

## REFERENCES

AAU/FAWE. (1998). Women in higher education and research in Africa: Paper presented at the World Conference on Higher Education (WCHE) in Paris, October 5–9, 1998. AAU occasional paper No. 1.

Abe, I.I. (1987). Women's education in Nigeria: old views and trends. *African Journal of Research in Education*, Vol. 1: 1–3.

Abid, S. (2009). *Purdah: The all concealing dress*. AAS working papers in Anthropology: Edited by A. Gingrich & G. Hazod. Vol. 7: 1–10.

Acker, S. & Webber, M. (2006). Women working in academe: approach with care, in C. Skelton, B. Francis and L. Smulyan (eds) The Sage Handbook of Gender and Education. London: Sage.

Adebayo, A. (1996). "Introduction" in Aduke Adebayo, ed. *Feminism and Black Women's Creative Writing: Theory-Practice-Criticism*. Ibadan: AMD Publishers, pp.1-10.

Adekoya, S.O.A. & Adetoro S.O. (2001). Fundamentals of statistics and research methodology. Yaba: Tunwobi Services.

Adeniran Ogunsanya College of Education (2008). Hand book: School of education publication, AOCED.

Aderinto, J. A., Akande, J. O., & Aderinto, C.O. (2006). The Part-time Degree Course and its influence on Nigerian Women's Participation in Higher Education. Indian Journal of Gender Studies. Feb. Vol.13 No. 1 pp. 97-111

Adewolu, B.A. (1998). Predictive validity of Osun State junior secondary certificate examination for academic performance of students in the senior secondary school. Unpublished Masters of Education dissertation, Faculty of Education, Obafemi Awolowo University, Ile-Ife.

Adeyemo, J.A. (2000). The demand for higher education and employment opportunities in Nigeria. in Y. Lebeau & M. Ogunsanya (eds.), *The dilemma of post-colonial* 



universities: Elite formation and the restructuring of higher education in sub-Saharan Africa. Ibadan: IFRA/African BookBuilders, 241–265.

Africa Higher Education Collaborative (2008): Improving equity and access to Higher Education in Africa. <a href="http://www.cies.org/Programs/AHEC">http://www.cies.org/Programs/AHEC</a>

African Symposium. (2004). A philosophy of education for Nigerian women: problems and prospects. Available at: http://www.ncsu.edu

Aikenhead, G.S. (1991). Towards a first nations cross-cultural science and technology curriculum. *Science Education*, Vol. 81: 217–238.

Aikenhead, G.S. & Jegede, O.J (1999). Cross-cultural science education: A cognitive explanation of a cultural phenomenon. *Journal of Research in Science Teaching*, 36(3): 260–270.

Aina, I.O (1998). Women, Culture and Society. In Amadu Sesay and Adetanwa Odebiyi (eds). *Nigerian Women in society and Development*. Dokun Publishing House, Ibadan.

Aina, S., Oyetakin, A.I & Oshun, G.O (2009). Impact of economic depression on the education of male and female undergraduates in Nigeria. The social sciences 4 (6): 610 – 613. Medwell journals.

Akande, J. (2001). Gender and higher education in West Africa. In *Pipeline issues in higher education in West Africa*. Workshop proceedings: Lagos, Nigeria. January 16–17. Lagos. Ford Foundation.

Alele-Williams, G. (1993). 'Women in higher management: the Nigerian context', in UNESCO, *Women in higher education management*. Paris: UNESCO.

Altbach, P.G. (2001). 'Academic freedom: International realities and challenges', *Higher Education* 41(1–2), 205–219.

Altbach, P.G. and Selvaratnam, V. (1989). From Dependence to Autonomy: The Development of Asian Universities. Dordrecht, Netherlands: Kluwer.

Altbach, P. G. & Peterson, P. M. (2007). Higher education in the new century: Global challenges and innovative ideas. Rotterdam, the Netherlands, Sense publishers.



Amadiume, I. (1987). African matriarchal foundations: The Igbo case. London: Karnak House.

American Psychological Association (APA). (1982). *Ethical principles in the conduct of research with human participants*. Washington, DC: APA.

American Psychological Association (APA). (1992). Ethical principles of psychologists and code of conduct. *American Psychologists*, 47: 1597–1611.

Andrewes, J. (2005). *Bodywork: Dress as a cultural tool*. Leiden: Brill Academic Publishers.

Ansell, N. (2001). 'Because It's Our Culture! (Re) negotiating the meaning of Lobola in Southern African Secondary Schools in Journal of Southern African Studies 27: 697-716.

Arnot, M. (2006). Gender voices in the classroom. In C. Skelton, B. Francis and L. Smulyan (eds) The Sage Handbook of Gender and Education. London: Sage.

Asiyanbola, A.R (2005). Patriarchy, male dominance, the role and women empowerment in Nigeria. Paper submitted for presentation as poster at the international union for scientific study of population (IUSSP/UIESP) XXV International Population Conference Tours, France, 18-23

Assie-Lumumba, N. T. 2002. Gender, access to learning, and the production of knowledge in Africa. In: *Visions of Gender Theories and Social Development in Africa: Harnessing Knowledge of Social Justice and Equality*, Association of African Women for Research and Development (AAWORD)/African Gender Institute, University of Cape Town, 2003. Dakar, 2002, pp. 95-113.. <a href="http://www.gwsafrica.org/knowledge/ndri.html">http://www.gwsafrica.org/knowledge/ndri.html</a>

Assié-Lumumba, N. T. (2006). Empowerment of women in higher education in Africa: The Role and Mission of Research. Paper Commissioned by the UNESCO Forum Secretariat. UNESCO Forum Occasional Series Paper no. 11. Cape Town: University of Cape Town.

Assie-Lumumba, N. T. (2007). Human Capital, Human Capabilities, and Gender Equality: Harnessing the Development of Human Potential as a Human Right and the



Foundation for Social Progress. In: Assié-Lumumba, N.T. (ed.), Women and Higher Education in Africa Reconceptualizing Gender-based Human Capabilities and Upgrading Human Rights to Knowledge. Abidjan, CEPARRED.

Babbie, E. (2004). *The practice of social research* (10<sup>th</sup> ed.). Belmont: WA Sworth/Thompson Learning.

Babbie, E. & Mouton, J. (2001). *The practice of social research*. Cape Town: Oxford University Press.

Badoe, Y. (2005). What makes a woman a witch? In Feminist Africa, 5

Badoo, C. (2011). Internationalization of higher education, gender equality and empowerment of women: Case for Ghana. Unpublished research project prepared for African Network for Internationalization of Education. Kenya: Moi University Eldoret.

Bakare-Yusuf, B. (2003). Beyond determinism: The phenomenology of African female existence. *Feminist Africa*, issue 2.

Ball, S. J. (1998) "Big Policies/Small World: an introduction to international perspectives in education policy." *Comparative Education* 34(2): 119-130.

Banerjee, S. (2009). *Role of Women in Development Sector*. Calcutta: Adhayanam Publishers.

Banerjee, R. (2010). *Restructuring Indian higher education: strategies for women's empowerment*. Available at: <a href="http://www.ifuw.org/seminars/2010/banerjee.pdf">http://www.ifuw.org/seminars/2010/banerjee.pdf</a> (accessed July.4, 2011).

Bazilli, S. (2010). International Women's Rights Project, Mainstreaming Gender in the Governance of Transboundary Waters, A Concept Paper for the Good Practices and Portfolio Learning in GEF Transboundary Freshwater and Marine Legal and Institutional Frameworks Project University of British Columbia

Bamidele, A.F. & Odunsola, O.O. (2006). A review of the enrolled and performance of male and female students in Education/Economics Programme of Obafemi Awolowo University, Ile-Ife, Nigeria. *Journal of Social Science*, 12(2): 143–146.



Bauman, Z. (1998). Work, consumerism and the new poor. Buckingham: Open University Press.

Beck, U. (1992). Risk society: Towards a new modernity. London: Sage.

Beck, U. (1999). Theory of reflexive modernization: Problematic, hypotheses and research programme. *Theory, Culture & Society*, 20(2)

Beck, U. (2000). What is globalization? Cambridge: Polity Press.

Beck, U. (2005). Power in the global age. Cambridge: Polity Press.

Beck, U. & Beck-Gernsheim, E. (1995). *The normal chaos of love*. Cambridge: Polity Press.

Beck, U. & Beck-Gernsheim, E. (2002). *Individualization: Institutionalized individualism and its social and political consequences*. London: Sage.

Becker, H. (2000). Namibian Women's Movement, 1980 to 1992: From anti-colonial resistance to reconstruction.

Becker, J. (1995). Women's ways of knowing in Mathematics, In Rogers, p Kaiser, G (eds) *Equity in Mathematics education: influences of feminism and culture* (163 – 174). London: Falmer Press.

Beckmann, J. & Prinsloo, S. (2007). Growing human rights and values in education. Edited by J Nieuwenhuis. Pretoria: Van Schaik.

Bennett, J. (2002). Exploration of a gap: Strategizing gender equity in African Universities. *Feminist Africa* 1.

Benokraitis, N.V. (1998). Working in the ivory basement: Subtle sex discrimination in higher education. In *Career strategies for women academe*: *Arming Athena*, edited by L.H. Collins, J.C. Chrisler & K. Quina. Thousand Oaks, CA: Sage, 3–36.

Benokraitis, N.V. (2005). Marriages and families: Changes, choices and constraints (5<sup>th</sup>



ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Benshoff, J., & Lewis, H. (1992). Nontraditional college students. *ERIC Digest*. Retrieved from http://ericae.net/edo/ED347483.htm

Bernard, J. (1975). Women, wives, mothers: Values and options. Chicago: Aldine.

Bierstedt, R. (1957). The social order. New York: McGraw Hill.

Billson, J.M. & Fleuhr-Lobban, C. (2005). Female well-being: Social change around the world in the 20<sup>th</sup> century. London: Zed Books.

Blanche, M.T. & Durrheim, K. (1999). Research in practices: Applied methods for the social sciences. Cape Town: University of Cape Town Press.

Bloom, D., Canning, D. and Chan, K. 2005. *Higher Education and Economic Development in Africa*. Research Commissioned by the World Bank (AFTHD), <a href="http://www.worldbank.org/afr/teia/Higher\_Education\_Economic\_Growth\_in\_Africa.pdf">http://www.worldbank.org/afr/teia/Higher\_Education\_Economic\_Growth\_in\_Africa.pdf</a>

Bolarin, T.A. (2001). Female educational enrolment in Nigeria: A psycho-social perspectives. *Pedagogue*, 1(1).

Bolarin, T.A. (2003). Women education in Nigeria. A paper presented at the inaugural ceremony of National Association of Women in Colleges of Education, AOCOED Chapter, Lagos.

Bolarin, T.A. (2005). Women participation in higher education in Nigeria: Values education; choices, and counter cultural traits. Nigerian Academy of Education, 144–161.

Bolarin, T.A. (2006). Female education in a depression Nigerian economy: The way forward. First edition. Inaugural Lecture, Educational Technology Centre, Lagos State University

Boler, M. (1999). Feeling power: Emotions and education. New York: Routledge, xiii–xxv; 1–29.



Bond, J. (2005). Voices of African women: Women's rights in Ghana, Uganda, and Tanzania. Carolina Academic Press.

Boughy, C. (2003) "From equity to efficiency: access to higher education in South Africa." Arts and Humanities in Higher Education 2(1): 65-71.

Bradley, K. (2000). The incorporation of Women into higher education: Paradoxical outcomes? Sociology of Education, vol. 73, No. 1 pp. 1-18

Breder, A. (2003). Women's University in South Korea drop ban on married students. *Chronicle of Higher Education*, Feb. 3. Available at: <a href="http://www.chronicle.com/daily/2003/02/2003020306n.htm">http://www.chronicle.com/daily/2003/02/2003020306n.htm</a> (accessed Nov.4, 2007).

Brettel, C.B. & Sargent, C.F. (2005). *Gender in cross-cultural perspective* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.

Brubaker, T.H. (1991). Families in later life: A burgeoning research area. In *Contemporary families: Looking forward, looking back*, edited by A. Booth. Minneapolis: National Council on Family Relations, 226–248.

Bryson, V. (1992). Feminist political theory. Basingstoke: Macmillan.

Bucker, H. (2000). Namibian Women's Movement, 1980 to 1992: From Anti-Colonial Resistance to Reconstruction.

Bunyi, G.W. 2003. *Interventions that Increase the Enrolment of Women in African Tertiary Institutions*. Paper presented at the Africa Regional Training Conference entitled Improving Tertiary Education in sub-Saharan Africa: Things That Work! Held in Accra, Ghana from 23 to 25 September 2003. Retrieved from <a href="https://www.worldbank.org/afr/teia">www.worldbank.org/afr/teia</a>

Carr, D. et al., (1994). Women's Lives and Experiences: a Decade of Research Findings from the Demographic and Health Surveys Program. Calverton, MD. Macro.

Carter, G.W. (1933). History is a weapon: The mis-education of the negro. Edited by C.H. Wesley & T.D. Perry. RBG Street Scholars Think Thank.

Chan, L.K. & Moore, P.J. (2006). Development of attributional beliefs and strategic



knowledge in year 5–9: a longitudinal analysis. Educational Psychology, 26(2), 161–185.

Chizea, D.O. (1993). The impact of maternal mortality on women development. In *Maternal mortality: A way out*, edited by O.F. Giwa-Osagie & Talib. Lagos: Duff Resources.

Cherryholmes, C.H. (1992). Notes on pragmatism and scientific realism. *Educational Researcher*, 14: 1140–1150.

Chodorow, N. (1974). Family structure and feminine personality. In *Women, culture, and society*, edited by M.Z. Rosaldo & L. Lamphere. Stanford: Stanford University Press, 43–67.

Christensen, L.B. (1994). Experimental methodology. Boston, Mass.: Allyn & Bacon.

Christie, P. & Collins, C. (1984). Bantu Education: Apartheid Ideology and Labour Reproduction. In *Apartheid Education: The Education of Black South Africans*, ed. P. Kallaway. Johannesburg: Ravan Press.

Clark, J. (2006). 'Looking back and moving forward': Gender, culture and contradictions of transition in South Africa. In Agenda Empowering women for gender equity: Culture, No. 68 pp. 8-17.

Clark, N. (2001). Education in Nigeria. World Education News and Reviews, September/October: 17(5).

Cohen, H., Manion, L. & Morrisson, K. (2007). *Research methods in education*. London: Routledge.

Collins, P.H. (1986). Learning from the outsider within: The sociological significance of Black feminist thought. Social Problems, 33, 514-532.

Collins, P.H. (1991). Black feminist thought. London: Routledge.

Connelly, P., Tania Li, J. & MacDonald, M. (2000). Feminism and development: Theoretical perspectives, in Parpart, J., Connelly, P. & Bariteau, E. (Eds), *Theoritical perspectives on gender and development*. Ottawa: International Development Research Centre, 51–160.

Coolican, H. (2004). Research methods and statistics in psychology. Hodder Arnold.

Corder, S. (2011). Non-traditional Adult Women experiences with the institutional services and support systems at the University of Toledo. A thesis, University of Toledo.

Creswell, J.W. (2003). Research design: Qualitative, quantitative, and mixed methods approach (2nd ed.). Thousand Oaks, CA. Sage.

Creswell, J.W. (2005). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education.

Creswell, J.W. (2007). Quantitative inquiry and research design: Choosing among five approaches (2nd ed.). Thousand Oaks, London, New Delhi: Sage.

Crotty, M. (1998). The foundations of social research: Meaning and perspective in the research process. London: Sage.

Crowl, T.K. (1997). *Educational psychology, windows on teaching*. Dubugue, Iowa: Brown & Benchmark.

Cuttance, P. (1998), Quality assurance review as a catalyst for school improvement in Australia, in *International handbook of educational change*, edited by A. Hargreaves *et al.* 1135–1162.

Damar, D.N. (1999). Equalization of education opportunities: The place of women. In *Equalization of educational opportunity in Nigeria*, edited by J.A. Agenta & T. Ismail.

Damasio, A. (1999). The feeling of what happens: Body and emotion in making consciousness. New York: Harcourt Brace.

Datar, A., Sturm, R., & Magnabosco, J. (2004). Chidhood Overhood overweight and academic performance: national study of kindergarteners and first – graders. Obesity Research, 12(1), 58 – 68.

Davies, A. (1999). Empowering women for success in higher education. Contribution to UNESCO Draft Guide to Teaching and Learning in Higher Education. In *Promoting* 



women participation in Higher Education. Available at: http://www.nucrihep.net/mod8wk3-tuesday.htm

Davis, K. (1948). Human society. Macmillan

DeBare, I. (2004). Where girls come first: the rise, fall and surprising revival of girls' schools. New York: Penguin.

Dejene, Y. (2007). Promoting Women's Economic Empowerment in Africa, African Economic Conference. Africa Development Bank Project.

de la Rey, C. (1998). South African women on higher education: *A review of their experiences*. Cape Town, South Africa. Forum for Africa Women Educationists, South Africa (FAWESA).

Denga, D.I. (1999). The eve of the 21<sup>st</sup> century: Threshold educate strategies for entry and sustainable development. Calabar: Rapid.

Denzin, N.K. &Lincoln, Y.S. (2005). *The Sage handbook of qualitative research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Derbyshire, H. (2002). Gender Manual: A Practical Guide for Development Policy Makers and Practitioners. DFID.

De Vos, D.A., Strydom, H., Fouche, C.B. & Delport, C.S.L (2007). *Research at grass roots for the social sciences and human service professions* (3<sup>rd</sup> edition). Pretoria: Van Schaik.

Dike, V. (2002). The state of education and the health of the nation. *Africa Economic Analysis*. Available at: http://www.afbis.com/analysis/education

Doolittle, J. J. (2007). An attributional analysis of standard testing and outcome expectancy: *The results are in.* A thesis submitted to the Miami University Honours program in partial fulfilment of the requirement for University honours with distinction. Oxford, Ohio.

Dryden, C. (1999). Being married, doing gender: A crtical analysis of gender

relationships in marriage. London: Routledge.

Dunne, M. & Sayed, Y. (2002). Transformation and equity: women and higher education in sub-Saharan Africa. Centre for international education, University of Sussex Institute of Education, U.K, volume 30, No 1 pp, 50 – 65

Dyhouse, C. (1984). Storming the citadel or storm in a teacup? The entry of women into higher education 1860-1920, in S, Acker and D.W. Piper (eds) *Is Higher Education Fair to Women?* Guildford: SRHE and NFER-Nelson.

Dyhouse, C. (2006). Students: A Gendered History. London: Routledge.

Dzodzi, T. (2007), Feminist Africa 8: Rethinking Universities I, African Gender Institute, University of cape Town South Africa.

Effah, P. (2003). 'Ghana', in Teferra, D. and Altbach, P.G. (eds.), *African Higher Education: An International Reference Handbook*. Bloomington: Indiana University Press, pp. 338–349.

Effah, P. & Senadza, B. (2008), Higher Education in Africa: The International Dimension, Centre for International Higher Education, Boston College and Association of African Universities.

Engels, F. (1845). The condition of the working class in England. (Penguin: 1987 ed.)

Erinosho, S. Y. (2005). Women and Science. 36<sup>th</sup> Inaugural lecture, Olabisi Onabanjo University, Ago-Iwoye.

Ezeilo, J. (1999). Gender, politics and the law. Women's Aid Collective (WACOL).

Ezeilo, J. (2000). Women's rights in Nigeria. Problems and prospects in the New Millennium presented in a seminar organized by the National Human Rights Commission 25 January 2000, Umuahia, Abia State.

Fadeyi, B. (1995). Aspects of cultural practices in Africa. In *Fundamentals of general studies*. Lagos: General Studies Division Lagos State University.



Fafunwa, A.B. (1975). History of education in Nigeria. London: George Allen & Unwin.

Falola, T. (1999). Yoruba guru: Indigenous production of knowledge in Africa. Trenton, NJ: AfricaWorld Press.

Falola, T. (2001). *Culture and customs of Africa: Culture and customs of Nigeria*. Westport, Conn., London: Greenwood Press.

Farzaneh, R. & Moghadam, V. M. (2003). Empowering women, developing society: female education in the Middle East and North Africa. Population reference Bureau.

Fasokun, T. O. (2000). 'The challenges of adult education' inaugural lecture delivered at Oduduwa hall, Obafemi Awolowo University, Ile – Ife, Nigeria.

Fay, B. (1987). Critical social science. Ithaca, NY: Cornell University Press.

Fayomi, O.O. (2009). Women, poverty and trafficking: A contextual exposition of the Nigerian situation. *Journal of Management and Social Sciences*, 5(1): 65–79.

Federal Ministry of Education. (2001). Country report of Nigeria. International Conference on Education,  $46^{th}$  session, Geneva.

Federal Republic of Nigeria. (2004). *National policy on education* (4<sup>th</sup> ed.). Yaba, Lagos: WERDC.

Flick, U. (2009). An introduction to qualitative research. 4<sup>th</sup> edition. Sage publications.

Floyd, J. & Fowler, Jr. (2009). Survey research methods (4<sup>th</sup> ed.). Edited by L. Bickman & D.J. Rog. *Applied social research methods series*. Sage Publications.

Fraser, N. (1995). 'From Redistribution to Recognition? Dilemmas of justice in a "Postsocialist" Age', in New Review, 212.

Freedman, E.B. (2003). *No turning back: The history of feminism and the future of women*. London: Ballantine Books.



Friedan, B. (1963). The feminine mystique. New York: W.W. Norton.

Friedman, M., Metelerkamp, J. & Posel, R. (1987). What is feminism? *Agenda: a Journal about Women and Gender*. Issue 1: 3–24.

Frieze, I. H., Francis, W. D. & Hanusa, B. H. (1983). Expanded achievement attributional model. In teacher and student perceptions: Implication for learning. Edited by John M. Levine, Margaret C. Wang. Hillsdale, N.J: Lawrence Erlbaum Associates.

Gaidzanwa, R. (2007). Academic Women at the University of Zimbabwe: Institutional and Individual Issues in Reforming Higher Education in a Stressed Economy. In: Assié-Lumumba, N.T. (ed.), Women and Higher Education in Africa Reconceptualizing Gender-Based Human Capabilities and Upgrading Human Rights to Knowledge. Abidjan, CEPARRED

Gay, L.R. & Airasian, P. (2003). *Educational research: Competences for analysis and applications*. New Jersey: Merrill/Prentice Hall.

Gele, M. (1991). Culture in Africa: An essay on society and culture. In *Africa today* (2<sup>nd</sup> ed.). London: Africa Books.

Gbenu, J.P. (2004). Academic performance of students in WAEC and NECO in 2001: Implications for educational planning. *Journal of Research in Educational Management*, 1(1), December.

Giddens, A. (1990). The consequences of modernityLiberal education and the democratic ideal. New Haven, NY: Yale University Press.

Gordon, P. (1996). *Transforming capitalism and patriarchy: Gender and development in Africa*. USA: Lynne Riennar.

Govender, K. (2001). Subverting identity after 1994: the South African Indian woman as playwright. In Agenda, empowering women for gender equality: culture transgressing boundaries. No. 49. 2001 pp. 34-43.

Gunawarden, (2003). Gender equity in higher education in Sri Lanka: A mismatch between access and outcomes. *McGill Journal of Education – Special Edition*, 38(3).



Gwala, N. (1988). State Control, Student Politics and Crisis in Black Universities. In *popular Struggles in South Africa*, ed. Cobbert and R. Cohen. Trenton: Africa World Press, 163-182.

Haese, L. & Kirsten, J. (2006). Rural development: Focusing on small scale agriculture in Southern Africa.

Harding, S. (2004). *The Feminist Standpoint Theory Reader*: Intellectual and Political Controversies. London. Routledge.

Harre, R. (1983). *Personal being*. Oxford: Basil Blackwell.

Harrison, F.V. (2009). Reconciling perspectives on the world's diverse women and cultures of gender: Towards new syntheses for the 21<sup>st</sup> century, in Nas, P.J.M. & Zhang, J. (Eds), *Anthropology now: Essays by the scientific commissions of IUAES and history of the IUAES*. Beijing, China: Intellectual Property Publishing House

Hartsock, N. (1981). "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism" in Harding, 2004

Hassim, S. (2003). "The gender pact and democratic consolidation: Institutionalising gender equality in the South African state", Feminist Studies 29: 3.

Hassim, S. (2005). Terms of Engagement: South Africa challenges. In Feminist Africa: Women Mobilised. Issue 4 pp. 10-28

Hayes, E., Flannery, D.D., Brooks, A.K., Tisdell, E.J., & Hugo, J.M. (2000). Women as learners: The significance of gender in gender in adult learning. San Francisco: Jossey-Bass.

Hebert, T.P. & Beardsley T.M. (2001). "Jermaine": A critical case study of gifted black child living in rural poverty. *Gifted Child Quarterly*, 45(2): 85–103.

Hey, V. (2003). Joining the Club? Academia and Working - Class femininities. Gender and Education, 15: 319-335.



Hofstee, E. (2006). Constructing a good dissertation: A practical guide to finishing a masters, MBA or PHD on schedule. South Africa: EPE.

Hollows, J. (2000). Feminism, femininity and popular culture. Manchester: Manchester University Press.

hooks, B. (2000). Feminism is for Everybody: Passionate Politics. Cambridge, MA: South End Press.

Hong, S. (2004). "Access to Higher Education for Disadvantaged Groups in China." *Chinese Education and Society* 37(1): 54-71.

Hontoundji, P. (2000). Tradition: Hindrance or inspiration? In Prince Klaus journal, 4

Howard, W. (2001). *Multi-sectoral strategies for advancing girl's education: Principles and practice.* SAGE Technical report no. 3.

Huck, S.W (2008). Reading statistics and research (5<sup>th</sup> ed.). USA: Pearson Education.

Hurtado, S (2007) Linking Diversity with the Educational and Civic Missions of Higher Education in *The Review of Research in Higher Education*, *Journal of the Association for the Study of Higher Education* winter 30, 2, 185-197.

Institute for Women and Gender Studies. (2004). *Annual Report*. Pretoria: University of Pretoria.

Iyoha, M. A. (2005). Farm subsidies, unfair trade practices and the prospects of poverty reduction in Africa: option for the continent. *The African Capacity Building Foundation Working Paper*. Harare, Zimbabwe.

Jagger, A. (1985). Feminist politics and human nature. Sussex: Harvest Press.

JAMB (2008a). Guideline for admission to first degree courses in Nigeria Universities

JAMB (2008b). Guideline for admission to polytechnics, monotechnics and colleges of education in Nigeria.



Jamil, S. (2003). Looking ahead: Higher education and knowledge societies. *Higher Education in Europe*, XXVIII(1).

Jansen, J. (2001). Rethinking education policy making in South Africa: Symbol of change, signal of conflict. In Kraak, A., & Young, M. (Eds), *Educational policy in retrospect*. Pretoria: Human Science Research Council.

Jansen, J.D. (2005). Black dean: Race, reconciliation and the emotions of deanship. *Harvard Educational Review*, 75(3): 306–326.

Jansen J.D. (2007). On second thoughts. Pretoria: Actua Press.

Jayawardena, K. (1986). Feminism and nationalism in the Third World. London: Zed Press.

Johnson-Odim, C & Mba, N. (1997). For women and the nation: Funnilayo Ransome-Kuti of Nigeria. Chicagoz, Ill: University of Illinois Press,.

Jubril, M. (2003). *African higher education: An international reference handbook*. Bloomington, Indiana: Indiana University Press, 492–499.

Kamlongera, A. (2007). 'We need more independent women'. In Agenda: empowering women for gender equity. Issue 72 pp. 14

Kelly, W.E., Kelly, K.E. & Clanton, R.C. (2001). The relationship between sleep length and grade-point average among college students. *College Student Journal*, 35: 84–88.

Kethusigile, B., Kwaramba, A. & Lopi, B. (2000). *Beyond inequalities: Women in Southern Africa*. Harare: South African Research and Documentation Centre.

Kifetew, K. (2006). Gender and cross cultural dynamics in Ethiopia. In Agenda Empowering women for gender equity: Culture, No. 68 pp. 122-127.

Knight, P. (2002). Small-scale research: Pragmatic inquiry in social science and the caring professional. London: Sage.

Kros, C. (2005). Imprisoned by their origins? Comparative issues of gender and cultural



difference in France and South Africa. Agenda Special Focus, 58-67.

Krueger, R.A. (1994). Focus groups (2nd ed). Thousand Oaks, CA: Sage.

Kuumba, M. B. (2006). Africa Women, resistance cultures and cultural resistances. In Agenda Empowering women for gender equity: Culture, No. 68 pp. 112-121.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*.

Kvale, S. (2006). Dominance through interviews and dialoques. *Qualitative Inquiry*, 12: 480–500.

Kwesiga, J. C. 2002. *Women's Access to Higher Education in Africa: Uganda's Experience*. Kampala, Fountain Publishers.

Labov, W. (1982). Speech actions and reactions in personal narrative. In D. Tannen (ed.), *Analysing discourse: text and talk.* Washington: Georgetown University Press.

Ladson-Billings, G. & Donnor, J. (2005). *The moral activist role in critical race theory scholarship.* In *The Sage handbook of qualitative research* (3<sup>rd</sup> ed.), edited by N.K. Denzin & Y.S. Lincoln (Eds.). Thousand Oaks, CA: Sage, 279–201).

Lagos State University (2008). Hand book: A publication of the faculty of education, Lagos State University.

Leathwood, C. & Read, B. (2009). Gender and the changing face of higher education: A feminised future? The society for research into higher education: Berkshire England, Open University press.

Lewis, D. (2002). Conversation: Desiree Lewis talks to Molara Ogundipe. In Feminist Africa: intellectual politics. Issue 1 pp. 132-145.

Lewis, D. (2005). A Tribute to Yvonne Vera: 1964 – 2005. In Feminist Africa: Women Mobilised. Issue 4 pp. 72-76.



Lewis, D. (2007). Feminism and the radical imagination. In Agenda Empowering Women for gender equity. Issue 72 pp. 18-31.

Lietz, C.A., Langer, C.L. & Furman, R. (2006). Establishing trustworthiness in qualitative research in social work: Implications from a study regarding spirituality. *Qualitative Works*, 5(4): 441–456.

Lihamba, A. (2007). *Women writing Africa. The eastern region*. New York: The Feminist Press at the City University of New York.

Lips, H.M. (1999). Women, education and economic participation. Keynote address presented at the Northern Regional Seminal, National Council of women of New Zealand, Mid-term Council Meeting of the New Zealand Federation of Universities.

Lorde, A. (1982). Zami: A new spelling of my name. Trumansberg, NY: The Crossing Press.

Lucey, H (2001). Social class, gender and schooling. In *Investigating gender:* Contemporary perspectives in education, edited by B. Francis & C. Skelton. Buckingham, Open University Press.

Lugg, R., Morley. L, and Leach, F. (2007) 'A Profile of Participation in Higher Education in Ghana and Tanzania. August 2007'. Working Paper. ESRC-DFID project on Widening Participation in Higher Education in Ghana and Tanzania. Available at <a href="https://www.sussex.ac.uk/education/wideningparticipation">www.sussex.ac.uk/education/wideningparticipation</a>

Lulat, Y.G-M. (2003). 'The development of higher education in Africa: A historical survey', in Teferra, D. and Altbach, P.G. (eds.), *African Higher Education: An International Reference Handbook*. Bloomington: Indiana University Press, pp. 15–31.

Mabokela, R. O. (2000). *Voices of Conflict: Desegregating South African Universities*. New York: Routledge Falmer Press.

Mabokela, R. O. (2004). Walking the tightrope: the intersection of race, gender and culture in higher education. In Reitumetse Mabokela and Zine Magubane hear our voices:



Race, Gender and the Status of Black South African Women in the Academy. Pretoria, University of South Africa Press.

Mabokela, R. O & Mawila, K. F. N. (2004). The Impact of race, gender and culture in South African higher education. Comparative education review, 48 (4) pp. 396 -416

Machawira, P. (2008). Teachers living with AIDS: Underplaying the emotions in the implementation of HIV/AIDS policy in Zimbabwean primary schools. PhD thesis, University of Pretoria.

Maehr, M.L. (1974). Culture and achievement motivation: Beyond Weber and McClelland. A paper presented at the annual meeting of the American Educational Research Association, April, Boston.

Maehr, M.L. (1980). Culture and achievement motivation: A second look. In *Studies in cross-cultural psychology*, vol. 3, edited by N. Waren. New York: Academic Press.

Maehr, M.L. & Nicholls, J.G. (1974). Culture and achievement motivation: A second look. In *Studies in cross-cultural psychology* (vol.3), edited by N. Waren. New York: Academic Press.

Makhanu, E.S. (2010). Principals' literacy in information and communication technology (ICT): Towards improving secondary school performance in Kenya. DEd thesis, University of South Africa.

Mama, A. (2003). Restore, reform but do not transform: The gender politics of Higher Education in Africa. *Journal of Higher Education in Africa*, 1(1): 101–125.

Mama, A. & Barnes, T. (2007). Editorial: Rethinking Universities I. In Feminist Africa issue 8 pp. 1-7

Mandela, W. (1991). Women's role in Africa's liberation and development: An essay on society and culture. In *Africa today* (2<sup>nd</sup> ed.). London: Africa Books, 198–201.

Mannathoko, C. (1999). Theoretical perspective on gender in education: The case of Eastern and Southern Africa. *International Review of Education*, 45(4/5).



Margolis, J. & Fisher, A. (2002). *Stuck in the shallow end: Education, race and computing.* Boston: Massachusetts Institute of Technology.

Mascia-Lees, F.E. & Black, N.J. (2000). *Gender and anthropology*. Long Grove, Ill.: Waveland Press.

Maslow, A. (1954). *Motivation and personality*. New York: Harper and Row.

Mbilinyi, L. (2006). Degrees of opportunity: adults views on the value and feasibility of returning to school. 1-18.

Mbilinyi, M. and Mbughuni, P. (1991). *Education in Tanzania with a Gender Perspective*. Stockholm, Swedish International Development Co-operation Agency (Sida).

Mbiti, J.S (1969). African religions and philosophy. London: Heineman.

McCarthy, A. M., Lindgren, S. Mengeling, M.S. Tsulikian, F. & Engvall, J. C. (2003). Factors associated with academic achievement in childen with type 1 diabetes. Diabetes care, 26 (1), 112 – 117.

McClelland, D.C. (1961). The achieving society. New York: Free Press.

Mckenzie, K. & Schweitzer, R. (2001). Who succeeds at university? Factors predicting academic performance in first year Australian University students. *Higher Education Research and Development*, 20(1) May: 21–33.

McMillan, J.M. & Schumacher, S. (2006). *Research in education: Evidence-based inquiry* (6<sup>th</sup> ed.). Boston, Mass.: Peason Education.

Meena, R. 2007. Women's Participation in Higher Levels of Learning in Africa. In: Assié-Lumumba, N.T. (ed.), Women and Higher Education in Africa Reconceptualizing Gender- *Based Human Capabilities and Upgrading Human Rights to Knowledge*. Abidjan, CEPARRED.

Memela, L. (2005). The role of society and culture in shaping gender inequalities. *Agenda Special Focus*: 48–49.



Mertens, D.M. (1998). Research methods in education and psychology: Integrating diversity with qualitative and quantitative approaches. Thousand Oaks, CA: Sage.

Mertens, D.M. (2003). Mixed methods and the politics of human research: The transformative-emancipatory perspective. In *Handbook of mixed methods in social and behavioral research*, edited by A. Tashakkori & C. Teddlie. Thousand Oaks, CA: Sage, 135–164.

Mertens, D.M. (2010). Research methods in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods (3<sup>rd</sup> ed.). Sage.

Miller, R (1997). What are schools for? Holistic education in American culture. Edited by Smith, G. & Williams, D. in 1999. www.paltsofleearning.net/articles\_Holistic\_Ed (accessed 14th April, 2008).

Mlama, P. M. (1998). Increasing Access and Equity in Higher Education: Gender Issues. In: Shabani, J. (eds.), *Higher Education in Africa: Achievements, Challenges and Prospects*, Dakar, UNESCO Regional Office for Higher Education in Africa (BREDA).

Mlama, P. M. (2001). *Gender Equity Programming in Higher Education*. Paper presented at the Higher Education Policy Forum, Nairobi, September.

Moon, J. & Moon, S. (2004). *The case for mixed methodology research: A review of literature and method*. Available online at: www.e-mel.co.uk/mixed%20methodology.pdf (accessed June 7 2010).

Morley, L. (2003). *Quality and Power in Higher Education*. Buckingham: SRHE/Open University Press.

Morley, L. (2004). Sounds, silences and contradictions: Gender equity in Commonwealth higher education – Clare Memorial Lecture 2003. In press, Australian Feminist Studies.

Moss, P. (2006). Emergent methods in feminist research. In *Handbook of feminist research methods* edited by S.N. Hesse-Biber. Thousand Oaks, CA: Sage.

Moulton, R. (1972). Psychoanalytic reflections on women's liberation. *Contemp. Psychoanal.*, Vol. 8: 197–223.



Mouton, J. (2001). How to succeed in your master's and doctoral studies: A South African guide and resource book. Pretoria: Van Schaik.

Mouton, J. & Marais H.C. (1990). *Basic concepts in the methodology of the Social Sciences*. Pretoria: Human Sciences Research Council.

Mugambe, L. (2006). Rethinking culture in the face of HIV/AIDS in East Africa. In Agenda empowering women for gender equity: Culture, No. 68 pp. 73-78.

Mugenda, A. G. (2008). *Social science research: Theory and principles*. Nairobi: Applied Research and Training Services Press.

Muijs, D. (2004). Doing quantitative research in education with SPSS. California: Sage.

Mukangara, F. & Koda, B. (1997). *Beyond inequalities: Women in Tanzania*. Dar es Salaam: South African Research and Documentation Centre.

Naidoo, R. (1998) "Levelling or Playing the Field? The politics of access to university education in post-apartheid South Africa." *Cambridge Journal of Education* 28(3): 369-383.

Naidoo, R. (2006) *Transnational Higher Education and the Developmental University*. Paper presented at the SRHE Annual Conference, Brighton, UK.

Naples, A.N. (2003). Feminism and methods: Ethnography, discourse analysis, and activist research. Routledge.

National Population Commission. (2006). Nigeria census results accessed at http://www.tcs.sagepub.com on May 24, 2007.

National Universities Commission. Annual Report, 2002. www.nuc.orgng.com

National Universities Commission. 2002. Annual Report. Abuja: NUC

Neuman, W.L. (2000). *Social research methods: Quantitative & qualitative approaches* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.



Newport, F. (2001). America sees women as emotional and affectionate, men as more aggressive. *Gallup Poll Monthly* 425, February: 34–38

Ngome, C. 2003. Country Higher Education Profile (Kenya). In: Teferra, D. and Altbach, Ph. G. (eds.), *African Higher Education: An International Reference Handbook*, Bloomington, Indiana, Indiana University Press, pp.359-371.

Nhlapo, T. (2000). 'The African customary law of marriage and rights conundrum' in M Mamdani (ed) Beyond Rights Talk and Culture Talk, New York: St. Martin's Press.

Noah, A.O.K. (1997). *Political economy in adult literacy research: Implication for Lagos State*. Lagos, Nigeria: A Faculty of Education Publication, Lagos State University.

Noble, T. (1998). Postmodernity and family theory. *International Journal of Comparative Sociology*, XXXIX: 257–277.

Noble, T. (2000). Social theory and social change. New York: Palgrave.

Nunkoosing, K. (2005). The problem with interviews. *Qualitative Health Research*, 15: 698–706.

Nzegwu, N. (2001). Gender equality in dual-sex system: The case of Onitsha. *Jenda: Journal of Culture and African Women Studies*, 1(1): 1–32

Odejide, A. (2003). Navigating the seas: Women in higher education in Nigeria. *McGill Journal of Education, Special Edition*, 38(3): 453–468

Ogloff, J.R. & Otto, R.K. (1991). Are research participants truly informed? Readability of informed consent forms used in research. *Ethics and Behaviour*, Vol. 1: 239–252.

Ogundipe-Leslie, M. (1994). *Re-creating Ourselves: African Women & Critical Transformations*. Trenton: Africa World Press.

Ohiri-Aniche, C. (1998). *Gender issues in education: The state of Education in Nigeria*. 2<sup>nd</sup> Edn. Lagos: UNESCO, Nigeria, 52–69, 1–160.

Okebulola, P. (1999). Gender equity in science classroom. Conference paper presented at



the 1999 UNESCO'S conference in Pretoria, South Africa.

Okeke, E.A.E. (2001). Women's education in Nigeria. Lagos: NERDC, 9–125.

Onuh, F. (2007). *Nigeria gives census result, avoid risky details*. Reuters, 30 December 2006. Accessed online at: http://www.za.today.reuter.com on 24 March 2007.

Ortner, S.B. (1974). Is female to male as nature is to culture? In *Women, culture, and society*, edited by M.Z. Rosaldo & L. Lamphere. Stanford: Stanford University Press, 67–88.

Osisanya-Olumuyiwa, D.O. (1998). Investing in women education: Challenges for the 21<sup>st</sup> century curriculum development in Nigeria. In *Road ahead*, edited by M.O. Odusina. Lagos: Jas Publications.

Ossat, S.D. (2002). Philosophy of education: An assessment. Owerri: Springfield.

Osuji, S. N. (2001). 'Principles and Practice of Continuing Education in Nigeria', in J. T. Okedara, C. N Anyanwu and M.A Lanre Omole (eds), *philosophical foundations of adult and non – formal education*, pp. 35 – 45. Ibadan: University Press.

Owolabi, T. & Olatunde, F.A. (2005). Cultural beliefs and conceptual understanding of science: A resolution of cognitive dissonance in science classroom. *Value Education: The Nigerian Academy of Education:* 202–210.

Oyebola, O. (2004). A study of gender stereotyping in the choice of main characters in selected children's literature authored by Nigerians. Journal of Research in Educational Management, 1(1), Lagos State University, Ojo, Lagos, Nigeria.

Oyewumi, O. (2002). Conceptualizing gender: Eurocentric foundations of feminist concepts and the challenge of African epistemologies. *Agenda: A Journal of Culture and African Women Studies*.

OZo-Eson, P.I. (2008). Law, women and health in Nigeria. *Journal of International Women's Studies*, 9(3), May.

Panneerselvam, R. (2008). Research Methodology (6<sup>th</sup> ed.). New Delhi: Prentice Hall of



India Private Ltd.

Parpart, J. (1996). Rethinking gender, race and identity in a global context. *Gender and Development in Africa*, 1(1): 1–6.

Patton, M.Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, Calif.: Sage.

Pereira, C. H. (2002). What Methodologies for Analyzing Gender in the University System? Paper presented for the Gender and Higher Education Project of Women's World Congress 2002: 8th International Interdisciplinary Conference on Women, Ugandan University of Makerere, from 21 to 26 July 2002.

Pereira, C. (2002). "Between Knowing and Imaging – What space for Feminism in scholarship on Africa" Feminist Africa 1. http://www.feministafrica.org/fa%201/2level.html

Pereira, C. (2003). Feminist theory and women's movements in Africa, Feminist Knowledge Review Essay. *African Feminist Studies* 1980–2002.

Phendle, T. (2008). The paradox of Luselo-Lufhanga metaphors: African women defining leadership for social justice. *International Studies in Educational Administration* 36(1): 22–40.

Pilcher, J. & Whelehan, I. (2004). Fifty concepts in gender studies. London: Sage.

Pillay, V. (2007). Academic mothers. Stoke on Trent, UK: Trentham Books.

Poon Wai-Yee (2004). How females cope with studies in Open University Hong Kong. *TOJDE*, 3(2).

Popham, W.J. (2002). Classrom assessment: What teachers need to know. Boston, Mass.: Allyn & Bacon.

Potokri, O.C. (2010). The dynamics of adult education: Implications for Nigerian mothers. *The International Journal of Knowledge, Culture and Change Management*, 10(1): 13–24



Potter, S. (Ed.) *Doing postgraduate research* (2<sup>nd</sup> ed.). United Kingdom: The Open University.

Quddus, M. (1999) "Access to Higher Education in Bangladesh: The Case of Dhaka University", *International Higher Education*, 17, 15-16.

Quinn, J. (2004). The corporeality of learning: Women students and the body, in S. Ali, Benjamin and M. Mauthner (eds) The polictics of Gender and Education: Critical perspectives. London: Palgrave Macmillian.

Ratele, K. (2005). 'Sex proper, bodies, culture and objectification. In Agenda, 64

Ratele, K. (2007). Native Chief and White headman: A critical African gender analysis of culture. In Agenda: empowering women for gender equity. Issue 72 pp. 65 - 76

Rathgeber, E.M. (2003). Women in Universities and University-Educated Women: the Current Situation in Africa. In: Teferra, D. and Altbach, Ph.G. (eds.), *African Higher Education: An International Reference Handbook*, Bloomington, Indiana, Indiana University Press, pp.288-329.

Reay, D., David, M.E. & Ball, S.J. (2005) *Degrees of choice: class, race and gender* Stoke on Trent, Trentham Books.

Reddy, S. (2011). Young women's understandings of (future) marriage: Links to sexual risk and HIV prevention. In Agenda empowering women for gender equity: marriage a risky business or safe place, pp. 38-42.

Rice, P. (2003). Adult student services office. *New Directions for Student Services*, 102, 53-57.

Roberstson, D. (2000). Students as consumers: The individualization of competitive advantage. In *Higher education re-informed*, edited by P. Scott. London and New York: Falmer Press.

Rosaldo, M. (1974). Women, culture and society: A theoretical overview. In *Women, culture, and society*, edited by M. Rosaldo & L. Lamphere (eds.) Stanford: Stanford University Press, 17–42.



Rosovsky, H. (1990). The university: An owner's manual. New York: Norton.

Rossman, G.B. & Wilson, B.L. (1985). Numbers and words: Combining quantitative and qualitative methods in a single large-scale evaluation study. *Evaluation Review*, 9(5): 643–668.

Rubin, H.J. (1983) Applied social research. London: Merill.

Rufa'I, R. (2001). Girl-child education in West Africa. In *Pipeline issues in higher education in West African*. Workshop proceedings, Lagos, Nigeria: January 16–17. Lagos: Ford Foundation.

Saint, W. (1999). *Tertiary distance education and technology in sub-Saharan Africa*. Washington DC: The World Bank.

Saint, W., Hartnett, T. & Strassner, E. (2003). *Higher education in Nigeria: A status report*. Washington DC: The World Bank.

Salm, S.J. & Falola, T. (2002). Culture and customs of Africa: Culture and customs of Ghana. Westport, Conn./London: Greenwood Press.

Salo E. (2005). Making our voices heard: The politics of writing and publication in African higher education. http://:www.gwsafrica.Org/knowledge/elai

Sanni, R.I.O. (1998). *Educational measurement and statistics: A pragmatic approach* (2<sup>nd</sup> ed.). Lagos: Ziklag Publishers.

Sarantakos, S. (2000). Social research. Sydney: Macmillian.

Sayed, Y. (1998). *The Segregated Information Highway: Information Literacy in Higher Education*. South Africa, University of Cape Town Press and Adamastor Trust.

Saunders, M., Lewis, P. & Thornhill, A. (2007). *Research methods for business students* (4<sup>th</sup> ed.). England: Prentice Hall.

Shields N. (2001). Stress, active coping and academic performance among persisting and



non-persisting college students. *Journal of Applied Biobehavioural Research*, 6(2): 65–81.

Shope, J. H. (2006). 'Lobola is here to stay': rural black Women and the contradictory meanings of lobolo in post – apartheid South Africa. In Agenda Empowering women for gender equity: Culture, No. 68 pp. 64-72.

Siberschmidt, M. (1999) "Women forget that men are the masters": Gender antagonism and socio-economic change in Kisii District, Kenya. Nordiska Afrikairstitutet, Swenden.

Singleton, R.A. Jr., Robert, H.G. & Gary, A.P. (1998). Connecting the academic and social lives of students. *Change*, May/June: 18–25.

Singleton, R., Straits, B.C., Straits, M.M. & McAllister, R.J. (1988). *Approaches to social research*. New York: Oxford University Press.

Skelton, C. (2005). The 'individualized' (woman) in the academy: Ulrich Beck, gender and power. *Gender and Education*, 17(3), August: 319–332.

Smith, R. (2007). Conceptions of the university and demands of contemporary societies. In *Higher education and national development: Universities and societies in transition*, edited by D.B. Palmira, J. Robertas, J.T. McLaughlin & J. Stankeviciute. USA and Canada: Routledge.

South Africa Department of Education, Personal Communication, 2003

Spellman, N. (2007). Enrollment and retention barriers adult students encounter. *The Community College Enterprise*, 63-79.

Steady, F.C. 2002. *Black Women, Globalization and Economic Justice*. Studies from Africa and the African Diaspora, Rochester, Schenkman Books

Steiner. G. (1998). Errata: An examined life. Cambridge, Mass.: Yale University Press.

Stetsenko, A. & Arievitch I. (2002). Teaching, learning and development: A post Vygotskian perspective in learning for life in the 21st century. Edited by G. Wells & G.



Claxton. Great Britain: Blackwell.

Stoker, D.J. (1985). Sampling personnel communication to the author. Pretoria: Human Science Research Council.

Stromquist, N.P. (1999). Waiting for government: The implication of legislation and gender issues in the USA. In *Gender issues in international education: Beyond policy and practice* edited by S. Erskine & M. Wilson. New York: Falmer Press, 91–112.

Suara, J. (1990). Gender dimensions of equalizing educational opportunities in Nigeria. Zaria: Tamaza.

Subotzky, G. (1997). Final Research Report: The Enhancement of Graduate Programmes and Research Capacity at the Historically Black Universities. Bellville: Education Policy Unit, University of Western Cape.

Tahir, G. (1992). Education and politics in Nigeria: The Open University of Nigeria in Retrospect. *International Journal of University Adult Education*, XXXI (2): 39–51.

Teferra, D. & Altbach, P. G (2004). African higher education: Challenges for  $21^{st}$  century. Higher education, 47: 21 - 50. Netherlands. Kluwer Academic Publishers.

Tamala, S. (1999). When hens begin to crow: Gender and parliamentary politics in *Uganda*. Colorado: Westview Press.

Tashakkori, A. & Teddlie, C. (Eds.) (2003). *Handbook of mixed methods in the social and behavioral sciences*. Thousand Oaks, Calif.: Sage.

Thagard, P. (2006). *Hot thought: Mechanism and applications of emotional cognition*. Cambridge, Mass.: MIT Press, 3–25.

The Punch. (2006). Graduates today. May 20: 14.

The World's Women (2000). Trends and statistics: United Nations publication, sales no, E.00XVII.14, PP 29 – 30.

Thomas, A.R. & Smith, P.J. (2003). Spotlight on social research. Boston, Mass.: Allyn &



Bacon.

Tredoux, C. & Durrheim, K. (2002). *Numbers, hypotheses and conclusions: A course in statistics for the social sciences*: Cape Town: UCT Press.

Uduigwomen, A.F. (1999). *Philosophy of education: An overview*. edited by A.F. Uduigwomen & O. Ogbinaka. Lagos: Obaroh & Ogbinaka.

Ukoha, E.K. (2005). Women development and the development of value in the child: A psychological perspective. In *Values education: The Nigerian Academy of Education*. Proceedings of the 19<sup>th</sup> Annual Congress of the Academy of Education held at the Lagos State University, Lagos, edited by B.B. Oderinde & O.E. Ekpo, 233–247.

UNDP (2008) Innovative approaches to promoting women's economic empowerment, Paper for the partnership event: MDG3 – Gender equality and empowerment of women – A prerequisite for achieving all MDGs by 2015, Bureau for Development Policy (BDP). New York, USA

UNIFEM (2008). Gender Equality Now, Accelerating the achievement of the Millennium Development Goals, New York.

United Nations. (1994). Report of the second United Nations regional seminar on traditional practices affecting the health of women and children E/CN.4/Sub.2/1994/10, par.47–55.

United Nations. (1995). Preliminary report submitted by the special rapporteur on violence against women, its causes and consequences.

United Nations (2000). The UN Millennium Development Goals. Available at: http://www.un.org/milleniumgoals

UNESCO. (1976). *Introduction to African culture: General aspects*. Paris:

UNESCO. (1976). Socio-political aspects of the palaver in some African countries. Paris: UNESCO.



UNESCO (1998) World conference on higher education, Higher Education in the Twenty-first Century, Vision and Action, UNESCO, Paris, October 1998, working document.

UNESCO (1998) Towards an Agenda for Higher Education: Challenges and Tasks for the 21st Century Viewed in the Light of the Regional Conference. Paris: UNESCO

UNESCO (2004) 2003/04 EFA Global Monitoring Report.

UNESCO (2002) Education for all: is the world on track? EFA Global Monitoring Report Paris, UNESCO.

UNESCO (2006) Global Education Digest 2006: Comparing Education Statistics Across the World. Montreal: UNESCO Institute of Statistics

UNESCO (2010) Comparing education statistics across the World. Global education digest. Montreal: UNESCO Institute for Statistics.

UNFPA (2000). Working to Empower Women: UNFPA's Experience in Implementing the Beijing platform for action. New York: UNFPA.

Unterhalter, E. (2004). Gender equality and education in South Africa: Measurements, scores and strategies. Paper delivered at British Council HSRC conference, Gender Equity in Education, Cape Town.

Ussher, J. (1999). Feminist approaches to qualitative health research, in Murray, M. & Chamberlain, K. (Eds), *Qualitative health psychology: Theories and methods*. London. Sage, 99.

Van Baarsen, B. & Van Groenou, M.I.B. (2001). Partner loss in later life: Gender differences in coping shortly after bereavement. *Journal of Loss and Trauma*, Vol. 6: 243–262.

Vaus, D.D. (2004). Survey in social research: reprinted edition. London: Routledge. Psychology of Women Quarterly, Vol. 1: 283–293.



Vithal, R. & Jansen, J. (2002). Designing your first research proposal: A manual for researchers in education and social sciences. Lansdowne: Juta.

Vogel, E. (1967). Kinship structure, migration to the city, and modernization. In *Aspects of social change in modern Japan* edited by R.P. Dore. Princeton: Princeton University Press, 91–111.

Walters, S. & Koetsier, H. (2006). Working adults learning in South African higher education. *Perspectives in Education*, 24(3).

Walkerdine, V. (1990). School girl Fictions. London, New York: Verso.

Walkerdine, V. (2003). Reclassifying upward mobility: femininity and the neo-liberal subject, *Gender and Education*, 15 (3): 237-248.

Watson, R.S. (2005). The named and the nameless: Gender and person in Chinese society. In *Gender in cross-cultural perspective* (4<sup>th</sup> ed.) edited by C.B. Brettel & C.F. Sargent. New Jersey: Pearson Education.

Wegner, C. (1978). *Liberal education and the modern university*. Chicago: University of Chicago Press.

Weiner, B. (1974). Achievement motivation as conceptualized by an attribution theorist. In *Achievement motivation and attribution theory*, edited by B. Weiner. Morristown, NJ: General Learning Press.

Weiner, B. (1979). A theory of motivation for some classroom experience. *Journal of Educational Psychology*, vol. 71: 3–25.

Weiner, G. (2004). Learning from feminism: Education, pedagogy and practice. Paper presented at invited seminar, "Beyond access: Pedagogic strategies for gender equality and quality basic education in schools". Nairobi, Kenya, 2–3 February. Available at http:k1.ioe.ac.uk/schools/efps/General EduDev/Gaby%20weiner%20paper.pdf (accessed on 24<sup>th</sup> feb, 2008).

Wells, G. & Claxton, G. (2002). Socio-cultural perspectives on the future of education. In *Learning for life in the 21<sup>st</sup> century*, edited by G. Wells & G. Claxton. Blackwell.



Wetherell, M. (2006). *Identifies groups and social issues: Social psychology*. Open University, Britain: Sage.

Whitley, B.E. Jr. (2002). *Principles of research in behavioural science* (2<sup>nd</sup> ed.). New York: Mc Graw-Hill.

WHO (1998). Women, ageing and health. In the women 2000. December 2001. pp. 9

Wilkinson, D. (Ed.). (2000). The complete guide to practitioner research: The researcher's toolkit. Great Britain: Routledge Falmer.

Wilson-Tagoe, N. (2003) 'Representing culture and identity: African women writers and national culture'. In Feminist Africa, 2

Wisker, G. (2008). *The postgraduate research handbook: Palgrave study skills*. London: Palgrave Macmillan.

Wong, S. (1988). The applicability of Asian family calues to other socio-cultural settings. In *search of an East-Asian development model* edited by P.L. Berger & H.M. Hsiao. Transaction 1988), 134–154.

Wood, T.J. (2009). *Gendered lives: Communication, gender, and culture* (8<sup>th</sup> ed.). Boston, Mass.: Wadsworth Cengage Learning.

World Bank. (1991) *The African Capacity Building Initiative: Toward Improved Policy Analysis and Development Management*. Washington, D.C: World Bank.

World Bank (2000) Higher Education in Developing Countries: Peril and Promise. World Bank: Washington

World Bank. (2002). Constructing knowledge societies: New challenges for tertiary education. Washington. D.C.: World Bank.

World Bank (2008) World Development Report: Agriculture for Development. Washington DC: World Bank.



World Bank (2009) Gender and Agriculture Source Book. Washington DC: World Bank.

Yaqub, N. (2001). Higher education in Nigeria in perspective. Proceedings of the 12<sup>th</sup> General Assembly of Social Science Academy of Nigeria.

Young, D.R., Hooker, D.T. & Freeberg, F.E. (1990). Informed consent documents: Increasing comprehension by reducing reading level. *IRB: A Review of Human Subjects Research*, vol. 12: 1–5.

Yuval-Davis, N. (1997). Gender and Nation, Thousand Oaks: Sage.



## LIST OF APPENDICES

## **Appendix A: Letter of informed consent**

806 Gravellotte, 129 Troye Street
Cnr Jorrissen Street Sunnyside
Pretoria, South Africa
10<sup>th</sup> January, 2009

To: The Respondent / Participants

Department of Primary Education Studies

Faculty of Education

Lagos State University Ojo

Lagos, Nigeria.

## LETTER OF INFORMED CONSENT

Thank you for your willingness to participate in my research study. The focus of my study is to understand and explain the academic performance of married women students in higher education in Nigeria. More specifically I would like to understand whether the cultural context in which married women study has any discernable link to their academic performance. The research is undertaken as partial fulfillment for my doctoral studies in the Faculty of Education at the University of Pretoria, South Africa.

I would like to conduct a **survey** of married women students in year 3 in the Department of Primary Education Studies at your institution. This would mean that you will be requested to respond to a questionnaire. No personal details will be required on the questionnaire. I am selecting students in year 3 because their academic results for year 1 and year 2 would make it possible for me to compare two academic sessions and so help

me to understand and to explain their academic performance in relation to the research

questions.

As a follow up to the questionnaire I would also like to **interview** you. The interview will

last approximately one hour. In accordance with cultural practice an older women will be

present, as a third party, at the interview. She will not be from the area in which your

institution is based and is unlikely to know you. However, you will have the space to

terminate the interview at any time or to not respond to a particular question.

Participation in the study is voluntary. You may withdraw from the study at any time.

Confidentiality of all participants is assured. No name(s) or any other data that could

possibly identify participants will be used in the dissertation. Transcripts of interviews

will be made available to you for comment before it is used.

Attached is a consent form. Should you be willing to participate in this study, please read

and sign the consent form.

Do not hesitate to contact me if you have any question(s) or concerns. My contact details

are:

Phone: +27763594537 or 08024466923

Email: cpotokri@yahoo.co.uk

I look forward to working with you.

Yours faithfully,

Potokri. O. Collins

250

#### **CONSENT FORM**

I hereby agree to participate in this research project on the academic performance of married women students in Nigerian higher education.

I understand that I can withdraw at any time from the research as a participant.

I have received the contact details of the researcher should I need to speak about any issues which may arise from the research/study.

I understand that my response will be anonymous and will remain entirely confidential.

Respondent / Participant sign



#### **Appendix B: Frequencies output from questionnaire**

Mr OC Potokri - Research Project - T08079 - OOP9001 -

OO438224

0

4 01 . 03 . . .

(P01-R1): PROC PRINT of data set STUDENTS from data file TUDENTS.TXT 17:16 Thursday, April 1, 2010

1

V V V V V V V V V 3 3 3 3 3 3 4 s 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 001 27 2 03 1 2 2 2 2 4 2 1 5 1 3 4 4 4 2 2 2 5 5 5 4 2 1 5 5 3 5 4 1 3 01 02 . . . . 2 002 30 2 03 1 2 2 2 2 4 2 1 5 1 3 4 4 4 2 2 2 5 5 5 4 2 1 5 5 3 5 4 1 3 01 . 01 . . . 3 003 29 2 03 1 2 1 2 2 4 1 1 5 1 3 4 4 4 1 1 1 5 5 4 4 2 1 5 5 3 5 4 1 3 01 . 03 . . . 4 004 20 1 03 1 3 3 3 1 . 4 4 3 2 2 4 4 1 1 1 1 4 5 2 4 4 4 4 4 . 1 1 2 . 01 . . . . . 5 005 24 2 03 2 2 1 2 2 5 4 4 5 2 2 4 5 4 2 5 3 5 4 2 2 1 1 2 1 2 3 5 1 2 01 02 . . . . 6 006 40 2 03 1 1 2 2 5 5 4 2 5 2 5 2 2 2 2 2 3 5 4 5 4 2 4 4 4 3 . 4 2 2 01 . 01 . . . 7 007 26 1 03 1 2 2 2 2 2 4 3 3 2 2 2 3 2 3 3 2 5 1 3 3 1 1 2 1 2 2 3 2 2 01 . . . . . 8 008 30 2 03 1 2 1 2 4 4 2 4 5 1 2 4 4 2 1 1 2 4 2 4 4 4 2 4 1 1 4 2 2

- 9 009 30 1 03 1 1 2 2 2 2 1 3 4 2 2 4 3 2 1 2 2 5 2 2 2 1 4 2 5 3 2 2 2 2 1 1 0 3 . . .
- 10 010 36 2 03 1 1 2 2 2 2 1 3 4 2 1 2 2 5 1 2 2 2 2 1 1 2 1 5 5 2 2 1 1 01 . 01 . . .

- 13 013 23 1 03 1 2 2 2 4 4 2 4 5 3 2 4 4 4 2 1 2 5 4 4 3 3 2 2 4 4 2 1 2 4 01 . 02 . . .
- 14 014 24 1 03 2 1 2 . 4 1 2 5 4 2 5 2 3 4 1 2 . 5 4 5 4 3 4 2 2 2 3 1 2 3 01 . 02 . . .
- 15 015 25 2 03 1 1 1 1 1 1 1 3 5 5 1 2 1 1 4 3 2 4 4 4 4 4 3 3 3 2 3 1 4 3 01 . 03 . . .
- 16 016 40 2 03 1 2 1 2 . 4 3 2 3 1 4 2 4 1 1 2 2 4 1 2 3 2 2 . 5 5 3 2 1 3 01 . 01 . . .
- 18 018 30 2 03 1 1 1 1 2 4 2 4 5 4 1 2 5 1 2 3 2 5 4 4 2 4 2 4 2 4 3 2 2 1 . . . . . .
- 19 019 41 2 03 2 4 5 1 4 4 2 4 2 2 1 2 . 4 1 2 1 4 4 2 4 4 2 5 2 5 4 2 1 5 01 . 01 . . .
- 20 020 30 1 03 1 2 1 1 1 4 2 3 5 2 1 3 4 2 1 2 2 3 4 3 4 3 2 4 3 4 3 2 2 4 01 . 03 . . .
- 22 022 28 1 03 1 1 1 2 . 5 2 5 5 1 . . 4 2 3 4 2 5 5 5 5 5 5 5 4 2 4 . 1 1 2 01 . 03 . . .
- 23 101 25 1 03 1 1 1 2 2 4 5 5 5 1 1 4 4 1 1 1 1 5 4 3 4 4 1 1 1 1 2 2 2 2 2 2 2 01 02 . 01 03 .

- 25 103 24 1 03 1 1 1 1 1 4 5 5 5 2 1 4 4 2 2 2 2 4 4 2 1 4 2 3 2 2 2 01 . 03 01 03 .
- 26 104 21 1 03 1 1 1 1 1 2 4 4 5 1 4 4 5 5 1 1 1 5 4 4 5 5 3 2 3 2 3 1 1 3 01 01 . . . .
- 27 105 25 1 03 2 4 5 2 4 4 4 4 5 4 4 4 4 2 2 2 5 3 4 4 4 4 4 3 3 4 2 4 3 01 . 01 . . .
- 28 106 18 1 03 2 4 2 2 2 5 4 4 4 5 2 3 4 2 2 2 2 4 4 2 4 5 2 4 2 2 3 2 4 2 01 02 01 . . .

- 31 109 21 1 03 1 1 1 1 5 5 4 4 5 1 1 2 5 5 1 1 3 5 5 4 3 3 5 5 5 5 5 3 2 1 01 02 03 . . .
- 33 111 24 1 03 2 2 4 2 2 4 2 5 3 2 4 2 5 4 1 1 2 5 4 1 4 5 2 4 4 1 2 2 2 4 01 . 01 . . .
- 35 113 19 1 03 2 4 2 3 4 5 5 5 5 4 4 3 4 5 2 1 1 4 4 2 2 2 4 2 2 4 2 3 3 2 01 . . . . .
- 36 114 25 1 03 2 2 1 2 2 4 4 2 4 3 3 3 4 2 2 2 2 4 4 4 4 3 4 4 3 2 3 4 4 3 01 . 02 . . .
- 37 115 21 1 03 2 4 1 3 4 2 5 5 1 2 3 2 2 4 1 3 3 5 4 1 4 5 2 5 2 4 4 1 1 2 01 . 01 . . .
- 38 116 27 1 03 2 2 2 1 5 4 1 5 5 1 1 3 5 5 1 1 2 1 2 1 4 1 1 1 1 1 3 1 1 3 01 . 02 . . .

- 41 119 25 1 03 1 2 1 2 1 5 4 5 2 1 2 5 4 1 5 1 2 4 4 5 4 4 4 4 4 1 2 2 2 1 01 01 . . . .
- 42 120 25 1 03 1 2 2 1 2 5 4 5 2 2 5 1 2 2 2 1 2 4 4 . 4 2 2 4 2 2 2 2 2 4 01 01 . . . .
- 44 122 25 1 03 2 2 1 2 4 1 4 4 4 4 2 2 1 2 4 2 2 4 1 2 2 2 . 2 4 4 4 4 2 2 1 . . . .
- 45 123 20 1 03 2 2 1 2 2 2 2 4 4 1 2 4 4 2 1 1 3 2 1 2 2 2 3 2 2 4 2 4 2 1 1 01 . 01 . . .
- 47 125 27 1 03 2 . 2 2 1 4 5 5 5 4 . 2 4 1 1 2 2 4 2 4 2 4 5 4 2 2 2 2 1 2 01 . 01 . . .
- 48 126 25 1 03 5 3 4 . 2 2 4 4 1 4 4 2 1 2 1 3 4 5 4 1 2 5 1 3 3 1 3 1 1 3 . . . . . . .
- 49 127 25 1 03 5 1 1 4 1 4 4 4 5 4 2 1 4 1 4 5 2 1 4 3 4 4 4 4 2 1 2 4 2 2 . . . . . . .
- 50 128 25 1 03 5 5 1 4 1 5 5 5 1 1 1 1 2 1 1 3 1 4 5 1 1 5 1 2 1 1 2 1 5 1 . . . . . .
- 51 129 26 2 03 1 2 1 2 1 4 2 5 5 3 2 2 4 1 1 2 2 5 4 3 5 2 2 4 2 1 2 1 4 2 01 . 01 . . .
- 53 131 24 1 03 1 1 1 3 2 3 1 1 2 2 2 2 1 2 2 2 2 3 3 4 1 1 2 2 2 2 1 2 1 5 01 02 . . . .

#### Mr OC Potokri - Research Project - T08079 - OOP9001 -

OO438224

2

(P01-R1): PROC PRINT of data set STUDENTS from data file TUDENTS.TXT 17:16 Thursday, April 1, 2010

s 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4

54 132 21 1 03 1 2 4 1 1 4 3 3 4 4 4 2 4 2 2 4 2 5 5 2 2 1 1 2 2 2 3 2 2 2 01 . 01 . . .

55 133 20 1 03 2 4 2 1 4 1 5 4 2 2 2 2 4 4 2 1 2 5 4 2 2 2 1 1 4 5 2 2 2 1 01 . 01 . . .

56 134 20 1 . 1 2 1 4 5 3 1 5 4 1 1 1 5 5 1 4 1 5 2 1 1 1 1 1 5 2 1 1 4 1 01 . 01 . . .

58 136 25 1 03 1 4 4 2 2 2 5 5 5 4 2 4 4 4 3 3 4 5 5 2 2 2 2 5 2 2 3 1 2 5 01 01 . . . .

60 138 23 1 03 2 1 2 1 3 4 5 5 3 4 2 2 3 2 2 2 5 5 5 5 5 2 3 2 2 3 2 5 5 01 02 . . . .

62 140 21 1 03 2 3 2 2 3 4 5 4 3 3 2 3 4 3 3 4 2 5 4 3 3 4 3 4 3 2 3 2 2 2 01 01 . . . .

- 64 142 21 1 03 1 2 2 2 4 4 5 5 5 1 3 2 5 4 1 4 1 3 4 3 4 4 5 2 4 2 1 2 2 2 01 01 03 . . . 65 143 26 1 03 1 2 3 . 1 5 5 4 3 2 2 3 4 . 2 1 4 4 2 1 2 2 2 2 4 4 2 2 2 2 01 02 . . . . 5 . 02 01 . . . 2 01 . 03 . . . 68 146 23 1 03 2 2 3 3 2 2 5 5 5 3 1 2 3 4 1 1 3 5 4 1 2 4 2 2 1 1 1 1 1 1 1 01 . . . . . 69 147 27 2 03 1 1 2 2 4 4 1 2 5 2 2 3 5 5 1 2 2 4 2 2 2 2 3 2 2 1 3 2 2 2 01 . . . . . 70 148 23 1 03 1 1 1 1 2 4 2 2 5 1 4 4 4 1 1 1 1 1 4 4 1 3 1 1 4 4 1 3 1 1 1 01 . 03 . . . 71 149 23 1 03 1 1 1 2 2 5 5 1 5 1 2 5 4 1 1 5 1 5 4 5 1 1 2 2 2 2 3 1 2 2 01 . 01 . . . 4 01 01 . . . . 73 151 27 2 03 1 3 2 4 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 1 4 2 2 4 2 2 2 2 2 2 2 . . . . . . 1 01 . . . . . 75 153 29 1 03 2 2 2 2 4 3 4 4 4 3 2 2 4 1 2 2 3 5 4 4 5 3 3 3 2 1 3 1 3
- 76 154 20 1 03 1 3 2 4 4 4 2 4 4 5 2 2 3 1 4 4 4 2 3 2 3 3 2 2 2 2 2 2 3 4 01 . . . . . .

3 01 . . 01 . .

77 155 20 2 03 1 1 1 2 1 3 4 4 2 2 4 3 4 1 4 3 1 5 4 2 2 2 3 2 4 4 4 2 2 2 01 . . . . .

- 79 157 22 1 03 1 1 1 2 2 4 1 5 5 2 2 5 5 2 2 2 1 5 5 4 2 2 2 2 4 5 2 1 2
- 2 01 02 . . . .
- 80 158 24 1 03 1 2 2 2 1 4 5 5 3 2 2 2 4 2 2 2 2 5 3 4 3 4 4 4 2 2 2 2 1
- 2 01 . 01 . . .
- 81 159 20 1 03 2 2 2 2 2 2 5 5 5 2 2 2 4 2 1 1 2 5 4 4 4 4 4 4 2 2 4 2 2
- 2 01 . . . . .
- 82 160 21 1 03 2 2 . 2 . 4 2 4 5 3 2 3 4 2 2 2 3 4 2 4 4 2 2 3 3 3 4 2 2
- . 01 . 02 . . .
- 3 01 . 03 . . .
- 84 162 27 2 03 2 2 4 5 4 . 4 5 4 2 1 3 2 4 4 2 2 4 5 4 2 2 1 3 4 5 4 2 2
- 3 01 . . . . .
- 85 163 28 1 03 2 1 1 2 1 4 2 4 4 1 1 4 2 5 5 5 4 5 5 4 4 4 1 4 2 2 3 1 4
- 4 01 . 02 . . .
- 86 164 22 1 03 2 2 1 . 3 2 4 5 5 1 2 3 4 4 1 1 2 5 5 2 3 3 2 2 2 2 3 2 2
- 3 01 . 01 . . .
- 87 165 24 2 03 2 2 2 2 2 2 2 4 4 4 2 4 2 2 2 2 4 4 4 2 4 4 2 4 4 3 3 3 2 2
- 4 01 . 01 . . .
- 88 166 23 1 03 1 2 2 1 2 3 3 3 4 4 4 4 3 1 4 2 2 3 4 3 2 2 4 4 2 2 2 2 2
- 2 . . . . . .
- 89 167 25 2 03 1 2 1 2 4 3 3 3 5 2 2 3 4 4 2 2 2 5 3 3 4 3 4 5 4 3 3 2 1
- 4 01 . 03 . . .



#### **Appendix C: Statistical computation table**

	X	Y	X <sup>2</sup> Y <sup>2</sup>		XY	
1	160	253	25600	64009	40480	
2	198	166	39204	27556	32868	
3	242	83	58564	6889	20086	
4	173	240	29929	57600	41520	
5	209	318	43681	101124	66462	
6	236	281	55696	78961	66316	
7	141	294	19881	86436	41454	
8	315	38	99225	1444	11970	
9	312	86	97344	7396	26832	
10	208	181	43264	32761	37648	
11	76	35	5776	1225	2660	
12	54	59	2916	3481	3186	
13	41	105	1681	11025	4305	
14	67	53	4489	2809	3551	
15	44	22	1936	484	968	
16	36	25	1296	625	900	
17	40	19	1600 361		760	
18	22	105	484 11025		2310	
19	19	105	361	361 11025		
20	35	62	1225	3844	2170	
Total	2628	2530	534152	510080	408441	

For the value of X and Y to be obtained, the points for response, i.e. SA (5 points), A (4 points), UD (3 points), D (2 points), SD (1 point) are made use of, i.e. multiplied to obtain the responses.

X = represents responses on cultural practices

Y = represents responses on academic performance



#### Appendix D: Attorney's attestation letter



## **BASSEY EKPO & CO.**

**Barristers & Solicitors** 

ADDRESS: 23, Bank Road, Ijanikin (Cele B/Stop) Badagry Exp.Way, Lagos. Tel: 08037128961.

BEC/UPMPD/01/09

Your Ref:

6<sup>th</sup> July, 2009

The Head of Department, Management and Policy Studies, Groenkloof Campus, University of Pretoria, South Africa.

Sir,

#### ATTORNEY'S ATTESTATION

- 1. We hereby state that the bearer, **Onoriode Collins Potokri** who is studying Management and Policy Studies (PhD) in your Institution is well known to us. The said student has been our client for about 10 years.
- 2. We understand that he is presently researching on the topic "The Academic Performance of Married Women Students in Nigeria Higher Education".
- 3. As a researcher, the bearer has been made to understand and is now aware and conversant with the law as it relates to right of privacy as enshrined in Section 37 of the 1999 Constitution of the Federal Republic of Nigeria and the numerous Intellectual Property Laws of the Federation.
- 4. The bearer has also been made to understand that the right of privacy is the basis of all research ethics and has been made a requirement for research by the National University of Commission and other bodies that regulate standards in Colleges of Education, Polytechnic and Monotechnics in Nigeria.
- 5. We assure your Institution that the bearer will adhere strictly to all the rules and regulations governing anonymity and confidentiality in his undertaking. He will also not misrepresent and or hide information, which should be disclosed to research Participants or Respondents.
- 6. The bearer will ensure that the research participants and respondents will verify their Data/Information before it will be finally used.
- 7. That the bearer will ensure that the Participants/Respondents will not be forced into participating or continuing in the research neither will they be exposed to any risk.

Yours faithfully,

BASSEY EKPO ESQ



## Appendix E: Letter of permission from Adeniran Ogunsanya College of Education, Lagos Nigeria



## ADENIRAN OGUNSANYA COLLEGE OF EDUCATION

OTTO/IJANIKIN, KILOMETER 30, BADAGRY EXPRESSWAY

PROVOST: A. O. K NOAH B.Ed., M.Ed., Ph.D., MNAE.

REGISTRAR: BOLA S. DISU. B.Sc., MCA (Ibadan)., MBA (LASU).

P.M.B. 007 FESTAC TOWN LAGOS.

DURRET AUCOEDMCAX/38

January 16, 2009

our Ref:

Mr. Potokri O. Collins, +27763594537 806 Gravelotto Flat, Troye Street Cnr Jorrisen Street, Sunny Side Pretoria, South Africa.

Dear Sir,

## PERMISSION TO USE ADENIRAN OGUNSANYA COLLEGE OF EDUCATION FOR A STUDY ON THE ACADEMIC PERFORMANCE OF MARRIED WOMEN STUDENTS IN NIGERIAN HIGHER EDUCATION

I am pleased to inform you that the Management of the Adeniran Ogunsanya College of Education has approved your request to conduct your Ph.D Research Project in the College.

I am by this letter assuring you that the School will make available to you all the relevant materials and resources towards an effective research performance.

Thank you.

Yours faithfully,

T. A. Uthman
Deputy Registrar (Academics)

For: Registrar.



#### Appendix F: Letter of permission from Lagos State University



## **Lagos State University**

#### Office of the Director, School of Part-Time Studies

ETF Building, Badagry Expressway, Ojo,

P. M. B. 0001 Festac, Lagos State, Nigeria.Tel: 234-1-7923540, 234-1-8547019, 234-1-8547270 Cables: LASU E-mail: sptsdirector@lasunigeria.org , Website: www.lasunigeria.org

Director: Olaide A. Adedokun Bsc (UNN) Msc (Ib.) PH.D (Lag.); . FDAN. FSS. Your Ref: 24th March, 2009 LASU/ES/S/136 Chief M.O. Potokri 1, Adams Street Opposite Police Station Ijanikin Dear Sir, RE: APPLICATION FOR USE OF YOUR REPUTABLE UNIVERSITY FOR STUDY ON THE ACADEMIC PERFORMANCE OF MARRIED WOMEN STUDENTS IN NIGERIAN HIGHER EDUCATION Your application dated 2nd March 2009, forwarded to the University on behalf of your son Mr. Collins Onoriode Potekri, refers please. I am directed to inform you that the Faculty of Education has approved your son's request to conduct his research in the University. Yours faithfully, Allsunkann A.A. Adesunkanmi (Mrs) Secretary, External System



### **Appendix G: Interview protocol/research questions**

# Interview Protocol: The Academic Performance of Married Women Students in Nigerian Higher Education.

Time of Interview:
Interviewee:
Date:
Place:
Kindly respond to the below questions
Questions:
1. Why did you choose to study in higher education institution?
2. Are you married?
3. What support do you get from your parents (if any)?

4.	What support do you get from your husband (if any)?					
5.	What would you like them (either your parents or husband) to do for you?					
6.	What are the challenges you face in your studies?					
7.	Can it be true or false that cultural practices affect the academic performance of women students in higher education?					
8.	How do cultural practices affect the academic performance of women students in higher education?					
9.	Which category of women students (single or married) in higher education do cultural practices affect most?					



10. Which cultural practice affects you most as a woman student in higher education?
11. As a woman student studying in higher education institution, are you satisfied with your present academic performance?
12. Give reason(s) for your answer/opinion in question 11?
13. Between married women students and single women students in higher education, which do you think perform better academically?
14. Give reason(s) for your answer or opinion in question 13?
15. Is there anything that I have not asked that you would like to share with me?



16. Would you like to ask me any question?				

#### THANK YOU FOR PARTICIPATING IN THIS INTERVIEW



#### **Appendix H: Research assistance declaration letter (1)**

olufemilovetremi@yahoo.com 3 Ebun Olejede Street Badagry Expressway, Lagos. 20<sup>th</sup> June, 2009.

To: Mr. Potokri O. Collins
Dept. of Management and Policy Studies
Faculty of Education
University of Pretoria
South Africa

Sir,

#### RESEARCH ASSISTANCE DECLARATION

I Mrs. Loveth R. Olufemi, a B.SC (Psychology) holder, residing at the above address and presently working with tenderland college, Coker Orile Lagos State, as the College's counselor hereby agree to be a research assistance to Mr. Potokri O. Collins, a PhD student of the University of Pretoria South Africa.

The research title for which I will be assistance is the academic performance of married women students in Nigerian higher education.

I shall only be assisting the researcher at the interviewing stage of the research.

The research site or venue where I will be assisting the researcher shall be the main campus (Ojo Campus) of the Lagos State University.

Being the research assistance, my presence at the interviewing venue will be to act as a witness or third party between the researcher and research participants whilst conversation takes place not as an interpreter.

My acceptance or participation in the research is voluntarily. Therefore, I am not entitle to any form of remuneration.



Through this medium, I declare that I will abide or conform to confidentiality as stipulated by the national university commission and the privacy act of the constitution of the federal republic of Nigeria.

I will not hesitate to contact the researcher if I have any question(s) or concerns.

I look forward working with you.

Yours sincerely,

Olufemi, L. R



#### **Appendix I: Research assistance declaration letter (2)**

chineyrobert@yahoo.com No 67 Hasssan Street Era Badagry Expressway, Lagos <sup>22nd</sup> June, 2009

To: Mr. Potokri O. Collins
Dept. of Management and Policy Studies
Faculty of Education
University of Pretoria
South Africa.

Sir,

#### RESEARCH ASSISTANCE DECLARATION

I Mrs. Chineyere Roberts, a B.SC/ED (Computer Science/ Mathematics) holder, residing at the above address and presently working with New Era College, Ojo Barracks Badagry Expressway Lagos State, as the College's mathematics teacher (Senior Secondary School) hereby agree to be a research assistance to Mr. Potokri O. Collins, a PhD student of the University of Pretoria South Africa.

The research title for which I will be assistance is the 'academic performance of married women students in Nigerian higher education'.

I shall only be assisting the researcher at the interviewing stage of the research.

The research site or venue where I will be assisting the researcher shall be the main campus (Otto Ijanikin) Adeniran Ogunsanya College of Education Ijanikin, Lagos.

Being the research assistance, my presence at the interviewing venue will be to act as a witness or third party between the researcher and research participants whilst conversation takes place not as an interpreter.

My acceptance or participation in the research is voluntarily. Therefore, I am not entitle to any form of remuneration.



Through this medium, I declare that I will abide or conform to confidentiality as stipulated by the national university commission and the privacy act of the constitution of the federal republic of Nigeria.

I will not hesitate to contact the researcher if I have any question(s) or concerns.

I look forward working with you.

Yours sincerely,

Roberts Chineyere



### **Appendix J: Table of interviewees**

**Focus Group: 1** 

Institution: Adeniran Ogunsanya College of Education

Name (pseudonym)	<b>Marital Status</b>	
Lola	Married	
Funmilayo	Married	
Ejiro	Married	
Ronke	Single	
Amaka	Single	
Slyvia	Single	

**Focus Group: 2** 

**Institution:** Lagos State University

Name (pseudonym)	Marital Status	
Iyang	Married	
Zainab	Married	
Mummy Bola	Married	
Evelyn	Single	
Efe	Single	
Jumoke	Single	

#### Appendix K: Ethics clearance certificate



#### UNIVERSITY OF PRETORIA

#### FACULTY OF EDUCATION

#### RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER:	EM09/08/03					
DEGREE AND PROJECT	PhD: Education Management and Policy studies						
	The Academic Performance Higher Education	Academic Performance of Married Women Students in Nigerian her Education					
INVESTIGATOR(S)	Potokri O.C	tokri O.C					
DEPARTMENT	Department of Education Management and Policy Studies						
DATE CONSIDERED	27 July 2010						
DECISION OF THE COMMITTEE	APPROVED						
Please note:	•						
For Masters applications, ethical dearance is valid for 2 years							
For PhD applications, ethical dearnace							
CHAIRPERSON OF ETHICS COMMIT	TEE Prof L Ebersohn						
	-	MEENS >					
DATE	07 hdv 0040						
DATE	27 July 2010						
CC	Deef Dilley						
00	Prof Pillay Ms Jeannie Beukes						

This ethical clearance certificate is issued subject to the following conditions:

- 1. A signed personal declaration of responsibility
- If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
- It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



## **Appendix L: Questionnaire**

QUESTIONNAIRE: The academic performance of married women students in Nigerian higher Education				For office use		
Respondent  Please answer each question by circling an appropriate number in a shaded box				box	VI	
or by clearly writing your answer in the shaded space or						
SECTION A: DEMOGRAPHIC DATA						
What is your age (in completed years)?						
						V2 4
2. What is your marital status?						
Single Married					2	V3 6
3. What is your year of academic study?						
						V4 7
SECTION B: ATTITUDE TO HIGHER EDUCATION						
Please read each statement below and circle a number in a shaded box to indicate your answer						
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Women need higher education.	1	2	3	4	5	V5 9
Women need higher education to be employed.  Women need higher education to have a career.	1	2	3	4	5	V6 10 V7 11
Married women need higher education.	1	2	3	4	5	V8 12
Women need higher education to have a successful marriage.  Women in Nigeria have a negative attitude towards higher education	1	2	3	4	5	V9 13 V10 14
Women students in higher education should be financially	1	2	3	4	5	V11 15
supported only by their husbands.  Women students in higher education should be financially	1	2	3	4	5	V12 16
supported only by their parents.	•	L	-	7	-	
The dream of women is to become housewives and mothers rather than become higher education students or graduates.	1	2	3	4	5	V13 17
The courses offered at higher institutions can influence the attitude of married women towards higher education.	1	2	3	4	5	V14 18
	-					
1						



#### Appendix M: Letter from the editor

# Alexa Barnby

## Language Specialist

Editing, copywriting, indexing, formatting, translation

Mobile: 071 872 1334 Tel: 012 361 6347

Fax:

012 361 6347 086 610 9420 barnbak@unisa.ac.za

#### To whom it may concern

This is to verify that I, Alexa Kirsten Barnby, ID No. 510509 0097 080, have edited Collins Potokri's PhD thesis entitled 'The academic performance of married women students in Nigerian higher education' for language and technical aspects. The onus is, however, on the student to make the changes suggested and to effect the corrections.

Yours sincerely

Alexa Barnby



#### **Appendix N: Formatting of document**

## Gerry Barnby Formatting Specialist

Editing, copywriting, indexing, formatting, translation

gerrybarnby@gmail.com

Mobile: 083 340 4679 Tel:

012 361 6347

Fax:

086 610 9420

To whom it may concern

This is to verify that I, Gerald Barnby, ID No. 450822 501 5187, have electronically formatted Collins Potokri's PhD thesis entitled 'The academic performance of married women students in Nigerian higher education'. The onus is, however, on the student to ensure correctness of work and content.

Yours sincerely

Gerry Barnby