

## Students Perception of Citizenship Education as an Antidote for the Abuse of Women Rights in Ogun State, Nigeria

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### Abstract

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This study investigated students' perception of citizenship education as an antidote for the abuse of women rights in Ogun State, Nigeria. Citizenship education is a systematic and orderly method of transmitting knowledge, skills, political, economic, social and administrative cultures to the citizens of a state for national development, it is therefore a deliberate preparation of citizens both men and women to be aware of their social, civic and political rights in the state. However, the findings of the study revealed that citizenship education is capable to serve as an antidote to the abuse of women rights in any society. A descriptive survey design was adopted for the study. Population comprised of all the students in the Federal College of Education, Abeokuta, Ogun State, Nigeria. One hundred (100) students from the five schools in the college were randomly selected as sample for the study. Self-designed questionnaire was used as instrument for data collection. Four (4) null hypotheses were formulated to guide the study and tested at 0.05 level of significant. The data collected was analyzed using Chi-square statistical tool. Based on the findings of the study, it was recommending that, inculcating the right type of attitudes is values that will help fight against abuse of women's right; women should be given opportunity to handle topmost position of authority in government so as to reduce the abuse of women in our society. Law should be made to punish any male who engaged in any form of abuse of women's right.

**Keywords:** *Antidote, Women rights, Education, Abuse, Citizenship*

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### **Background of the Study**

Citizenship education provides adolescent with the knowledge, abilities and knowing to play an effective part in public life. Citizenship education motivates them to take an interest in typical and controversial issues and to get engage in discussion and debates. It means that the people must learn about their right and responsibilities, duties and freedom about law, justice and they must know democracy and they must understand to take aspect in decision making and different type of activity because they have to play an active role in their school life, neighborhoods, area and broader community and the dynamic global world.

According to Omiyefa (2011) citizenship education is a field of study that is given to people with view for making them responsible citizen who can contribute meaningfully to the over-all development of their country. Citizenship education according to Adediran, Atanda and Oguntayo (2019) can be defined as educating children, from early childhood, to become clear thinking and enlightened citizens who participate in decision concerning society. Awoyemi (2001) reiterates that citizenship education is the totality of the training exposed to members of a given state to make them become very useful, and contribute meaningfully to personal and overall development of the society. Adetoro (2004) viewed citizenship education as a nationalistic course designed for the promotion of responsive, functional and responsible citizenry. Mokwuonye (2000) defined citizenship education as a conscious process of inculcating certain values, habits, skills and attitudes, which the society considers desirable and essential for its survival as a unit and for its developments. Kissock (2008) added that citizenship education entails any organized programmed, formal or informal that can make the citizen to become more alive to their responsibilities and obligations to themselves, fellow human beings and the society at large.

Citizenship education is one of the school subjects specifically aimed at inculcating National consciousness and unity as well the type of values and attitudes in the Nigerian child. Citizenship education in Nigeria has been conceptualized as a veritable means of educating her citizens about their rights and responsibilities Citizenship education is concerned about what it takes to be a citizen of a country, the person's responsibilities in the society, limitations and the fundamental rights that he or she is supposed to enjoy as is contained in the constitution (Lar, 1999). Citizenship emphasizes how to prepare the individuals for social responsibility, which will enable them to live a useful life in the society, that they may find themselves in the future (Enem, 2007). Citizenship education can be viewed as the type of education that is concerned about character molding and development of good behavior by the citizens for the positive contribution in the development of their society. To Okam (2001), " citizenship education has to do with leading the individual to find excitement and motivation in the process of social living". Overall, citizenship education is a veritable tool through which political socialization is acquired by the citizens. Political socialization means the way in which political values are acquired and how the political culture is transmitted from one generation to another.

Citizenship education therefore is a deliberate preparation of citizens to be aware of their social, civil, and political rights in the state. It is a systematic and orderly method of transmitting knowledge, skills, political, economic, social and administrative cultures to the citizens of a state for national development (Okpoko, 2009). According to Dave (2006) the aim of citizenship education is to develop young people into responsible adults, with attitudes, values and skills that will enable them to participate actively in society, has been used extensively in Nigeria in shaping the hearts and minds of Nigerians towards value based orientation, reducing ethnocentrism and educating the people on what is required for a stable and enduring democracy.

In the formal school system, citizenship education is taught in preprimary level and junior secondary level. At the non – formal school system it is implemented within the adult education programmed that is similar to indigenous way of preparing citizen for effective living in society. Citizenship education inculcate (or aim at inculcating) respect for others and recognition of the equality of all human beings and at combating all forms of discrimination (racist, gender based, religious etc.) by fostering a spirit of tolerance and peace among human beings. Nduka (2004) observed that Nigerians exhibit deplorable ethnical attitudes in virtually every aspect of life. Our educational system has not been able to address so many social problems in Nigerians such as corruption, indiscipline, cheating in examination, riotous behaviours exemplified in religious and political disturbances and more recently advanced free fraud, kidnappings and terrorism.

Metzieobi, Domike and Osakwe (2006) opine that, it is necessary to provide Nigerians the type of education that is characterized by Nigerian intercultural education. By defining citizenship in terms of human rights and civic responsibilities, citizenship education attempts to avoid concepts of citizenship that defines nationality in terms of ethnic, religious or cultural identity. It has therefore become the norm for modern citizenship education to have a strong human rights values base, to make specific reference of children's rights and address issues related to diversity and the rights of minorities within society. A comprehensive human rights education takes account of citizenship, and considers that citizenship education which trains citizens to be aware of the human and potential issues at stake in their society or nation. Human rights education in addition requires from each citizen ethical and moral qualities while sustaining all forms of citizenship education aim at shaping respect for others by fostering a spirit of tolerance and peace.

Conversely, human`s rights are legal, political and social rights for human that are equal to those of women rights and entitlements claimed for women and girls worldwide and formed the basis for the women rights merriments in nineteenth century and feminist movement during the 20<sup>th</sup> century. In some countries, these rights are institutionalized or supported by law, local custom, and behaviour, whereas in others they are ignored and suppressed. They differ from broader nations of human rights through claims of an inherent historical and traditional basis against the exercise of rights by women and girls in favour of men and boys. Issues commonly associated with notion of women`s rights

include the right, to vote to hold public office: to enter legal contracts: to equal rights in family law; to work: to fair wages or equal pay: to have reproductive rights to own property: to own education (Hosken, 2002). Reynolds and Schwetezer (2008) see human abuse as the international and systematic use of tactics to establish and maintain power and control the thoughts, beliefs, and conduct of a human through the inducement of fear and dependency. The tactics include, but are not limited to emotional, financial, physical, and sexual abuse, as well as intimidation, threats, using the children, social status and privilege.

Women's right is defined as the freedoms, liberties and opportunities that women have, especially the opportunity to be treated equal to and given the same legal rights as men (Dictionary definition 2018). Women's rights are human rights for women. These include the right to social, economic, medical, and political self-determination and to equal treatment under the law (Quora, 2016). Women's rights is the right that establish the same social, economic, and political status for women as for men. Women's rights guarantee that women will not face discrimination on the basis of their sex. Women's rights is taken for granted in the world today, but when one studies the struggle of women it becomes clear that there is a long way to get achieve true equality. It wasn't until the 19<sup>th</sup> century that laws imposed by the government regarding women rights created some of the most significant obstacles securing women rights. Because most women lacked the educational and economic resources that would enable them to challenge the existing social order, women generally accepted their inferior status as their only option (Olumese 2001).

Violation of women rights results in women abuse, which includes the sum of all past acts of violence and the promise of future violence that achieved enhanced power and control for the perpetrator over the partner. Abusive behavior does not result from individual, personal, or moral deficits, disease, diminished intellect, addiction, moral illness, poverty the other person's behavior, or external events. Women abuse is any use of psychological, physical or sexual force, actual or threatened, in an intimate relationships include a current or former spouse and on intimate, or dating partner. Violence is used to intimidate, humiliate or frighten victims to make them feel powerless. Men can also be abused, but the term "woman abuse" recognizes that women are often the victims of abuse and men are often the perpetrators. Abuse against women occurs in families of all socio-economic, educational and cultural background and is found in both rural and urban settings (Olumese, 2001).

Hence, it has been observed in Nigerian society that some of the abuse women are open to include rape, domestic violence, sexual harassment, reproductive coercion, female infanticide, prenatal sex selection, obstetric violence, and mob violence, as well as harmful customary or traditional practices such as honor killings, dowry violence, female genital mutilation, marriage abduction and forced marriage. Some other forms of violence are perpetrated by the state such as war, rape, sexual violence and sexual slavery during conflict; violence by the police and authoritative personnel, stoning and flogging. Any forms of violence against women such as trafficking in women and prostitution are

often perpetrated by organized criminal network. Russo (2006) violence against women is understood as a violation of human right and form of discrimination against women and all acts of gender-based violence that result in physical, sexual, psychological, economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty whether occurring in public or private life.

From the foregoing, it was established that citizenship education applied to wide range of activities and refers not only to right and responsibilities laid down in the law, but also to general form of behavior, social and moral which societies expect of their citizens. This paper will therefore investigate students' perception of citizenship education as an antidote for the abuse of women rights.

### **Purpose of the Study**

The purpose of this study is to investigate the student's perception as an antidote for the abuse of women rights in Ogun State. However, the specific objectives are to:

1. Examine how citizenship education has reduced the abuse of women rights in Ogun State.
2. Examine the content of citizenship education in reducing the abuse of women right.
3. Examine the possible effect of citizenship education on the abuse of women right
4. Examine how citizenship education will fight for the rights of women in Ogun state.

### **Research Hypotheses**

The research hypotheses for this research are:

1. Citizenship education will not significantly reduce the abuse of women rights in Ogun State.
2. There is no significant content of citizenship education to reduce the abuse of women rights in Ogun State.
3. There is no significant possible effect of citizenship education on the abuse of women rights in Ogun State.
4. Citizenship education will not significantly fight against the abuse of women rights in Ogun State.

### **Methodology**

This study adopts a descriptive survey design. Adults above 18 years in Odeda Local Government Area of Ogun State were used as population for the study. The study draws its sample from the five schools (Arts & Social Sciences, Education, Languages, Science, and Vocational) in Federal College of Education (Osiele) in Odeda Local Government. Stratified random sampling techniques was used for selecting twenty (20) female trainee-teacher who are above the age of 18 from each of the schools making a sample of one hundred (100) respondents. Self-designed questionnaire was used as instrument for data collection. The questionnaire consists of two selections; section A elicit information about respondent's bio-data, while section B contained fifteen (15) items statement developed

on a four (4) point Likert scale. The instrument was subjected to face and content validation by given it to experts in Guidance and Counseling as well as Measurement and Evaluation department of the College. A Pre-test of the instrument was carried out and tested with Cronbach alpha coefficient and a reliability coefficient of 0.91 was obtained, which showed a strong reliability of the research instrument. The questionnaire was administered to the respondents in the Federal College of Education, Osiele in Odeda Local Government Area by the researcher and with the help of two research assistants. Data collected were analyzed using chi-square statistical tool.

## Presentation of Data Analysis and Results

### Test of Hypothesis

#### Hypothesis One:

**Ho<sub>1</sub>:** Citizenship education will not significantly reduce the abuse of women rights in Ogun State

**Table 1a:** Observed Frequency for hypothesis one

OPTIONS	Questionnaire items					RT
	1	2	3	4	5	
AGREE	80	30	74	69	70	323
DISAGREE	20	70	26	31	30	177
CT	100	100	100	100	100	500

Key: E<sub>o</sub> = Observed frequency

Agree = Observed agree frequency of questions 1-5

Disagree = Observed disagree frequency of questions 1-5

Df = (r - 1) (c - 1)

= (2-1) (5-1)

= (1) (4) = 4

**Table 1b:** Chi-square Table

Variables	Respondents	Level of Significance	Total Number	X <sup>2</sup>	Degree of Freedom	T-value
AGREE	323	0.05	100	42.64	0.05	9.48
DISAGREE	177					

In table 1b, the chi-square calculated value 42.64 is greater than the critical value 9.488 at 4 degrees of freedom and alpha level of 0.05. This implies that the hypothesis which says citizenship education will not significantly reduce the abuse of women rights in Ogun State was rejected.

#### Hypothesis Two

**Ho<sub>2</sub>:** There is no significant contents of citizenship education to reduce the abuse of women rights in Ogun State

**Table 2a:** Observed Frequency for hypothesis two

Options	Questionnaire items					
	6	7	8	9	10	RT
AGREE	66	94	64	60	84	368
DISAGREE	34	06	36	40	16	132
<b>CT</b>	100	100	100	100	100	500

Key:  $E_o$  = Observed frequency  
 Agree = Observed agree frequency of questions 6-10  
 Disagree = Observed disagree frequency of questions 6-10  
 $Df = (r - 1) (c - 1)$   
 $= (2 - 1) (5 - 1)$   
 $= (1) (4) = 4$

**Table 2b:** Chi-square Table

Variables	Respondents	Level of Significance	Total Number	$\chi^2$	Degree of Freedom	T-Value
AGREE	368	0.05	100	111.39	0.05	9.488
DISAGREE	132					

In table 2b, the chi-square calculated value 111.93 is greater than the critical value 9.488 at 4 degrees of freedom and alpha level of 0.05. This implies that the hypothesis which says there is no significant contents of citizenship education to reduce the abuse of women rights in Ogun State was rejected.

**Hypothesis Three**

$H_{O3}$ : There is no significant possible effect of citizenship education on the abuse of women rights in Ogun State.

**Table 3a:** Observed Frequency for hypothesis three

Options	Questionnaire Items					
	11	12	13	14	15	RT
AGREE	76	85	78	80	67	386
DISAGREE	24	15	22	20	33	114
<b>CT</b>	100	100	100	100	100	500

Key:  $E_o$  = Observed frequency  
 Agree = Observed agree frequency of questions 10-15  
 Disagree = Observed disagree frequency of questions 10-15  
 $Df = (r - 1) (c - 1)$   
 $= (2 - 1) (5 - 1)$   
 $= (1) (4) = 4$

**Table 3b:** Chi-square Table

Variables	Respondents	Level of Significance	Total Number	X <sup>2</sup>	Degree of Freedom	T-value
AGREE	386	0.05	100	147.97	0.05	9.488
DISAGREE	114					

In table 3b, the chi-square calculated value 147.97 is greater than the critical value 9.488 at 4 degrees of freedom and alpha level of 0.05. This implies that the hypothesis, which says there is no significant possible effect of citizenship education on the abuse women rights in Ogun State was rejected.

**Hypothesis Four**

**Ho<sub>4</sub>:** Citizenship education does not significantly fight against the abuse of women right in Ogun State

**Table 4a:** Observed Frequency for hypothesis three

OPTIONS	QUESTIONNAIRE ITEMS					
	16	17	18	19	20	RT
AGREE	77	91	86	70	88	412
DISAGREE	23	09	14	30	12	88
<b>CT</b>	100	100	100	100	100	500

Key: E<sub>o</sub> = Observed frequency  
 Agree = Observed agree frequency of questions 16-20  
 Disagree = Observed disagree frequency of questions 16-20

Df = (r - 1) (c - 1)  
 = (2 - 1) (5 - 1)  
 = (1) (4) = 4

**Table 4b:** Chi-square Table

Variables	Respondents	Level of Significance	Total Number	X <sup>2</sup>	Degree of Freedom	T-value
AGREE	412	0.05	100	209.95	0.05	9.488
DISAGREE	88					

In this table, the chi-square calculated value 209.95 is greater than the critical value 9.488 at 4 degrees of freedom and alpha level of 0.05. This implies that the hypothesis, which says Citizenship education will not significantly fight against the abuse of women right in Ogun State, was rejected.

**Discussion of Findings**

From the findings, the hypothesis one revealed that citizenship education does significantly reduce the abuse of women rights in Ogun State. The findings are in line with



Lar, (1999) who reported that citizenship education is concerned about what it takes to be a citizen of a country, the persons' responsibilities in the society, limitations and the fundamental rights that he/she is supposed to enjoy as contained in the constitution.

The hypothesis two also revealed that there is a significant content of citizenship education to reduce the abuse of women rights which is in conjunction with Okpoko, (2009) that stated that citizenship education is therefore a deliberate preparation of citizens to be aware of their social, civil, and political rights in the state. It is the systematical way of transmitting knowledge, skills, and political, economic, social and administrative cultures to the citizens of a state for national development and to reduce the abuse of human right.

The findings further revealed that there is significant possible effect of citizenship education on the women rights in Ogun State. Similar work with UNESCO (2009) reported that citizenship education enables people to develop the knowledge, values, and skills to participate in decisions about the ways one does things, individually and collectively both locally and globally, which improve the quality of life without damaging the planet for the future.

Finally, the hypothesis four shows that citizenship education will significantly fight against the abuse of women right in Ogun State which is in line with Huddleston (2005) which stated that the significance of excellent citizenship knowledge from a beginning age is very essential as it allows for providing adolescents to deal with circumstances of conflict and discussion knowledgeably and patiently.

### **Conclusion**

Research has shown that, citizenship education has helped to reduced women abuse through constant awareness by government and non-governmental agencies on gender equality. Its introduction in secondary school's curriculum highlights its importance, In which it has really helped in curbing the abuse of women. Citizenship education specifies the right of every citizen including women and any breach of these rights incur punishment under the law. Human right is content in citizenship education, which emphasizes women abuse. Political socialization is content in citizenship education, which allow for women involvement in politics. It enlightens parents to educate their female children to abolish the adage that say the education of women (i.e. girl child) ends in the kitchen.

### **Recommendations**

In consonance with the findings of the research, the following recommendations were made:

1. Inculcating the right type of attitudes is values that will help fight against abuse of women's right.
2. Women should be given opportunity to handle topmost position of authority in government so as to reduce the abuse of women in our society.

3. Women should try as much as possible to be honest when they are given opportunity to rule so that their male counterpart will respect them.
4. Law should be made to punish any male who engaged in any form of abuse of women's right.
5. More awareness should be organized to fight against any form of women abuse and at the same time promoting gender equality.

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