have impact on their academic knowledge

V17	Frequency	Percent	Cumulative	
			Frequency	Percent
1	7	8.05	7	8.05
2	12	13.79	19	21.84
3	9	10.34	28	32.18
4	46	52.87	74	85.06
5	13	14.94	87	100.00
Frequency Missing = 2				

V17 represents statement/question

Twelve respondents (13.79%) agreed and seven (8.05%) strongly agreed that the academic performance of women students in higher education does not have an impact on their knowledge. On the other hand, 46 (52.87%) and 13 (14.94%) of the respondents said that the academic performance of women students in higher education does have an impact on their knowledge. Meanwhile, 10.34% of respondents neither agreed nor disagreed. This suggests that the academic performance of women students in higher education does not have significant impact on their academic knowledge.

Table 5.16: Good academic performance is necessary for a successful marriage.

V18	Frequency	Percent	Cumulative	
			Frequency	Percent
1	20	22.99	20	22.99
2	35	40.23	55	63.22
3	1	1.15	56	64.37
4	22	25.29	78	89.66
5	9	10.34	87	100.00
Frequency Missing = 2				

V18 represents statement/question

Only one (1.15%) respondent was indecisive with regard to this statement. Twenty (22.99%) strongly agreed and 35 respondents agreed (40.23%) that good academic performance is necessary for a successful marriage. Twenty-two (25.29%) and nine

respondents (10.34%) respectively on the other hand strongly disagreed and disagreed with the statement. In other words, they indicated that good academic performance is not necessary for a successful marriage.

Table 5.17: The husband's educational qualification can influence a married woman's academic performance in higher education

V19	Frequency	Percent	Cumulative	
			Frequency	Percent
1	30	34.09	30	34.09
2	42	47.73	72	81.82
3	4	4.55	76	86.36
4	10	11.36	86	97.73
5	2	2.27	88	100.00
Frequency Missing = 1				

V19 represents statement/question

A total of 72 respondents responded that the husband's educational qualification can influence a married woman's academic performance in higher education. Thirty (34.09%) of the respondents strongly agreed and 42 (47.73%) agreed. On the other hand, ten respondents (11.36%) strongly disagreed while two respondents (2.27%) disagreed. For them, the husband's educational qualification does not influence a married woman's academic performance in higher education. Four respondents (4.55%) were undecided.

Table 5.18: Family background and qualifications can influence married women's academic performance in higher education.

V20	Frequency	Percent	Cumulative	
			Frequency	Percent
1	21	23.86	21	23.86
2	44	50.00	65	73.86
3	8	9.09	73	82.95
4	10	11.36	83	94.32
5	5	5.68	88	100.00
Frequency Missing = 1				

V20 represents statement/question

With respect to this statement, 21 respondents (23.86%) and 44 respondents (50%) strongly agreed and agreed respectively that family background and qualifications can influence married women's academic performance in higher education. All together, 65 respondents (73.03%) supported the view that family background and qualifications can influence married women's academic performance. In contrast to the above, 15 respondents said that that family background and qualifications cannot influence married women's academic performance in higher education. In a nutshell, ten respondents (11.36%) strongly disagreed and five respondents (5.68%) disagreed. In addition, eight respondents (9.09%) were undecided, that is, they neither agreed nor disagreed. There is a strong possibility that family background, qualification and women academic performance are linked and thus affect academic performance of women students in higher education significantly.

Table 5.19: The academic performance of women students in higher education has an impact on their skills.

V21	Frequency	Percent	Cumulative	
			Frequency	Percent
1	18	20.69	18	20.69
2	51	58.62	69	79.31
3	8	9.20	77	88.51
4	9	10.34	86	98.85
5	1	1.15	87	100.00
Frequency Missing = 2				

V21 represents statement/question

Eighteen respondents (20.69%) strongly agreed and 51 (58.62%) agreed that the academic performance of women students in higher education has an impact on their skills. Nevertheless, ten respondents disagreed with this opinion of the 69 respondents above. Among these ten respondents, nine (10.34%) strongly disagreed while one (1.15%) disagreed. For them, the academic performance of women students in higher education does not have an impact on their skills. However, eight respondents (9.20%) were undecided. With respect to the sampled respondents, the academic performance of women both married and single students has significant impact on their skills given the

percentage of total sample respondents that affirm agreed and and strongly agreed to the question on academic performance and its impact on skills.

Table 5.20: Women studying in higher education should not have children.

V22	Frequency	Percent	Cumulative	
			Frequency	Percent
1	2	2.25	2	2.25
2	7	7.87	9	10.11
3	7	7.87	16	17.98
4	32	35.96	48	53.93
5	41	46.07	89	100.00

V22 represents statement/question

A very high number of respondents – 73 out of a total of 89 respondents (82.02%) said that women studying in higher education should have children. Thirty-two (35.96%) and 41 (46.07%) strongly disagreed and disagreed respectively that women studying in higher education should not have children. Other respondents: two (2.25%) and seven (7.87%) responded strongly agreed and agreed respectively. In other words, they believe that women studying in higher education should not have children. Apart from the above respondents, another seven (7.87%) were undecided. Interestingly the number of 73 out of total respondents affirms that women studying in higher education should have children. This sounds really interesting as some married women often complain of maital responsibilities which taking care of the children is part of.

Table 5.21: Women students in higher education are not able to study at home

V23	Frequency	Percent	Cumulative	
			Frequency	Percent
1	6	6.74	6	6.74
2	14	15.73	20	22.47
3	7	7.87	27	30.34
4	43	48.31	70	78.65
5	19	21.35	89	100.00

V23 represents statement/question

Six respondents (6.74%) strong agreed and 14 (15.73%) agreed that women in higher education are not able to study at home. Apart from these respondents, 43 (48.31%) strongly disagreed and 19 (21.35%) merely disagreed that women students in higher education are not able to study at home. They maintain that women students in higher education are able to study at home. Another seven respondents (7.87%) were undecided. This suggest that reasonably high number of women students are not able to study at home yet they insist that women students in higher education should have children (See V22 above) that could possibly be one of the responsibility or reason for ther inability to study at home.

Table 5.22: Women students in higher education are more interested in the certificate itself than in grade points.

V24	Frequency	Percent	Cumulative	
			Frequency	Percent
1	13	14.77	13	14.77
2	29	32.95	42	47.73
3	9	10.23	51	57.95
4	25	28.41	76	86.36
5	12	13.64	88	100.00
Frequency Missing = 1				

V24 represents statement/question

Thirteen (14.77%) and 29 (32.95%) respondents agreed and disagreedrespectively. However, 25 respondents (28.41%) and another 12 respondents (13.64%) differed in that they strongly disagreed and disagreed respectively with this. It is also important to note that nine respondents (10.23%) were undecided as to their response.

Table 5.23: A mother in- in-law sees higher education for her daughter in-law as a waste of time.

V25	Frequency	Percent	Cumulative	
			Frequency	Percent
1	8	8.99	8	8.99
2	30	33.71	38	42.70
3	9	10.11	47	52.81
4	34	38.20	81	91.01
5	8	8.99	89	100.00

V25 represents statement/question

A total of 38 respondents (42.69%) supported the statement that a mother in-law sees higher education for her daughter-in-law as a waste of time. Among the 38 respondents, eight (8.99%) strongly agreed and 30 (33.71%) agreed that a mother-in-law sees higher education for her daughter-in-law as being a waste of time. In contrast, 34 respondents (38.20%) and eight (8.99%) responded that a mother-in-law does not see higher education for her daughter-in-law as a waste of time. Meanwhile, nine other respondents (10.11%) were undecided).

Table 5.24: A mother-in-law sees higher education for her daughter-in-law as a waste of her son's money.

V26	Frequency	Percent	Cumulative	
			Frequency	Percent
1	14	15.73	14	15.73
2	32	35.96	46	51.69
3	11	12.36	57	64.04
4	22	24.72	79	88.76
5	10	11.24	89	100.00

V26 represents statement/question

With respect to the above questionstatement, 14 respondents (15.73%) strongly agreed and another 32 (35.96%) agreed that a mother-in-law sees higher education for her daughter-in-law as a waste of her son's money. In contrast, 22 respondents (24.72%) strongly disagreed and 10 (11.24%) disagreed. The frequencies for V25 (A mother in- in-

law sees higher education for her daughter in- law as a waste of time) and V26 (A mother-in-law sees higher education for her daughter-in-law as a waste of her son's money) validate each other i.e there is compatibility between the two frequencies. In short, it reveals the power of the mother-in-law in a woman's higher education pursit and most probably her academic performance. Simply put, the mother-in-law's view is very influencial on higher education of women students in higher education.

Table 5.25: Cultural practices in Nigeria require women to concentrate only on their home, children and husbands

V27	Frequency	Percent	Cumulative	
			Frequency	Percent
1	18	20.45	18	20.45
2	38	43.18	56	63.64
3	8	9.09	64	72.73
4	17	19.32	81	92.05
5	7	7.95	88	100.00
Frequency Missing = 1				

V27 represents statement/question

Eighteen respondents (20.45%) strongly agreed and 38 agreed that cultural practices in Nigeria require women to concentrate only on their home, children and husbands. Eight respondents (9.09%) were undecided, however, implying that they neither agreed nor disagreed. Furthermore, 17 respondents (19.32%) strongly disagreed and seven (7.95%) disagreed that cultural practices in Nigeria require women to concentrate on their home, children and husbands.

Table 5.26: Cultural practices in Nigeria establish that men/males are the breadwinners of their families and therefore support men's education and discourage women's education.

V28	Frequency	Percent	Cumulative	
			Frequency	Percent
1	9	10.23	9	10.23
2	32	36.36	41	46.59
3	8	9.09	49	55.68
4	28	31.82	77	87.50
5	11	12.50	88	100.00
Frequency Missing = 1				

V28 represents statement/question

All together, 41 respondents strongly agreed and agreed that cultural practices in Nigeria establish that men/males are the breadwinners of their families and therefore support men's education and discourage women's education. In the actual response, nine (10.23%) strongly agreed, and 32 (36.36%) agreed. Also shown on the above table are those who strongly disagreed, disagreed and undecided. Twenty-eight respondents (31.82%) strongly disagreed and 11 (12.50%) disagreed that cultural practices in Nigeria establish that men/males are the breadwinners of their families and therefore support men's education and discourage women's education. Eight other respondents (9.09%) were indecisive.

Table 5.27: Compliance and obeying cultural norms, taboos and beliefs make women better citizens.

V29	Frequency	Percent	Cumulative	
			Frequency	Percent
1	13	14.77	13	14.77
2	36	40.91	49	55.68
3	12	13.64	61	69.32
4	17	19.32	78	88.64
5	10	11.36	88	100.00
Frequency Missing = 1				

V29 represents statement/question

Thirteen (14.77%) and 36 respondents (40.91%) strongly agreed and agreed respectively that compliance and obeying cultural norms, taboos and beliefs make women better citizens. By contrast, 17 (19.32%) and 10 respondents (11.36%) strongly disagreed and disagreed respectively with the above statement. In short, this implies that they believe that compliance and obeying cultural norms, taboos and beliefs do not make women better citizens. Twelve other respondents (13.64%) were undecided. Given the responses of sampled respondents, it appears that majority of women believe that women in general should comply and obey cultural norms, taboos and beliefs. This they must do it if they want to seen as better citizens. In the nutshell, women see complance and obeying of cultural practice as a must for women. This view seems to collaborate their view on V28 above where they, in larege number or frequency belief that men are the bread winners of the family because cultural beliefs establishes it.

Table 5.28: Compliance and obeying cultural norms, taboos and beliefs make women succeed in their marriage.

V30	Frequency	Percent	Cumulative	
			Frequency	Percent
1	16	18.18	16	18.18
2	39	44.32	55	62.50
3	11	12.50	66	75.00
4	14	15.91	80	90.91
5	8	9.09	88	100.00
Frequency Missing = 1				

V30 represents statement/question

Sixteen respondents (18.18%) strongly agreed, and 39 respondents (44.32%) agreed that compliance and obeying cultural norms, taboos and beliefs make women succeed in their marriage. In total, 55 respondents (61.79%) out of the total 89 respondents support or agree with the above statement/question. Meanwhile, 11 other respondents (12.50%) neither agreed/strongly agreed nor disagreed/disagreed. Those who strongly disagreed numbered 14 (15.91%) while eight other respondents (9.09%) disagreed. In other word, 22 respondents (24.71%) disagreed with the above statement/question. A reasonably

number of women believe that being a successful citizen begains at home. For married women to be successful citizens their marriage must be successful and they link the success of their marriage to the complance and obedience to cultural norms, taboos and beliefs given their responses in V28, V29 and V30.

Table 5.29: Culture and tradition are formulated by men and implemented mainly through the co-operation of aged women to prevent women from liberation and empowerment.

V31	Frequency	Percent	Cumulative	
			Frequency	Percent
1	5	5.81	5	5.81
2	29	33.72	34	39.53
3	29	33.72	63	73.26
4	17	19.77	80	93.02
5	6	6.98	86	100.00
Frequency Missing = 3				

V31 represents statement/question

Thirty-four of a total of 88 respondents supported the above statement. In short, five (5.81%) strongly agreed and 29 (33.72%) agreed with the above statement. Other respondents: 17 (19.77%) and six (6.98%) strongly disagreed and disagreed respectively with the above statement. A relatively high number of respondents, 29 (33.72%), was undecided. The statistics is very important especially when I relate it to my experience. Earlier in this study when I reviewed the literature in relation to my my rational I noted that culture and tradition are formulated by men and implemented mainly through the co-operation of aged women to prevent women from liberation and empowerment. Given the number of respondents who agreed and those who disagreed with the above statement, it is logical to say that 'women are women's problem' because the literature regard culture and tradition as a problem to women's liberation and empowerment.

Table 5.30: Women in higher education should cook and clean the house before and after classes.

V32	Frequency	Percent	Cumulative	
			Frequency	Percent
1	23	26.14	23	26.14
2	50	56.82	73	82.95
3	3	3.41	76	86.36
4	10	11.36	86	97.73
5	2	2.27	88	100.00
Frequency Missing = 1				

V32 represents statement/question

Twenty-three respondents (26.14%) strongly agreed and another 50 respondents (56.82%) agreed with the above statement. This means that these women believe that women in higher education should cook and clean the house before and after classes. Some respondents had different opinions, however. Ten (11.36%) and two (2.27%) strongly disagreed and disagreed respectively with the above statement. For them women in higher education do not have to cook and clean the house before and after classes. Only three respondents (3.41%) were indecisive on this issue. There is the possibility as shown by the sampled respondents' responses here that cooking and cleaning the house is a marital responsibility hence a cultural norm and belief that women must comply with, and obey in order for them to be successful in their marriage and be seen as good citizens (see V28,V29 and V30).

Table 5.31: Fathers and husbands should help with housework if women are studying in higher education.

V33	Frequency	Percent	Cumulative	
			Frequency	Percent
1	20	22.73	20	22.73
2	53	60.23	73	82.95
3	4	4.55	77	87.50
4	8	9.09	85	96.59
5	3	3.41	88	100.00
Frequency Missing = 1				

V33 represents statement/question

With respect to the above statement, 20 (22.73%) strongly agreed and 53 (60.23%) agreed, a total of 73 respondents. Of the others respondents, eight (9.09%) strongly disagreed with the statement while three (3.41%) disagreed. Apart from these responses, four respondents response were undecided. Although, housework for men, fathers and husbands is not culturally acceptable or permitted. But the responses of suggest that fathers and husbands should help with housework if women better still their wives are studying in higher education. There is the possibility that women will enjoy studying and their academic performance improved if husbands for married women students and fathers for single women students help with houseworks.

Table 5.32: Cultural practices affect married women students' academic performance more than single women students' academic performance in higher education.

V34	Frequency	Percent	Cumulative	
			Frequency	Percent
1	12	13.79	12	13.79
2	37	42.53	49	56.32
3	18	20.69	67	77.01
4	15	17.24	82	94.25
5	5	5.75	87	100.00
Frequency Missing = 2				

V34 represents statement/question

Here, 12 (13.79%) and 37 respondents (42.53%) strongly agreed and agreed respectively with the above statement/question. By interpretation, they said that cultural practices affect married women students' academic performance more than that of single women. In short, 49 respondents (55.68%) out of a total of 88 affirmed that the above statement is true. Despite these responses, the table also reveals that 20 respondents said that the above statement is not true. Fifteen of these (17.24%) strongly disagreed and the other five (5.75%) disagreed. Respondents whose response was "undecided" numbered 18 (20.69%). Over Fifty percent of sampled respondents both married and sinle women agreed that Cultural practices affect married women students' academic performance more than single women students' academic performance in higher education. Complance and obeying cultural practices, the view of the mother-in-law, taking care of children, cooking and cleaning the home before and after classes, courses offered in higher education, not considering academic performance to be a top priority amongst others mentioned above is likely to be chiefly responsible.

Table 5.33: Should married women obtain higher education qualifications?

V35	Frequency	Percent	Cumulative	
			Frequency	Percent
1	79	100.00	79	100.00
Frequency Missing = 10				

V35 represents statement/question

Seventy-nine respondents responded to the above question. All of them (100%) strongly agreed that married women should obtain higher education qualifications. The reasons given include: Women need higher education for children/family togetherness, for societal/nation building, to have a say at home, executing or excising their rights; Knowledge advancing purposes, and career prospects/earning more income. Most respondents identified career prospects and children/family togetherness as the reason why married women need higher education.

Table 5.34: Cultural practice should be upset/retained

V36	Frequency	Percent	Cumulative	
			Frequency	Percent
1	10	43.48	10	43.48
2	13	56.52	23	100.00
Frequency Missing = 66				

V36 represents statement/question

Table 5.35 shows that 23 respondents support the retaining of cultural practices. In their responses, 10 of them (43.48%) strongly agreed while 13 (56.52%) agreed. The remaining 66 respondents (missing frequency) did not respond to the question. Even at these complains of women against cultural practices with reference to their academic performance in higher education, they emphasis given the high responses of sampled respondents who are of the opinion that cultural practices should not change but retain. Their reasons may include the belief that cultural practices make women better citizens and successful in their marriage.

Table 5.35: Cultural practices in Nigeria should be changed.

V37	Frequency	Percent	Cumulative	
			Frequency	Percent
1	26	55.32	26	55.32
2	6	12.77	32	68.09
3	15	31.91	47	100.00
Frequency Missing = 42				

V37 represents statement/question

Twenty-six respondents (55.32%) strongly agree and another six (12.77%) agreed that cultural practices should be changed. The other respondents were undecided. This would seem to imply that, at the time of questionnaire completion, they were indecisive. The responses here confirm V36 above the women surport that cultural practices should not be changed.

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Table 5.36: Comments on areas not addressed in questionnaire

V38	Frequency	Percent	Cumulative	
			Frequency	Percent
Frequency Missing = 89				

V38 represents statement/question

The above table is blank. The missing frequency is 89. This implies that the respondents found the questionnaire to be satisfactory. In my own words, they regard the questionnaire as being well constructed.

5.3   Testing hypothesis 1

From the above frequency outputs, responses on cultural practices and the academic performance of women students in higher education were gathered separately and shown in different tables. These tables are given below.

Table 5.37: Responses regarding cultural practice

Questions	SA	A	UD	D	SD
V25	8	30	9	34	8
V26	14	32	11	22	10
V27	18	38	8	17	7
V28	9	32	8	28	11
V29	13	36	12	17	10
V30	16	39	11	14	8
V31	5	29	29	17	6
V32	23	50	3	10	2
V33	20	53	4	8	3
V34	12	37	18	15	5

Key:

SA = strongly agreed

A = Agreed

UD = Undecided

SD = strongly disagreed

D = Disagreed

Table 5.38: Responses regarding academic performance

Questions	SA	A	UD	SD	D
V15	17	42	8	15	5
V16	6	34	17	28	3
V17	7	12	9	4	13
V18	20	35	1	2	9
V19	30	42	4	10	22
V20	21	44	8	10	5
V21	18	51	8	9	1
V22	2	7	7	32	41
V23	6	14	7	43	19
V24	13	29	9	25	12

Table 5.39: Collapsing extreme and eradication of undecided options/responses on cultural practice.

Questions	A	D
V25	160	76
V26	198	54
V27	242	41
V28	173	67
V29	209	44
V30	236	36
V31	141	40
V32	315	22
V33	312	19
V34	208	35

Note: The undecided option/response was eliminated, i.e. not used or considered for statistical computation on the grounds that the researcher does not consider it as a substantive response, but as good as no response. In this study, the researcher is only interested in working with definite responses such as agree, strongly agree, disagree and strongly disagree. To do this, strongly agreed is added to agreed to obtain A (agreed) and strongly disagreed added to disagreed to obtain D as shown on tables 5.40 and 5.41.

Table 5.40: Collapsing extreme and eradication of undecided option/responses on academic performance

Questions	A	D
V15	253	35
V16	166	59
V17	83	105
V18	240	53
V19	318	22
V20	281	25
V21	294	19
V22	38	105
V23	86	105
V24	181	62

Note: The table above on collapsing extreme and eradication of undecided option/response was converted to X, Y, X², Y², XY variables to suite statistical purpose i.e Pearson product moment correlation coefficient (see Appendix B). Pearson product moment correlation coefficient was used to test hypothesis 1 stated in null form that there is a significant relationship between cultural practices and academic performance.

Pearson product moment correlation coefficient(r)

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\left(N\sum x^2 - (\sum x)^2\right)\left(N\sum y^2 - (\sum y)^2\right)}}$$

$$= \frac{20(408,441) - (2,628)(2,530)}{\sqrt{(20(534,152) - (2,628)^2)(20(510,080) - (2530)^2)}}$$

$$= \frac{8,168,820 - 6,648,840}{\sqrt{(10,683,040 - 6906384)(10,201,600 - 6,400,900)}}$$

$$= \frac{1,519,980}{\sqrt{(3,776,656)(3,800,700)}}$$

$$= \frac{1,519,980}{\sqrt{1,435,393,646}}$$

$$= \frac{1,519,980}{3,788,659}$$

r= 0.4012

5.4 Decision

Based on the result of the correlation, the null hypothesis (HO1) is not upheld. The analysis of the data revealed that the relationship is significant at 0.40. Thus, the hypothesis should be rejected. This is because the correlation co-efficient is less than 1. This implies that there is a significant relationship between cultural practices and the academic performance of women students in higher education.

5.5 Testing hypothesis 2

- Hypothesis 2: There is no significant difference in the academic performance of married women students at year 1 and year 2 of their study.

Table 5.41: Grade point accumulated of married women students for year 1 and year 2 of their study.

CGPA		G	G²
YEAR 1	YEAR 2		
3.0	3.04	0.04	1.6
0.0	2.34	2.34	5.4756
3.0	1.80	−1.2	−1.44
2.0	2.81	0.81	0.6561
0.0	1.16	1.16	1.3456
2.37	2.37	0	0

The table above shows the academic grade point of six married women students of Adeniran Ogunsanya college of Education who were in year 3 of their study as at the time this study was carried out. The students whose cummulative grade point accumulated (CGPA) appear on the above table were the students who took part in the focus group conversation and interview protocol as research participants.

The Grade points accumulated are the academic scores representing the academic results of students for an academic session. An academic session in Nigerian higher education is made up of two semesters – Rain semester and harmattan semester. The grade point is structured in a way that 5.0 is the maximum and 0.0 is the least. For each semester, Examination marks and continuous assessments marks are added together to get a certain percentage for each course. Thereafter, the percentages are then converted to five point maximum grade point. Having done this for all the courses of the student(s), an overall average is then computed. The computed or arrived average which the maximum will be 5.0 becomes the grade point of the student for the semester. Sessional grade point i.e the academic year cummulative grade point accumulated (CGPA) will simply be grade points for two semesters (added) divided by two. The year's academic cummulative grade point accumulated is what (results) appears on the table above as YEAR 1 (CGPA) and YEAR 2 (CGPA). G indicates the difference between year 1 CGPA and year 2 CGPA. (See pages 51 and 52 for academic grade point interpretation). Having obtained their academic results from Adeniran Ogunsanya College of education, it was important to convert the results (CGPA) statistical formulars to enable me test the generated hypothesis (Hypothesis 2) which states that there is no significant difference in the academic performance of married women students at year 1 and year 2 of their study.

$$\sum G = 3.15$$

$$\sum G^2 = 7.637$$

N = 6

$$t = \frac{\sum (G)}{\sqrt{\dfrac{N\sum G^2 - (\sum G)^2}{N-1}}}$$

$$t = \frac{3.15}{\sqrt{\dfrac{6(7.637) - 3.15^2}{6-1}}}$$

$$t = \frac{3.15}{\sqrt{\dfrac{45.822 - 9.9225}{5}}}$$

$$t = \frac{3.15}{\sqrt{\dfrac{35.8995}{5}}}$$

$$t = \frac{3.15}{\sqrt{7.1799}}$$

$$t = \frac{3.15}{2.6795}$$

$$t = 1.1756$$

$$\text{Df} = N - 1 = 6 - 1$$

$$= 5$$

Alpha $\propto$ = 0.05

5.6   Decision

From table 5.42, the critical value is 2.5706. Hence, the calculated value of t (1.1756) is less than the calculated table t at the 0.05 level. This implies that the difference in academic performance is not significant at that level. Therefore, I do not reject the null hypothesis but accept it.

5.7   Testing hypothesis 3

- Hypothesis 3: There is no significant difference in the academic performance of married women students and single women students in higher education.

Table 5.42: Table showing the cumulative grade point of married women students in Adeniran Ogunsanya College of education for years 1 and 2.

CGPA		X CGPA	X²
YEAR 1	YEAR 2		
3.0	3.04	3.02	9.120
0.0	2.34	1.17	1.368
3.0	1.80	2.4	5.76
2.0	2.81	2.41	5.80
0.0	1.16	0.58	0.336
2.37	2.37	2.37	5.616
		11.95	28.01

Table 5.43: Table showing the cumulative academic grade point of single women students in Adeniran Ogunsanya College of education for years 1 and 2

CGPA		X CGPA	X²
YEAR 1	YEAR 2		
1.0	2.78	1.89	3.572
1.75	1.41	1.58	2.496
2.0	2.51	2.26	5.108
2.0	1.12	1.56	2.434
4.0	4.53	4.27	18.233
2.0	3.27	2.64	6.967
		14.2	38.81

Key:

A: refers to table 5.42 (The cumulative acacdemic grade point of married women students in Adeniran Ogunsanya College of education for years 1 and 2.).

B: refers to table 5.43 (The cummulative academic grade point of single women students in Adeniran Ogunsanya College of education for years 1 and 2).

A: $\overline{X} = 1.49$, s²= 0.842, N= 6

B: $\overline{X} = 2.37$, s²= 1.040, N= 6

Derivation of S² of A $= \sqrt{N\sum X^2 - (\sum X)^2} \Big/ N(N-1)$

$$S^2 = \frac{6 \times 28.01 - 11.95 \times 11.95}{6 \times (6-1)}$$

$$= \frac{168.06 - 142.80}{6(5)}$$

$$= \frac{25.26}{30}$$

$$S^2 = 0.842$$

Derivation of S^2 for B $= \sqrt{N\sum X^2 - (\sum X)^2} \Big/ N(N-1)$

$$S^2 = \frac{232.86 - 201.64}{6(5)}$$

$$S^2 = \frac{31.22}{30}$$

$$S^2 = 1.040$$

Ratio variance $= \frac{1.040}{0.842} = 1.235$ (This is less than 4, therefore the pooled variance is employed, see Nunez in Tredoux & Durrheim [2002:151]

$$S^2 p = \frac{(6-1)0.842 + (6-1)1.040}{6+6-2}$$

$$= \frac{4.21 + 5.2}{10} = \frac{9.41}{10} = 0.941$$

The square root of this is needed $= \sqrt{0.941}$

$= 0.970$

Therefore, to use t-test statistical method to test hypothesis Ho3: the below formula is employed.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \bar{x}_1 - \bar{x}_2} = \frac{1.49 - 2.37}{0.970 \sqrt{\frac{1}{6} + \frac{!}{6}}} = \frac{-0.88}{0.970 \sqrt{0.333}}$$

$$= \frac{-0.88}{0.56} = -1.571$$

t= −1.571

At this point, I now test the hypothesis using this data (using two tailed test − the most inclusive option).

DF = n1 + n2 − 2

= 6+6-2 = 10

Alpha $\propto$ = 0.05

Consulted table of critical t value = 2.228

5.8   Decision

Since 2.228 is greater than 1.571, the null hypothesis is rejected as there is no significant difference in the academic performance of married women students and single women students in higher education.

5.9   Summary of results

This chapter provided answers to the research hypotheses. The analysis of quantitative data shows the following results for hypotheses 1, 2 and 3 respectively.

- Firstly, hypothesis 1 should be rejected; this means that there is a relationship between cultural practices and the academic performance of women students in higher education.

- Secondly, hypothesis 2 should be accepted. This means that there is no significant difference in the academic performance of married women students at year 1 and year 2 of their study.

- Thirdly, hypothesis 3 should be rejected. In short, this means that there is a significant difference in the academic performance of married women students and single women students in higher education.

5.10   Discussions of findings with respect to hypotheses

This section presents the findings with respect to the hypothese of this study.

In this section, findings with respect to hypotheses are done in accordance to the null hypothesis of the study stated below:

- Hypothesis 1: There is no significant relationship between cultural practices and academic performance of women students in higher education.

- Hypothesis 2: There is no significant difference in the academic performance of married women students in year 1 and year 2 of the study.

- Hypothesis 3: There is no significant difference in the academic performance of married women students and single women students in higher education.

5.10.1 Hypothesis 1:

There is no significant relationship between cultural practices and academic performance of women students in higher education.

The overall response on cultural practices (section D of the questionnaire) and overall responses on academic performance (section C of the questionnaire) were used to test hypothesis 1. By overall responses, I mean the total responses to cultural practices and academic performnace on questionnaire for both research sites. Statistically, I was required to distinguish between the two variables so as to be able to substitute the variables properly into the chosen statistics formula that was then intended to be used to test the hypotheses. The two variables are dependent variable and independent variable. Cultural practice is the dependent variable while academic performance is the independent variable. X and Y were used to represent the variables since I aim at knowing about the significant relationship between the two variables (cultural practices and academic performance).

To test hypothesis 1, I employed Pearson product moment correlation coefficient (r) (see page 154).

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

$$r = 0.4012$$

Based on the decision made on hypothesis 1 (see page 155) the hypothesis was rejected. This means that there is a significant relationship between cultural practice and academic performance of women students in higher education. The implication of this is that cultural practice can significantly influence academic performance hence it can be said to be a determining factor of the academic performance of women students studying in higher education. Further, results emanating from the tested hypothesis suggest that cultural practices should not be over looked if the academic performance of women students in higher education is to be considered a matter of interest.

5.10.2   Hypothesis 2

There is no significant difference in the academic performance of married women students in year 1 and year 2 of their study.

In order to test this hypothesis, I made use of the academic results collected from the institutions where the sampled participants were studying. I was able to obtain academic results of sampled participants from exams and records division in collaboration with the school of education, of Adeniran Ogunsanya College of Education (see attached appendix E). Unfortunately I could not get the academic results of participants who are studying at the Lagos State University even with their initial promise in writing (see attach appendix F). The ongoing strike then on campus (see page 120) was the explanation offered for the institution inability to provide the acacdemic results but long after the strike, I called from South Africa to request for the results. It was never released to me. Leaving me with no choice, I resulted to work with the academic results I got from Adeniran Ogunsanya College of Education.

The academic results of sampled participants from Adeniran Ogunsanya College of Education were used to test hypothesis 2. The cumulative grade point accumulated (CGPA) for year 1 and that year 2 of the sampled participants were used (see table 5.41, 5.42 and 5.43). The data i.e grade points were further substituted into statistics formula so as to test hypothesis 2. The t-test statistics was employed.

$$t = \frac{\sum(G)}{\sqrt{\dfrac{N\sum G^2 - (\sum G)^2}{N-1}}}$$

t (calculated) = 1.1756 and critical value = 2.5706 at 0.05 alpha

Based on the above result and decision made (see page 157) hypothesis 2 was accepted. This means that there is no significant difference in the academic performance of married women students at year 1 and year 2 of their study. Furthermore, the result of the hypothesis tested suggest that there are no meaningful changes in the academic

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performance of women students at year 1 and year 2 even when people like me expect their academic performance to change with a change in their year of study at higher education institution. Ideally, it is expected in the second yeart that the academic performance of women students to improve given the fact that they will be more familiar with higher education settings, environment and academic tasks as they move upward or spend more years in higher education institutions.

5.10.3   Hypothesis 3

There is no significant difference in the academic performance of married women students and single women students in higher education.

In an attempt to test and draw findings for hypothesis 3, the academic results of married women student participants collected and used in hypothesis 2 was compared to the academic results of single women student participants which was in the same way collected and shown on table 5.42 and 5.43 (see page 158). Having presented the academic results of the sampled participants for year 1 and year 2, the difference in respective category of sampled participants was obtained by subtracting the academic results (CGPA) of year 1 from year 2. This was done for each participant. I restate here that the academic results used for comparison was only that of Adeniran Ogunsanya College of Education. The academic results in form of CGPA were substituted into appropriate t-test statistics formula to enable the researcher to test the hypothesis. The below t-test was employed (see page 160).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\,\bar{x}_1 - \bar{x}_2}$$

$t = -1.571$

Based on the above results and decision made (see page 160), the null hypothesis that there is no significant difference in the academic performance of married women students

and single women students in higher education was rejected on the ground that the critical value of t 2.228 (see page 160) is greater than − 1.571, calculated value of t. This means that there is a significant difference between the academic performance of married women students and single women students in higher education. This suggest given result of the hypothesis that the academic performance of married women students and single women students in higher education are not on par. Having said this, I was prompted to take a further and critical look at table 5.42 and 5.43 where the results of both married and single women student participants are shown. At a glance there is an obvious difference in academic results (CGPA) of participants, testing the hypothesis reveals the significant difference in academic performance of married and single participants, and a thorough individual participant result view indicate that the single women student results for year 2 improved on the aggregate and better. One can say that single women participants in higher education are performing better academically than married women student participants. A caution note however is that this finding is confined to women students in Adeniran Ogunsanya College of Education.