

## Appraisal of Women Education in the Promotion of Peace and Security in Osun State, Nigeria

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### Abstract

The study examines the appraisal of women education in the promotion of peace and security in Osun State. The study adopted a descriptive survey research design where questionnaire was used to acquire necessary data for the research work. Population comprises of all Social Studies students of Osun State university of Education, Ilesa, Osun State, Nigeria. Simple random sampling technique was used to select one hundred (100) students as sample for study. A self-developed questionnaire was used as instrument for data collection. Research objectives were formed into two hypotheses were formulated and tested for this study. The data collected was analyzed with the use of chi-square statistical tool. Findings revealed that, the roles of women education will significantly promote peace and security and the findings also indicated that, the hindrances in women's education will not significantly influence promotion of peace and security. The study recommended that, women should be encouraged to have good education. Special effort should be made to attract and train women for decision-making positions; and women should be encouraged to participate in trade unions and collective bargaining to select the special needs of the women folk. Parents should endeavour to enroll their girl child in school.

**Keywords:** *Philosophical, Women Education, Peace, Security, Appraisal*

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### **Background to the Study**

Gender inequality in education is extreme; girls are less likely to have access to schooling and to remain in school to achieve their educational career. Despite almost 30 years of the Convention on the Elimination of All forms of Discrimination against Women (CEDAW), and 20 years of the Convention on the Rights of the Child (CRC), today girls make up around 56 per cent of the 77 million children not in school, and women make up two thirds of the adults who are illiterate. Even girls who do enroll in school may have irregular attendance due to other demands on them, and the fact that their education may not be prioritized (Olusanya, 2013). Girls are more likely to repeat years, to drop out early and to fail key subjects, and in most countries girls are less likely to complete the transition to secondary schooling. Inequality in society inevitably has an impact on the provision and content of education. Hence, the need to examine and address the issues surrounding poor education of women in the society cannot be overemphasized.

Nigeria significantly influences the achievement of the MDGs in sub-Saharan Africa because of its sheer size. Nearly one in every four women in sub-Saharan Africa is Nigerian. Hence, the situation of women and girls in Nigeria has a key role to play in determining the progress of the whole region. Nigeria has performed poorly in terms of gender equality. According to the 2012 Gender in Nigeria Report, data suggest that Nigeria ranks 118 out of 134 countries in the Gender Equality Index. At every educational level women earn less than their male counterparts and in some cases men with less education earn more than better educated female peers. Also, Nigerian girls drop-out of school earlier than their male counterparts. Evidence further shows that more than two thirds of 15-19 year old girls in Northern Nigeria are unable to read a sentence.

At any time in any context, women are critical actors in the education process. The roles of women in schools are often defined in terms of their 'natural' affinities with children and their innate love for teaching and nurturing, as well as their ability to do it. Nonetheless, men still dominate women in every country in the world, Nigeria inclusive; resulting in widespread discrimination against women and girls. The impact of unequal power relations and discrimination is often felt most severely when material poverty exists, as this increases vulnerability. Inequality in the Nigerian society inevitably has an impact on the provision and content of education, as well as on the ability of girls to enter and remain in school.

In our society there are some limitations for women to progress in education and to be considered outside their family roles, expectation and responsibilities. Reinartz (2012), argues that balancing work and family is a major hurdle for working women. Hence, family responsibilities influence the careers and education choices of women who mostly have disproportionate work in care of children and the home. The tradition, customs, socio-cultural values, ethics, motherhood instincts are some of the factors influencing gender bias in the education sector. Cultural and social beliefs, attitudes and practices prevent girls from benefiting from educational opportunities to the same extent as boys (Olusanya, 2013). The achievement of girls' right to education can address some of societies' deeply rooted inequalities, which condemn millions of girls to a life without quality education and,

therefore, also all too often to a life of missed opportunities. Education is seen in some societies as a fear of change and now with globalization, the fear becomes even greater-fear to lose the cultural identity, fear of moving towards the unknown or unwanted.

Furthermore, the gender disparity is exacerbated by the powerful economic and social rationale for investing in the education of sons rather than daughters, as daughters are perceived to be less valuable once educated, and less likely to abide by the will of the father, brother or husband. The plight of women, in terms of education is compounded by this negative attitude of parents toward female education (Oniye, 2010). Another implication for poor education opportunity for women is involvement in low paying ventures. It has been noted by Oladunni (2013) that because of societal stereotype and stigmatization on certain professions and subjects as the exclusive preserve of men and or women most Nigerian women have been forced into less paid jobs (teaching, nursing services, agriculture, small scale food processing, secretariat duties, clerical duties, note-counting in banks, cleaners and middle level professional occupations).

Women education can be regarded as a kind of knowledge given to women for enhancing their self-respect and self-dignity. This knowledge can be in form of formal, non-formal and informal education, it can also be in form of Adult Education, Community Development, Workshops, Seminars, Conferences and Training. Women education is for making women to become economically independent and self-reliant (Bhasin, 2012), Women as mothers, are educators within their families, what they learn, they pass on to their children and their future generations (Osuala, 2017). Education for women is a development priority due to the dynamic potential of educated women. Therefore, the main objectives for women education are as follows, to enable women improve their family's health and diet; to increase women's productive ability, thus raising their families' standard of living; to give women access to appropriate technologies, management of cooperatives and the use of loan facilities; to improve women's social and culture status; to enable women to discharge their responsibilities more effectively (UNESCO,2015); Helping women to fight their own fears and feelings of inadequacy or inferiority and educating women in all round development. That is mentally, socially, physically, psychologically, religiously and economically; to make women participate fully in all the affairs of their nation and to be at centre of sustainable development; to make women able to acquire their own basic needs of the society, like food, shelter, fuel, clothes and nurturing; to enhance nation building in terms of economic and human development.

The subject matter of the women education should be selected at the national level and adapted to the needs of each society. The themes include occupational enrichment, consumer economics, civics, health and family living. The content of women education should be the reflection of the society's idea of the role assigned to women, namely, cooking, sewing, laundry, house-keeping and home management and rearing children (Teigeler, 2015). Other subjects are; science, technology, commerce, and arts. These are to make them able to compete with men in getting equal opportunity and income in the labour market. The content has to be the one that girls or women bring home; from school such as useful information about health and nutrition as well as vocational skill, that can be put to good service by the family. The

women education scheme should be as a professional approach towards the eventual move to give all Nigerians the relevant and necessary education for effective economic recovery and social justice. Ideally, women are to educate themselves, to acquire information and knowledge which will help them acquire norms, values and behaviour pattern.

Women need an education which will help them not only to read and understand the world, and master the 3Rs (reading, writing and arithmetic), but be masters of their lives and makers of their own destinies. They need education which will help them acquire the necessary analytical skills to understand the fast-changing realities of life, which will give them the confidence and strength to refuse to submit to conditions of indignity and inhumanity. It should be the type of education that will help women form strong groups so that they can gain more control over. Their lives and break their silence and make them visible. The environment should create an atmosphere which allows women more freedom, which gives them more opportunities to realize full human potentials. Women need an education which will not only help them in the search and acquisition of new skills and knowledge, but also help them to acquire and strengthen values like justice, equality, honesty, truthfulness and solidarity. It should also create or release energies in women to act with conviction and courage in their various struggles at different levels. Education should help women to develop an analytical and questioning mind and a scientific approach in understanding the realities around them.

Education has contributed a lot to women in their socially delegated maternal roles of upbringing children. All child development specialists recognize primary role of the mother in a child's well-being. Education provides women with supplementary feeding programmes which will improve their children's nutritional status. It helps a woman to develop her mothering skills and attitudes towards family size and child-raising ability. The Nigerian educated woman has the ability to make a modern home, maintain a higher standard of cleanliness and attractive surroundings, socialize with her children, bringing them up healthy, highly motivated and well directed (Omolewa,2015). An educated woman is an enlightened citizen. She stays at home with her children, caring, feeding, and teaching them how to behave in the society. She also assists in improving her children's religious and mental abilities. In addition, it is recognized worldwide, that a child should be under the care of his/her mother throughout his/her childhood for his social and psychological needs.

Education provides a woman with communicative, computational and occupational skills needed for her to participate in the social economic and cultural life in her community. It enables her to become more effective, productive and responsible citizen in the community in which she lives, (Cosy, 2018). Women education, combined with employment programmes, coincided with declining population growth, lower child mortality, lower birth rates and better nutritional habits, others are, high living standard and general improvement of the quality of life within the family and rural communities. Development programmes are to take into account women's needs and involve them fully in planning and implementation. Women education gives women concrete action against negative widowhood practices. Education makes women to become economically independent and self-reliant. It makes women to control resources like land and properties and gives them a higher status in their husband's home especially for bringing additional income to the family. Education creates the conditions for sustainable womanhood through equality and economic control.

Women education makes women to know and understand themselves better through counseling. That is to know their problems, weakness and capabilities. Women are taught many strategies and they are to choose by themselves the best solution to their problems. Education encourages women to speak for themselves. Education qualifies women for promotion into higher levels of skill and responsibility in the occupational structure; it promotes the female well-being and provide women with techniques of social mobilization. Education makes a woman to be a successful wife, mother, worker and community leader which makes her more useful to herself, community and to the nation as a whole (Mackinnan, 2014).

Patriarchal norms, the lack of a solid legal framework, increased militarization and marginalization of women in peace building and conflict resolution processes pose obstacles to implementing the women, Peace and Security agenda. Low levels of literacy among women have resulted in them not knowing their rights and opportunities. Some institutions, such as the Nigeria Police Force and the National Human Rights Commission (NHRC), have not lived up to expectations to provide justice and to protect women's rights (CEDAW, 2013). Peace and security are areas in which women have particularly been marginalized, especially where key policy decisions are made and resource allocations are decided. Their continued marginalization of women in peace building and conflict resolution processes has affected development and community resilience, particularly at the local level, since tradition does not encourage women leadership. National Action Plans is a key tool to promote one of the pillars of the Women, Peace and Security agenda that is women's increased equal and full participation at all levels of decision-making. However, serious challenges hinder the effective implementation of the NAP of Nigeria, including with regard to the goal of participation.

According to the 2015 statistical report on women and men in Nigeria compiled by the National Bureau of Statistics, 94.3% of the seats in the National Parliament were occupied by men. Moreover, there were only 8.3% of women at the upper house of assembly; 7.2% at the lower house of assembly, 26.2% represented as judges; there were 5.6% at the local government; 9.8% women councilors. At the state level, only 5 women are deputy governors and Nigeria is yet to have a female governor in any of the 36 states (Gender in Nigeria Report, 2012). Among high-ranking government administrators with decision-making powers, women were equally under-represented. Out of the 36 recently confirmed ministerial appointments by the present government, only six are women, representing 16.7%. The national average of women's political participation in Nigeria has remained at 6.7% in elective and appointive positions, which is far below the global average<sup>30</sup> of 22.5%, the African regional average of 23.4% and West African sub regional average of 15%.

In our world of today, nothing works or succeeds without education. "Today, all over the World education is the key success, to any meaningful endeavour" (Mallum, 2012). So women need to be educated if they are to successfully contribute their quota in national development. Africa Union (2005) has identified certain problems in relations to the education of women for effective contribution to national development. These are: Cultural and religious factors, such as early marriages and the practice of purdah by the Muslims;

Economic factors- such as costs of acquiring education as a tool for national development; School location- schools are located far away from parents homes of the females. This brings about the problem of transportation; Inaccessibility of some settlement such as the reverine areas; Sex differentiation in occupational choice; Opportunity gains of formal education to parents; Time spent on household activities by the girls, and sometimes, girls taking care of the young ones when the mother attends school; The nomadic life-style among the Fulani tribe; Curriculum and instructional materials; and Insecurity and sexual harassment from male peers or teachers.

### **Objective of the Study**

The main objective of this study is to examine on the appraisal of women education in the promotion of peace and security in Osun State. Specifically, the objectives of this study are to:

1. Examine the roles of women education in promoting peace and security in Osun State
2. Examine women education in influencing promotion of peace and security in Osun State

### **Research Hypotheses**

H<sub>01</sub>: The roles of women education will not significantly promote peace and security in Osun State

H<sub>02</sub>: The hindrances in women education will not significantly influence the promotion of peace and security in Osun State

### **Methodology**

The study adopted a descriptive survey research design where questionnaire was used to acquire necessary data for the research work. Population comprises of all Social Studies students of Osun State College of Education, Ilesa, Osun State, Nigeria. Simple random sampling technique was used to select one hundred (100) students as sample for study. A self-developed questionnaire was used as instrument. Two research hypotheses were formulated and tested for this study. A self-developed questionnaire was used as instrument for data collection. To ensure the validity of the instrument, the researcher gave the draft of the questionnaire to the experts to restructure the instrument in line with the research questions. To determine the reliability of the instrument, a pilot test was conducted and the scores were tabulated and the Pearson Product Moment Correlation Coefficient formula was applied and a correlation coefficient of 0.72 was obtained. On the basis of the corrections done on the questionnaire items, and the test-retest reliability coefficient computed, the instrument was judged adequate, valid and reliable for the purpose of gathering relevant data for the study. Data collected was analyzed using Chi-square statistical tool and was determined at 0.5 level of significant.

### **Presentation of Data Analysis and Results**

**Hypothesis 1:** The roles of women education will not significantly promote peace and security in Osun State

**Table 1:** Contingency table on the significant relationship between the roles of women education and the promotion of peace and security

Respondents		N	Cal Val ( $x^2$ )	Df	Tab. Val. ( $x^2$ )	Level of Significance	Decision
SA + A	79	100	12.7	3	7.812	0.05	Rejected
D + SD	21						

Table 1 shows that, the calculated chi-square value of 12.7 at a degree of freedom of 3 is greater than the critical value of 7.812 at 0.05 alpha level of significance. Hence, the null hypothesis which states that the roles of women education will not significantly promote peace and security was rejected.

**Hypothesis 2:** The hindrances in women education will not significantly influence the promotion of peace and security in Osun State

**Table 2:** Contingency table on the significant relationship between the hindrances in women education and the promotion of peace and security

Respondents		N	Cal Val ( $x^2$ )	Df	Tab. Val. ( $x^2$ )	Level of Significance	Decision
SA + A	82	100	21.1	3	7.812	0.05	Rejected
D + SD	18						

Table 2 shows that, the calculated chi-square value of 21.1 at a degree of freedom of 3 is greater than the critical value of 7.812 at 0.05 alpha level of significance. Hence, the null hypothesis which states that the hindrances in women education will not significantly influence the promotion of peace and security was rejected.

### Discussion of Findings

Research Hypothesis one which states that the roles of women education will not significantly promote peace and security was rejected. Hence, the null hypothesis revealed that the roles of women education will significantly promote peace and security. The finding corroborates with the study of Bhasin (2012) that women education can be regarded as a kind of knowledge given to women for enhancing their self-respect and self-dignity. This knowledge can be in form of formal, non-formal and informal education.

Research Hypothesis two which states that, the hindrances in women education will not significantly influence the promotion of peace and security was rejected. Hence, the null hypothesis revealed that hindrances in women's education will not significantly influence promotion of peace and security. The finding corroborates with the study of Mallum (2012), that today, all over the world, women need to be educated if they are to successfully contribute

their quota in national development. African Union (2005) has identified certain problems in relations to the education of women for effective contribution to national development.

### **Conclusion**

The finding of this research shown that the roles of women's education will significantly promote peace and security and the study also indicated that the hindrances in women education will not significantly influence promotion of peace and security. Therefore, the study on women education could be regarded as a kind education that can enhance women self-respect and self-dignity. Women education will empower women to become economically buoyant, independent and self-reliant in order to give their children good care and to make the society develop in a rightful manner.

### **Recommendations**

1. Special effort should be made to attract and train women for decision-making positions.
2. The range of employment opportunities for women should be widened by breaking down traditional barriers in their employment.
3. Women should be encouraged to participate in trade unions and collective bargaining to select the special needs of the women folk.
4. Systematic efforts should be made to ensure women's full integration and participation into the national development process.



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