

**THE NIGERIAN WOMAN IN THE MODERN DAY SCHEME OF THINGS.  
IS SHE BEING LEFT BEHIND BY HER MALE COUNTER PARTS? WHAT  
CAN POLICY MAKERS DO TO HELP?**

**Dr. Angela U EJALE**, Department Of Botany, University Of Benin, Benin City,  
Nigeria <[ejale50@yahoo.com](mailto:ejale50@yahoo.com)>

**Mrs. Pauline U. KADIRI**, Joint Admissions And Matriculations Board, GWARI  
ABUJA, Nigeria <[agejik@yahoo.co.uk](mailto:agejik@yahoo.co.uk)>

**ABSTRACT**

In Nigeria the women are still being regarded as “second class” citizens in nearly all aspects of life. Most glaring is in the opportunity of the girl child to be educated in the so-called “hard” science courses (the discrimination she suffers because her intellect is questioned); in employment; in her place in the family where a day old boy is her superior at any age. The aim of this study is to establish through sampling of the academic performance of the girl child in the so-called “hard” sciences side by side with her male counterparts at the University level. This will be followed by how many of the girls are employed in their area of study and how many are involved in making policies that affect them.

***INTRODUCTION***

This is a follow up to the paper we presented in Denmark during GASAT10. The title of the paper is a survey of females and males enrolled into Nigerian Universities to read agriculture, engineering and technology, medicine and all the pure sciences. The finding was that the girl child was highly discriminated against.

***MATERIALS AND METHODS***

The University of Benin, Benin City was used as a case study Data from the convocations of the years 2001 and 2002 was used. Comparison was made between the number of male and female graduates .The rating of performance was based on number of females in class over total number of all the candidates in class. The percentage performance of both females and males were based on total number of females and males in class respectively. The courses used were also the ones used to carry out the admission survey in a previous paper.

## RESULTS

**Table I – No. of male and female graduates at the 2001 convocation**

Course	No. of male graduates	No. of female graduates
AGRIC. ECONS.	22	11
ANIMAL SCIENCE	9	4
CROP SCIENCE	9	5
FISHERIES	6	3
CHEMICAL ENGINEERING	47	9
CIVIL ENGINEERING	42	4
ELECT/ELECTRONICS ENGINEERING	77	3
MECHANICAL ENGINEERING	65	0
PETROLEUM ENGINEERING	33	5
PRODUCTION ENGINEERING	24	0
BIOCHEMISTRY	29	0
BOTANY	9	7
CHEMISTRY	31	0
COMPUTER SCIENCE	176	61
GEOLOGY	44	1
MATHEMATICES	34	35
MICROBIOLOGY	41	19
PHYSICS	13	2
ZOOLOGY	16	4

**Table II Percentage of female performance at the 2001 convocation**

COURSES	% of females in 1st class	% of females in 2nd class upper	% of females in 2nd class lower	% of females in 3rd class	% of females pass
AGRIC. ECONS.	0	0	100	0	0
ANIMAL SCIENCE	0	0	50	50	0
CROP SCIENCE	0	0	100	0	0
FISHERIES	0	0	67	33	0
CHEMICAL ENGINEERING	11	33	56	0	0
CIVIL ENGINEERING	0	25	75	0	0
ELECT/ELECTRONICS ENGINEERING	0	67	33	0	0
PETROLEUM ENGINEERING	0	20	80	0	0
BOTANY	0	43	43	0	14
COMPUTER SCIENCE	0	15	80	5	0
GEOLOGY	0	0	0	100	0
MATHEMATICES	3	6	59	32	0
MICROBIOLOGY	0	32	32	37	0
PHYSICS	0	0	100	0	0
ZOOLOGY	0	0	75	25	0

**Table III Percentage of male performance at the 2001 convocation**

COURSES	% of males in 1st class	% of males in 2nd class upper	% of males in 2nd class lower	% of males in 3rd class	% of males pass
AGRIC. ECONS.	0	13	64	23	0
ANIMAL SCIENCE	0	11	78	11	0
CROP SCIENCE	0	11	67	22	0
FISHERIES	0	17	83	0	0
CHEMICAL ENGINEERING	0	23	72	5	0

CIVIL ENGINEERING	5	31	55	9	0
ELECT/ELECTRONICS ENGINEERING	5	25	62	8	0
MECHANICAL ENGINEERING	0	20	65	15	0
PETROLEUM ENGINEERING	9	33	49	9	0
PRODUCTION ENGINEERING	0	21	67	12	0
BIOCHEMISTRY	0	24	66	7	3
BOTANY	11	11	67	11	0
CHEMISTRY	3	26	51	10	10
COMPUTER SCIENCE	1	29	53	17	0
GEOLOGY	0	7	59	34	0
MATHEMATICES	0	9	59	32	0
MICROBIOLOGY	0	20	46	20	14
PHYSICS	0	38	62	0	0
ZOOLOGY	0	56	44	0	0

**Table IV– No. of male and female graduates at the 2002 convocation**

Course	No. of male graduates	No. of female graduates
AGRIC. ECONS.	22	11
ANIMAL SCIENCE	13	7
CROP SCIENCE	6	6
FISHERIES	9	6
CHEMICAL ENGINEERING	57	9
CIVIL ENGINEERING	48	10
ELECT/ELECTRONICS ENGINEERING	88	3
MECHANICAL ENGINEERING	94	6
PETROLEUM ENGINEERING	53	4
PRODUCTION ENGINEERING	30	2
CIVIL ENGINEERING (PT)	22	0
ELECT/ELECT ENGINEERING (PT)	17	0
MECHANICAL ENGINEERING (PT)	5	0
BIOCHEMISTRY	30	23
BOTANY	21	25
CHEMISTRY	56	29
COMPUTER SCIENCE	143	91
GEOLOGY	48	14
MATHEMATICES	127	86
MICROBIOLOGY	21	30
PHYSICS	55	8
ZOOLOGY	28	29

**Table V Percentage of female performance at the 2002 convocation**

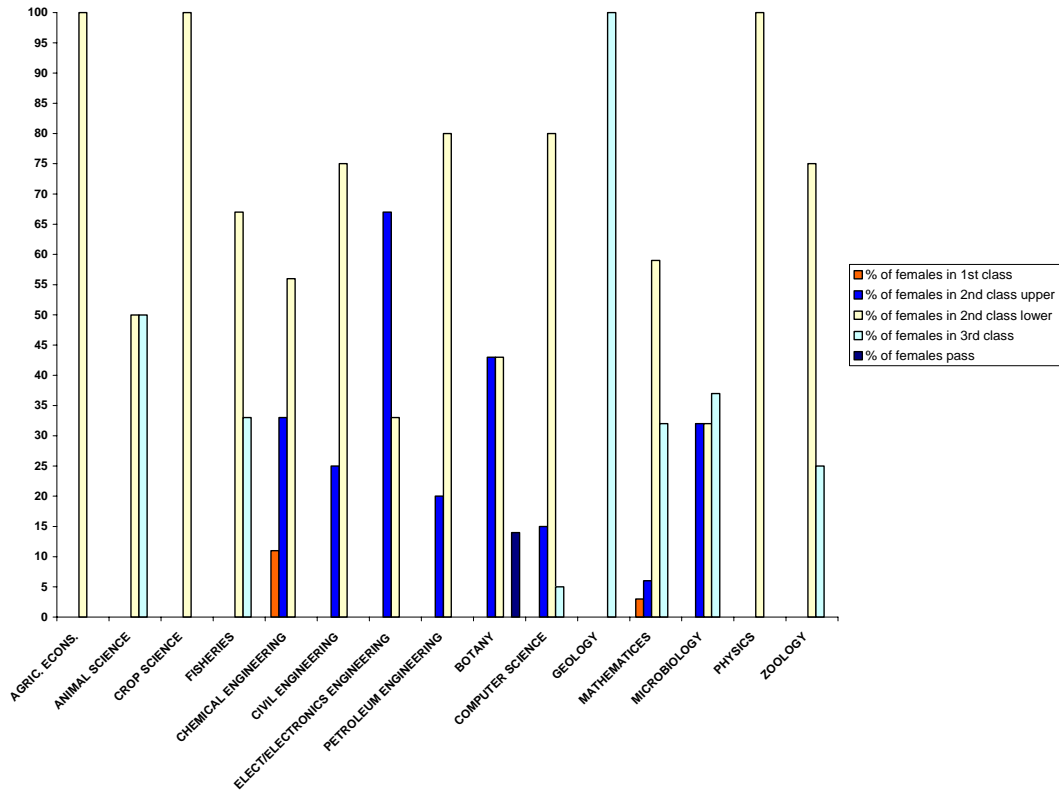
COURSES	% of females in 1st class	% of females in 2nd class upper	% of females in 2nd class lower	% of females in 3rd class	% of females pass
AGRIC. ECONS.	0	9	91	0	0
ANIMAL SCIENCE	0	14.3	57.1	14.3	14.3
CROP SCIENCE	0	17	83	0	0
FISHERIES	0	50	50	0	0
CHEMICAL	0	67	33	0	0

ENGINEERING					
CIVIL ENGINEERING	0	30	70	0	0
ELECT/ELECTRONICS ENGINEERING	0	0	100	0	0
MECHANICAL ENGINEERING	0	50	50	0	0
PETROLEUM ENGINEERING	0	0	75	25	0
PRODUCTION ENGINEERING	0	0	100	0	0
BIOCHEMISTRY	0	13	65	22	0
BOTANY	0	52	44	4	0
CHEMISTRY	0	31	62	7	0
COMPUTER SCIENCE	0	6	80	14	0
GEOLOGY	0	14.3	71.4	14.3	0
MATHEMATICES	1	56	23	20	0
MICROBIOLOGY	0	43	57	0	0
PHYSICS	0	13	50	37	0
ZOOLOGY	0	24	59	17	0

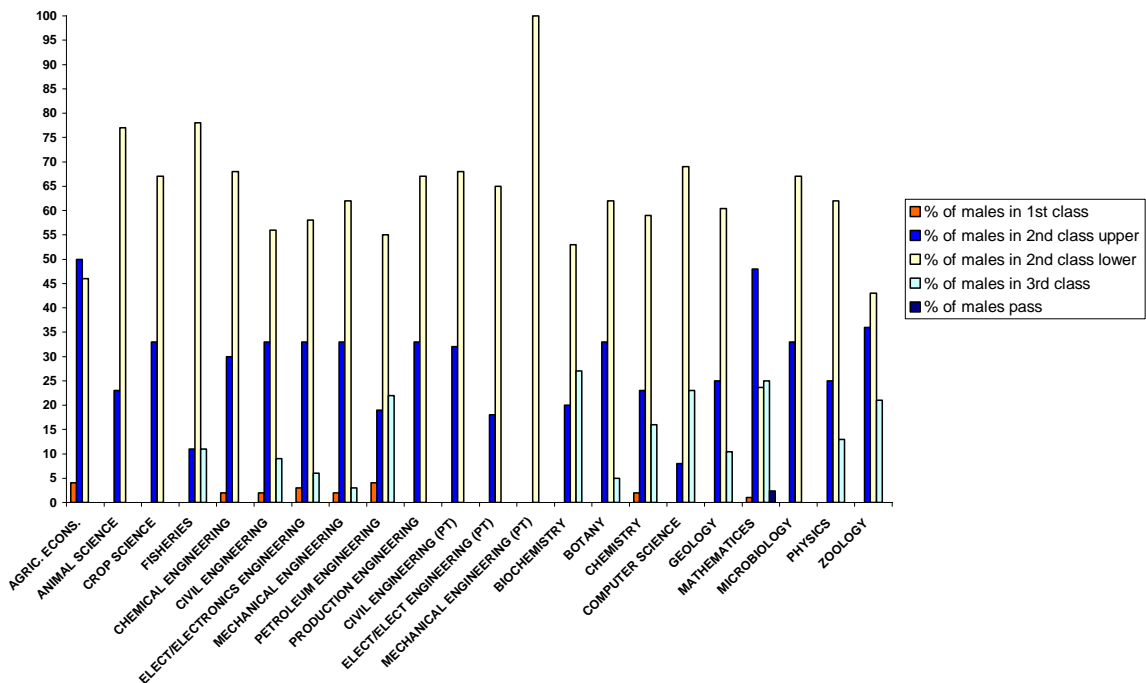
Table VI Percentage of male performance at the 2002 convocation

Course	% of males in 1st class	% of males in 2nd class upper	% of males in 2nd class lower	% of males in 3rd class	% of males pass
AGRIC. ECONS.	4	50	46	0	0
ANIMAL SCIENCE	0	23	77	0	0
CROP SCIENCE	0	33	67	0	0
FISHERIES	0	11	78	11	0
CHEMICAL ENGINEERING	2	30	68	0	0
CIVIL ENGINEERING	2	33	56	9	0
ELECT/ELECTRONICS ENGINEERING	3	33	58	6	0
MECHANICAL ENGINEERING	2	33	62	3	0
PETROLEUM ENGINEERING	4	19	55	22	0
PRODUCTION ENGINEERING	0	33	67	0	0
CIVIL ENGINEERING (PT)	0	32	68	0	0
ELECT/ELECT ENGINEERING (PT)	0	18	65	0	0
MECHANICAL ENGINEERING (PT)	0	0	100	0	0
BIOCHEMISTRY	0	20	53	27	0
BOTANY	0	33	62	5	0
CHEMISTRY	2	23	59	16	0
COMPUTER SCIENCE	0	8	69	23	0
GEOLOGY	0	25	60.4	10.4	0
MATHEMATICES	1	48	23.6	25	2.4
MICROBIOLOGY	0	33	67	0	0
PHYSICS	0	25	62	13	0
ZOOLOGY	0	36	43	21	0

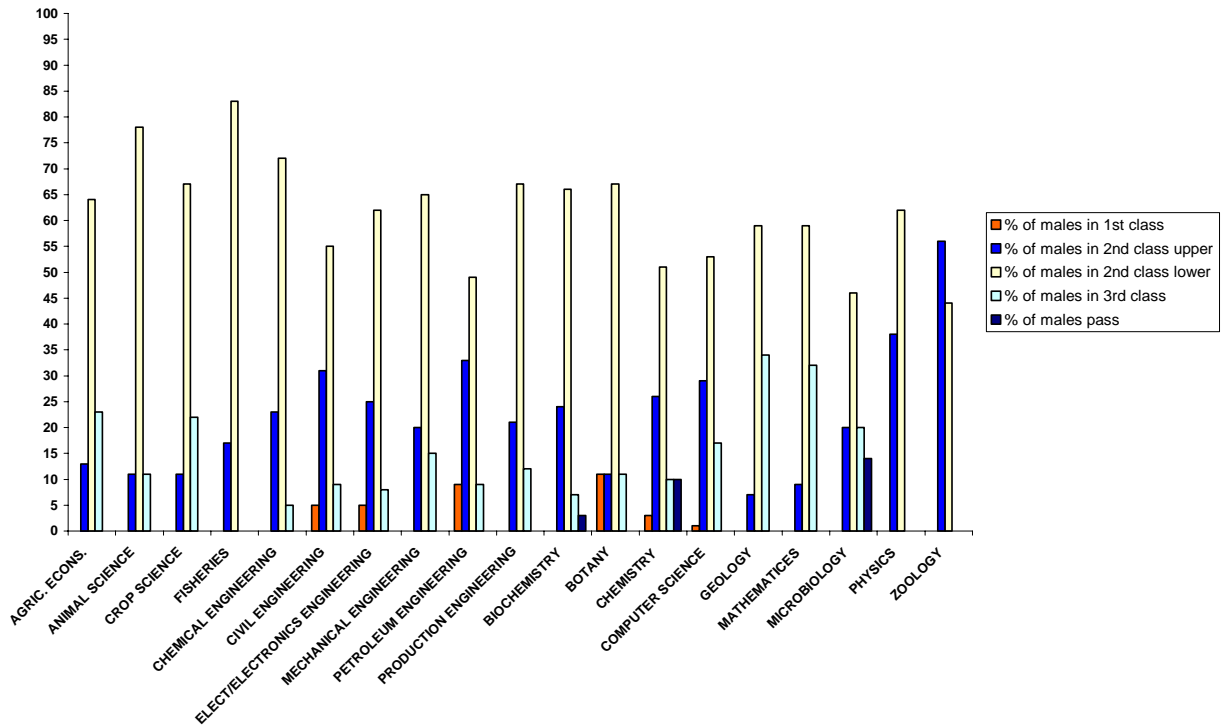
**FIG. 1: PECENTAGE PERFORMANCE OF FEMALES BASED ON NUMBER OF FEMALES IN CLASS IN 2001**



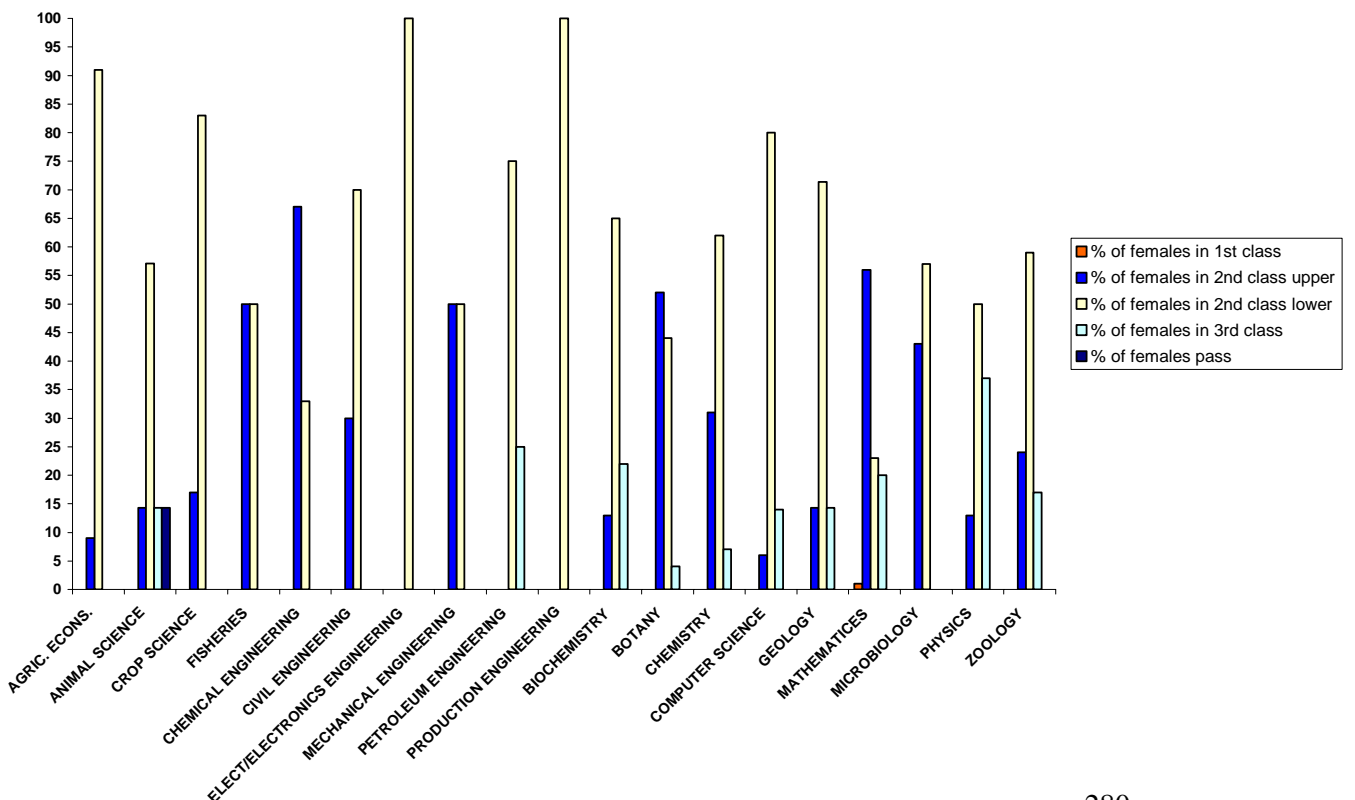
**FIG. 2: PECENTAGE PERFORMANCE OF MALES BASED ON NUMBER OF MALES IN CLASS IN 2001**



**FIG. 3: PECENTAGE PERFORMANCE OF FEMALES BASED ON NUMBER OF FEMALES IN CLASS IN 2002**



**FIG. 4: PECENTAGE PERFORMANCE OF MALES BASED ON NUMBER OF MALES IN CLASS IN 2002**



## CONCLUSION

The few females admitted to read the science-based courses are doing relatively well in their various courses. Baring intimidation, which can be removed by an increase in the number of females for the various courses, the females can excel as shown.