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INFLUENCE OF SOCIALIZATION OF WIDOWS AND MARRIED WOMEN ON ACADEMIC PERFORMANCE OF WOMEN IN WOMEN CENTERS IN BAUCHI STATE, NIGERIA

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ABSTRACT

Introduction: Women education have lately become the concerns of most stakeholders especially the states governments in north-western states of Nigeria, education is a basic human right and has been recognized as such, sociologists attribute the manifest function of education include transmission of culture, creation of common identity, section and screen of talents and promotion of personal growth and development.

Purpose: The study focus on the Influence of socialization of widows and married women on academic performance of women in women centres in Bauchi state, Nigeria.

Methodology: The survey design was used for the study. The study population is 802. A sample of 265 women was drawn from widow and married students of Women Centre Jama'are, Azare, Misau and Ningi in Bauchi State from the population with the aid of Krejcie and Morgan (1970) table for determining sample size. Research instrument titled Academic Performance Test (APT) was used for data collection which was adjudged to possess content validity by teachers in secondary schools that mark WAEC and NECO in Bauchi State with a reliability 'r' index of 0.68 for Mathematics and 0.76 for English language.

Result: Findings revealed that: there is no significant difference between academic performance of widow and married students of Women Centre Jama'are, Azare, Misau and Ningi in Bauchi State. Also Widows and married women relate better when they have acquaint themselves with the environment and are ready to acquire knowledge.

Recommendation: It was recommended that parents and husbands should encourage their daughters and wives to go back to continuing education centre for their education.

Keywords: Women Centre, Academic performance, Bauchi, Married women, Widow



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PUBLIC INTEREST STATEMENT

The findings of this study will be of immense benefit to students, policy makers, government, non-governmental organizations, parents and teachers. This research will serve as a reference material for those who would like to carry out further research in this field. The study will be of immense importance to policy makers, government and non-governmental organizations to effect positive changes for girl child affected by early marriage. It will also assist the parents in understanding the implication of child marriage, and provide reference materials for the teacher/councilors on how to deal with the issues related to early marriage and academic performance of women secondary school in Nigeria in general.

INTRODUCTION

The socialization process during the knowledge acquisition helps women to experience a new wave of social interaction in an academic environment, build social relations and improve learning skills. It is a period where the women begins to develop their identity as learned and socials. Birth, marriage, and death are three key events in most people's lives. Of these, 'marriage' is a matter of choice. The right to exercise that choice was recognized as a principal of law even in Roman times and has long been established in international human rights instruments. However, many girls enter marriage without any chance of exercising their right to choose. Some are forced into marriage at a very early age. Others are simply too young to make an informed decision about their marriage partner or about the implications of marriage itself. They may have given what is considered 'consent' in the eyes of custom or law, but in reality, consent to their binding union has been given by others on their behalf.

Women education has now become government priority, similarly, many non-governmental organizations have also paid so much attention to women development as well as increasing government commitment. Due to the low trend in girl-child education in the northern states of Nigeria, the United States Agency for International Development (USAID) initiated a program known as the Northern Education Initiative (NEI) in 2008 to facilitate Girl-Children Education and Women Development. This organization decides to choose Sokoto and Bauchi as their area of jurisdiction due to the low women social and economic development. The NEI introduced literacy, numeracy,

psychosocial skills, and vocational training in twelve selected Local Government Areas of these states as a means of increasing women literacy in order to facilitate their development (NEI, 2012). With all these efforts, there has been very little to show that much has been achieved in the direction of women empowerment.

In fact, the statistics consistently released by UNESCO has continued to show a frightening increase in the number of illiterate women particularly in sub-Saharan African countries, from a global rate of 58% in 1970, 63% in 1980, 65% in 1990, and 70% in 2000. (UNESCO, 2003). In UNESCO (1991) report between 1960 and 1985 the number of illiterate women grew by 86(%) percent. With a global total of \$54 million development grant for the African continent, there was almost 50% increase in the number of illiterate persons (from 68 million to 98 million) for 25 years between 1960 to 1985, showing that more than two thirds of the group were females in the 2001 human index report of the United Nations Development Programme (UNDP). This trend has been attributed to the dwindled economic fortunes, general corruption by government, and inconsistent official government policies (UNESCO, 2012). In Nigeria, one in every three women aged 15 to 24 (37%) or 5 million young women are unable to read a basic sentence. Women between the ages of 15 and 19 are more literate than women between the ages of 20 and 24. [73 per cent vs. 58%, respectively] (UNICEF, 2021).

The building of the institution of marriage as we know it has evolved over many centuries and its history and character in European nations differ from its character and history elsewhere, even thought the concept of marriage as a

continuing, socially acknowledged conjugal union between a man and a woman is the common core. In the earliest days of settlement in remote areas of Australia, men and women would sometimes live together in a 'married' relationship solemnized when a priest visited the area or a church was established. In a common law marriage, 'the parties simply agree to consider themselves married' (Encyclopedia Britannica, 2000), although that decision was usually socially celebrated or ceremonialism in some way, but frequently without any religious ceremony. In Roman law, a couple living together was deemed to be married. In this, and common law cases, however, it was customary for the relationship to be socially acceptable only if the couple saw themselves as committed to a permanent and exclusive sexual and domestic relationship. Such social deeming, especially if children were involved, had social consequences for questions of legitimacy, inheritance, and descent.

In English tradition, such arrangements were treated as 'common law' marriages. When an occasion arose where the relationship had legal consequences for the partners their property or the well-being and, rights of children establishing the reality of 'marriage', understood as a permanent all-inclusive union was a matter of social and legal importance. We thus begin to see that being recognized as 'husband' and 'wife', as a conjugal union, required more than being simply 'partners' or 'cohabiters', and in the transition from the latter to married state, public acknowledgment of the altered status was crucial, and carried with it legal consequences for the partners concerned. Additionally, the coming of children and the formation of a family raised the pressure for putting the relationship in recognized social and legal category and thus, in a framework for the appointment of responsibility for their care. It can therefore be said that marriage as a public order for regularizing male and female coupling, has existed in every society. The history and anthropology of marriage throughout the world reveal multifarious arrangements to serve these ends and to

order many functions besides the sexual, romantic, and procreation (Van den Brocher, 2002).

In many societies, including the West, for some classes and periods, economic and dynastic functions have been prominent, and sex and romance, though rarely irrelevant, have taken second place. It is only relatively recently that the partners have come to exercise free choice of spouses and, in the West in particular, to attach importance to love as a pre-condition of marriage. Some family systems in which descent and relationships are reckoned through mothers (matrilineal descent) and others, such as in Nigeria, where it is reckoned through fathers (patrilineal descent). It is not sure whether any society has had a family system in which the head of the family has been unequivocally the mother (matriarchy), but patriarchy, or family rule by the father, has been common. There are societies where monogamy is the rule and some where polygamy (several wives or husbands) is permitted, somewhere bride price and dowry are the rule and whereas it is absent in some places. Also, there are tribes or groups where marriage within the tribe or clan (endogamy) is required and somewhere marriage outside the tribe or clan (exogamy) is obligatory. However, marriage is a socially recognized bond between 'husband' and 'wife' or 'wives', with significant social implications prefiguring family formation and continuity. Lovejoy in Adamu (2011) argues that the impulse of men and women to form an enduring bond with each other is genetically imprinted. If so, it is not surprising that human communities should come to channel that impulse through custom and law to serve social harmony and cultural continuity. Nor is it surprising that rules should emerge to address the disruption of such bonds and the management of the consequences.

Sociological Perspective of Early Marriage

In his study, Goody in Adamu (2011) highlighted a number of reasons why young brides are preferred in

traditional societies. They have a longer period of fertility before them; and they are more likely to be obedient and docile, necessary qualities to learn and accept the rules and ways of her new household. Dixon cited in Adamu (2011) attributed the historic practice of early marriage in China, India, Japan and Arabia to the prevalence of 'clans and lineages' that provided economic and social support to the newly born, as well as pressures to produce children to strengthen and sustain the clan. By contrast, the traditional emphasis on individual responsibility in western family systems meant that newly married couples were expected to be able to provide for themselves and their children necessarily causes marital delays, while the potential bride and groom acquire the needed skills, resources and maturity to manage an independent household.

A third explanation comes from the notions of family 'honour' and female 'purity'. According to Ortner cited in Adamu (2011), in a wide range of societies, the honor and status of families are believed to depend on the 'purity' of their women; which is ensured through strict control over their social and sexual behavior. Kandiyoti cited in Adamu (2011) describes this honour system as a feature of societies which are both patrilocal and patrilineal, encompassing social groups in North Africa, the Muslim Middle East, and South and East Asia. Mighadam (2004) noted that in these societies, the honour of women and, by extension, the honour of their family depends in great measure on their virginity and good conduct. A large literature documents this phenomenon for specific societies, for example, Schneider (1971) for regions on both sides of the Mediterranean sea, Dyson and Moore (1983) for Northern India, Baron (2006) for Egypt. In this context, the early marriage of women – when they are less likely to have had experiences that would cast doubt on their purity would help protect the honour of both the bride's family and the family receiving the bride.

According to the United Nations International Children Emergency Fund (UNICEF) in 2018, 15.7% of women aged

20-24 years in Nigeria, 9.4% in Benin, 15.9% in Mali, 5.2% in Zambia and 12.7 percent in Madagascar married before the age of 15. In Nigeria, 43.4 percent of 18-year-olds married, compared to 30.6 percent in Benin, 53.7 percent in Mali, 29 percent in Zambia, and 13.7 percent in Morocco. (UNICEF, as cited in Adekoya & Sokunbi, 2021)

Strategies of Socializing Widows and Married Women

Strategies of socializing women in relevant skills, and education are an ongoing process of continuous negotiation. The experience is a critical time for women to build relationships with academic performance, to practice and employ various strategies and methodologies, and to access as many of the intricacies of community interaction as possible. (Lave & Wenger, 2002) part of the strategies of socializing women and widows involves a transformation in the women to identify which occurs by observing, participating and interacting intermittently in the day today routine of a school classroom and eventually acting and performing, speaking and teaching, living and breathing as a real competent knowledgeable person. As the married and widows begin to identify with and feel like an educator, changes not only in behavior transpire, but also in identity as views, beliefs, and preconceptions are built upon or reputed (Taiwo & Jacob, 2000).

There are three primary strategies through which girls and women are socialized into relevant knowledge, these include what they encounter while preparing to become an elite. These are the numeracy, literacy and psycho-social skills during in acquiring relevant knowledge (Stuart, 2002). The following strategies for socializing women in relevant knowledge is imbedded in Blooms Taxonomy in its six (6) strategies: There are three primary strategies through which girls and women are socialized into relevant knowledge, these include what they encounter while preparing to become an elite. This will improve teaching and learning, there are six levels of cognitive learning according to the revised version of Blooms Taxonomy each level is

conceptually different. The six levels are remembering, understanding, applying, analyzing, evaluating and creating. These strategies refers to hierarchical arrangement of processes where each level involves a deeper cognitive understanding, the levels going from simplest to complex.

In a study conducted by Potokri (2011), Women's academic performance in higher education. The academic achievement of the selected participants was related to their marital status. The replies of the sampled participants reveal that the marital status of women students influences and determines their academic performance in higher education. According to the responses of the sampled participants, the academic performance of married women students in higher education is generally unsatisfactory. It was also discovered that several of the married women student participants identified their husband's support and understanding as a vital component for successful academic achievement. Therefore, in view of the above background, this study examines the influence of socialization of widows and married women on academic performance of women in women centers in Bauchi state, Nigeria.

STATEMENT OF THE PROBLEM

Young girls are robbed of their socialization in adulthood and are required to take on roles for which they are not psychologically or physically prepared. Many have no choice about the timing of marriage or their partner. Some are coerced into marriage, while others are too young to make an informed decision. In Bauchi State, premature marriage deprives them of the opportunity for personal development, as well as their rights to full reproductive health and well-being, education, and participation in civil life. In Bauchi State, premature marriage deprives them of the opportunity for personal development, as well as their rights to full reproductive health and well-being, education, and participation in civil life. Those factors include among others, search for economic survival, protection of young girls, peer group and family

pressure, controlling female behavior and sexuality, wars and civil conflicts, maximization of fertility where infant mortality is very high (The Working Group, 2000). Early marriage often disrupts the education of women and thereby lacking in relevant socio-economic skills and education. The problem of these early married girls is inability to socialize them to possess relevant knowledge.

According to the United Nations International Children Emergency Fund (UNICEF, 2001), 40% and 49 percent of girls under 19 years of age in Central and West Africa, respectively, are married compared to 27% in East Africa and 20% in northern and southern Africa. Throughout the world, marriage is considered a moment of celebration and a milestone in adult life. Sadly, the practice of early marriage does not provide such a cause for celebration because women are left with adequate socialization into the system. All too often, the imposition of a marriage partner on a child means that a girl or boy's childhood is cut short and their fundamental rights are compromised (United Nations International Children's Emergency Fund, 2000).

The utilization of socialization strategies will enhance the academic performance of women and widows, women are supposed to acquire knowledge, comprehend it, apply it, analyze it, synthesize such knowledge to life situation, and evaluate that practice to find out if learning has taken place, which will in turn enhance academic performance of women in women centers in Bauchi state.

PURPOSE OF THE STUDY

This study examines the influence of socialization of widows and married women on academic performance of women in women centers in Bauchi state, Nigeria. The objectives of the study are as follows:

1. To find out the differences in academic performance between widows and married students of the Jama'are, Azare, Misau and Ningi Women's Centers, Bauchi State.

2. To find out the strategies for socialization of widows and married students of Women Centres Jama'are, Azare, Misau and Ningi, Bauchi State.

RESEARCH QUESTION

1. What are the strategies for socialization of widows and married students of Women Centres Jama'are, Azare, Misau and Ningi, Bauchi State?

HYPOTHESIS

H01: There are no significant differences in academic performance of widows and married students of Women Centers in Jama'are, Azare, Misau and Ningi, Bauchi State.

METHODOLOGY

Research Design

Research design is the framework of research methods and techniques

chosen by a researcher. The design allows researchers to focus on research methods that are suitable for the subject matter and set up their studies for success. Descriptive research design: In a descriptive design, a researcher is solely interested in describing the situation or case under their research study (Questionpro, 2021). For the purpose of this study, a descriptive survey-type research design was used.

Population and Sample

The population for this study comprises of women secondary schools of Jama'are, Azare, Misau and Ningi Emirate Councils, Bauchi State. The justification for using Jama'are, Azare, Misau, and Ningi in the study is because there is one secondary school for women each in the emirate council of Bauchi state with a total population of 802, of which a sample size of 265 was drawn.

Table 1: Distribution of students' population in the four women secondary schools

S/N	School	Name of Class	No. of Students
1	Jama'are	SS I	82
		SS II	63
		SS III	65
2.	Azare	SS I	92
		SS II	82
		SS III	80
3.	Misau	SS I	72
		SS II	62
		SS III	60
4.	Ningi	SS I	62
		SS II	42
		SS III	40
Total			802

Source: Katagum Zonal Education Office, 2016

There is only one women secondary school in each of the four emirate councils, with the total number of 802 (eight hundred and two) students comprising of SS I, SS II and SS III. Jama'are with the population of two hundred and ten (210) students, Azare with the population of two hundred and

fifty four (254) students, Misau with the population of one hundred and ninety four (194) students, while Ningi Emirate Council has the population of one hundred and forty four (144) students, comprising the total of eight hundred and two (802) students across the four emirate councils of Bauchi State.

Table 2: Distribution of Women Students in the Study Area.

S/N	Women Centres	Age at Marriage 15	Age at Marriage
		- 17 (Early Marriage `)	(18 – Above)
1.	Jama'are	210	105
2.	Azare	230	130
3	Misau	202	98
4.	Ningi	160	90
	Total	802	423

Source: Katagum Zonal Education Office, 2018.

The technique used in selecting four schools out of six women secondary schools in the state was purposive sampling, because of their characteristics that satisfied the interest of the research such as socio-cultural attitude of the students. The Krejcie and Morgan (1970) table for determining sample size from a given population was used to arrive at 265 as a subject from the total number of 802 for the four women secondary schools across the emirate councils. Proportionate sampling technique was used in selection of students from each school based on strata because the total population of the sampling size of each school are not the same, In order to determine the number of students to represent each of the four selected schools, the total number of students from each school selected divided by the 802 of the total population

of four selected schools and then multiply by the sample size (265) which gave 10%. Therefore, 10% of the students from each of the selected schools were drawn to represent schools using proportionate sampling as showing in Table 3 below.

The researchers used a simple random sampling technique by writing 'Yes' and 'No' on folded pieces of paper. All the students who chose 'Yes' will be selected to represent the sample of students in the population, while those who chose 'No' will not be selected, which indicated that all the sample students in each school will have the same chance of being selected. This was confirmed by Usman (2011) that the more restricted part of that group or individuals the better that have one or more characteristics common that are of interest to the researcher to generalize the results appropriately to the entire population.

Table 3: Distribution of sample of the students

S/N	Name of School	N	S
1	Women Secondary School, Jama'are	210	69
2.	Women Secondary School, Azare	230	76
3.	Women Secondary School, Misau	202	67
4.	Women Secondary School, Ningi	160	53
	Total	802	265

Sources: Katagum Zonal Education Office, 2018.

Instrument for Data Collection

The Academic Performance Test (APT) instrument was designed based on the syllabus of SS I students to allow SS II and SS III students to participate

effectively in the study. The results of the test in English and mathematics were used as their measure of academic performance.

Validity of the Academic Performance Test (APT) Validity was determined by reviewing items from secondary schools that mark WAEC and NECO in Bauchi State for content validation. Of the twenty-five (25) items given, some items were removed because they are similar to other items on the instrument. Experts unanimously agreed that the items have content validity.

The reliability of the instrument was obtained by using a test re-test measure of the reliability method. Twenty (20) items tests in English and Mathematics were administered by the researchers to a set of forty (40) students from Women Secondary School, Bauchi. The students were made to sit for the two tests concurrently. After three (3) weeks, the same group of students sat for a re-test of the same test items in order to ascertain the reliability of the items or otherwise. At the end, the two sets of scores were correlated using Pearson Product Moment Correlation Coefficient and reliability co-efficient of 0.68 was obtained from Mathematics and 0.76 for English Language.

The Academic Performance Test (APT) was tallied according to the format of each section of the test. Section A was analyzed using frequency counts and percentages with no point assigned to the

item. Section B contains 20 items each on academic performance test in English and Mathematics. Each question consists of 2 marks, which indicates that the highest score would be 40 marks for the students.

The data collection was done in the four selected schools through the use of questionnaire, with the support of school authorities, arranged the students according to strata that are married students, single divorced, and widows in separate places in the class before distributing the instruments.

Method(s) of Data Analysis

Paired Sample t-test was used to test hypothesis 1. Paired t-test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain features. Simple frequency and percentages will be used to answer research questions 2 to find out their level of interaction.

RESULTS

Research Question 1: What are the strategies for socialization of widows and married students of Women Centres Jama'are, Azare, Misau and Ningi, Bauchi State?

Table 4: Responses on Strategies for Socialization of Widows and Married Students of Women Centres Jama'are, Azare, Misau and Ningi, Bauchi State

Item	Response	Frequency	Percentage
At what level of interaction do you often relate well	When I have acquaint myself with the environment already ready to acquire knowledge	69	26%
What did you do when your first lesson starts	I try to discuss my problems with my classmate since am not conversant with schooling	76	28.7%
What was taught in the class changed my mindset about some issues.	Yes, most of the time I see myself as learning	67	25.3%
Do you like being among friends to make analysis and synthesize	Yes	53	20%
		265	100

Source: Field work 2018

Table 4 shows the strategies used in socializing women, 26% of the respondents indicated that they relate well and acquaint themselves with the environment. 28.7% of the respondents indicated that learning comes with challenges and that prompt them to discuss their problem with others in order to apply the knowledge 25.3% of the respondents indicated that the knowledge can be comprehended and applied at each level minimum workload assigned to them is between 4-8 periods per week. 57.8% of the respondents indicated that the supervisors conduct pre-supervision interaction with their teaching practice student. 32.7% of the respondents indicated that the supervisors often use the interaction period to go through their lesson plan and interrupt their lessons. Similarly 23.5% of the respondents

indicated that they were not guided by the supervisors when they step into the class 53.0% of the respondents indicated that they were observed for 35 min, 56.2% of the respondents indicated that during the supervision the supervisors fill the assessment sheet. The result on the table shows that 88.8% of the respondents indicated that the supervisor wrote constructive comments on the assessment sheet that was left behind and only 100.0% of the respondents were able to read and comprehend the comments and observations made by the supervisors.

Hypothesis 1: There is no significant difference between academic performance of widows and married students of women centres in Jama'are, Azare, Misau and Ningi, Bauchi State.

Table 5: Difference in Academic Performance of Widows and Married Students of the Women Centers.

Variables	N	Mean	Std. Deviation	t-Cal	p-Value	Decision
Widows	100	45.42	14.415	-.203	.839	H ₀
Married	100	45.82	12.617			Accepted

(p-value .839 > t-cal value -.203)

This indicates that there was no difference in academic performance of widows and married students in the women centers because the p-value is higher than the level of significance of 0.05. Therefore, H₀₁ which states that there is no significant difference between academic performance of widows and married students of the women centers was accepted.

DISCUSSIONS

This indicates that there was no difference in academic performance of widows and married students in the women centers because the p-value is higher than the level of significance of 0.05. This is similar to the work of Adamu (2011), who examined early marriage and

women education in Bauchi State. It was concluded that there is no significant differences in academic performance between married widow students. The result confirmed the finding of Yenagi in Adamu (2011) that achievement and attainment of better grades have never been ascribed to one singular factor or variable. This is because the academic performance of the students is a reflection and interaction of various factors that could range from intelligence, age, lack of basic facilities, shortage of qualified and good teaching staff, professional guidance and counselor, lack of motivation, study habits, parental educational attainment, among others.

In a study conducted by Potokri (2011), Women's academic performance in higher education. The academic achievement of the selected participants

was related to their marital status. The replies of the sampled participants reveal that the marital status of women students influences and determines their academic performance in higher education. According to the responses of the sampled participants, the academic performance of married women students in higher education is generally unsatisfactory. It was also discovered that several of the married women student participants identified their husband's support and understanding as a vital component for successful academic achievement. Other married women students who were dissatisfied with their academic performance cited the lack of support from their husbands and families, as well as their husbands' and families' acceptance of cultural norms, as reasons. This study perhaps contradicts the findings of Potokri because one was secondary schools and other was higher institutions which require little or no thorough guidance as students study independently.

CONCLUSION

In conclusion, it can be drawn from this study that there is no significant differences in academic performance between widows and married students of women centres in Jama'are, Azare, Misau and Ningi, Bauchi State. Widows and married women relate better when they are familiar with the environment and ready to acquire knowledge.

RECOMMENDATIONS

Based on the findings of the study carried out on early marriage and academic performance of students of Women Centers in Jama'are, Azare, Misau, and Ningi Bauchi State, the following recommendations are made:

1. Parents and siblings of these widows should support them to seek knowledge. And government and non-governmental organizations should also facilitate the education of these widows in academic and vocational skills for self-reliance
2. Husbands and parents of married women should encourage their daughters and wives to go to a

continuing education center for their education and to promote national development.

Conflicts of Interest

The authors declare that they have no conflict of interest.

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Disclaimer Statement

This research work is the original work carried out by Sarkinfada Halima and Babayo Shehu and it is not for any institutions of learning.

Notes on Authors

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Authorship and Level of Contributions

Both authors actively contributed to the paper from the beginning to the end. The first and second authors both participated in writing the work, while the second author collected the data and organized the data and proofread the work.

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