

Groundwork of Niger-Benue Confluence History is an outcome of tireless efforts of scholars drawn from the length and breadth of Nigeria. This scholarly and intellectually stimulating work covers a range of themes which address various aspects of history of the region. This work which covers roughly the geographical areas of Kogi and Benue states. My sabbatical leave at Joseph Ayo Babalola University afforded me the opportunity to bring the work to fruition.

This book written in a lucid and clear language is highly recommended to scholars and students of History and other disciplines that touch on Niger-Benue Confluence.



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Women Education in Okunland: Past, Present and Future

Olufunmilayo Mowaiye, Ph.D

INTRODUCTION

The geographical area known as Okunland consists of areas where the people are of Yoruba origin, and the dialect spoken can generally be categorised and referred to as "Okun". Okun is a common medium of greeting in the entire area. Okunland consist of the following local government areas, as of now:

- (1) Ijumu
- (2) Kabba/Bunu (Oyi)
- (3) Yagba East
- (4) Yagba East

However, it must be emphasised that the word "Okun" is a Coinage for purposes of Convenience of description. Within Okunland, there are at least, ten varieties of that dialect. The following for example, are varieties of the dialect spoken in Okunland:

- (i) Yagba (3 or more versions)
- (ii) Bunu (2 or more versions)
- (iii) Gbedde
- (iv) Ade
- (v) Ogidi
- (vi) Ayere
- (vii) Iyamoye.

The Past

The roles assigned to a woman, in almost all cultures is primarily, the role of a mother, housewife and homemaker. Whatever else she does is an aside. Thus, almost everything relating to a woman is seen primarily from the angle of her assigned primary role. From this perspective therefore, informal education for the female before the advent of the western form of education took the mode of teaching the female child how to cook, housekeeping, childcare and how to be a good wife. This was usually under the tutelage of the mother, or female guardian and the other older women that may be around her.

With the coming of the whitemen to Nigeria, came the introduction of the western form of education. From the onset of the western form of education, girls were not encouraged to go to school because schooling was perceived as irrelevant to the roles they, would lay in their adult lives. This was the general pattern of women education in Nigeria and Okunland was not an exception.

The western form of education was introduced to Okunland in the early part of this century, through the influence of the Christian missionaries, who in course of propagating the Christian religion, took along with them, the western form of education. As was almost the rule in other parts of the nation, the custom and tradition of the people created initial inhibitions. While the missionaries through various means could persuade parents to send their male children to school, using the same procedure to persuade parents to send their female children to

school proved to be a "herculean" task. Thus, from the inception of the western form of education, female children were denied early education. Even today, with less than a decade to the twenty-first century, there are still parts of Okunland, where women education is still regarded with a lot of suspicion and neglect, and where women education is still far from being fully appreciated and developed on the same pedestal with the men. One of such educationally backward area is Bunuland, which is a large expanse of land, sparsely populated and devoid of modern facilities such as roads, water and electricity, facilities that would normally make accessibility to education easier. From recorded and oral history, it is certain that the earliest denominations of missionaries that arrived in Okunland early in this century are the Catholic, Anglican (CMS) and SIM (Sudan Interior Mission) now named ECWA. It was much later that sects like the Apostolic and Baptist arrived on the scene. The general practice of the early missionaries was to establish churches, schools and hospitals or health centres. The Communities in Okunland that were fortunate to benefit earliest from such establishments were Egbe and Yagba (SIM) Isanlu (Catholic and Anglican), Mopa (SIM and Baptist) and Kabba town (Catholic and Anglican).

It was from these centres that the christian religion and western education spread to nearby communities. It was natural of course that primary/nursery schools were the first educational institution to be established. It was not until much later that secondary schools were established. Thus, there is every evidence that children from Okunland went into other secondary schools outside Okunland (e.g. Okene Middle School and Barewa College) in the early forties. The first secondary school in Okunland Le. Tittcombe College, was not established until 1951.¹ The implication of the situation whereby children had to go far away from home to obtain secondary education meant that female children were left out of that level of education until the mid-fifties when the Women Teachers College (WTC) was established in Kabba town by the then government of

Northern Nigeria.² The explanation for this disparity is simple — while parents were willing to allow their male children travel long distances to the far South and North to get educated, they considered it unreasonable and risky to grant the same latitude, freedom and privilege to female children. This is essentially the reason for the late commencement of higher education for female children in Okunland.

Apart from cases of indigenes of Okunland resident in urban centres such as Lagos and Ibadan, who would have taken earlier advantage of the facilities in those places, the first set of primary school graduates (females) in Okunland left school and invariably went into further training as nurses/midwives or sewing mistresses but the majority went straight into marriage and became housewives — the role naturally presumed for women in developing nations. This situation explains the preponderance of nurses/midwives, pupil teachers and later Grade II teachers among females in Okunland. For the various reasons, already explained, there was hardly a known case of a female graduate in Okunland before the mid sixties and even that was made possible because of the facilities available at the Ahmadu Bello University which was established through the upgrading of the Institute of Administration, Zaria in the early sixties.

It should be realised however, that because male children did not suffer from the same kind of inhibition earlier explained, Okunland had started to produce male graduates from the University of Ibadan (then University College, Ibadan) and overseas from the mid-fifties.

Some of the earliest known female graduates from Okunland are Chief (Mrs) M. O. Audu of Kabba, who was the Principal of Queen Elizabeth School, Ilorin for many years, Chief (Mrs) Otitoju who is now a successful business woman (from Ijumu) and late Mrs. Alice Afolayan who served as Chief Planning Officer and later as Honourable Commissioner in Kwara State before retirement. She hailed from Kabba town. There were other women of course, who went into other professions such

as nursing and later became prominent public figures. An obvious example is Madam Oyelude, the first winner of Miss Nigeria beauty competition and later chair-person of Health Management Board, Kwara State. She hails from Isanlu (Yagba East).

Inhibitions in female education enumerated above led to the situation whereby in the 1950s, the ratio of girls to boys at the primary level of education was about 1 to 10, and at the secondary school level, it was about 1 to 25. By the 1960s, it had reduced to about 1-15 at the primary level of education and to about 1-10, at the secondary school level. (Mowaiye, 1991). This situation was later to improve, in the decades following.

WOMEN EDUCATION (PRESENT)

The gloomy picture earlier pointed about the delayed arrival and progress of women education has undergone tremendous changes since the early sixties, mainly as a result of the establishment of post-primary institutions in virtually all parts of Okunland. Today, there are hundreds of co-educational primary and secondary schools in Okunland and the early prejudices and hesitation about education of female children have virtually disappeared from areas such as Ijumu, Kabba and Yagba areas where every village has at least one secondary school. There are in fact some urban centres in Okunland, where there are about four or more secondary schools in a town (e.g. Kabba, Isanlu and Egbe).³

The point must still be made however that Okunland is still generally disadvantaged educationally for the reasons earlier adduced. Certainly, Okunland has come a long way from the pathetic situation of the fifties. As of today, Okunland can boast of hundreds of female graduates with first degree, NCE and HND in various disciplines, including education, arts and sciences. Many of these have served and are still serving in the

public and private sectors as teachers, civil servants and business executives.

The point must be made however, that with the effects of the dearth commencement of higher education, there are very few women today to have excelled in certain professions such as medicine, accountancy, engineering, science and technology oriented occupations. The situation is even worse at the level of graduate studies. Only very few women are known to have obtained their masters degree (in their tens rather than hundreds) and certainly only a handful can be said to have acquired the Doctorate degree or Ph.D in the length and breadth of Okunland. In fact as at present, only one of such an academician was known to have served in the public sector of Kogi state (the new State where Okunland belongs) and that is in the person of Dr. (Mrs) Gunwa who was the first Sole Administrator of Ijumu Local Government Area.

The reasons why few women can be found in professions such as engineering, and higher education at graduate level include among other factors, inhibitions and the stereotype, that only men should go in for such courses, and that such courses are not for women. Moreover, many ladies (as it is believed in other parts of the country) would want to believe that men don't value women going in for such courses. Further, achievement and success is usually seen as a male domain. Such inhibitions seem to be worldwide among women. Horner (1968) of the United States of America; while exploring into fear of success among women generally, noted that, "it is a stable characteristic of the personality acquired early in life in conjunction with sex - role standards". Thus, being achievement-oriented is usually perceived among women as "unfeminine" and at variance with their sex and gender roles.

Furthermore, it is to be noted that as compared to men, the ratio of educated women is still very low, even now at the lower levels of education, though the situation has improved from what used to be. In the whole of Okunland, there are just five girls schools as follows:

- (i) Iyara Girls College, Iyara, established in 1981, by the Community.
- (ii) Government Girls Day Secondary School, Aiyetoro Gbedde, established in 1983, by the Government.
- (iii) St. Monica's Secondary School, Kabba, established in (1964) by the RCM.
- (iv) Egbe Girls College, established in 1968 by the RCM and
- (v) Baptist Girls School, Mopa, established in 1981 by the Baptist.⁴

Of significance is that of all the girls schools, which has the potential of encouraging more girls enrollment in schools, only one was established by the government and as late as 1983. Here again lies the contribution of the different missions: Three of the girls schools having been established by them.⁵

Of significance too, is the fact that there arose an upshoot of secondary schools in the area, just in the eighties. Statistics show that of the about sixty-nine secondary schools in the area, forty-eight of them were established from 1980 to this time, and with most of them being community established schools. In fact, thirty-one of the schools were established by the various Communities where the schools were located, while five were established by the local governments, and about six by Christian and Muslim organizations. And throughout the 1970s, just twelve secondary schools were established throughout Okunland. Four by some communities, four by religious organizations and four by the government.⁶

The above situation could however explain why around the 1970s and the 80s, people began to appreciate schooling better than before, and thus began to value even female education, this leading to the increased enrollment of females in schools. This indeed was an improvement to the situation in the 1950s, and the 60s, when there were just three and seven secondary schools respectively for the periods.

The point must also be made, that, the contribution of the

WOMEN EDUCATION IN OKUNLAND: PAST, PRESENT AND FUTURE

government at encouraging females in education, (in various ways) has not been felt in the area. It is hoped that things would change for the better in future.

More attention also needs to be focussed on women in technology-oriented fields than is the case at present. For example, there is only one technical training college at Mopa, where females enrollment are virtually insignificant. Moreso, if the area is to make any significant contribution towards the technological advancement of the nation.

WOMEN EDUCATION: THE FUTURE

The future of women education in Okunland looks very bright indeed. With the preponderance of secondary schools in the area and the availability of more university places in Nigeria, the situation is bound to continue to improve. Fortunately, the old barriers has started to give way to a new order and pattern of thinking and behaviour. For example, it is no longer considered unusual for female children to aspire to the highest levels of academic attainment in the fields of law, medicine, accountancy and even engineering which were earlier considered the exclusive preserve of men.

Furthermore, female children with enlightened parents consider themselves at par with male children in all spheres of academic/professional endeavour and no longer feel a need to get stampeded into premature or early marriage and subsequent childbearing, which become immediate impediments to graduate or professional studies. It must be remembered, however, that a lot more needs to be done before the gap between the male and female children can be bridged. Efforts must be made to deliberately encourage women education as it is currently being done in certain parts of Nigeria. Such incentives should include free education at all levels or special bursary/scholarship awards. It might also be advantageous to continue to have girls (only) secondary schools as experience has shown that such schools tend to produce more academically

boisterous females than the co-educational ones.

There is also the need in granting women special concession in admission requirements at University and Polytechnic levels. Finally, special attention should be paid to the remote areas of Bunuland in particular where the level of female education still leaves much to be desired.

CONCLUSION

Females in Okunland have come a long way educationally. They are still progressing and much progress can be expected in the next few years. Many would probably throw off the inhibition of going in to male dominated fields. One would therefore find more females in fields like engineering, medicine, law and accountancy.

All in all, Okunland can be rated far above the Northern parts of the country in the area of female education but slightly below the core western states (e.g. Lagos, Ogun and Oyo), for the obvious reason of the advent of western education in these states of the nation.

NOTES

1. Statistics of Secondary Schools in Kwara State: Yagba LGA. A publication of Kwara State Ministry of Education, Kwara State.
2. Statistics of Secondary Schools in Kwara State: Oyi LGA. A publication of Kwara State Ministry of Education, Kwara State.
3. Statistics of Secondary schools in Kwara State: Oyi and Yagba LGA. A publication of Kwara State Ministry of Education.
4. As in 3 above.
5. As in 4 above.
6. As in 5 above.

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TRENDS IN SCIENCE AND TECHNOLOGY
ENROLMENT IN NIGERIA – PSYCHOLOGICAL
BASIS FOR GENDER DIFFERENTIATION
BY

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Abstract

Different studies have shown that girls achieve at a lower level than boys, especially in the science and technology oriented subjects; there are equally differentials in enrolment patterns between males and females at various levels of educational institutions. These goes on to career choices. This paper examines the psychological basis for gender differentiation in enrolment in the sciences and related areas.

Introduction

There are gender inequalities in opportunities to education, achievement orientation, success and career options. It has been argued by many that the differentials in education and career between men and women is as a result of childhood and adolescent training.

Males are encouraged to be aggressive, which they invariably exhibit in almost every facet of life, which result in their being go-getters and goal oriented in achievement and in their career, they are also encouraged to fend for themselves and to be invariably independent in thought and action. While this cannot be said to be true in the case of females.

Female are more often than not encouraged to be home-oriented, to be dependent on others and what this sort of training results to, is a sort of inaction or lethargy on the part of females in education and career. For some

who may want to be achievement oriented and to move the education ladder, fear of success may set in because of the belief that one is not following the stereotype. This trend is not peculiar to the Nigerian environment. Berens (1972) lend credence to this. However, in view of the importance attached to gender understanding in the developed worlds and the efforts to reduce gender differentials in education and career, Lenny, (1991) said females are forging ahead in education and chosen career just as men, and the differentials between men and women are believed to be reducing. In Nigeria, adequate attention cannot be said to have been focused on gender differentials in education and professions and the understanding thereof. This notwithstanding, attempts have been made by various societies and the government to change the "traditional" views of people towards women and education.

Gender is one of the most obvious and salient of an individual's characteristics (Condry, 1985). It is one trait that influences behaviour and actions of humans in every facet of life. From childhood, every human lives with gender and its accompanied socialization, actions and reactions. Condry, (1985) argued that several studies employing a behavioural rather than a perceptual dependent variable have demonstrated that adults respond to children differently as a function of the perceived child's gender. Condry, Condry and Pogashnik (1983) reported that adults were more apt to respond quickly to crying girls than boys, encouraged more motor activity for boys than girls and react more positively to "adult" oriented, dependent behaviour for boys than girls. Thus, the gender actions and reactions that children (and even adult) are used to, most times influences their behaviour in the future.

O'Leary (1977) postulated that females who do not adhere strictly to the stereotypes tend to have a greater level of achievement motivation and performance than

policy, the need for more female enrolment in schools was not only highlighted, but equally highlighted was also the need to have a higher enrolment of females in technical and vocational schools. Females were also encouraged to have a choice of going in for the sciences, if they so desired without any form of discouragement. This paved way for a higher enrolment of girls in a subject like agriculture, which hitherto was regarded as a masculine subjects.

Though enrolment in the sciences by students is generally poor, the participation of girls can be said to be more critical. This is more so in the Northern (Nigeria) region, where the western education was late to be introduced and where people generally shy away from the sciences. Again, cultural practices prevalent in the region is a major militating factor. Further, from the secondary school level to the university, participation of girls dwindles at every level. For graduate studies, the same chart continues. Furthermore, participation of girls becomes even more critical at every subsequent level, in this so-called "unfeminine" fields. For example, in the 1981/82 session, of the final year students in technical and vocational schools, in Anambra state, there were only 80 females in a population of students, that were over 800. And in some states of the federation e.g. Kano state, girls are said to shy away totally from the vocational and technical schools, or their number are very insignificant in the schools.

At the University level, 29.9 percent of females are said to go in to the education faculty, 28.9 percent into the Arts and social science, 4.2 percent to the science and administrative faculties, 1 percent, to the engineering faculties, and 9.4 percent, to the law faculties. At the graduate level, the same trend can be said to also be. A critical review of females graduating at the supposed "unfeminine" fields (at graduate level) at the university of

others Mills (1983) further went on to report that sex typed individuals were more likely than anyone else to recall gender congruent attributes than gender-incongruent attributes. Roberts (1984) in a similar study reported that a higher level of mastery and competitiveness can be anticipated in groups of women in careers regarded as "unfeminine" while a higher level of feminine traits occur among women pursuing traditional careers. He further went on to say that as women report higher achievement levels; they tend to perceive themselves as having more instrumental traits without losing their traditional expressive traits.

Science and technology teaching was not encouraged at the rudimentary level of western education in Nigeria. This was why the need for a tertiary institution that would cater for the needs of science and technology - oriented candidates and those wanting to go higher than the secondary school level was not deemed important enough until 1932. It took almost a century after the introduction of western education, before the Yaba Higher College was established in Lagos. The aims for the establishment of the institution among other aims was the need to prepare middle level manpower for the colonial departments of medicine, agriculture and works. With the independence of Nigeria in 1960, was also the boost given to sciences. Encouragements were given to pupils to go in for the sciences; more science schools were built, more science - oriented courses were also introduced. This was necessary for the nation especially with the realization that science is at the base of every technological advancement. However, this boost for the sciences did not take into cognizance, gender differentiation. Such differentiation and the need to tackle it was not made into a policy statement until 1981 when the new national policy on education was revised. In the new

policy, the need for more female enrolment in schools was not only highlighted, but equally highlighted was also the need to have a higher enrolment of females in technical and vocational schools. Females were also encouraged to have a choice of going in for the sciences, if they so desired without any form of discouragement. This paved way for a higher enrolment of girls in a subject like agriculture, which hitherto was regarded as a masculine subjects.

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Ilorin, Ilorin between 1988-1991, reveal a minute female number (Mowaiye - Fagbemi, 2000).
A look at tables I and II is also quite revealing:-

Table I
Ramat Polytechnic, Maiduguri, Borno State Student Enrolment: 1985-86

S/NO	PROGRAMMES			National Diploma		
	F	M	Total	F	M	Total
1	35	4	42	16.6%	60%	10
2	27	27	54	0%	0%	54
3	18	18	36	0%	0%	36
4	49	1	50	2%	0%	50
5	9	9	18	50%	0%	18
6	22	2	24	0%	0%	24
7	14	14	28	0%	0%	28
8	25	1	26	0%	0%	26
9	17	1	18	0%	0%	18
10	26	1	27	0%	0%	27
11	-	-	-	-	-	-
12	-	20	20	100%	0%	20
13	47	-	47	0%	0%	47
14	-	-	-	-	-	-
15	-	-	-	-	-	-
16	-	-	-	-	-	-

Source: Digest of statistics Education in Nigeria p. 67

Table II
The Polytechnic of Sokoto State, Birnin-Kebbi Student out-turn : June 1984

S/NO	% Programs			National Diploma		
	F	M	Total	F	M	Total
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
13	-	-	-	-	-	-
14	-	-	-	-	-	-
15	-	-	-	-	-	-
16	-	-	-	-	-	-

Source: Digest of Statistics of technical education in Nigeria. P.217.

In 1994, in a study conducted by the National Commission for Colleges of Education, on Students enrolment by sex in the northern colleges of Education, only 19.63% of the students were females. A breakdown of their analysis shows that less than 19% of the students were females in the school of science and Arts and Social Science. Table III says it all.

Table III

Students Enrolment By School			
Schools	MALE	FEMALE	TOTAL
Arts & Soc. Science	916	71	987
Languages	617	187	804
Science	410	386	796
Voc & Tech	2551	703	3254

Source: Dealing with diversity, p.14

Equally, the situation remain the same if teaching staff of various institutions are considered. This situation is

not surprising since females cannot teach what they have not learnt. It follows that the more females embrace science and technology based subjects in schools, the higher the probability of those who would be available in the teaching of such "masculine" subject (see tables iv & v and Mowaiye Fagbemi, 2000).

Table iv

Federal Polytechnic, Ilaro Teaching Staff: 1986-87

S/N	Departments	F	M	%
1	Accountancy	6	0	0
2	Bus Admin. & Management	8	0	0
3	Marketing	5	0	0
4	Secretarial Studies	8	0	0
5	Food Technology	21	1	22
6	Science Lab. Technology	10	15	10
7	Building Technology	13	2	17
8	Civil Engr. Technology	17	13	13
9	Electrical/Electronics Engr. Technology	13	8	0
10	Mechanical Engr. Technology	6	2	0
11	General Studies	112	8	120
Total				

Source: Digest of Digest of Statistics on Technological Education in Nigeria p.167

Table v

Katsina Polytechnic Teaching Staff: 1985 - 86

S/No	Departments	F	M	%
1	General Agriculture	6	0	0
2	Catering & Hotel Management	3	1	4
3	Electrical/Electronics	4	0	0
4	Engineering Technology	2	0	0
5	Civil Engineering Technology	4	0	0
6	Mechanical Engr. Technology	3	0	0
7	Quantity Surveying	23	23	0
8	Statistics & Computer Studies	10	0	0
9	Business Administration and Management	1	0	0
10	Secretarial Studies	2	9	0
11	Public Administration	7	6	79
Total				

Source: Digest of Statistics on Technical Education in Nigeria p.125

18. The percentage was used for the weighting of factors. This is an acceptable form of bringing out weight of factors and acceptable by measurement experts (Anastasi, 1976).

Results

The respondents were traditional in their views as regards gender roles. It was revealing to see males at the University level still having the traditional notions of that which is for their sex and likewise the females especially in this age, and all technological advancement. A high percentage of the males still feel that men like taking

A survey of academic staff at the University Ilorin, also observed a death of women academics in the sciences. (Mowaiye Fagbemi, 2000).

In another related research, the University of Ilorin Nigeria was used as a case study. A random sample of twenty (20) males and twenty (20) females (T - 40) based in the faculties of Arts and Social Sciences participated in the study. The sample were given questionnaires made up of 80 items relating to gender traits and characteristics and they were required to indicate how desirable the generated items were to respondents own sex in the Nigeria Society. The questionnaire was on a seven point scale; extremely desirable (7), most desirable, (6), desirable (5), not more desirable or undesirable to both males and females (4), undesirable (2) and extremely undesirable (1). Thereafter, the factor analytic procedure involving the weighting of the factors was carried out on the items. The items were generated from literature review as regards gender characteristics among Nigerians, opinions of civil servants in Kwara state as regards gender roles and review of studies on generally accepted gender roles especially the works of Sandra Bem. The average age of subjects was

Psychological Basis For Gender Differentiation

From an early age, even before children are aware of distinct differences in the sexes, assigned roles within the home and playthings given super-imposes on the mind expectations from one's sex and how "he" is different from "she" and vice-versa. He can play with mechanical toys while she plays with dolls, bathing and dressing them up. A boy is allowed to help his father at repair works, the girl can only help to cook, something which does not open up the scientific mind as does mechanical repairs. While the male is encouraged to explore the environment, to be adventurous, aggressive and inquisitive, the female is dissuaded from same. If she forms any of these habits of behaviour, she is labelled Tom-boy. For fear of an unwanted label that may suggest that there is something wrong with her behaviour, the female may relapse in her adventurous spirits. Further, the nurturant training given to females and encouraged in them does not in any way, align with the science - for, there is nothing nurturant about science - only inquisitiveness and exploration.

In school, the stereotype in the home follows. Different factors within the school system combine to put off the female psychologically from the sciences. Graphic design of textbooks, pictorial materials, literacy style, topics and examples of scientists of note, take on the masculine form. Characters for modelling for the female in science is rare. Excelling in the sciences raises eyebrows. Taking to it is tending towards taking the extreme of what is not given. The young girl who has a scientific flare, looks around her and rarely does she see a female science teacher. These coupled with overt comments of teachers and texts have a restrictive effect psychologically on the female. When experiences within the social milieu are imbibed, and the female makes her decision, the psychological reaction is not only that she moves far away

leadership roles while just 45% of the females agree to this for their sex. Being self dependent and striving for achievement equally weighted high for males but not for females. It was interesting to find the female undergraduate not having much opinion of their own sense of judgment, or thinking of females as being not courageous, (items 18, 39 and 23) while the men felt dominant, courageous, takes risks, have quick judgment competitive and don't get easily discouraged. (items 52, 23, 29, 18, 13 and 29). The females actually simply were feminine and traditional in their response. For example, they were high on item 62 as to taking care of the body in feminine way, (80%), and being nurturant, (75%) being dependent on others (70%), being affectionate (80%), loving children and being conventional to feminine roles (95%).

Many of the male respondents felt they should be compassionate (50%), sensitive to other people's needs (50%) and understanding (50%) and that they could be helpful. In some instance, the ratio of female and male response to some items were almost at par, for example, the ratio of those who believe male and female should be tactful (items 12) and should be sensitive to other people's needs (item 19). Being warm was equally felt desirable by both sexes, so also was being sincere, being active, being calm and being trustworthy (item 37, 45, 60, and 80). The most weighted item by the females was being gentle and conventional in behaviour to feminine roles (95%) while the most weighted item for the males was taking leadership roles.

Conclusively, the results showed that the stereotype was still in vogue for the respondents, in thinking and traits, enrolment, choice of subjects and vocations. The results of the study is collaborated by a survey carried by the National Commission for Colleges of Education (2003) for as recent as 2001-2002.

The differentials in education and professions between males and females is not only due to differentials in the socialization process but also to the orientation and attitude of mind of the females. Negativism such as the feeling of insecurity, body weakness and the dependency syndrome must be put off.

Conclusion- Trends in science enrolment in Nigeria have combined with other factors like societal perception of weakly females to restrict the aspiration and enrolment of females from the sciences. Differentiated motives, role concept and aspirations have been basis for the differentiation in science enrolment and career between the sexes. For gender differentials in science enrolment and career, to be bridged, the psychological basis of the differentials ought to be tackled. These would entail multifacet efforts on the part of parents, guardians, teachers and the Government.

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from enrolment in sciences she encourages other sex mates to do the same.

Females need to internalize the awareness of how their situation came to be so, to be able to proffer solutions to them. Differentials in science enrolment is not so much of social - psychological make-up as much as it is the result of one's choice has to come in for the female who upholds one's choice in an area like the sciences.

Parents should encourage female wards to follow their talents through, in the effort to bridge the differentials in science enrolment. Teachers need to stop all forms of gender differentials in the curriculum and teaching that could endanger maximum female participation and enrolment in the sciences. Special training programmes to facilitate maximum female participation and enrolment in the sciences should be adopted.

Research that would focus specifically on ensuring maximum participation and enrolment of females in the sciences should not only be encouraged but should be aided in every way possible.

Bridging the differentials in science enrolment and career between the sexes would also entail a general encouragement for enrolment in the sciences by both males and females, for as succinctly put by Abdullahi (1991), students generally shy away from the science for fields, which is believed would give quick financial rewards like banking and finance. Such tendencies need to be tackled promptly to ensure a further higher percentage of female enrolment, if a new orientation of what it takes to succeed in a male domain is understood by females, thus leading to a greater understanding of gender relations, then females would be able to move in chosen professions; the sciences inclusive, and they would be able to gain the support of their male folks.

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