

Gender Equality Education Variables Among Market Women and Sustainable Development in Uyo Zone of Akwa Ibom State, Nigeria

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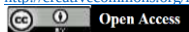
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ABSTRACT

This study examined the relationship between gender equality education among market women and sustainable development in Uyo Senatorial District, Akwa Ibom State, Nigeria. Anchored on Feminist Theory, the study adopted an ex-post facto research design. The population comprised women aged 18 years and above with no tertiary education, trading in 12 community markets in Uyo Senatorial District. A sample of 203 respondents was drawn from 5 purposively selected markets using multistage sampling technique. Data were collected using two researcher-developed instruments: Gender Equality Education Questionnaire (GEEQ, $\alpha = .76$) and Sustainable Development Questionnaire (SDQ, $\alpha = .80$) which were validated by 2 experts. Pearson Product Moment Correlation was used to answer research questions and test 3 null hypotheses at .05 level of significance. Results revealed significant but weak positive relationships between socio-cultural factors ($r = .247$), poor parental attitudes ($r = .232$), and economic policy ($r = .361$) with sustainable development. It was concluded that addressing socio-cultural barriers and improving access to education for women will enhance sustainable development in Uyo Zone. It was recommended that the embargo on gender equality education should be dismantled and advocacy programs intensified to achieve SDG 4 and 5 by 2030.

1. Introduction

Gender equality as number 5 among SDG, denotes every person irrespective of sex or gender identity, having the same rights, opportunities, resources, and voice in society. Such persons have the right to equal access to education, healthcare, jobs, politics and decision-making. UNICEF sees gender equality as a transformation agents supporting every child in having fair chance in life and for realizing sustainable development. (UN Economic and Social Council 2017). The equality mandates such person fair treatment and the chance to mold the norms and rules that impact them. In a nutshell, gender equality deals with no discrimination or exclusion of any kind irrespective of gender, gender expression, or sexual orientation. To crown it all, it is a feat that speaks parity, respect, empowerment for all genders.

Education is the engine room of all developments in any nation. It is a sine non qua non for national growth. (FME, 2013), and it is an instrument par excellence in developing the total human being. According to Ukoette, (2018), Education is an essential tool for every nation that aspire to go beyond its status quo and contend for sustainable development, education, particularly gender equality education, has a mandate in achieving social, economic growth, justice, and environmental protection. It is the engine room of all developments in any nation. Education is seen by Ekpoh & Etukuyo (2017)

as path way which can help to direct lives and has also been seen as a key to full potential development of humans.

Women or girls have been defined by Webster online Dictionary (2013) as a human species that belong to the female class and has attained the age of puberty. In the same vein, the term women are reserved for adult females while a young female is a girl. The term Women is used to describe feminine sex and mostly used for an adult feminine sex who has attained the age of puberty while girl is used for the youngsters. Gender equality in the paper is referred to as anyone who is matured enough to handle matters that pertain to livelihood who is in turn responsible enough to contribute to self-reliance, development, creativity and have the potential in becoming an agent of social, economic, cultural change, contributing to national and sustainable development.

Sustainable development is a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a period of sustained period of time and continue maintaining the economic, social resilience system, health & well-being and environmental awareness. Sustainable development has been defined by United Nation World-wide Commission on Environment and Development in International Institute of Sustainable Development (2013) as development which meets the needs of the present without compromising the ability of future generation to meet their own needs.

According to United Nation Education Scientific and Cultural Organisation (2003), education is a basic human right and has been recognized as such since the adoption of the Universal Declaration of Human Right in 1948. Therefore, gender equality eeducation/empowerment as part of the Millennium Development Goals (MDGs) of 2004 is a prerequisite for sustainable development. In this perspective, sustainable development is concerned with the process of promoting gender equality in women's status quo and self-actualization and independency through education.

Women/Girls are seen as good custodians and a graceful pillar in every family and the nation at large, yet they are being deprived the right to education many times due to some cultural beliefs and assumptions that women education ends in kitchen and this has caused and brought about issues on subjective discrimination against women and girl-child. In some societies women outnumber the population and still these social and cultural menace have significant outcome on the opportunity which in alternative affects gender equality education in women naturally.

Education enables an individual to acquire some necessary skills, knowledge, values and norms that propel them to live effectively and efficiently and add salt to livelihood and contribute to national and sustainable development. Already women naturally have been endowed with skills, knowledge and talents that when handled or developed properly through education will sprout out in becoming more gain to the society in a way of enterprising, economically, making them self-reliant and be utilized for national development towards sustainable productivity.

Abosode (2012) noted that Economist has ascertained that a positive correlation exists between the enrolment of girls in primary school and the gross national product and increase of life expectancy. Federal Republic of Nigeria (2014) postulates the philosophies guiding the Nigerian educational policy as the provision of equal access and educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels. The goal of the National Gender policy is to build a just society that is out of discrimination, but harness the full potentials of all society group irrespective of sex or circumstance, promote the social, health, economic, cultural and political wellbeing of all citizens in order to achieve

equitable rapid economic growth, human, social, financial and technological resources will be efficiently and effectively utilized for sustainable development. (Federal Ministry of Women Affairs, 2006)

The relationship towards parental attitudes and education of girl-child can outright gender equality education which is directly related to how the society view and or motivate women /girls towards effective learning process. The success of any individual for self-reliance is equated to the quantity and quality of education received.

Ikpenwa (2015) argued that the unfortunate misconception has been a major obstacle to gender equality development in Nigeria particularly in Igbo land where he observed that there exists discriminatory tendency against the girl-child's education in favour of the boy-child. Some parents are actually reluctant to invest in girl-child education because they believe that when she is provided with sound education, she will eventually get married and leave their families to go and establish another home and they will not reap from their labour. Such parents regard the money spent on such women education as a waste. Some of the gender equality education variables that will be considered in this study are: Socio- Cultural, Poor parental attitudes and Economic Policy among others.

Statement of the Problem

Sustainable development is concerned with the process of promoting gender equality (SDG, 5) and quality education (SDG, 4) in women's status quo, self-actualization and independency through education. Women are seen as good custodians and a graceful pillar in every family and the nation at large, yet they are being deprived the right to education many times due to some cultural beliefs and assumptions that women education ends in kitchen and this has caused and brought about issues on subjective discrimination against women and girl-child.

The influence of socio-cultural factors immigrates from the understanding and superstitious beliefs that women are under men and also the preferable belief for male education against the gender equality education has brought about constraints to women development and has delimited women from the opportunity to benefit from various forms of education.

Poor parental attitudes towards the education of their girl-child negatively affect the educational development of the female children thereby bleaks the sustainable productivity. The economic policy of the government has contributed negatively to gender equality education in the case of considering males than females in political appointment which gave rise to more disparity/inequality in the distribution of offices and positions despite the fact that the majority of the population in Nigeria constitute of women. In the past one decade, it has observed that gender equality education in some Communities including Uyo zone has been a problem. Furthermore, some people complained of some blames arising from this gender equality education can be attributed to numerous excuses. Often times, issues of parent giving their girl-child to early marriage, to low enrolment rate; religious obligation that women are to confine to their houses; the high cost of training a girl-child which is observantly more than that of the boy-child because of high demand in clothing and other life maintenance, and that girl-child is good in vocational career than professional courses has been noticed about some communities of which Uyo zone is not exempted.

However, the researcher alleged that some factors could be responsible for unsustainable development, of which gender equality education variables, such as Socio-cultural, Poor parental attitudes and Economic policy could be the possible caused. This has contributed and or affected the community adversely in the long run and at the same time resulted in unsustainable Living of the women. The question arising is whether the communities' stakeholders have demonstrated their capabilities in

carrying out their responsibilities irrespective of gender equality education variables. This constitutes a problem that the study is out to find, for which many researchers might have sought for a solution to it, yet the problem still evolves. This creates a gap that needs to be filled in the study to contribute to knowledge. It is against this background that this research was conducted to determine the extent to which women education can or cannot contribute to the sustainable development in Uyo zone of Akwa Ibom State.

Research Questions

1. What relationship exists between socio - cultural in gender equality education and sustainable development?
2. What relationship exists between poor parental attitudes in gender equality education and sustainable development?
3. What relationship exists between Economic policy in gender equality education and sustainable development?

Null hypotheses

4. There is no significant relationship between socio - cultural in gender equality education and sustainable development.
5. There is no significant relationship between poor parental attitudes in gender equality education and sustainable development.
6. There is no significant relationship between Economic policy in gender equality education and sustainable development.

The findings of this study would be of immense benefit to several existing bodies. It would be useful to the educational planners, policy formulators, decision-makers, Community heads, Local Government and Chieftaincy Affairs leaders, parents, Community Youth Leaders, Age groups associations and even future researchers. Its findings would be beneficial to the afore mentioned stakeholders as they would be able to identify the different challenges and groups that obstruct sustainable living in women in the different communities. They would be able to make policies and informed decisions that would encourage women education in Communities. They would also be able to device a means of strategizing and improving environment of each community boundaries and provide a good atmosphere that will motivate women education for their sustainable Living/Development.

Finally, the outcome of this research would be beneficial to researchers at different levels as it would contribute to knowledge and serve as reference material for future researchers on the topic.

Literature review

The study based its theory on Feminist theory propounded by Betty Friedan in 1960s . Friedan argued that the societal expectation of women as homemakers and caregivers, which she termed the "feminine mystique," was limiting and oppressive. But she emphasized the importance of women having career - oriented independence and pursuing personal growth through work outside the home. She believed that this would lead to greater fulfilment and equality for women. The core concepts in feminist theory are sex, gender, race, discrimination, equality, difference, and choice. There are systems and structures in place that work against individuals based on these qualities and against equality and equity. Research in critical paradigms requires the belief that, through the exploration of these existing conditions in the current social order, truths can be revealed. More important, however, this exploration can simultaneously build awareness of oppressive systems and create spaces for diverse voices to speak for themselves (Egbert & Sanden, 2019).

This perceptive could help analyze the gendered dimensions of sustainable development and the role of women's education in changing patriarchal structures. Its relevance is to support change and understanding through knowledge and disrupting powers and oppression. It is interested in disrupting systems of oppression or barriers created from those systems with a goal of creating change.

The relevance of the theory to the study is that stakeholders in Uyo zone community may apply this theory in leadership strategies to help in shaping the kind of gender equality education that might exist in their communities in order to allow the gender education gained prominent for sustainable development. The theory implies that women in the community cannot succeed in such an environment that does not have their future prospects and careers in focus. If there is understanding of the community stakeholders about challenges women face and how it will be checkmated to promote gender equality and sustainable living in them, the gap of inequality should be maintained for women sustainable development

Research Method

The ex- post facto research design was used for the study. This design is considered suitable for the study because the variable (Gender equality education and sustainable development in Uyo zone, Akwa Ibom State, Nigeria) under investigation had already occurred and cannot be experimentally manipulated in the process of the study. The population of the study comprised all women aged 18 years and above, with no tertiary education, trading in the 12 community markets in Uyo Senatorial District, Akwa Ibom State. A multistage sampling technique was employed.

Stage 1: Purposive Sampling. Five markets were purposively selected from the 12 markets in Uyo Zone based on size, location (urban, semi-urban, rural), and commercial activity to ensure representation of different socioeconomic backgrounds.

Stage 2: Simple Random Sampling. From each of the 5 selected markets, respondents were selected using simple random sampling via balloting. The sample size of 203 was determined using the Taro Yamane formula. This approach ensured representation across Uyo Zone.

The instruments used were two researcher-developed questionnaires: Gender Equality Education Questionnaire (GEEQ) and Sustainable Development Questionnaire (SDQ). The GEEQ consisted of 10 items measuring socio-cultural factors, poor parental attitudes, and economic policy. The SDQ consisted of 20 items measuring four dimensions of sustainable development as conceptualized by UNESCO : Economic Empowerment (5 items), Social Participation (5 items), Health and Wellbeing (5 items), and Environmental Awareness (5 items) respectively. The instruments used a 4-point Likert scale: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1. The instruments were face-validated by 2 experts in Educational Management and Measurement & Evaluation, University of Uyo. A pilot test yielded Cronbach Alpha reliability coefficients of .76 for GEEQ and .80 for SDQ, indicating acceptable internal consistency. Pearson Product Moment Correlation Coefficient was used to answer the research questions. The r-value was used to test the null hypotheses at .05 level of significance.

Results

Research question 1

What relationships exist between Socio- Cultural variables in gender equality education and sustainable Development?

Result of Pearson Product Movement Correlation Coefficient for the relationship between Socio - Cultural and Sustainable Development.

Variable	Σ	Σ^2	Σxy	r-cal	Decision
Socio- Cultural in Gender equality (X)	6910	3044534	29932	.247	very weak
Sustainable Development (Y)	9078	405302			

Table.1: Shows the type and strength of relationship between socio - cultural variable in Gender equality and sustainable development. The results reveal that the calculated R-value of .247 is in nature, in a positive direction. This therefore, means that there is a very weak positive relationship between socio - cultural variable in Gender equality and sustainable development.

Research Question 2

What relationships exist between Poor parental attitudes and sustainable development?

Table 2: Result of Pearson Product Movement Correlation

Coefficient for the relationship between poor parental attitudes and sustainable development

Variable	Σ	Σ^2	Σxy	r-cal	Decision
Poor parenral attitude in gender equality (X)	6413	291257	36345	232	very weak
Sustainable development (Y)	9078	405302			

Table 2: shows the type and strength of relationships between poor parental attitudes and sustainable development. The results reveal that the calculated R-value of 232 is weak in nature and in a positive direction. This therefore, means that there is a very weak positive relationship between poor parental attitudes and sustainable development.

Research Question 3

What relationships exist between economic policy variable and sustainable development?

Table 3: Result of person Product Moment Correlation Coefficient for the relationship between economic policy variable and sustainable development

	Σ	Σ^2	Σxy	r-cal	Decision
Economic policy variable in gender equality (X)	6750	306781	43095	.361	very weak
Sustainable Development (Y)	9078	405302			

Table 3 shows the type and strength of relationships between Economic policy variable and sustainable development. The results reveal that the calculated R-value of .361 is weak in nature and in a positive direction. This therefore, means that there is a very weak positive relationship between Economic policy variable and sustainable development.

Hypothesis 1:

There is no significant relationship between Socio- Cultural variables in gender equality education and sustainable Development?

Table 4: Result Analysis of person product Moment Correlation Coefficient for the relationship between Socio- Cultural variables in gender equality education and sustainable Development?

Variable	Σ	Σ^2	Σxy	r-value	r-crit	Decision at P< 0.05
Socio - cultural variable in gender equality (X)	6710	3044534	29932	.274	.138	*
Sustainable Development (Y)	9078	405302				

*Significant at $p < 0.05$, N=203; df=201

The result of the analysis presented in Table 4.4 revealed that calculated—r value .274 is greater than the critical R-value of .138 at .05 level of significance with 201 degrees of freedom. The result is significant. Therefore, the null hypothesis that “There is no significant relationship between "Socio-Cultural variables in gender equality education and sustainable Development” is rejected. This result means that there is a significant relationship between Socio- Cultural variables in gender equality education and sustainable Development.

Hypothesis 2:

There is no significant relationship between poor parental attitudes and sustainable development

Table 5: Result Analysis of Pearson Product Movement Correlation Coefficient for the relationship between poor parental attitudes and sustainable development

Variable	Σ	Σ^2	Σxy	r-value	r-crit	Decision at P< 0.05
Poor parental attitude variable in gender equality (X)	7309	329307	16387	.232	.138	*
Sustainable Development (Y)	9078	405302				

* Significant at $p < 0.05$, N=203; df=201

This result of the analysis presented in Table 4.5 revealed t-value .232 is greater than the critical r- value of .138 at .05 level of significance with 201 degrees of freedom. The result is significant. Therefore, the null hypothesis that, there is no significant relationship between poor parental attitudes and sustainable development is rejected. This result means that there is a significant relationship between poor parental attitudes and sustainable development

Hypothesis 3:

There is no significant relationship between Economic policy in gender equality and sustainable Development.

Table 6: Result Analysis of Pearson Product Movement Correlation Coefficient for the relationship between Economic policy variable and sustainable development.

Variable	Σ	Σ^2	Σxy	r-value	r-crit	Decision at P< 0.05
Economic policy in Gender equality (X)	6835	311111	23222	.361	.138	*
Sustainable Development (Y)	9078	405302				

* Significant at $p < 0.05$, $N=203$; $df=201$

This result of the analysis presented in Table 4.6 revealed t-value .361 is greater than the critical r- value of .138 at .05 level of significance with 201 degrees of freedom. The result is significant. Therefore, the null hypothesis that, there is no significant relationship between Economic policy variable and sustainable development is rejected. This result means that there is a significant relationship between Economic policy variable and sustainable development.

Discussion of Findings

The result of hypothesis one revealed that there is a significant relationship between Socio-Cultural variables in gender equality education and sustainable Development. This implies that positive socio-cultural factor towards gender equality education will contribute to sustainable development. The implication of the findings revealed that most parents do not maintain and/or promote values to education of their female child, which are not only necessity, but also a vital tool that inculcate the integrity and self-worth of female child. The negligibility presbyted by poor parental attitudes not training their female child, has distorted the credibility, discipline, and hinders their self -reliance, development and contributing reasonably to the nation development and sustainable living. For a community such as Uyo zone, to remain optimistic, its culture must be realistic, non conformity and must also be such culture practice that is targeted to meet changes in the life of its community. A Community is like a living organism and grows through a consistent effort of maintaining good cultural practices stratified into norms, beliefs and values. When a community as Uyo zone is known with a good and reliable set of sound culture that allows gender equality education, it sets them to a pace and allows for parent's participation and involvement/ desire to educate their female child for self - reliance and sustainable living. Take for instance, a community that has a culture of training and development of the people irrespective of gender, or the one that has a culture of nobility. In these instances, parents' self-consciousness, the sense of responsibility over educating female child in school is raised.

The finding from the result of there is no significant relationship between Socio- Cultural variables in gender equality education and sustainable Development is significant. This could be inferred that there is no competition and high desire in gender equality education (female child) in the community life-style. The Uyo zone as a community has become a free zone to exposing female child to illiteracy, uneducated, thus exposing them to danger of not being reliable and developed in mental, psychology, affective and social life. This could inculcate in the female children indiscipline behaviour such as unwanted pregnancy, developing lost souls due to circumstances, becoming adults without self - control, they became women that exposes their bodies for money and attention and so on. The implication of the findings could be attributed to the fact that there is no stable culture pattern in Uyo zone Community. Whatever is practiced in one community cultural pattern whether good or bad is blindly copied by them and practice without a rethink on the aftermath outcomes. It could also imply that Uyo zone Community

do not takes responsibility in shaping the lives and future of female children and they don't make sense of their environment. In such a loosed community, everything education: teaching/learning, craft and apprenticeship is negatively influenced and mismanaged.

The finding is in support of Akulo (2009) who opined that, in Nigeria preference is given to the education of male children by some families and thereby give rise to greater number and percentage of male children being enrolled in school than their female counterpart. This means that the earlier female education gain ground in the society in general, the better will be their sustainable living. When a woman is educated, she contributes to self and national development.

The findings of the result are in agreement with that of Bolivia (2010) who asserts that, investing in women's literacy carries very high returns, improves livelihood, and leads to better child and maternal health, and favours girls' access to education.

The result analysis presented in hypothesis two revealed that there is no significant relationship between poor parental attitudes and sustainable development. This result means that positive altitude of the parents in gender equality education, will sprout out reasonable sustainable development among female child. The implication could infer that parents that had positive attitude of gender equality education in educating female children would inculcate in such female child on how to be women of dignity, self-respect, morally sound in discipline without losing their future.

The findings of the hypotheses agree with the findings of Hanson and Abraham (2017) who affirm in their study that human beings as agents of sustainable development comprises both the male and female genders, therefore there should be no discrimination between genders. For sustainable development to realistic, women should be given an equal opportunity to aspire through formal education to any level as their male counterpart. Therefore, if there is a skill, knowledge, norms or values that make a complete human being, it should be extended to women also, so that the parlance of women education ending in the kitchen should not resemble them in any manner instead they should be encouraged to make use of the skills and knowledge acquired for sustainable development.

This finding is in agreement with Ukoette, (2025) who opined that parents who are to have a great prominence on educating of their female child on the personality and character moulding, such an individual child must possess and/or acquire personal qualities that will bring the motivations, aspirations, morals and values that gingers her to be useful, thereby contribute to national development and live responsibly in the society at large.

The result analysis presented in hypothesis 3 revealed that there is no significant relationship between Economic policy variable and sustainable development. This result means that Economic policy of the parents in gender equality education will sprout out reasonable sustainable development among female child. This finding could imply that economic policy is a significant determinant of Sustainability development. This result indicates that Economic policy significantly relates sustainable development.

This also indicates that parents in Uyo zone live with meager resources and manage same little income for the good of the family members and also see that such income are managed for their upkeep, which may not be enough to educate the female child. The implication of the findings revealed that most parents would have consider gender equality education if they have enough to cater for it.

The findings also agree with that of Ezegbe and Akubue (2012) who asserts that any society which neglect women in her human resource potential cannot achieve any meaningful development because in African society, women are hardworking and resourceful. This also is in tandem with Manucheher, (2019) who concluded that money received in a lump sum will be treated differently to compare with the one

received in a bit basis. In other words, Parents that had more income will educate their female child irrespective of the belief they hold onto gender equality education.

The findings agree with the work of Ekang, (2018) who noted that poor management of funds contribute to poor teaching-learning outcome in public institutions of learning. The result can imply that Parents are careful how-to management the little income for the upkeep of their family hence for them, 'A hungry stomach, no other pressing needs are to be tolerated'.

Conclusion

Based on the findings, it was concluded that gender equality education should not be dashed on the ground for the selfish interest of the society. The parlance of "Educate a womangirl, you educate the whole nation should be re-occurring in the mindset of the general public so that gender equality education will gain root in contributing to sustainable livelihood, national and economic development.

Implications of Findings

1. All things being equal, there should be more awareness of fundamental human right in order to combat gender equality education.
2. Irrespective of other rising demand as health, housing and industry, stakeholders concerned especially, the communities should fight aimlessly to curb the notion of neglecting gender equality education, there will be better informed decisions making among gender equality and sustainable development.
3. When socio-cultural diversity of the community is checkmated, women of different families will like to engage on gender equality education in other for their female children to embrace civilization by coming to learn and participate in the goal of sustainable development.

Contribution to Knowledge

This study on gender equality Education variables and Sustainable Development in Uyo zone of Akwa Ibom State, Nigeria has contributed to knowledge in the following ways:

1. The study provides data and information on gender equality Education variables and Sustainable Development. Communities' leaders, Youth leaders, Educational consultants, management consultants, scholars, practitioners, psychologists, and so on, will now get a fair knowledge of the importance of gender equality education, how to curb the menace associated with negligence, how they should improve upon them, the pros and cons, and how to enhance sustainability among others.
2. Subsequently, most studies in the Variables used concentrated on other country, States and Local Government and in which Akwa Ibom State is not left out. while the present study delved into Uyo zone. Furthermore, the result of this study, when made available through publication could assist most communities and other communities across Akwa Ibom State and the federation. The internet will capture the research as soon as it is approved and worldwide via (www) for public consumption. All this will take place after such approval by the appropriate authority of the communities where the study was originally carried out.

Recommendation

It is therefore recommended based on the findings and conclusion of this study that:

1. The embargo placed on gender equality education by the community, state, and nation should be uprooted to streamline purposeful professional career development in women

2. Disparity in gender equality education should be checkmated to allow male and female the equal right to put up effort in taking decision on their choice of career and what they are capable of doing without any discrimination syndrome.
3. In nation building agitation, women should be given equal opportunities to be selected among the decision makers and be accorded higher positions in the nation's capacity building.
4. Women should be allowed to contest and aspire for presidential position in election, in this 21st century so that Nigeria will regain its lost glory. Women have been endowed divinely at creation to be graceful pillars that hold the family: a miniature of the nation and such grace will be sufficient for them to take the mantle of government leadership.
5. Considering programs and advocacy, stepping action towards gender equality, can trigger positive progress towards achieving sustainable development by 2030 as recommend by UN women.

Limitation/Suggestions for Further Studies

1. The present work was delimited to five communities' markets in Uyo zone, Akwa Ibom State, Nigeria. Similar studies should be conducted in other communities which will be used to compare the findings of the present study.
2. Also, this study was delimited to Uyo Senatorial District. Therefore, findings may not be generalized to other districts or states with different contexts. Future studies should employ mixed-methods or longitudinal designs and extend to other Senatorial Districts to provide deeper understanding across regions and socioeconomic backgrounds
3. Similar research can also be conducted to investigate the influence of gender equality education variables in higher institution of learning or an organization in different industries, not merely on community markets setting.

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