

**SOCIAL ECONOMIC FACTORS THAT INFLUENCE SOCIAL MOBILITY
AMONG WOMEN IN UNIVERSITY OF BENIN, BENIN CITY**



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WOMEN IN UNIVERSITY OF BENIN, BENIN CITY**

BY

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIAL
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BENIN, BENIN CITY.**

OCTOBER, 2023

CERTIFICATION

This is to certify that **OSASOGIE UWUMWONSE** with matriculation Number **SSC1713370**, carried out this research work to fulfill the Award of Degree of Bachelor of Science (B.Sc.) In the Department of Social Work, University of Benin, Benin City.

Mr Charles Mfon
Project Supervisor

Date

Dr. Sunday Ibobor
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Date

DEDICATION

This project is dedicated to God Almighty for his mercy and grace he bestowed upon my life throughout the period of my study in the University of Benin. Also, dedication to my late parents Mr. and Mrs. Uwumwose Okunhon for the ever green love they showed me before they went to rest in the bosom of the lord, may their continue to rest in perfect peace.

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UWUMWONSE OSASOGIE

University of Benin

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ABSTRACT

This to examined the social economic factors that influence social mobility among women in University of Benin, Benin City with detailed objectives that identify the specific nature of social mobility, the social economic factors that influence social mobility, the role education play in influencing social mobility of women in University of Benin, Benin City and also, proffer the necessary recommendations that can be drawn from the experiences of socially mobile women at the University of Benin to enhance gender equality and social mobility for women.

The research population of the study comprised all the junior and senior staff in University of Benin, Benin City, Edo State. In University of Benin there are more than twelve thousand, five hundred (12,500) staff. The researcher used Faculty of Social Sciences Staff in University of Benin as targeted population to carry out research work. The sampling technique to be used for this study is the simple random sampling technique. This study was based on a sampling size of 100 staff to represent the entire population. The method to be employed for this research is the statistical method such as the percentage to deduce the effective and interpret the further necessary discussions.

In conclusion, the findings suggest a range of perceptions, attitudes, and support for initiatives aimed at enhancing gender equality and social mobility. While there is notable support for certain measures, such as involving socially mobile women in decision-making and providing mentorship, there are also areas where respondents have diverse opinions or concerns, particularly regarding education and scholarships. These findings provide a foundation for further discussions and actions to enhance gender equality and social mobility at the University of Benin. In light of the findings, it is evident that there is a pressing need for comprehensive strategies and policies that address the challenges and opportunities associated with gender equality and social mobility at the University of Benin.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social mobility usually understood as movement from a lower to a higher level of education or occupational status, or from a lower to a higher social class or income group is the hope of economic development. For many, it is also the mantra of a good society. There may be disagreements about what constitutes social mobility and how it should be measured, but there is broad agreement that in a just society ‘an individual’s expected level of achievement should be a function only of his effort and not of his circumstances’ (Roemer, 2014). Björklund and Jäntti (2009), Black and Devereux (2011), and Corak (2013) provide comprehensive reviews of social mobility. The existing international evidence has allowed researchers and policy makers to identify a number of ‘stylized facts’ on the multitude of factors that can help to explain the observed variation in mobility levels across and within countries. Social mobility thus subsumes economic mobility in general and income mobility in particular as well as many other notions of status. For the project, ‘social mobility is the hope of economic development and the mantra of a good society’. This largely descriptive literature, while falling short of identifying the relative role of alternative causal mechanisms, offers very plausible hints about where to look to improve social mobility. Causa, Dantan and Johansson

(2010) examines the potential role of public policies and labour and product market institutions in explaining observed differences in intergenerational wage mobility across 14 European OECD countries.

According to Payne, (2017) Social mobility refers to the proportions of individuals from one social group moving to another. Absolute mobility is, thus, a useful means of capturing large-scale social changes such as shifts in the industrial and occupational structure which resulted in the largescale movement of large parts of the population (especially men) from manual occupations in heavy industry to administrative occupations in the service sectors. In order to explain the relationship between factors of social mobility and stratification. Functionalist view of stratification is adopted for this study. This offers explanations for the existence and necessity of social stratification for the effective operation of the society. It also explains that the most valued attributes, qualities and possessions by the people define upward social mobility in different societies (Oladeji and Olabode, 2014). Hobbs and Blank (2015) identify a number of factors that do affect incidence of social mobility in developed societies among which occupation and education are paramount. They believe that occupation shapes one's life style because the reputation that an occupation has in the eyes of the populace determines an individual's social status. The *bureaucratization* of modern society makes vast majority of the people to aspire to have *educational prerequisites* and those without these prerequisites are almost always ineligible for positions in the bureaucratic sector. As succinctly put by

Boltmore (2016), educational attainment determines one's chance of being recruited and being promoted.

The existing division of labor based on gender has resulted in an unequal distribution of power, prestige, and wealth between men and women. This gender-based arrangement, characterized by male dominance, undoubtedly carries significant implications for the social status and potential upward mobility of women. The mobility components are upward and downward mobility, exchange mobility, growth mobility, transfer mobility, and dispersion change. For earlier work on these concepts, see, for example, Fields (2011), and Jäntti and Jenkins (2015).

The status of social mobility can be measured in several ways, by income, education, occupation or social class. More often, economic research has focused on wages or income. Ideally, income should be measured by a household's disposable income because it is most directly influences the standard of living (e.g Chadwick and Solon, 2012). In practice, accurate measurement of a household's disposable income is difficult because of the structure of the household. Therefore, most existing studies use some measure of wages. There are a variety of public and private development projects in the rural areas. Educational institutions such as primary schools, secondary schools, colleges, and universities sprouted conspicuously as well as infrastructure facilities such as roads, airports enlarged and upgraded as an international airport and so on. These things are the new engine of growth in the rural communities. Gender equality and women's empowerment are fundamental principles in the

pursuit of equitable societies. Education stands as a cornerstone for achieving these goals, as it has the potential to transform lives, expand opportunities, and break the cycle of gender-based disparities. Despite significant progress in recent years, many women around the world still encounter obstacles that hinder their access to quality education and, subsequently, their social mobility.

Feminist activists have been loud on criticizing women expected roles in society. The factor which the feminists propagate is the gendering of internal labour markets, in which women are mostly recruited for clerical-only jobs, and where they are often expected to leave employment when they are married and/or have children, whilst promotion to senior managerial posts is reserved for male clerks (Jenny & Hoobler, 2011). This factor of gendering of jobs is causing problems in women employment and job mobility. As Rosenfeld (1992) noted, Differences among types of firms, industries, and occupations in their job rewards, career ladders, and employment relationships affect the job shifts on women. A prime example of this phenomenon is occupational segmentation by gender, for example, women are overrepresented in jobs that are clerical and service-oriented in nature but are underrepresented in engineering and the physical sciences. Furthermore, the gender distribution within an industry also influences mobility opportunities. Maume (1999) observed that women who work in male-dominated occupations also have more difficulty moving up the hierarchy, presumably because of gender bias. In addition, in male-dominated occupations, women may also have less access to opportunities for job development and mentoring.

Lillard & Kilburn (2015) showed that education regimes where access to education is unfavourable to lower income families adversely affect intergenerational mobility. Solon (2019) theoretical model reveals that a more progressive public investment in human capital tends to increase mobility. Another theoretical model by Davies, Zhang and Zeng (2014) affirms that “starting from the same inequality, mobility is higher under public than under private education”. However, an empirical study of Britain by Blanden, (2005) found that “the big expansion in university participation has tended to benefit children from affluent families more and thus reinforce immobility across generations”. Socioeconomic factors encompass a wide range of elements, including family background, financial resources, educational opportunities, societal norms, and governmental policies. These factors can either enable or hinder women's ability to translate their education into tangible social mobility. The impact of these factors is especially pronounced in a society where gender norms, cultural expectations, and economic disparities persist.

1.2 Statement of Problem

In recent decades, considerable efforts have been directed towards promoting gender equality and increasing educational access for women. Despite women's increased enrolment in higher education institutions, there exists a notable gap in their ability to transition beyond their initial socio-economic status, limiting their capacity to attain higher-status jobs, contribute to economic growth, and effectively participate in societal development.

A society is constituted by the people who are dynamic nature. From the primitive uncivilized form it has evolved in to modern civilized and cultured society. This proves beyond doubt the dynamic nature of the society in which social mobility has played a dominant role since time immortal. The social position, status and economic conditions of people change from time to time. In many cases social status and economic standard of person changes due to hard work or lighter education or purely due to superior intellect. Better education and better service also help in change of the socially disadvantaged groups like women and the people belonging to scheduled castes, Scheduled tribes or backward classes. Lack of better education and will to do hard work have made rich people poor, thereby lowering the standard of living. Such type of changes which are observed in the social status, class, economic condition and standard of life of a person are spoken of as Social Mobility.

The University of Benin plays a pivotal role in shaping the trajectories of female. It serves as a bridge between their academic aspirations and the professional world. In this context, understanding the intricate relationship between social economic factors and women's social mobility within the university becomes paramount. This research seeks to explore these factors within the specific context of the University of Benin and its surroundings. The central inquiry revolves around deciphering the nuanced interactions between factors such as family income, parental education, cultural norms, access to opportunities, social networks, and support systems. How do these elements converge or collide to create pathways that either facilitate or hinder women's ability to rise above their initial socio-economic circumstances? Moreover, the study aims to shed light on how women from diverse backgrounds, whether

urban or rural, experience these factors differently and how their unique circumstances contribute to the overall picture of social mobility within the University of Benin.

1.3 Objectives of the Study

The main objective is to examine the social economic factors that influence social mobility among women in University of Benin, Benin City, the specific objectives of the study are to:

1. Examine the nature of social mobility in University of Benin, Benin City.
2. Find out the social economic factors that influence social mobility of women in University of Benin, Benin City.
3. Examine the role education play in influencing social mobility of women in University of Benin, Benin City.
4. Proffer the necessary recommendations that can be drawn from the experiences of socially mobile women at the University of Benin to enhance gender equality and social mobility for women.

1.4 Research Questions

In view of the objectives of the study, the following research questions where ask

1. What is the nature of social mobility in University of Benin, Benin City?
2. What are the Social Economic factors that influence social mobility of women University of Benin, Benin City?

3. What role does education play in influencing the social mobility of women University of Benin, Benin City?
4. What recommendations can be drawn from the experiences of socially mobile women at the University of Benin to enhance gender equality and social mobility for women.

1.5 Significance of the Study

The significance of study, lies in its potential to shed light on the intricate relationship between social economic factors and women's social mobility at the University of Benin, Benin City. By addressing this complex issue, the study aims to make the following contributions:

The findings of this study can provide valuable insights for policymakers and educational institutions in formulating targeted policies and interventions that promote gender equality and women's empowerment within the academic and professional realms. Understanding the factors that influence women's social mobility can empower women with the knowledge needed to navigate challenges, make informed decisions, and actively pursue opportunities for personal and professional growth. The study can contribute to the existing body of knowledge by providing a comprehensive exploration of the concept and types of social mobility, particularly within the specific context of the University of Benin. This can serve as a foundation for further research and scholarly discussions. The study's findings can raise awareness about the challenges women face in their pursuit of social mobility and encourage advocacy efforts aimed at creating a more equitable and supportive environment for women in

higher education and beyond. By highlighting the role of social economic factors in influencing women's social mobility, the study contributes to the broader mission of promoting gender equality and dismantling systemic barriers that hinder women's progress. The insights gained from this study can inform career development strategies for women, helping them make more informed choices and navigate their educational and professional journeys more effectively. Community and Societal Impact: Empowering women with increased social mobility can lead to positive changes within families, communities, and society at large. Women who have access to better opportunities are more likely to contribute to economic development and social well-being.

1.6 Scope of the Study

The study is to examine the Social Economic factors that influence social mobility among women. The study will focus exclusively on the University of Benin, situated in Benin City, Nigeria. The research will not extend to other universities or regions. The study will utilize a mix of quantitative and qualitative research methods. Quantitative methods might involve surveys to collect data on income levels, education backgrounds, etc. Qualitative methods might include interviews and focus groups to gain deeper insights into participants' experiences.

1.7 Definition of Terms

1. **Social Mobility:** Social mobility refers to the movement of individuals from one socio-economic status to another within a given society. It encompasses both upward and downward mobility and involves changes in education, occupation, income, and overall socio-economic well-being.
2. **Social Economic Factors:** Social economic factors are the specific elements within an individual's or family's socio-economic context that can impact their opportunities for advancement. These factors include family income, parental education level, employment status, access to educational resources, social networks, and other financial and social indicators that contribute to a person's economic position and mobility prospects.
3. **Women:** In this study, "women" refers to individuals who identify as female and are enrolled as students at the University of Benin, regardless of their age, ethnic background, or nationality.
4. **University of Benin, Benin City:** The "University of Benin, Benin City" specifically refers to the educational institution situated in Benin City, Nigeria. It includes all faculties, departments, and academic disciplines within the university.
5. **Occupational Mobility:** Occupational mobility pertains to changes in a person's job or profession over time. It involves moving from one occupation or employment sector to another, often implying a change in skill level, responsibility, and income.
6. **Parental Education:** Parental education refers to the highest level of education attained by a woman's parents or guardians. It serves as an indicator of the educational background and potential support available to the woman.

CHAPTER TWO

LITERATURE REVIEW

2.5 Concept of Social Mobility

The term mobility represents movement, alteration and change. This change or movement can possible be from one area to another. This change does not necessarily have any connotations of being good or bad and as such is value free. Social mobility therefore refers to the move of individuals or a person from one societal position to another as a result of a number of issues which include wealth, power and influence. Goldthrope (2015) highlighted that social mobility is basically the movement in the position an individual occupies within a social strata system in either upward or downward direction. Social mobility permits the moving of an individual to another social status that is not originally the one he or she was born into. The first authors who studied social mobility were V. Pareto and P.A Sorokin in 1927.

According to De Felice (2013) social mobility was initially defined by Sorokin as the movement of persons from one societal affiliation to another, the extinction of some and the rise of the perspective that no society has a closed or completely open social class. Furthermore, Sorokin opined that no society can be the same with another with regards to the level of social movement it tolerates or discourages. Buttressing this argument Haveman & Smeeding (2016) postulates that the “speed of movement differs from one period of time to another to another”. As such, mobility occurs in societal interactions as people react to others

in a dynamic series of societal roles. In United States for instance, societal mobility is rampant as a result of the continuously exploding number of women joining the workforce and the increasing number of both parties become income earners and thereby increasing the number of person seeking to acquire education.

Social mobility is a concept that belongs to the field of sociology and sociologists study social mobility in terms of changing status of occupation. The economists on the other hand, focus on income and wealth to measure social mobility. Social mobility measures social fairness and is now perceived as measuring tool for equality of opportunity between unequal and differing social groups (Nunn, Johnson, Monro, Bickerstaffe, & Kelsey, 2017). According to Aldridge (2012) ability of people is basis for social mobility. The ability either can be inherited or attained through socialization. Different studies have inferred different conclusion about the role that ability plays in social mobility. More so, Social Mobility also means the movement of individuals and groups between different socioeconomic positions (Giddens, 2010). Open class systems and dosed class systems are used to indicate the degree of social mobility in any society. An open system implies that the position of each individual is influenced by the person's achieved status - a social position attained by a person hugely through his or her own effort (Schaefer, 2011). This system encourages competition among members of a society. Closed system allows for little or no possibility of moving up. Status acquisition is largely ascriptive in a closed system.

2.5.1 Types of Social Mobility

Mobility could be vertical or horizontal. By Vertical Mobility, we refer to movement up or down the socio-economic scale. Those who gain in property, income or status are said to be upwardly mobile, while those who move in the opposite direction are downwardly mobile. These types of mobility are common in a class society. On the contrary, horizontal mobility refers to movement within the same social class or within the same occupational group. This type of mobility is rampant in caste societies where movement between social strata is ritually prohibited. The change of social class of a person or group of person usually comes in various methods or shapes. At a certain point in time, there would be one pattern of mobility at another point in time it would be another pattern. These various types of mobility are not exclusively occurring and overlapping may occur (Barber, 2017; Breen, 2014).

The basic principle of African indigenous education for an African child in pre-colonial societies was self-development. The child is given every opportunity to do things by himself under the direction and protection of the adult. Through series of initiation ceremonies an individual was made to understand the norms governing the goals of the society as well as means of achieving them. In most pre-colonial societies, the youths were encouraged to acquire possessions (wealth) through hard work, courage and determination. They were not to engage in acts that violate norms of the society. To them, these were paths to greatness, fame and honour in the society and consequently the symbols of high status. Also, among the Igbo

of Eastern Nigeria, the "OSU" or the ritually separated members of the society were held as social outcast, irrespective of their achievements in the society (Ezeanu, 2017). Under Oyo Empire, slaves (individuals owned by others and treated as properties) were found in many settings. Irrespective of the positions occupied by these slaves, they were excluded from political positions and the military (Ekong, 2018). Family background, wealth, strength, military prowess were some of the factors instrumental to social mobility during this dispensation.

1. Horizontal Mobility

In the case of horizontal mobility, this occurs when an individual changes his/her job and as such there is no rise in the social standing of the individual. Horizontal mobility therefore can be referred to as the shift of persons from one position to another with greater or lower levels of prestige. For instance, certain occupation like Medicine, Engineering and Education can possibly enjoy equal status but in a situation where a lecturer moves from his post to another university to lecture he still occupies the same level in with the social status but has moved in terms of horizontal from one "occupational category" to another. It is the political affiliation, occupational, spiritual and regional as well as other social movement that does not cause any noticeable shift in social status vertically

2. Vertical Mobility

Vertical mobility is the type of mobility that occurs as a result of change in the financial, political and working status of a person or group of people. Putting it plainly, vertical mobility

represents the movement in social position either upwards or downwards or otherwise in an ascending or descending pattern. Thus, vertical mobility refers to the circumstances that occur in the shift of an individual across one social stratum to another. For instance, in a situation where a wealthy technocrat or business man is hit by financial crises and goes into bankruptcy he transitions into a lower social status. While in another scenario, a small scale entrepreneur with excellent skills in opportunity utilization and financial management grows into a large scale entrepreneur he transitions into a higher social status from the one he earlier occupied.

3. Upward Mobility

This type of mobility occurs when an individual or collection of persons are seen to move from a position of lower social strata to a position of higher social strata. For instance, in a situation when a person who belongs to a “lower caste” and position of lower social strata wins a political position as a result of an election is seen to move into a higher social strata position. Analysts assert that although the individual has acquired economic and political influence and may transition upwards, he may not be able to alter his caste (Lenski, 2013). A number of social and psychic factors impact the upward transition of individuals” such as the emotional collapse of men and women under the stress of continuous search for achievement. In addition, in the course of this continuous search for achievement and the upward transition, the individual may sacrifice family members, friends as well as places. According to Budowski & Tillman (2013) in order for an individual to transition upwards in the social strata he must alter the manner of rationalizing things and behaviours that characterized a lot of his

previous relations and pick up the new manner of rationalizing things as well as behaviour that is associated with his new found status.

4. Downward Mobility

This form of mobility is a situation that sees an individual lose or transition from his social position to a lower social position. Downward mobility therefore is the movement of people or an individual from a higher to lower status in the social ladder. When a person for instance, who occupies a position that is highly respected by the society at large is apprehended accepted bribe, committing a crime and jail bound he will transition down the social status ladder.

5. Intra-Generational Mobility

This form of social class mobility occurs in the life span of an individual. In that, the individual begins his occupational career as a steward and upon acquisition of education and skills over a period of time, he becomes a professor and transitions from one social status to a higher social status. As such, he transitions up and occupies a higher social position than what he started as steward at the beginning of his occupational career.

6. Inter-Generational Mobility

Inter-generational mobility is a situation that occurs when an entire generation transitions from social position to another in contrast to the generation that it preceded it. It is imperative to establish that “inter-generational mobility” may occur downward or upwards and when

people of a lower class or caste for instance, provide the facilities for their kids to acquire education or training and along the line they the kids get employments that transitions them into a higher social status it can be termed as “inter-generational mobility”.

2.5.2 Factors Affecting Social Mobility

1. Migration

This is another factor that enhances social mobility in that as individuals move from one location to another there is the creation of opportunities for other to move into. In that, migration is experienced in places where opportunities and facilities have failed to improve, and people have sort for better places. In addition, people migrate from villages to cities as a result of the fact that urban areas have institutions of higher education and status and also opportunities for employment. For instance, the recent migration of millions of Nigerians to Canada can be attributed to this. This has therefore facilitated social mobility within Nigeria and in these cities where the individuals migrate to.

2. Achievement and Failures

This factor refers to the uncommon or out of the ordinary expected performance which draws the attention of a general public to the capabilities of an individual. Although not all achievement results in social mobility but it affects one’s status if it is remarkable or outstanding. For instance, a man who is less privileged has to go extra miles in terms of work in order to be able to acquire wealth and move upwards his social status. This is equally applicable with regards to failure as this has a downward impact on mobility.

3. Industrialization

The industrial revolution led to the production in mass of products and the consequent forcing out of business for artisans. In addition, as a consequence of these period there was the creation of a new social system where individuals were classified to social status based on their abilities and training. These artisans therefore migrated to industrialized towns and acquired new vocational skills and employment in these industries. As a result, due to experience and training in vocational skills these artisans have moved up the social ladder. Therefore, it can be posited that industrialization accelerates social mobility in that, in industrialized societies, social status are achieved however in traditional societies, the social status are ascribed according to birth and family.

4. Legislation

Legislation has been identified as one of the factors that influence social mobility. A clear instance can be seen in passing of the “Zamindari Abolition Act” in India in 1950, that saw majority of the cultivators of lands who were tenants to the Zamindar become landlord cultivators which symbolized their transition in their social status from tenant to landlord cultivators (Rao, 2013; Besley & Burgess, 2010). In addition, the provision legally for the reservation of employment and advancement for the scheduled castes and tribes has in addition aided the social mobility. Equally, the justice system by carrying out certain judgments has also facilitated social mobility. According to Corwin, (2017) the “Hindu Marriage Act” in a number of ways has improved the status of the woman. More so, “Hindu

Succession Act” gives equal privileges to daughters with respect to inheriting properties within the family. Another legalization that facilitates social mobility is the “Racial Anti-Discrimination Act” in the United States. This act has facilitated the social mobility of races such as the blacks and Asians. A good example is former President of the United State, Barrack Obama who is from the black race. In the case of Nigeria, the quota system facilitates social mobility by facilitating the mobility of less advantaged educationally states get the opportunity to acquire education.

5. Modernization

Modernization encompasses the application of the understanding of science and modern technologies. As a result of technological advancement, individuals that have jobs with low prestige such as scavengers leave these jobs and take up jobs that have better levels of prestige and less impact on their health. By doing this, they change their social status upwardly. In addition, the extent of technological development enables or slows down social mobility. In the sense that developing and less advanced societies stick to the old system of stratification whereas, the advanced and modern societies have paved the way for improved opportunities and competitions.

6. Politicization

Education, contact with the mass media of communication and exposure to individuals who are aware of their fundamental rights has impacted social mobility. This is as a result of the fact that awareness of fundamental right and education increases the urge to belong to political

parties in order to exercise their rights and force the authorities in power to accept change. These people may use agitations such as protests, walkouts to mention but a few to attain their desired objectives and as such resulting in social mobility upwards for them. Examples of these in Nigeria include; Late Gani Fawehinmi, OmoyeleSowore, Femi Falana, Festus Keyamo, FunmilayoRansome-Kuti and late Dele Giwa to mention but a few.

7. Education

Education does not help an individual to acquire knowledge but rather it is an effective tool to attaining occupational position for higher prestige. In order to become a doctor, lawyer, an engineer or nurse for instance an individual must acquire education and it is only when one acquires a certain level of formal education can a person aspire to occupy higher position of authority and social status.

8. Skills and Training

Every society creates provisions for skills and training to be provided to the younger generations. In order to be able to acquire these skills and training, the individual has to sacrifice his time and devote lots of money. In the event that the individual completes these skill acquisition and training programmes, she is eligible to higher social positions which are superior than those he/she previously occupied prior to undergoing these training. This therefore facilitates social mobility.

9. Motivation

The desire of everyone is to not only to improve on his/her way of living but also improve upon their societal stand. In an “open system” there is a greater possibility that any status can be achieved as this level of openness encourages individuals to strive to work hard and improve upon their skills in order to achieve higher social status. The lack of such motivation and effort will make the achievement of social mobility rather unfeasible on the part of the person.

10. Urbanization

This enhances social mobility by removing factors that hinder and impede mobility. Urbanization offers anonymity as people are only familiar with their family and associates while providing a certain level of privacy to the social class and background of the individual.

2.5.3 Social Mobility of Women

A successful woman lawyer or business executive, for example, is still viewed by many as an unusual individual - as someone who is out of place and not as capable as men in such traditionally male occupations. Even if women do succeed in establishing a career, they do not always receive the same recognition or income as men, nor are they as likely to advance as quickly or as far, although they may have the same qualifications. At issue here is whether or not women suffer discrimination *within* high status occupations or whether their underrepresentation merely reflects their inability to enter the profession at all. There are some reasons to anticipate that women will be less likely to attain elite status and will have incomes lower than their male counterparts within the legal profession. Such a finding would be

consistent with other research which has examined the labour force in general and professional occupations within the labour force. For example, Connelly (2019) found that there is a discrepancy in salaries between men and women within occupational categories in the managerial and professional/technical categories in Canada. In a large-scale American study, Wolf and Fligstein (2019) noted that, 'the exclusion of women from supervisory positions is pervasive, regardless of their education or status level.'

Ayella and Williamson (2016) observed that 'women's economic success is more completely determined by background characteristics than men's.' This finding is consistent with Clement's (1977) finding that a slightly higher proportion of females in the Canadian corporate elite have 'inherited positions' than is the case with males. In terms of background characteristics, both Brinkerhoff (2017) and Stevens and Boyd (2010) argue that the presence of a working mother is important in determining 'role innovativeness' - the likelihood of adopting occupational roles traditionally viewed as masculine. Whether this would operate solely at the level of entrance into the professions, or whether this might extend into the mobility system *within* a profession is not, however, clear. We do not have data to test social psychological explanations for mobility differences, but we can examine how parental status and/or the presence of a working mother promote the mobility of women through one particular professional system (viz., the legal profession).

A final area of concern with respect to women in the profession relates to the cross-pressures faced by married women trying to fulfill both familial and professional (career) roles. Hudis

(2016) has observed that, 'currently- married women experience lower earnings and returns to their occupational status and schooling' than non-married women. While her study involved women's mobility in the general population, we might reasonably expect the same sort of factors to work within a given profession. Should female lawyers wish to have children, these women may have to bear a heavier 'cost' than would male counterparts wishing to raise a family (cf. Ayella and Williamson, 1976). Given the unequal distribution of parental responsibilities between males and females, we might expect that female lawyers with children would have less opportunity to develop their careers because of the heavy family obligations imposed upon them. A contrary hypothesis might be advanced, suggesting that the causal ordering of variables is reversed: it is conceivable that occupational status determines the ability to have children (and not vice versa), that is, higher income women are better able to afford child-rearing services and hence contemplate having a family. While male lawyers may be able to rely on spousal support for child care, female lawyers must attain a level of economic success and occupational security before raising children becomes feasible.

A society, which has a negative look on women learning and think that this as reason for being unchaste, actually does not pay attention on their learning. Such societies link and associates everything to make because they think they are the reason of improvement and organizer of society. According to Sediqi (2019), women have a great intellectual capacity, and if limitations decrease to its minimum, they can have a glory and take important role in society. Scholars stated that girls are more successful in primary school and first year of

secondary school; their accomplishment at the bachelor degree is more than boys. According to Musavi (2013), the five senses in women are more improved than male; women have a good vision and audition also have great detection of olfactory, savor and haptic. They have high skills to express different emotions and understanding of others' feelings. Acquiring knowledge and learning of women has many important advantages for society and notices can exceed their improvement. Women expert in religious subjects, social science, medical science, educational science and more others can solve many problems specially affairs related to female such as medical and teaching rules. For example, medical famous priests say that women must be curated by female doctors and to do this, they need to acquire knowledge and proficiency.

2.6 Social Economic Factors that Influence Social Mobility of Women

Women all over the world have traditionally faced some restrictions in employment opportunities. Where they have triumphed they face various problems such as mobility/promotion/success challenges and wage segregation. In explanation of causes of such challenges feminist theorists point to a number of factors which include social constructions and patriarchy. Conservatives point to factors to do with overall women's constructed views on society leadership/power and provide some historical-cultural explanations to point as to how and why women ended and should be where they are now. Based on socio-economic development theoretical framework, factors such as economic, legislative and political constructions, where low economic performance and development of a country can lead to

lower industrial activity hence less job availability which can lead to concentration of women mostly in informal sectors of the economy, can determine women activity place in economy. Religion and community set up are also other factors. Age structure or age cohort has some marked influence on women employment and mobility and activity space in community as well.

1. Feminist activists have been loud on criticizing women expected roles in society. These roles and activities which include child care and child bearing, home making, housewives etc., have been according to feminists, outstanding limiting barriers to mobility and employment opportunities to women. Historically in countries such as Britain and other western countries, women faced unpaid maternity leave or were dismissed completely when they were taking care of a little child. This however, changed with modernization of societies and economies and also introduction of labour laws which nonetheless gave women up to not more than 4 months leave to take care of the child, a law which has been selectively applied. However, in America the Family and Medical Leave Act (FMLA) signed by President Clinton, enacted to provide job-protected leave to employees who need time off to care for themselves or their families gave impetus to women with small children. Nonetheless, these women further went through a daunting task of catching up after maternity leave and promotion opportunities overtake them whilst they try to catch up. Overall, women, especially mothers with dependent children are more disadvantaged than men and the expected role of child care discourage women mobility opportunities in various job environments. In Less Developed Countries especially in the South of the

hemisphere, Asia and some Eastern Europe countries women activity place is mostly around the home. Fertility rates are high, which means that there are more women caring for little children such that they do not go out to look for employment therefore, their opportunities in job market are limited.

2. Another factor which the feminists propagate is the gendering of internal labour markets, in which women are mostly recruited for clerical-only jobs, and where they are often expected to leave employment when they are married and/or have children, whilst promotion to senior managerial posts is reserved for male clerks (Jenny & Hoobler, 2011). This factor of gendering of jobs is causing problems in women employment and job mobility. As Rosenfeld (2012) noted, “Differences among types of firms, industries, and occupations in their job rewards, career ladders, and employment relationships affect the job shifts on women”. A prime example of this phenomenon is occupational segmentation by gender, for example, women are overrepresented in jobs that are clerical and service-oriented in nature but are underrepresented in engineering and the physical sciences. Furthermore, the gender distribution within an industry also influences mobility opportunities. Maume (2019) observed that women who work in male-dominated occupations also have more difficulty moving up the hierarchy, presumably because of gender bias. In addition, in male-dominated occupations, women may also have less access to opportunities for job development and mentoring. From this, there is gendering of some professions such as engineering, building and army which provide women with problems on employment mobility.

3. To illustrate the above point IT industry in America can be a good example. There is a marked and continuation of male dominance both numerically and across the hierarchy especially in United States of America and other developed countries (Robertson, Newell, Swan, Mathiassen & Bjercknes, 2013). Women comprise approximately 15% of the workforce and are concentrated in lower level jobs, such as operator and clerical roles. Statistics from 2003 show that women comprised 30% of ‘operations technicians’, but only 15% of ICT managers and 11% of ICT strategy and planning professionals (Roberston et al. 2013). Even at more senior levels, women are found in stereotypical areas of work, including marketing and customer service whilst men dominate areas such as programming and systems analysis (Roberston et al. 2013). However, for those women in the more senior posts the gender pay gap in ICT is relatively low, at 7.5% for professionals and 10% for managers (Roberston et al. 2013). This shows the role patriarchy, gendering of employment opportunities and women inability to penetrate some industries.
4. One of the factors that influence women employment and mobility is age of a woman. According to Anna, (2018), inequalities in the prospects of different age groups are more marked for younger workers. This scenario is mostly prevalent in developing countries. In different age cohort’s women face different roadblocks. To give a generalized picture, at younger ages, between late teens to early 20’s women are seen as inexperienced and mostly suitable for feminine jobs such as domestic work, clerical and secretarial work etc. In late 20’s into 30’s there are seen as mothers caring for the little children hence, they do

not participate much in challenging job positions. During late 30's into 40's women look for opportunities to develop their carriers but are faced with societal stereotypes, patriarchal machinations and self-doubt if they are able to lead. Therefore, at different age cohorts women face different factors which hinder employment and job mobility. Also, different ages as above define their activity places.

5. Conservatives have added voices on pointing to the factors causing women mobility and employment difficulties. They mostly point to historical development of socio-psychological construction of society or socio-organization as propagating women marginalization on employment and mobility opportunities. In addition, psychological development of women, views such as most women are passive, women have been socialized to be victims of social change rather than actors, and women as ambivalent at best toward careers, have been forwarded among factors causing women inability to take challenging jobs and lead in social change (Linda & Vicki, 2018). Furthermore, women are viewed as lacking drive for mastery (Linda & Vicki, 1988). In an organization where the top management comprises mostly of men there are issues where they want to promote a man. With respect to gender, Kanter (2017) discussed this as linked to 'hemophilic' principle whereby senior employees (mostly men) promoted those similar to themselves as this made it easier to communicate with them (Kanter, 2017). Women are also viewed as not powerful enough to run organizations. All these factors are based on keeping the status quo and against drastic changes in society and economy.

6. Some factors include Invisible barriers that exist for women that limit their upward mobility in organizations. These can be explained by lack of women in senior positions which may indicate to the lower-level women that aspiring to an upperlevel position is untenable (Jenny & Hoobler, 2011). When there are fewer women in senior leadership positions, women in the lower organizational hierarchy have few, if any, female mentors with experience in upper management. Without seasoned female mentors to guide women through what can be a politically driven succession planning process, women may feel unprepared for upper-management positions and thus will not apply for such positions (Jenny & Hoobler, 2011). Thus the historical absents of women leaders can also have an effect on contemporary women job mobility and employment and can define women activity places in some sectors of the economy.
7. Another factor is sex role stereotyping, where individuals tend to associate male characteristics and consequently men with leadership positions, also called the “think leader, think male” phenomenon (Jenny & Hoobler, 2011). Success and leadership is associated with stereotypically male attributes such as independence, assertiveness, and decisiveness. So, Jenny and Hoobler (2011). observed that, “because stereotypes of what women ‘are like’ in the workplace do not match with the male leadership archetype, women are not considered for or are judged to be ill suited for the top jobs”. Similarly, according to the research group Catalyst (2010), women continue to be sidetracked into auxiliary staff functions, such as human resources and administrative services, rather than line positions where they are responsible for an organization’s profits and losses.

Therefore, this leads to women being segregated against in promotion and employment in influential positions.

8. Social constructions or evolutionary psychology factors, where the ideas that women are not genetically predisposed to top management roles are also prevalent in preventing women mobility at jobs (Kanter, 2017). These explanations propose that men and women are simply different; men prefer the high stakes environment of top management, while women choose security and lesser challenges (Kanter, 2017). These explanations usually refer to the role testosterone plays in male risktaking and the role oxytocin and empathy play in female career choices (Linda & Vicki, 1988). These ideas form the foundation of what Jenny and Hoobler, (2011) observed as an idea “intermittently heralded for a decade or more as the ‘opt-out revolution’ of women workers with family responsibilities opt out of challenging positions preferring to focus on family”. Similarly, social conservatives use this type of “biological” evidence for gender differences to claim a return to the women-as-natural-homemaker model of society. In this view, it is assumed that with the progressive politics of gender equality, women tried to reach career parity with men, but, alas, their genetic makeup won out in the end that differences in career achievement are a natural, predetermined difference between men and women, justifying the status quo (Jenny & Hoobler, 2011) . Hence from this, women activity place in economy can be defined and a factor which hinder their progress in economy can be shown as social constructions or evolutionary psychology factors as discussed above.

9. Some explanation focuses on the way work is structured today, that the time and energy needed from all workers in today's competitive business environment and the "24/7 economy" which is incompatible with what it takes to raise a family (Jenny & Hoobler, 2011). Since women head the majority of single parent households globally, and remain responsible for a greater percentage of parenting duties in most two-parent households, they fall short of managers' expectations for "the ideal worker", one who is available to stay late, come in early, and drop everything for the company if necessary (Jenny & Hoobler, 2011) . The structure of traditional working arrangements is configured around what Jenny and Hoobler, (2011) called "a career model established in the nineteenth century that sometimes forces women to choose between work and family because of the direct conflict between the resources needed to perform both professional and home duties". While both women and men have less time to devote to their careers when their domestic responsibilities include spouses and children, many studies have documented that women still are responsible for the majority of household labor, and hence their careers are more affected by domestic roles (Jenny & Hoobler, 2011) . The family-work conflict bias means that just being a woman signals to a manager that her family will interfere with her work, irrespective of whether or not that woman actually has family-work conflict, is married, has children, or has children of a certain age. Based on Jenny & Hoobler, (2011) research, a manager (both male and female) hold this factor against women and is associated with lower performance reviews, and ultimately fewer promotions for women.

10. Social constructions also lead to women employment and especially mobility segregation at different professions. Today, when managers of both sexes envision the right person for a managerial job, especially in male-dominated industries (e.g., construction and transportation/utilities), a man is more likely than a woman to come to mind, because the male is associated with effective leadership characteristics (active hobbies, deeper, commanding voices as in the example above). But, more specifically, being female signals caregiving roles, and greater family-work conflict. According to Jenny & Hoobler, (2011), “just being female seems to signal to male and female managers that a female worker will let her ‘outside responsibilities interfere with her work performance, or perhaps that she will someday in other words, that she is less dedicated to her career’”.

2.7 Gender Role Differentiation and Social Mobility Pattern of Women in Nigeria

Gender role differentiation and social mobility in Nigeria is discussed in three historical epochs namely, pre-colonial, colonial and post-colonial periods.

2.3.1 Pre-Colonial Era

Although, it could be argued that before the colonial incursion, there was no such expression as Nigeria. However, for the purpose of this discussion, one could assume a pre-colonial Nigeria by virtue of its geographical expression.

The Nigerian social structure as a whole could be said to be one made up of diverse sub-social structures as regards its numerous ethnic groups, hence different social and cultural backgrounds which involve the normative and value system. However, inspite of these

differences, there are obvious similarities that cut across board. It is in this light that social structures in Nigeria are discussed particularly as it relates to the issue of gender role differentiation and gender mobility.

Gender role differentiation could be said to be a very apparent phenomenon in the Nigerian social structure as it is prevalent in the social institutions. For instance, within the family institution at present and in the past, it is obvious that the female members of the family constitute the second sex. The man is always the head of the household. He is regarded as the breadwinner and the ultimate decision maker, every other person is a subject. The man determines the social status of the other members of the family. That is, his relative class within the society determines the class position of his household members including that of his wife.

In the traditional period when social institutions were not segregated, the man was the one who owned and controlled the means of production which was basically land oriented. Even if he was a craftsman, blacksmith, weaver, fisherman or trader, he owned the business and the tools of production, hence, he controlled the forces of production which include the number of wives and children he had. As the Yorubas rightly put it: *It is the man who has the Oko (male reproductive organ) he has the Oko (farmland) and also owns the Oko (farming implement-hoe)* (Beier, 2015).

In the family system, it is the male who has access to the land and inherit property. It is his relative access to the means of production that determines the mobility pattern of the household. If he had access to the royal title or chiefship, it determines the status of his wives

and children. Social mobility was mainly closed and used as ascriptive processes in the pre-colonial period such that it is only when one was a prince that he could aspire to be king or only when one was a first born male that he could aspire to be the head of the household.

The man's relative position in the society determines his wife or wives ability to improve her or their social status. Thus, the basis for up ward social mobility for females was very tight and closed. But she could, however, move down the social mobility ladder. For instance, if a woman on the day of her marriage is not found *Vagino- Intacta* (virginity intact) by her husband, she is treated with disdain - more of an outcast (Fadipe, 2014). Similarly, a male child in the pre-colonial family structure had more chances of being upwardly mobile than his female counterpart as he has access to land and property and upwardly mobile compared to the female counterpart who has a very slim chance of upward mobility. The only chance of upward social mobility for the girl child that can be perceived is to be married out to a wealthy man.

In the economic institution, women's occupation, be it trading, craft, etc. was subjected to their husbands as in most cases, the wares they traded in belonged to their husbands and the money paid back to him. Social mobility was still subjected to husbands' class or status. In northern Nigeria, for instance, women, especially the ones married to moslems are usually incapacitated economically. They are made to be *matan kulle* (women in purdah). In this secluded lifestyle, there are limited opportunities for such women to be upwardly mobile (Kalib, 2013). Similarly, in most cases, women could not assume the esteemed position of

religious priests or custodian of the oracle as this was regarded as the exclusive preserve of men.

Exceptional cases, however, exist whereby women having been discovered to have spiritual powers that are revered, could hold certain religious positions as the custodian of the shrine or oracle, they could also perform some religious rituals. These were chances by which they could be upwardly mobile. However, in most societies that allow women to play religious roles, the roles are regarded as less important and marginal to the central religious role of men (Kidamah 2017; Ogege 2010). A woman could however, be downtrodden easily as more women are accused of witchcraft than men. Confirmed witches were sent to exile or executed in some societies in precolonial era.

Also, in the pre-colonial social structure only fragments of women had political influence as no woman could assume the position of a head of a town. Women were also perceived as gossips who could not keep top political secrets, hence they are excluded from vital political matters. In fact, in most cases, women could only be seen and not be heard. For example, in traditional Yoruba political system, the only chieftaincy title given to women was the Iyalode out of a host of other male titles. Hence, little chances of upward mobility for women compared to men.

Generally, the pre-colonial Nigerian social class structure in terms of gender relations could be described as that of a male dominant upper class because the males were the owners or future owners of the means of production. Thus, they are also controllers of the forces of production as against the females who were non-owners. Women were perceived in some

situations as unclean hence excluded from certain religious practices. Similarly, women were equally considered not to be spiritually strong enough to behold some masquerades hence they were kept indoors whenever such masquerades were being paraded.

2.3.2 Colonial Period

During the colonial period, there was a transformation within the Nigerian social structure. There was a slight improvement as regards gender role differentiation and social mobility for women. The introduction of western education and Christianity by the missionaries opened up access for some women to acquire western education and were able to read and write, which was the basis for social status and class within the newly established structure. This gave some women opportunity to improve their status and be upwardly mobile. Women who could read and write as well as the men were employed by the colonial administrators and some of them became clerks, teachers, etc. and they earned income which also relatively improved their status.

Many women, however were debarred from getting educated as a result of the stereotypic perception that females are *soft and delicate* and incapable of being exposed to dangerous risks of going outside the family. Even when education began to gain more appreciation, it was considered not a business of females as they were believed to be incapable of abstraction or regarded as not intelligent. This notion to an extent still holds sway till today. We can therefore not say that the colonial period improved significantly the lot of women, as mobility patterns of women still remained very much closed and limited.

2.3.3 Post-Colonial Period

Gender relations and social mobility patterns still largely reflect its traditional characteristics existing during the pre-colonial and the colonial periods. This is because most spatial territories of the Nigerian social structure still maintained their traditional status quo. Although, there has been increasingly marked changes and improvements in some quarters which could be said mainly to be as a result of the influence of westernization. It is, therefore, pertinent to mention and discuss factors that have influenced gender relations and social mobility patterns of women within the Nigerian social structure in this historic epoch. Some of these factors are:

- Marriage
- Deliberate socialization/status borrowing
- Education and length of training
- Occupation
- Income
- Membership to associations/affiliations to religious associations
- Ownership of property and wealth
- Contraceptive technology

Marriage is a very important issue within the African traditional system. For instance, among the Yorubas, if a man who is of a marriageable age refuses to get married, he is perceived as irresponsible and such a person is relegated to the background. This is same with the woman.

Among the Urhobo of southern Nigeria, a woman who does not get married is perceived not to have an identity and such a woman with time, loses her social recognition. Such a woman may even be perceived as a prostitute (Otite, 2016). So, the institution of marriage was and is still a very significant means through which men and women improve their social status. However, within a gender relation, the institution of marriage is seen much more important to the female gender.

A woman gains her social class or social status from the relative class position of her husband. Thus, a woman who belonged to the working class but is married to a man in the upper class is perceived to have assumed the class position of her husband. For instance, Turai Yar'adua is perceived to have assumed her relative status or class by virtue of her husband's honourable and esteemed position as the President of Nigeria. This view corroborates Goldthrope (2014) 'conventional model' that woman's class location is defined as that of the equivalent of her husband. Goldthrope stated further that family class location is better determined by the position of the head of the household who is defined as the family member with full commitment to the labour market.

In the Nigerian social structure, the usual practice is that women are upon marriage believed to have adopted their husband's state of origin. For instance, that was why Mrs. Tokunbo Awolowo Dosunmu could be appointed on Lagos State ticket as Nigeria's Ambassador to the Netherlands. This was also why some years back, Justice Mrs. Atinuke Ige was not appointed as the Chief Judge of Oyo State. This also accounted for why some aggrieved quarters in Bayelsa State of Nigeria vehemently condemned the appointment of Mrs. Ruth Benemisia

Opia as Commissioner for Information and Culture in Bayelsa State. Although, recently, the Federal Character Commission spelt out guidelines that married women could only lay claim to their own state of origin and not that of their husbands.

It has also been found out that mobility patterns can greatly be influenced by what Davis and Robinson (2018) referred to as *a status maximisation strategy*. This is a situation whereby an individual identifies with the highest class possible as a means of achieving higher status. Hence, in the Nigerian society, there are instances where a man with the underlying goal of increasing his chances of mobility there by improving his status and class location makes deliberate efforts in marrying the daughter of a wealthy man or wealthy woman as the case may be. This could also occur verse-versa where a woman makes deliberate effort at marrying a wealthy man's son or a wealthy man in order to improve her social status or class location. Such individual because of the desire to maximise his status is said to have *borrowed* his or her status from the husband's or wife's social background.

Education is also found to be a significant key determinant of a woman's subjective class identification. Jackman and Jackman (2-13) in a study of 430 households in the United States, reported that although husband's status characteristics with the exception of education are the main determinants of women class identification, a woman's level of education was more an important predictor of her class identification. Similarly, they discovered that high levels of education and long hours in paid employment appear to reduce the importance of husband social class. This finding can be said to be quite similar to some of the situations existing among men and women in Nigeria.

A woman is also seen to be able to improve her social status if she is able to acquire for herself a form of social recognition or the other. For instance, taking an award of a chieftaincy title. However, a woman's ability to take a chieftaincy title is also dependent on the husband. In other words, no woman obtains a chieftaincy title unless the woman is single or with the express permission from her husband. In most communities in Nigeria, chieftaincy title are not conferred on a woman if she is not married at the time of the conferment.

Membership of New Religious Movement has helped women to attain positions which ordinarily they would not have been able to attain in orthodox churches (Amstrong 1993). For example, where it is difficult for a woman to attain the position of priest let alone being a bishop within the Catholic Church, the Pentecostal churches give opportunity for upward social mobility for women thereby bridging the role differentiation gap between men and women. Nowadays, there is the resurgence of leadership role for women in Christianity. Women assume the status of founders, seers, prophetesses, pastors and even bishops. For instance, Lady Evangelist Eunice Osagede, Damilola Ashin are founders of Jesus Women Fellowship and Body in Christ respectively, Rev. (Mrs) Idahosa is the bishop of Christ's Faith Mission. Many women are ordained priests and they grow through the rank as their male counterparts. This explains the prevalence of the prefix-Rev.and Rev. (Mrs), Pastor and Pastor (Mrs) in most Christian societies dominated societies in Nigeria (Jaja 2007; Nororuga 2009).

2.8 The Role of Education in Social Mobility of Women

Hobbs and Blank (2015) also found that educational attainment is positively related to the individual's occupation, income, reputation, power and influence in the society. However, they recognized the fact that the family background of an individual may be closely linked to one's access to privileges, power and prestige. They noted that social mobility could also be ensured by personal achievements. As an illustration, they stated that the prestige, privilege and high status that the military generals, artists, scientists and politicians enjoy might not necessarily accrue from their incomes, occupation, educational attainment and family background but through personal achievements. Wosley (1978) noted that the significance of education as a factor of social mobility increases with dramatic changes in the occupational structure of a community because the new occupational opportunities are available only to those who possess the necessary educational qualifications. But lie opined that in the extreme case, if everybody in a society were a graduate.

Consequently, the issue of social mobility does not arise. In reality, however, social mobility is often considered as an important issue for the assessment of education policies (Grossman and Kim (2003), Mejia and St-Pierre (2008), Speciale (2007), Iannelli and Paterson (2005) and the references therein). It is often valued for its own sake and independently of efficiency or (intragenerational) equity concerns. To understand the underlying problem suppose (just for the sake of the argument) that learning ability is transmitted by parents. When looking at the educational system of relatively similar countries in terms of GDP, one is surprised by their wide heterogeneity. To characterize it, one can use the amount of expenditure devoted to education, the degree of elitism and the relative involvement of private market. The design of

an educational system is an important, but also controversial and complex issue. Important because economic and human development are known to be crucially affected by the level and the structure of human capital. Controversial because nobody wants to admit that his educational system is elitist, even though this is often the case. Complex because it is not easy to measure the degree of elitism of an educational system. What matters is the effective outcome, for example, the level of knowledge achieved by students of a given age.

Education is a very potent means of encouraging social mobility of women. It has multidirectional influence in promoting social mobility. Education plays such an important role in following ways:

1. Education is the need of every woman because on it depends proper development of woman. It is education that reveals the latent qualities and potentiates of woman and enables her to understand „Self and the environment surrounding her.
2. Education sharpens the intellect, widens the vision, helps in the wholesome and balanced development of woman and above all it leads to social, economic and political development of a nation.
3. The popularity of education among women has considerably altered the social status of women. It has helped in raising their social position , status and achievement of high social prestige; which indicates upward social mobility of the women.
4. Both the streams of education i.e. formal and Non-formal play a great role in bringing about social mobility.

5. Formal education is directly and causally related to social mobility. This relationship is generally understood to be one in which formal education itself is a cause or one of the causes of vertical social mobility.
6. Education is directly related to occupational mobility and the subsequent improvement in economic status and on the other hand, it forms an element of social change. Persons with higher education and better employment are respected more in the society.
7. It is a purpose of education to develop within the individual such motivation as will make her to work hard for the improvement of his social position.
8. Higher education helps in gaining higher income and, thus, education is an important means for upward social mobility.
9. A change in occupation is considered to be the best single indicator of social mobility. The reason for it is that occupational status is closely correlated with educational status. Income style of life and the other determinants of class status.
10. Education helps women belonging to lower strata of the society to go up in the social scale and attain a high social position in the society.
11. Education helps in preparing oneself employment, which is an important aspect of social upliftment.

2.9 Empirical Reviews

The Blanden et al. (2015) study purports to show that intergenerational social mobility in Britain is low by international standards, and getting lower over time. Thus, despite considerable state expenditure on education and welfare, the children of poor families tend to

be poor and the children of rich families tend to be rich. In this account, Britain is very far from being a meritocracy, even though comparator countries such as Norway, Sweden and Canada are reasonably meritocratic. The researchers attribute the change over time, and hence the poor international standing of Britain, to a variety of factors. Most notably, they suggest that grammar schools were promoting social mobility in the 1950s and 1960s, providing an escape route from poverty for talented working-class children. Grammar schools have now been largely abolished in Britain. The authors also argue that more recently, in the 1980s and 1990s, the increase in participation in higher education (HE) has disproportionately benefited children from middle-class families. ‘According to the LSE, the extra places made available by the expansion of universities in the Eighties and Nineties have largely been filled by students from better-off backgrounds’ (<http://www.suttontrust.com/press068.asp>)

Louw, Berg and Yu (2006) investigated the role that parents’ education plays in children’s human capital accumulation. The study analyses patterns of educational attainment in South Africa during the period 1970-2001, asking whether intergenerational social mobility has improved. It tackles the issue in two ways, combining extensive descriptive analysis of progress in educational attainment with a more formal evaluation of intergenerational social mobility using indices constructed by Dahan and Gaviria (2001) and Behrman, Birdsall and Szekely (1998). Both types of analysis indicate that intergenerational social mobility within race groups improved over the period, with the indices suggesting that South African children are currently better able to take advantage of educational opportunities than the bulk of their

peers in comparable countries. However, significant racial barriers remain in the quest to equalise educational opportunities across the board for South African children.

Causa, Dantan and Johansson (2009) examines the potential role of public policies and labour and product market institutions in explaining observed differences in intergenerational wage mobility across 14 European OECD countries. Their empirical results show that education is one important driver of intergenerational wage persistence across European countries. There is a positive crosscountry correlation between intergenerational wage mobility and redistributive policies, as well as a positive correlation between wage-setting institutions that compress the wage distribution and mobility.

2.6. Theoretical Reviews

2.6.1 A Theoretical Anchorage

Gender role differentiation in society can be appropriately understood within the framework of the gender socialisation model - a variant of the social learning theory. It is a widespread cultural assumption in most parts of the world that male children are preferable to female ones. Parents acquire this gender preference through gender socialisation. Gender socialisation is an aspect of socialisation that contains specific messages and practices concerning the nature of being a female or a male in a specific group or society (Steinbacher and Holmes 2017).

Gender socialisation is fundamental in determining what society thinks the preferred sex of a child should be and in influencing our beliefs about acceptable behaviour for males and females within the framework of patriarchy. After birth, parents respond differently towards male and female infants. They often play more roughly with boys and more lovingly with girls (Eccles et al. 2010). Throughout childhood and adolescence, boys and girls are typically assigned different household chores and given different privileges. For instance, the male child is allowed to wander farther, gets involved in rough and tumble play, while the girl is highly restricted and closely monitored.

Gender and sex role socialisation according to Oakley (1974) emphasises that there are distinct gender roles for men and women which derive from culture rather than from biology. Gender role differentiation, though, varies from one society to another, they tend to maintain male dominance and female subservience. These roles are learnt through socialisation during

childhood and shape the behaviour of adults. Oakley further argued that the manipulation of children's' self-image by parents and the canalisation of boys and girls towards different objects account for the differences in behaviour.

Gender role differentiation through socialisation always portrays the female and the role she plays as inferior compared to that of the male. During socialisation, these gender role differentiations are reinforced by sanctioning negatively gender inappropriate behaviour. Thus, most of the roles the female can or want to play, she is restricted from playing by defining them as gender inappropriate behaviour. This, no doubt affects negatively the social mobility pattern of the woman at various historical epochs.

2.6.2 Institutions and Entrepreneurship

As noted earlier, this article uses institutional economics (North, 2015) to explain why institutions may affect male and female entrepreneurship differently. Institutions are defined as the “rules of the game in a society, or more formally, the constraints that shape human interaction” (North, 2019). Institutions can be formal, such as regulations, contracts, and procedures, or informal, such as the culture, values, or social norms of a particular society. As North (1990) suggested, formal institutions intend to reduce transaction costs based on regulations, whereas informal institutions exist to reduce the uncertainty caused by the decision making of individuals (North, 2015). One additional element of this framework is related to the interactions between formal and informal institutions. Here, some regulations could be efficient depending on the cultural values and intentionality of a society. Thus,

informal institutions constrain the nature of formal institutions and vice versa. Nevertheless, whereas formal institutions can change over a short period of time, informal institutions change more slowly (Williamson, 2000). Although these two distinguished groups exist, the literature has emphasised institutions in general as mechanisms that indirectly affect economic development (cf. Acemoglu et al., 2014). Indeed, Williamson (2000) analysed institutions through four clear layers – culture; regulations; governance structure, associations, and transactions; and resource allocation and individual characteristics in terms of employment – to explain differences across countries.

More than differentiating between formal and informal institutions, the recent literature has revealed growing recognition of the significant influence that institutional factors, in addition to other factors, have on the entrepreneurial process (Urbano et al., 2019), especially in the case of female entrepreneurship (Hechavarría et al., 2018; Langowitz and Minniti, 2007; Yousafzai et al., 2015) as well as in the context of developing countries (Centindamar et al., 2012; Lerner et al., 1997; Maas et al., 2014). In this sense, Centindamar et al. (2012) highlighted the beneficial impact of entrepreneurial activity for both men and women in Turkey. Their findings suggest that the impact of human capital on the likelihood of becoming an entrepreneur is greater for women than for men. They also reflect the importance of institutions with respect to entrepreneurial activity and suggest that these factors contribute significantly to the improvement of economic development. Lerner et al. (1997) described the social structures that relate to female entrepreneurs while keeping in mind how work, family, and organised social life vary between developed and developing countries. Research has

shown that social learning (entrepreneurial socialisation), network affiliation (contacts and membership of organisations), human capital (level of education and business skills), and contextual influences (location and socio-political variables) affect women's enterprise creation and economic development in the context of non-OECD countries

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

Research design can be described as a blue print that allows a researcher to provide solution to the problem under study, where to study and how to generate the data in the research situation; the study adopted the survey method of research, using questionnaires as an instrument of data gathering. Surveys are most useful for collecting demographical data, for systematically quantifying the occurrence of observable objects and characteristics. The method involves drawing up a set of questions on various subjects or on various aspects to which selected members of a population are requested to respond. The descriptive survey research design was used for investigating the social economic factors that influence social mobility among women in University of Benin, Benin City.

3.2 Population of Study

The research population of the study comprised all the junior and senior staff in University of Benin, Benin City, Edo State. In University of Benin there are more than twelve thousand, five hundred (12,500) staff (Academic Planning Office, 2023).

3.3 Sample Size and Sampling Technique

The researcher used Faculty of Social Sciences Staff in University of Benin as targeted population to carry out research work. The sampling technique used for this study is the simple random sampling technique. This give each staff in the population a chance to be

chosen, leaving bias and allowing open mindedness of the respondents. This study was based on a sampling size of 100 staff to represent the entire population. Twenty (20) staff each was selected from five (5) different Department, the Department to be selected for the research work are Social Work, Public Administration, Political Sciences, Geography and Economics and statistics.

3.4 Research Instrument

For the purpose of this research work, questionnaire was an appropriate data gathering instrument. The questionnaire was carefully designed in simple structural language to enable the correctness in the response given by the respondent and to easily get the information gathered.

The questionnaire was a very pre-planned set of questions deigned to yield specific information in other to meet a particular need for a research. The questionnaire was divided into two sections; the first section of the questionnaire is on the personal data of the respondents such as the ages. Sex, marital status, educational qualification and department. The second section covered question that are relevant to the study, response with close ended or Agree, Strongly Agree, Disagree, Strongly Disagree.

3.5 Validity and Reliability of the Instrument

The questionnaires were designed based on the structure of questionnaire used for previous similar studies. The questionnaires were examined by some colleagues to test if the actual

respondent understood the instrument been used and also by the supervisor who made available required and vital amendments before administration was effected.

3.6 Data Collection Method

The sources of data for this research was the used of questionnaires, interview and use of existing documents. The research instrument (questionnaire) is titled "Social Economic Factors That Influence Social Mobility Among Women in University of Benin, Benin City". The questionnaire was distributed to junior staff of the University of Benin, and remind them of the need to fill and return the questionnaires.

3.7 Method of Data Analyses

The method to be employed for this research is the statistical method such as the percentage to deduce the effective and interpret the further necessary discussions. When data are collected and put in numerical form they do not seem meaningful until they are summarized in tables, percentages grouped into frequencies and so on.

CHAPTER FOUR

PRESENTATION AND ANALYSIS DATA

4.1 Introduction

The aim of this chapter was to present, analyse the data and also to provide vital explanation to the result on obtained during the course of investigation. The following analysis is based on the data obtained from response to the questionnaire administered. All positive responses (that is strongly agree, agree) are in support of the question asked and are referred to as favourable responses and all negative responses and all negative responses (that is strongly disagree, disagree) indicated that they do not agree with the question and are generally referred to as unfavourable responses

4.5 Presentation and Analysis of Demographic Data

A comprehensive investigation was carried out within the academic realm of the University of Benin, Benin City, with a specific focus on the socioeconomic factors influencing social mobility among women. To illuminate this crucial aspect of social dynamics, a total of one hundred and twenty (100) questionnaires were disseminated among the female staff of the population. The responses gathered from these participants were subsequently represented through informative pie charts, effectively portraying the decisions and choices made by the respondents concerning the intricate interplay of socioeconomic factors and their influence on social mobility.

Section A

Table 4.2.1: Respondents personal data

Statements	Options	Frequency	% of Response
Age	30yrs Below	11	11%
	31 – 40yrs	34	34%
	51 - 50yrs	31	31%
	51 – 60yrs	15	15%
	61yrs and above	9	9%
	Total	100	100%
Marital Status	Single	35	35%
	Married	46	46%
	Divorced	14	14%
	Widow (er)	5	5%
	Total	100	100%
Education Level	O’ level	43	43%
	Undergraduate	37	37%
	Post-Graduate	20	20%
	Total	100	100%
Religion	Christians	59	49%
	Muslims	13	23%
	Traditional African Religion	17	17%
	Others	11	11%
	Total	100	100%
Disabilities	Yes	94	94%
	No	6	6%
	Total	100	100%

Source: Field survey 2023.

Table 4.2.1 shows that 11% of the respondents falls between the age of 30years below whereas 34% were from 31-40yrs, 31% were from 41-50yrs, 15% were from 51-60yrs, then 9% of the respondent were 61yrs and above. 35% of the respondents were single, 46% were married, 14% were divorced, 5% were widow, none were widower. Also, 43% of the respondent’s education level is O’ level, 37% attained undergraduate level, 20% attained Post-Graduate level. While 59%

of the respondents are Christians, 13% are Muslims, 17% were traditional African rulers and 11% were other type of religions, while 94% of the respondents don not have disabilities and 6% of the respondents have disabilities.

Section B

Table 4.2.2: Examine the nature of social mobility in University of Benin, Benin City.

S/N	Statements	SA-%	A-%	SD-%	D-%	Total-%
1	The University of Benin offers opportunities for vertical mobility within the educational system	12-12%	24-24%	38-38%	26-26%	100-100%
2	I have experienced upward mobility in my socio-economic status during my time at the University of Benin.	22-22%	8-8%	28-28%	42-42%	100-100%
3	I consider my current social class at the University of Benin to be different from my initial social class	42-42%	29-29%	12-12%	17-17%	100-100%
4	My socio-economic background is different from that of my family.	12-12%	40-40%	27-27%	21-21%	100-100%
5.	Factors beyond my control have contributed to changes in my family's socio-economic status.	38-38%	39-39%	14-14%	9-9%	100-100%

Source: Field survey 2023.

Table 4.2.2 show that 12% of the respondents strongly agreed that the University of Benin offers opportunities for vertical mobility within the educational system, while 24% agreed, 38% strongly disagreed and 26% disagreed. 22% of the respondents strongly agreed that they have experienced upward mobility in their socio-economic status during my time at the University of Benin, whereas 8% agreed, 28% strongly disagreed and 42% disagreed. 42% of the respondents strongly agreed that their current social class at the University of Benin to be different from their initial social class, however, 29% agreed, 12% strongly disagreed, 17%

disagree. 12% of the respondents strongly agreed that their socio-economic background is different from that of their family, then 40% agreed, 27% strongly disagreed and 21% disagree. While, 38% of the respondents strongly agreed that factors beyond their control have contributed to changes in their family's socio-economic status, 39% agreed, 14% strongly disagreed and 9% disagreed.

Table 4.2.3: Find out the social economic factors that influence social mobility of women in University of Benin, Benin City

S/N	Statements	SA-%	A-%	SD-%	D-%	Total-%
1	Feminist factors significantly affect the social mobility of women at the University of Benin.	36-36%	46-46%	0-0%	18-18%	100-100%
2	Age plays a crucial role in determining the social mobility of women at the University of Benin.	24-24%	31-31%	23-23%	22-22%	100-100%
3	Conservative societal norms and values affect the social mobility of women at the University of Benin.	27-27%	52-52%	11-11%	10-10%	100-100%
4	Women's contributions to society are often invisible and influence their social mobility at the University of Benin.	14-14%	48-48%	24-24%	14-14%	100-100%
5.	The concept of social constructions (gender roles and stereotypes) affects the social mobility of women at the University of Benin	36-36%	46-46%	0-0%	18-18%	100-100%

Source: Field survey 2023.

Table 4.2.3 show that 36% of the respondents strongly agreed that feminist factors significantly affect the social mobility of women at the University of Benin, while 46% agreed, 0% strongly disagreed and 18% disagreed. 24% of the respondents strongly agreed that age plays a crucial role in determining the social mobility of women at the University of Benin, whereas 31% agreed, 23% strongly disagreed and 22% disagreed. 27% of the respondents

strongly agreed that conservative societal norms and values affect the social mobility of women at the University of Benin, however, 52% agreed, 11% strongly disagreed, 10% disagree. 14% of the respondents strongly agreed that women's contributions to society are often invisible and influence their social mobility at the University of Benin, then 48% agreed, 48% strongly disagreed and 14% disagree. While, 36% of the respondents strongly agreed that the concept of social constructions (gender roles and stereotypes) affects the social mobility of women at the University of Benin, while 46% agreed, 0% strongly disagreed and 18% disagreed.

Table 4.2.4: Examine the role education play in influencing social mobility of women in University of Benin, Benin City

S/N	Statements	SA-%	A-%	SD-%	D-%	Total-%
1	Education reveals the latent qualities and potentials of women, enabling them to understand themselves and their surroundings	47-47%	19-19%	13-13%	11-11%	100-100%
2	Education plays a pivotal role in the social, economic, and political development of a nation	25-25%	48-48%	17-17%	10-10%	100-100%
3	Education helps women from lower strata of society to climb the social ladder and attain a higher social position.	37-37%	35-35%	0-0%	28-28%	100-100%
4	Education is directly linked to occupational mobility, economic improvement, and social change.	12-12%	37-37%	9-9%	33-33%	100-100%
5.	Higher education leads to higher income, making it an important means for upward social mobility.	9-9%	33-33%	12-12%	37-37%	100-100%

Source: Field survey 2023.

Table 4.2.4 show that 47% of the respondents strongly agreed that education reveals the latent qualities and potentials of women, enabling them to understand themselves and their

surroundings, while 19% agreed, 13% strongly disagreed and 11% disagreed. 25% of the respondents strongly agreed that education plays a pivotal role in the social, economic, and political development of a nation, whereas 48% agreed, 17% strongly disagreed and 10% disagreed. 37% of the respondents strongly agreed that education helps women from lower strata of society to climb the social ladder and attain a higher social position, however, 35% agreed, 0% strongly disagreed, 28% disagree. 12% of the respondents strongly agreed that education is directly linked to occupational mobility, economic improvement, and social change, then 37% agreed, 9% strongly disagreed and 33% disagree. While, 9% of the respondents strongly agreed that higher education leads to higher income, making it an important means for upward social mobility, while 33% agreed, 12% strongly disagreed and 37% disagreed.

Table 4.2.5: Proffer the necessary recommendations that can be drawn from the experiences of socially mobile women at the University of Benin to enhance gender equality and social mobility for women.

S/N	Statements	SA-%	A-%	SD-%	D-%	Total-%
1	The University of Benin should actively involve socially mobile women in the decision-making processes related to gender equality and social mobility.	43-43%	23-23%	9-9%	25-25%	100-100%
2	It is important to create mentorship programs for socially mobile women to provide guidance and support in their pursuit of gender equality and social mobility	48-48%	25-25%	17-17%	10-10%	100-100%
3	Scholarships, financial aid, and grants should be made available to support socially mobile women in their educational and career endeavours	37-37%	35-35%	0-0%	28-28%	100-100%

4	The University of Benin should establish initiatives to raise awareness of the challenges faced by socially mobile women and promote inclusivity	37-37%	33-33%	18-18%	12-12%	100-100%
5.	The university should collaborate with external organizations and partners to expand opportunities for socially mobile women	37-37%	33-33%	12-12%	18-18%	100-100%

Source: Field survey 2023

Table 4.2.5 show that 43% of the respondents strongly agreed that the University of Benin should actively involve socially mobile women in the decision-making processes related to gender equality and social mobility, while 23% agreed, 9% strongly disagreed and 25% disagreed. 46% of the respondents strongly agreed that it is important to create mentorship programs for socially mobile women to provide guidance and support in their pursuit of gender equality and social mobility, whereas 25% agreed, 17% strongly disagreed and 10% disagreed. 37% of the respondents strongly agreed that scholarships, financial aid, and grants should be made available to support socially mobile women in their educational and career endeavours, however, 35% agreed, 0% strongly disagreed, 28% disagree. 37% of the respondents strongly agreed that the University of Benin should establish initiatives to raise awareness of the challenges faced by socially mobile women and promote inclusivity, then 33% agreed, 18% strongly disagreed and 12% disagree. While, 37% of the respondents strongly agreed that the university should collaborate with external organizations and partners to expand opportunities for socially mobile women, while 33% agreed, 12% strongly disagreed and 18% disagreed.

4.3 Summary of Findings

The findings from table 4.2.2 reveal that minority of respondents (12%) strongly agreed that the University of Benin offers opportunities for vertical mobility within the educational system, while 24% agreed, indicating some level of belief in vertical mobility. However, a significant proportion either strongly disagreed (38%) or disagreed (26%), suggesting skepticism or perceived limitations in terms of vertical mobility. In terms of socio-economic status, a portion (22%) strongly agreed that they have experienced upward mobility during their time at the University of Benin, with 8% agreeing. In contrast, 28% strongly disagreed, and 42% disagreed, indicating mixed perceptions about upward mobility. Approximately 42% of respondents strongly agreed that their current social class at the University of Benin differs from their initial social class, whereas 29% agreed. However, 12% strongly disagreed, and 17% disagreed, reflecting varied perspectives on changes in social class. Regarding the difference between respondents' socio-economic background and that of their family, 12% strongly agreed, and 40% agreed. A notable 27% strongly disagreed, while 21% disagreed, indicating diverse viewpoints. A significant portion (38%) strongly agreed that factors beyond their control have contributed to changes in their family's socio-economic status. An additional 39% agreed, while 14% strongly disagreed, and 9% disagreed, highlighting the acknowledgment of external influences on family socio-economic status.

Moving on to table 4.2.3, the data exposes that respondents acknowledged the influence of feminist factors on the social mobility of women. A substantial 36% strongly agreed, with

46% agreeing, reflecting a recognition of the importance of gender equality and feminism. Only 18% disagreed. Age was seen as a crucial determinant of social mobility, with 24% strongly agreeing. However, 31% agreed, 23% strongly disagreed, and 22% disagreed, indicating diverse perspectives. Conservative societal norms and values were perceived to affect the social mobility of women, with 27% strongly agreeing. A majority (52%) agreed, while 11% strongly disagreed and 10% disagreed. The idea that women's contributions to society are often invisible and influence their social mobility was recognized by 14% who strongly agreed. A significant 48% agreed, while 48% strongly disagreed, showing a wide range of opinions. Social constructions, including gender roles and stereotypes, were considered to affect the social mobility of women. A substantial 36% strongly agreed, 46% agreed, while 18% disagreed.

In table 4.2.4, the data highlights the role of education in social mobility and the perceived that respondents placed great importance on education in terms of social mobility. A significant 47% strongly agreed that education reveals the latent qualities and potentials of women, enabling them to understand themselves and their surroundings, with 19% agreeing. However, a minority (13% strongly disagreed, 11% disagreed). The pivotal role of education in the social, economic, and political development of a nation was strongly recognized by 25% of respondents. A larger percentage (48%) agreed, while 17% strongly disagreed and 10% disagreed. Education's role in helping women from lower strata of society climb the social ladder and attain a higher social position was emphasized by 37% who strongly agreed,

with 35% agreeing. Nevertheless, a group (28%) disagreed or strongly disagreed (0%). While 9% strongly agreed that higher education leads to higher income and serves as an important means for upward social mobility, a majority (33%) agreed. However, 12% strongly disagreed, and 37% disagreed, reflecting diverse opinions regarding the link between higher education and income.

Finally, Table 4.2.5 explores attitudes towards the need for increased representation of women in leadership and decision-making roles, community involvement, mentorship, networking opportunities, and curriculum changes. Respondents expressed strong support for initiatives aimed at enhancing gender equality and social mobility at the University of Benin. A significant 43% strongly agreed that the university should actively involve socially mobile women in decision-making processes related to gender equality and social mobility, with an additional 23% in agreement. Mentorship programs for socially mobile women were considered important, with 46% strongly agreeing and 25% agreeing. The need for scholarships, financial aid, and grants to support socially mobile women in their educational and career endeavors was emphasized, with 37% strongly agreeing. However, 35% agreed, and 28% disagreed, indicating varied levels of support. Initiatives to raise awareness of the challenges faced by socially mobile women and promote inclusivity received strong backing, with 37% strongly agreeing and 33% agreeing. Collaboration with external organizations and partners to expand opportunities for socially mobile women was seen as beneficial, with 37% strongly agreeing and 33% agreeing.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Findings

In summary, the findings suggest a range of perceptions, attitudes, and support for initiatives aimed at enhancing gender equality and social mobility. While there is notable support for certain measures, such as involving socially mobile women in decision-making and providing mentorship, there are also areas where respondents have diverse opinions or concerns, particularly regarding education and scholarships. These findings provide a foundation for further discussions and actions to enhance gender equality and social mobility at the University of Benin.

5.2 Conclusion

The data demonstrates a varied perspective on social mobility within the University of Benin. While some respondent's express belief in opportunities for vertical and upward mobility within the educational system and have experienced changes in their socio-economic status and social class during their time at the university, a considerable portion remains skeptical or disagrees. This suggests that there is room for further exploration of the factors contributing to these differing perceptions. The data emphasizes the significant role of external factors in shaping the social mobility of women. Respondents recognize the impact of feminist factors, age, conservative societal norms, societal invisibility, and social constructions on the experiences of socially mobile women. These findings underscore the need to address these external influences to facilitate greater gender equality and social mobility within the

university. Education is perceived as a critical factor in promoting social mobility. Respondents acknowledge its power to reveal latent qualities, contribute to socio-economic development, and enhance the social and economic positions of women. However, there are also varying opinions on the extent to which education directly leads to occupational mobility and income improvement. There is strong support for a range of initiatives aimed at enhancing gender equality and social mobility at the University of Benin. These include actively involving socially mobile women in decision-making processes, establishing mentorship programs, providing scholarships and financial aid, raising awareness of challenges faced by socially mobile women, and collaborating with external organizations and partners. In light of these findings, it is evident that there is a pressing need for comprehensive strategies and policies that address the challenges and opportunities associated with gender equality and social mobility at the University of Benin.

5.3 Recommendation

Based on the conclusions drawn from the findings, here are some recommendations to address the issues identified and promote gender equality and social mobility at the University of Benin:

1. The University administrators should develop and implement comprehensive awareness programs to educate the university community about the challenges and experiences of socially mobile women.

2. The University administrators should actively involve socially mobile women in decision-making processes related to gender equality and social mobility.
3. The University administrators should establish mentorship programs to provide guidance and support for socially mobile women.
4. Financial aid officers and scholarship committees should increase the availability of scholarships, financial aid, and grants to support socially mobile women in their educational and career endeavors.
5. The University administrators should collaborate with external organizations and partners to expand opportunities for socially mobile women.
6. Academic departments and curriculum committees should Review university policies and curricula to ensure they reflect a commitment to gender equality and diversity, incorporating content related to gender, feminism, and social constructions.
7. The University administrators should Implement regular data collection and assessment processes to monitor and evaluate the progress and impact of initiatives aimed at enhancing gender equality and social mobility.
8. Student Affairs Office and Support Services should Foster the creation of support networks and communities for socially mobile women.

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APPENDIX

**DEPARTMENT OF SOCIAL WORK
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN
BENIN CITY**

Dear Respondent,

Request for completion of Questionnaire

I am a final year student of the above named institution, conducting a research on the topic ‘**Social Economic Factors That Influence Social Mobility Among Women In University Of Benin, Benin City**’.

I humbly request your assistance in filling the questionnaire. All information gathered shall be purely for research purpose and will be treated with confidentiality.

**Osasogie Uwunwose
Researcher**

Section A

1. **Age:** 30 yrs below [] 31 – 35yrs [] 36 - 40yrs [] 41 – 45yrs [] 46yrs and above []
2. **Marital Status:** Single [] Married [] Divorced [] Widow (er) []
3. **Education Level:** O’ Level [] Undergraduate [] Post-Graduate []
4. **Religion:** Christian [] Muslim [] Traditional African Religion [] Others []
5. Do you have any disabilities? Yes [] No []

Section B

Key to Scores

SA- Strongly agree, A-Agree, U- Undecided, D- Disagree, SD- Strongly disagree

S/N	Response	SA	A	SD	D
	Examine the nature of social mobility in University of Benin, Benin City.				
6.	The University of Benin offers opportunities for vertical mobility within the educational system				
7.	I have experienced upward mobility in my socio-economic status during my time at the University of Benin.				
8.	I consider my current social class at the University of Benin to be different from my initial social class				

9.	My socio-economic background is different from that of my family.				
10.	Factors beyond my control have contributed to changes in my family's socio-economic status.				
Find out the social economic factors that influence social mobility of women in University of Benin, Benin City		SA	A	SD	D
11.	Feminist factors significantly affect the social mobility of women at the University of Benin.				
12	Age plays a crucial role in determining the social mobility of women at the University of Benin.				
13..	Conservative societal norms and values affect the social mobility of women at the University of Benin.				
14.	Women's contributions to society are often invisible and influence their social mobility at the University of Benin.				
15.	The concept of social constructions (gender roles and stereotypes) affects the social mobility of women at the University of Benin				
Examine the role education play in influencing social mobility of women in University of Benin, Benin City		SA	A	SD	D
16	Education reveals the latent qualities and potentials of women, enabling them to understand themselves and their surroundings				
17	Education plays a pivotal role in the social, economic, and political development of a nation				
18	Education helps women from lower strata of society to climb the social ladder and attain a higher social position.				
19	Education is directly linked to occupational mobility, economic improvement, and social change.				
20	Higher education leads to higher income, making it an important means for upward social mobility.				
Proffer the necessary recommendations that can be drawn from the experiences of socially mobile women at the University of Benin to enhance gender equality and social mobility for women.		SA	A	SD	D
21.	The University of Benin should actively involve socially mobile women in the decision-making processes related to gender equality and social mobility.				
22.	It is important to create mentorship programs for socially mobile women to provide guidance and support in their pursuit of gender equality and social mobility				
23	Scholarships, financial aid, and grants should be made available to support socially mobile women in their educational and career endeavors				

24	The University of Benin should establish initiatives to raise awareness of the challenges faced by socially mobile women and promote inclusivity				
25	The university should collaborate with external organizations and partners to expand opportunities for socially mobile women				