

EDUCATION AND SOCIAL MOBILITY OF FEMALE NON-ACADEMIC STAFF OF TERTIARY INSTITUTIONS IN RIVERS STATE

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Abstract

The article is on education and social mobility of female non-academic staff of tertiary institutions in Rivers State. Descriptive survey research design was used. The population comprised 4,704 female non-academic staff of public tertiary institutions in Rivers State but a sample size of 600 was adopted using proportionate stratified sampling to select the number of respondents; instrument for data collection was designed modified Likert format of strongly agree, agree, strongly disagreed, disagree. Three hypotheses were formulated using variables of embarking on further academic studies, higher placement and higher educational qualifications. Simple linear regression was used to test all the hypotheses and the results were as follows: $R = 0.761$, being for H_{01} , $R = 0.826$ for H_{02} and $R = 0.901$ for H_{03} . Therefore, it is important for the female non-academic of tertiary institutions in Rivers State to further their studies for proper placement in the society.

Keywords: Social Mobility, Female Non-Academic Staff and Tertiary Institutions

Introduction

The education of women has been identified by many authorities and organizations as a veritable tool for the development of society. Giving quality education has been documented as a panacea to solving many challenges in the society and for societies progress in all ramifications hence women should continually advance in knowledge through education. This is well documented by United Nations Girls Education Initiative (UNGEI, 2013) which states that girls are important resource for global development. The population of women in the world today constitutes almost half of the global population (Sharmila and Dhas, 2010). Therefore, educating the women simply means educating almost half of the world's population. In the stratum of life, women are always there to measure family standings. For this reason, it has become pertinent for women to be educationally developed for their ability to stand tall in society and be ranked high amidst their opposite gender (male). Women who fail to advance educationally are less valued in the society and are seen as second class human beings to their opposite gender. In work places, women constitute a great number and may outnumber men in some areas such as market place, fashion designing, hospitality industries, entertainment, trading and nursing, among others. Consequently, there is need for them to develop educationally to enable them suit into the challenges of work and get equipped with the latest innovations to become highly productive and important in the society. Abdul-Baha (1982) states that women's education is of greater importance than men's education and not until the equality of opportunity in education for the two sexes is established will the foundation of war be removed. Tertiary institutions are the third tier of education.

In Nigeria, the tertiary institutions are the institutions one attends after secondary education. These are institutions where diplomas and degrees are awarded after completion of prescribed courses. In this tier of institution, there are both academic and non-academic staff who complement each other in service delivery for the objectives of the institutions to be achieved. The non-academic staff set up the enabling environment for academic activities to thrive. The latter move files from one office to another, work in various offices, keep the environment clean, documents, keep records and set stage for meetings to mention a few. They are all staff of the institution other than those teaching; hence, they are many in number. In most cases, the word, non-academic staff, is interchangeable with “Administrative staff”, hence, they drive the administration of the institutions.

The non-academic staff of institutions have a chunk of it as women. These women carry day to day administrative roles of the institutions and play vital roles. By their population, it is evident that their roles are quite huge and enormous, which therefore, require continuous update in knowledge to enable them to be relevant at all times. A close look into the offices will x-ray quite a number of female non-academic staff performing critical roles in institutions such as sweeping, typing, documenting, filing of documents, accounting works, result compilation and more. The non-academic staff of institution have women in great numbers as staff. The educational level of these women determines the kind of tasks given to them and their ability to perform such tasks. Their educational status also helps them to be placed in social strata as they move on the social ladder of the society. Women who acquire more education are placed in the upper ladder of the society which helps in their social mobility. Education is an important factor in determining which job people enter and the progress they make in performance of their job especially when they engage in further studies.

Therefore, educational attainments of female have continually helped to make them to be efficient in their duties/responsibilities as well as place them higher in the society. Muller and Shavit (1998) documented that the acquisition of higher educational qualifications result in a clean advantage when they enter the labour market and that indeed, education has been found to be a crucial intervening link between the social background of individuals and their later class destination.

Statement of the Problem

Female non-academic staff make a very high percentage of non-academic staff of tertiary institutions in Rivers State. They work and earn their wages in academic environment where the sole business is acquisition of educational knowledge. It has been observed that many of these female non-academics staff in tertiary institutions make very little or no progress in acquiring more certificates and degrees, despite working in tertiary institutions that certify and graduate scholars yearly. This is unlike their counterparts in the academic (teaching) section who continually acquire more degrees and certificates. More so, many non-academic staff ignore attending seminars, workshops and conferences, all of which would have further enriched their knowledge in their various fields of study and equally, help in the performance of their duties. They sometimes claim to be so busy and occupied with both office and family related issues, hence they find it difficult to embark on further academic studies.

This has continually kept them behind in terms of academic excellence, compared to those in academics. However, in recent time, the researcher has witnessed some of them making little efforts to further their education but the number of female non-academic staff making such moves is quite small, in relation to the percentage of female non-academic staff in tertiary institutions. The fact that the latter do not embrace education as expected has kept them down on the society's social ladder.

Aim and Objectives of the Study

The aim of this study is to examine the relationship between educational development and social mobility of female non-academic staff of tertiary institutions in Rivers State. In specific terms, the objectives of the study are to determine whether:

- i. Retraining leads to higher placement of female non-academic staff of tertiary institutions in Rivers State.
- ii. Embarking on further academic studies enhance increased job responsibility of female non-academic staff of tertiary institution in Rivers State.
- iii. Higher educational qualifications lead to higher wages of female non-academic staff of tertiary institution in Rivers State.

Research Hypotheses

- H₀₁:** There is no significant relationship between retraining and higher placement of female non-academic staff of tertiary institutions in Rivers State.
- H₀₂:** There is no significant relationship between embarking on further academic studies and increased job responsibility of female non-academic staff of tertiary institutions in Rivers State.
- H₀₃:** There is no significant relationship between higher educational qualification and higher wages of female non-academic staff of tertiary institutions in Rivers State

Scope of the Study

This study covered all the tertiary institutions in Rivers State that award certificates higher than secondary education, that is, universities like university of Port Harcourt, Rivers State University, Ignatius Ajuru University of Education, Polytechnics: Ken-Saro Wiwa Polytechnic, Bori, Port Harcourt Polytechnic, college of education that is Federal College of Education, Rivers State school of Health Sciences and Rivers State school o Nursing. The respondents for the study are all female non-academic staff of all the tertiary institutions in the state.

Review of Related Literature

Theoretical Framework

The theory of human capital development was first propounded and introduced by Gary Becker of the University of Chicago in the 1950s. He was supported by Jacob Mincer in his experiment in the laboratory to justify the theory. The theory states that knowledge, habit, social and personality attributes, including creativity are embodied in the ability to perform labour so as to produce economic value (Nussbaum, 2011). The theory could be paraphrased as all the knowledge, talents, skills, abilities, experience, intelligence, training, judgment and wisdom possessed individually and collectively by individuals in a population. These resources are the total capacity of the people that represent a form of wealth which can be directed to accomplish the goals of a nation, state or a portion thereof.

The theory of human capital development is of great value to labour economics. It is one of the important theories which examine a set of marketable skills of workers as a form of capital in which workers make a variety of investment, and it relates to the structure of wages and earnings. It is paramount any stock of knowledge or characteristics the worker has or acquires that contributes to his or her productivity. The basic concept of human capital development looks at that investment, individuals can be mathematically measured, based on the economic value they are able to contribute to society.

The theory can be subdivided into categories such as cultural capital, social capital, economic capital and symbolic capital. The economic capital is typically measured by the ability to perform labour which results in economic value. Education, job training, and marketable talents are all ways in which humans increase their ability to acquire knowledge and generate higher wages. Social capital and cultural capital refer to relationships and influence individuals contribute to the society, although social, cultural and symbolic capital are very difficult to measure but their understanding is very vital as part of the theory.

The evaluation of the theory of human capital development tells about determining the value of training and education. It allows individuals to calculate the expected future returns of an investment on education. The theory's utility allows individuals to qualify the value of their intangible assets such as education and social status.

Conceptual Framework

Female education is of great value because it draws out female hidden potentials which are particularly beneficial to them, their families and society at large. Educating a woman simply means educating the entire society and the generation to be born, since the contact of a woman and her children is the beginning of socialization at birth. Therefore, the importance of female education is very paramount for positive development and the roles played by them cannot be over emphasized and these have made a lot of scholars to document the essence and relevance of female education in the society. Women education refers to every form of education that aims at improving the knowledge, and skills of women and girl(s) (Sehgal, 2015). It includes general education at schools and colleges, vocational and technical education, professional education, and health education to mention a few etc. Women education encompasses both literary and non-literary education. Based on the relevance of female education in the society, Seggal summarises the importance of female education are as follows:

Economic development and prosperity: Education will empowers women to come forward and contribute towards the development and prosperity of the country.

Economic empowerment: So long as women remain backward and economically dependent on men, the helpless condition in which they find themselves cannot be changed; economic empowerment and independence will only come through proper education and employment of women.

Improved life: Education helps a woman to live a good life. Her identity as an individual would never get lost. She can read and learn about her rights. Her rights would not be down trodden. The life or condition of women will improve a lot, if one takes a broad outlook in the field of female education.

Improved Health: Educated girls and women are aware of the importance of health and hygiene. Through health education, they are empowered to live a healthy life-style. Educated mothers can take better care of both themselves and their babies.

Justice: Educated women are more informed of their right for justice. It would eventually lead to decline in instance of violence and injustice against women such as dowry, forced-prostitution, child marriage and female foeticide.

Alleviate poverty: Women education is a pre-requisite for poverty alleviation. Women need to take equal burden of the massive takes of eliminating poverty. This would demand massive contribution from educated women. There cannot be much social and economic changes unless girls and women are given their rights to education.

Among other things, Madu (2013) pointed out the following as benefits derived from an educated woman: decrease in maternal and infant mortality, increased involvement in political process, decreased population explosion, decreased domestic and sexual violence and improved socioeconomic status

Women's education is one of the major explanatory variables behind the rates of social and economic development and has been shown to have a positive correlation with both (Klasen, 2002). Women's education has cognitive benefits for women as well and improved cognitive abilities increase the quality of life for women and also lead to other benefits. One example of this is the fact that educated women are able to make decisions related to health, both for themselves and their children. Kabeer (2005) documented that cognitive abilities also translate to increased political participation, and that educated women are more likely to engage in civic participation and attend political meetings, and there are social instances in which educated women in the developing world are able to secure benefits for

themselves through political movements. Geeta (2002) asserts that if we equate education, women's contribution to economic development (or to other desirable goals) is comparable to men's, then reducing gender-imbalances in education will enhance women's capacity to contribute to economic progress and this is the efficiency reason for reducing gender inequality in areas where women are currently deprived.

Role of Non-Academic Staff in Tertiary Institutions

The non-academic staff of any institution are those employees of an institution that do not participate in teaching. In other words, they do not teach students or examine them for grading hence, they are seen as non-academic. Though, they are seen and regarded as non-academic, they set up the environment for academic activities to take place. In many institutions, they are referred to as Administrative Staff of the institution. They are found in different sections in the institution such as the library, accounts' section, student's affairs, hostels, maintenance, admissions, and printing press, among others. Infact, any staff of an institution other than those who go into the lecture hall to teach students are classified under non-academic staff and they are so important because they make the environment conducive for learning to take place and ensure that records are up to date and kept.

According to Wallace and Merchant (2011), Administrative staff operate in areas other than direct academic teaching and research. Szekeres (2006) stated that managers in this stream include directors, co-ordinators, registrars and team leaders of institutional research, student's services, academic administration, admissions, alumni affairs, marketing, public relations, business development, finance, library, human resources, information technology, capital and property. Abdullateef (2013) reported that outgoing registrar of the University of Ilorin, Mrs. Olufolake Oyeyemi, said that University Administrators in the country require patience, maturity and emotional intelligence to deal with students and the academic staff of institutions. In addition, he noted that non-academic staff of the university play crucial role in the day- to-day running of the university and stressed the need for them to develop their human capacity and acquire more education to be relevant in this 21st century.

Lan (2010) documented that non-academic professional staff members are key components in today's higher education setting; they are responsible for the day to day operations of the university. He added that non-academic professional employees in colleges and universities are staff who are employed for the primary purpose of providing academic support, students' services and institutional support. Knight and Trowler (2010) argued that non-academic professional employees are important to all academic departments and that college and universities would not function without the assistance of these support staff members who oversee the day-to-day operations.

Role of Education on Promotion

Promotion refers to change of rank within an organization. Rank or grade level, differentiates among workers with respect to status, power, and salary; hence, any change in the determinants of promotion, as one moves up the organizational ladder, would reveal how an individual's ultimate occupational achievement is patterned by particular background variables (Spilerman and Lunde, 1991). The foregoing definition follows that promotion in any establishment or organization has some variables that determine it, hence, education or further study is one of those strong and powerful determinants of promotion in workplaces. Considering the civil service rules in many countries, certain qualifications have certain limits of promotion in terms of grade level and salaries. Such persons with such certificates with promotion limits also need to further their studies to enjoy promotion until they are out of service or get to the higher attainable grade level.

Education plays an important role in achieving organizational goals through a combination of organizational and the workforce interest. Presently, training is an essential factor contributing to greater

efficiency of the staff and organization: In fact, it is a vital investment that will lead to internal promotion, staff development and success of organizational plans (Shangari, Saffari, Ebadi Ameryoun, 2017). Richards (2014) documented that enrolling in school for her degree led to her being promoted at work and the path to a new career. She noted that she was in housekeeping in a hospital but was promoted to monitor technician on the telemetry floor of the hospital at the completion of her degree.

According to Dalby (2013), it is no secret that those with a college level education are generally the ones that get the promotions and the opportunities that are not available to those without a college degree. He added that the academic and career skill credentials a college education provide often will help one to stand out among job applicants and peers that might be up for the same promotion. Furthermore expanding one's skill set with a college degree can open doors to different aspects of ones chosen career field that otherwise one might not get to experience such as research and development, sales and marketing, management and executive level positions.

Role of Education on Employment and Job Performance

Education plays a vital role in job selection, placement and performance. In many cases, people are selected for a particular post based on their qualification, except in any job that does not require any form of certification, yet experience will still be needed (Internet). It is therefore pertinent to state that education and skill acquisition are the bed rock of job selection and placement. Consequently, those who improve themselves in skills and education through further studies get good jobs and perform better maximally than their counterparts who did not. Because of the relevance of education on job selection, recruitment and performance level, a lot of researchers and scholars have documented the role of education on job performance.

Lannelli and Peterson (2005) stated that the role of education in promoting social mobility is among the central issues in contemporary sociological and political debate. To them, in modern societies, education has become an increasingly important factor in determining the jobs people enter and their social class and this has led some scholars to believe in the advent of open and meritorious societies. Muller and Sharit (2008) are of the opinion that the acquisition of higher educational qualifications results in clear advantage when they enter the labour market and indeed, education has been found to be a crucial intervening link between the social background of individuals and their later class destination.

Education creates the basis for employment, the supply of labour from primary education through the tertiary level for more highly skilled labour (Kolu, 2012). Education creates the resource for employment and for growth in business, the public service and thus the economy as a whole. Kolu noted that as of education rises, so does the workers themselves. He further stressed however, that the education sector not only provides resources for the job market; it is in itself an enormous job market and under certain circumstances, just being able to calculate, read and write provides opportunities for the performance of a more highly qualified job.

A large body of microeconomic evidence shows that increases in women's education generally lead to increases in their labour force participation and their earnings (Geeta, 2002). Moreso, more education for the women leads to their greater participation in the labour market/work and their own status (economic models say "bargaining power") within the household, and are good for their children because it appears that greater proportion of women's income than men's is spent on child goods. Spilarman and Lunde (1991) stated that general education enhances analytic and communicative skills and increases intellectual flexibility and, presumably, adaptability in new job assignment except where specific technical knowledge is required. They further stressed that in low organizational ranks an additional year after high school could contribute more to superior job performance (and advancement prospects) than an equivalent period of study after the bachelor's degree. This is due to language and communication skills, which are crucial to success in clerical and secretarial positions which are mastered in secondary

school or in the initial years of college. Also that in high organizational ranks, in comparison, college and post-graduate study could be the critical levels of education that enhance job performance. To them, this formulation suggests that, in each grade, the returns to schooling are non-linear, with the inflection point in the educational level at which additional study has its greatest impact—increasing over the salary grades.

Shanghari, Saffari, Ebadi and Ameryoun (2017) opined that active participation of nurses in in-service training can lead to effective learning and development in their field of work. Bowes (2008) stated that training is an investment in achieving productivity and employee retention through providing career development and job satisfaction in the long run. Infact, training programmes and further schooling are very essential for organizations to survive, compete, improve and achieve greatness in a competitive environment. Organizations that do not allow or grant staff the opportunity for further training and knowledge update are always backwards in latest methods and innovations in doing business which eventually affects productivity.

Dalby (2013) asserted that having a college degree and skill set that comes with it often times leads to the ability to pick and choose career path. He noted not only do college graduates typically enjoy a lower unemployment rate, they can also transfer skill sets and knowledge across a broad range of industries and organization. This flexibility often means that college degree holders have the ability to choose a company or career path in which they want to belong but not to settle for the first thing that comes along or feel like they are stuck and have no option to progress their career. Infact, having a college degree helps to make one more appealing when one looks for a job and opens up opportunities that might otherwise be closed.

The right employee training, development and education at the right time, provides big pay-off for the organization's increased productivity, knowledge, loyalty and contribution (Health field, 2012). Therefore, additional training or further education and development is a process that provides employee with necessary knowledge to continue to make the necessary positive contributions to the success of employing organization in terms of his/her good performance on the job. Wachira (2016) stated that staff development is the skills and knowledge an employee gains to optimize personal development and job growth. It includes learning opportunities, such as college degrees and coursework, or attending conferences and sessions. When a staff is exposed to these forms of development, the job performance will definitely improve and the organization stands to gain the whole process.

Education and Wealth Increase

Education has the capability to create wealth in any society. As long as education and skills remain pre-requisites for employment, it brings earnings to individuals which in turn improves their wealth. Learning and Development Agency (2015) documented that individuals with high education are highly sought, after which in turn is expressed in higher wages social status, regardless of the individual's socio-economic background. As long as the supply of highly educated labour force fails to meet the demand, education remains one of the surest ways out of poverty and social inequality. Furthermore, affirmed that in both developed and developing countries, education is seen as a 'ticket' out of poverty because it enables children from low income families to move upwards not only when it comes to income but social status too.

Kolu (2012) said education first and foremost has an effect on earnings prospects. Moreover, the level of education determines how people work and the satisfaction they draw from their work. Thus, job satisfaction raises disproportionately with the duration of the educational career, thus effect is limitedly dependant only on the higher earnings associated with a higher level of education. It is certainly a general fact that, from the perspective of an individual, education not only creates income but improves the quality of life overall (Kolu, 2012). Nazimuddin (2015) documented that without education, achievement of higher status and social mobility is not possible. He maintained that education has high relationship

with income and occupation; the higher the educational level, the more prestigious the occupations, leading to higher annual return. This in turn is associated with property, prestige and the like. He noted that in the United States, after 1900, parents were convinced that educating their children would open opportunities for better jobs and salaries, schools, hence higher educational institutions began developing and designing programmes to meet the needs of the market.

Geeta (2002) asserted that human capital theory suggests that just as physical capital (machines) augment people's economic productivity, human capital acquired through education improves the productivity of individuals. Studies of the sources of economic growth demonstrate persuasively that education plays a major role as a factor in the rise of output per worker (Geeta, 2002). The new growth theories in economics place education and human resource development at the centre of their explanation for long-term economic growth, hence, confidence has grown in the belief that education affects economic growth because many students have shown the positive correlation between a country's educational effort and its economic status, and causally has been attributed to education.

Equality Trust (2017) documented that education is often seen as a strong driver of social mobility which may be reduced in more unequal countries because educational cores are on average lower in less equal countries and education improves income more for those at the bottom of the income spectrum than for those further up. The Bureau of Labour Statistics (in Dalby, 2013) stated that the median weekly earnings in 2012 for those with a Bachelor's Degree was \$1,066.00 compared with the median weekly salary of someone with just a high school diploma which is \$652.00.

Education and Social Mobility

Education is very paramount to the development of any individual and the society at large. Countries or any society with good education for the citizens are always backward in development. It sharpens the thinking of any individual and manifests in the day-to-day activities of the individual. No wonder a lot is expected from an educated person in the society to the extent of looking up to the person to proffer solutions in some certain issues. Probably, this is one of the reasons why education is one of the points used in the society to judge an individual's capabilities in certain things. Infact, it even makes people to accord high level of respect and recognition in the society and classified as one of the instruments used to classify people.

Women are not left out in this scenario as educated women are very influential and command people because of their level of education. Women's level of education is quite noticeable in their lives and it starts from their family to the general public. Sehgal (2015) documented that educated women are capable of bringing socio-economic changes and that the constitution of almost all democratic countries, including India, guarantees equal right to both men and women. He added that educated women are source of inspiration for millions of young girls who make them their role-models and that until the middle of nineteenth century, girls and women were educated only for traditional household works but now, the society is witnessing changes in the role status of women.

Karlson and Breen (2013) opined that analyses shows that the role of education in social mobility in Britain has changed little over 20th century; roughly half of the association between origins and destinations is mediated via educational attainment. Lannelli and Peterson (2005) said that overall, the expansion of professional jobs together with the expansion of education has led more people from working class backgrounds to occupy top-level occupations and that educational institutions and their admission selection and certification processes may play a significant role in reducing or maintaining social inequalities. Moreover that the expansion of professional jobs and the contraction of manual jobs, together with educational expansion and comprehensive reforms have enabled a large number of working class children to enter professional and managerial occupations; education has facilitated upward mobility.

Nazimuddin (2015) stated that in many cases, social status and economic standard of person changes due to hard work or lighter education or purely due to superior intellect. Also that better education and better service also help in change of the socially disadvantaged group like women and the people belonging to scheduled castes. In an open society, equality of opportunities are provided which encourage more social mobility due to the capabilities, achievements and educational attainments of individuals. In such cases, social mobility is promoted and achieved through development, propagation and spread of education as the people who receive more and more education achieve higher and higher social status though other variables may come to play.

Nazimuddin (2015) further stated that education is a very potent means of encouraging social mobility in the Indian society and it has multidirectional influence in promoting social mobility. He finally summarized that education plays such important role in the following ways.

- i. Education is the need of every person because on it depends proper development of man. It is education that reveals the latent qualities and potentials of man and enables him to understand himself and the environment surrounding him.
- ii. Education sharpens the intellect. Widens the vision, helps in the wholesome and balanced development of man and above all it leads to social, economic and political development of a nation.
- iii. Both the streams of education that is formal and non-formal play a great role in bringing about social mobility.
- iv. 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.
- v. Education is directly related to occupational mobility and the subsequent improvement in economic status and on the other hand, kit forms and elements of social change. Persons with higher education and better employment are respected more in the society.
- vi. It is a purpose of education to develop within the individual such motivation as will make him to work hand for the improvement of his social position.
- vii. Higher education help in gaining her income and thus, education is an important means for upward social mobility.
- viii. 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.
- ix. Education helps students belonging to lower strata of the society to go up in the social scale and alter in a high social position in the society.
- x. Education helps in preparing one-self employment which is an important aspect of upliftment.
- xi. The popularity of education among women had considerably altered the social status of women. It has helped in raising their social position, status and achievement of higher social prestige; which indicates upward social mobility of women.

Prathapan (2014) defined social mobility as the movement of individuals or groups of people in social position. It could also refer to classes, ethnic groups, or entire nations, and may measure health, status, literacy and education. Prathapan (2014) outlined the following about education and social mobility.

- It has been argued that high rates of education are essential for countries to be able to achieve high levels of economic growth.
- Empirical analysis tend to support the theoretical prediction that poor countries should grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries.

- However, technology transfer requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through initiation.
- Therefore, a country's ability to learn from the leaders is a function of its stock of "human capital".
- Recent studies of the determinants of aggregate economic growth have stressed the importance of fundamental economic institutions and the role of cognitive skills.
- India's improved education system is often cited as one of the main contributors to the economic rise in India.
- Knowledge capital concept which asserts the ideas have intrinsic value which can be shared and leveraged within and between organizations. It is an essential component of human capital.
- Knowledge capital connotes that sharing skills and information is a means of sharing power.
- Knowledge capital is the "know how" that results from the experience and education of the employees or individuals of an organization or group of all the factors of production, knowledge capital creates the longest lasting competitive advantage.
- Education is important for every individual in a nation.
- It plays a vital role to change the status of a country. No country could bring a revolution in it unless its people are educated enough to meet the challenges.
- Education makes a man realize his own self and his goals and also how to achieve those goals.
- Basically, education is divided into three groups. The education which teaches the concerns of a society is called social education. The education which develops the personality of a man is called spiritual education. The education that is concerned with developing professionalism is called vocational education.
- So it helps in creating a balanced individual who becomes a responsible and productive citizen of the nation.
- Education in every sense is one of the fundamental factors of development.
- No country can achieve sustainable economic development without substantial investment in human capital.
- It enriches people's understanding of themselves and world.
- It improves the quality of their lives and leads to broad social benefits to individuals and society.
- Education raises people's productivity and creativity and promotes entrepreneurship and technological advancement.
- Thus, education plays a very crucial role in securing economic and social progress and improving income distribution.

American Psychological Association, A.P.A. (2017) documented that research indicates that school contribute more to socio-economic status (SES) differences in learning rates than family characteristics and children from low socio-economic status (SS) environment acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties. Also that children from lower socio-economic status (SES) households are about twice as likely as those from high socio-economic status households to display learning-related behaviour problem.

Methodology

Descriptive survey research design was adopted for this study. The choice of this research design is appropriate and suitable for the study because the researcher had the opportunity to collect a pool of information from many respondents and analyze them the way they are collected without alterations and manipulations and results generated provided true information by the respondents. Population for the

study was all female non-academic staff of tertiary institutions in Rivers State that is 4,704 according to the directorate of establishment (DOE) of the various institutions. The sample for the study was 600 respondents drawn using proportionate stratified sampling to select the number of respondents in each tertiary institution. Then Simple random sampling techniques was adopted to select respondents. Instrument for data collection was self structured questionnaire designed in modified Likert-format of Strongly Agree, Agree, Disagree and Strongly Disagree weighted 4 to 1 respectively. The reliability of the instrument was calculated using Pearson Product Moment Correlation Coefficient (r) and a reliability coefficient of 0.82 was obtained. Inferential statistics of regression was deployed to test the stated hypotheses at 0.05 level of significance

Findings

Ho₁: There is no significant relationship between retraining and higher placement of female non-academic staff of tertiary Institution in Rivers State

Table 1: Regression table showing relationship between retraining and higher placement

<i>Model</i>	<i>SS</i>	<i>df</i>	<i>Ms</i>	<i>f</i>	<i>Pal-cal</i>	<i>P-tab</i>	<i>R</i>	R²
Regression	114.935	1	114.935	2.510	0.00	0.05	0.901	0.811
Residual	26.747	584	0.46					
Total	141.681	585						

The regression table shows a P-cal value that is less than the probability (P) value of 0.05 and since P-cal < P-tab of 0.05 it implies that hypothesis three which states that there is no significant relationship between retraining and higher placement of female non-academic staff of tertiary Institutions in Rivers State is hereby rejected. It then follows that the alternate hypothesis which states that there is a relationship between retraining and higher placement is retained. Also, the table further reveals that the correlation (R) value for retraining and higher placement is R = 0.901 which shows a strong positive correlation. This implies that there is a very strong relationship between retraining and higher placement of female non-academic staff of tertiary Institutions in Rivers State.

Ho₂: There is no significant relationship between embarking on further studies and job responsibility of female non-academic staff of tertiary Institutions in Rivers State.

Table 2: Regression table showing relationship between embarking on further studies and job responsibility

<i>Model</i>	<i>SS</i>	<i>df</i>	<i>Ms</i>	<i>f</i>	<i>P-cal</i>	<i>P-tab</i>	<i>R</i>	R²
Regression	68.812	1	68.892	804.884	0.00	0.05	0.761	0.580
Residual	49.986	584	0.86					
Total	118.878	585						

The regression table shows a P-cal value that is less than the probability (P) value of 0.05. Since the P-cal value is less than the probability value of 0.05, it follows that hypothesis four which states that there is no significant relationship between embarking on further studies and job responsibility of female non-academic staff of tertiary Institutions in Rivers State is hereby rejected. With this result, it implies that the alternate hypothesis which states that there is a relationship between embarking on further studies and job responsibility is retained. More so, the correlation between embarking on further studies and job responsibility from the table has R = 0.761 and this shows that there is a very strong relationship between embarking on further studies and job responsibility of female non-academic staff of tertiary Institutions in Rivers State

Ho₃: There is no significant relationship between higher educational qualifications and higher wages of female non-academic staff of tertiary Institution in Rivers State.

Table 3: Regression table showing relationship between higher educational qualifications and higher wages

<i>Model</i>	<i>SS</i>	<i>df</i>	<i>Ms</i>	<i>f</i>	<i>Sig. P</i>	<i>P-tab</i>	<i>R</i>	<i>R²</i>
Regression	128.479	1	128.479	1.257	0.00	0.05	0.826	0.683
Residual	59.694	584	102					
Total	118.173	585						

The regression table shows a P-cal value that is less than the probability (P) value of 0.05. Since the $P\text{-cal} < (P)$ of 0.05 it implies that hypothesis five which states that there is no significant relationship between higher educational qualifications and higher wages of female non-academic staff of tertiary Institutions in Rivers State is hereby rejected. This implies that the alternate hypothesis which states that there is a significant relationship between higher educational qualifications and higher wages is retained. Also, the correlation coefficient of higher educational qualifications and higher wages (R) = 0.826 which shows a very strong positive correlation and by this value, it is proven that higher educational qualifications has positive relationship with higher ages of female non-academic staff of tertiary Institutions in Rivers State.

Discussion of Findings

The study focused on education and social mobility of female non-academic staff of tertiary Institutions in Rivers State. The calculated value was adopted to reject or retain any hypothesis. If the calculated value is < 0.05 such hypothesis will not stand and will be rejected but if the calculated value is > 0.05 then the hypothesis remains. To check the relationship between education and social mobility, variables of education were regressed against social mobility to obtain the correlation coefficient between education and social mobility of female non-academic staff of tertiary Institutions in Rivers State.

Hypothesis one states that there is no significant relationship between retraining and higher placement of female non-academic staff of tertiary Institutions in Rivers State. From the regression analysis, the generated P-value is 0.000 which is < 0.05 level of significant, then it follows that hypothesis three is rejected while alternate hypothesis which states that there is significant relationship between retraining and higher placement is retained. The generated correlation coefficient (R) of retraining and higher placement is 0.901 which revealed a very strong positive correlation. The implication of this R value obtained is that retraining brings about higher placement of female non-academic staff of tertiary Institutions in Rivers State in line with the current area of retraining or status. This finding affirms the opinion of Spilerman and Lunde (1991) who stated that promotion refers to change of rank within an organization and that any change in the determinants of promotion, as one moves up the organizational ladder would reveal how an individual's ultimate occupational achievement is patterned by particular background variables.

Hypothesis two states that there is no significant relationship between embarking on further studies and job responsibility of female non-academic staff of tertiary Institutions in Rivers State. The generated P-value from the regression analysis is 0.000 which is < 0.05 level of significance and it implies that hypothesis four is rejected and alternate hypothesis which states that there is significant relationship between embarking on further studies and job responsibility is retained. Also, the generated correlation coefficient (R) value for embarking on further studies and job responsibility is 0.761 and this value shows that there is a very strong positive correlation between both variables. It therefore follows that embarking on further studies bring about job responsibility to female non-academic staff of tertiary Institutions in Rivers State. This finding is in agreement with Geeta (2002) who opined that a large body of micro-economic evidence shows that increase in women's education generally leads to increase in their labour force participation and their earnings and that more education for the women leads to their greater participation in the labour market/work.

Hypothesis three states that there is no significant relationship between higher educational qualifications and higher wages of female non-academic staff of tertiary Institution in Rivers State. The P-value generated from the regression analysis is 0.000 which is > 0.05 level of significance which simply mean that hypothesis five is automatically rejected and the implication of this is that alternate hypothesis which states that there is significant relationship between higher educational qualifications and higher wages is retained. The correlation coefficient (R) value of higher educational qualifications and higher wages is 0.826. Judging from the above R-value, it reveals that there is a very strong positive correlation between both variables which implies that obtaining higher educational qualifications lead to higher wages of female non-academic staff of tertiary Institution in Rivers State. This finding also corroborates the assertion of Learning and Development Agency (2015) that individuals with higher education are highly sought, after which in turn is expressed in higher wages and social status, regardless of the individuals socio-economic background.

Conclusion

Looking at the analyses of data collected, results produced and discussion of findings of this research, the researcher conclude as follows:

- i. That retraining by female non-academic staff of tertiary Institutions in Rivers State bring about higher placement.
- ii. Embarking on further studies by female non-academic staff of tertiary Institutions in Rivers State lead to more job responsibilities
- iii. Acquiring higher educational qualifications by female non-academic staff of tertiary Institutions in Rivers State lead to higher wages.

Recommendations

Based on the findings of this research, the researcher recommends the following:

- i. The management of the tertiary institutions should create enabling environment for educational development of female non-academic staff to further their studies for their upliftment both in the office and the society at large.
- ii. The management of the tertiary institutions in Rivers State should give female non-academic staff opportunities for funding and scholarship in their pursuit.
- iii. Female non-academic staff of tertiary Institutions in Rivers State who have already acquired additional certificates should be properly promoted and placed in line with the newly acquired certificates including the financial benefits.
- iv. Tertiary institutions in Rivers State should constantly organize workshops and seminars for non-academic staff of their institutions to update them with the latest service techniques to enhance their job performance.

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