

WOMEN EDUCATION AS INSTRUMENT FOR CURBING INSECURITY AMONG STUDENTS OF SECONDARY SCHOOLS IN OGUN STATE

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Abstract:

The study assessed women education as instrument for curbing insecurity among students of secondary schools in Ogun State. The study adopted a descriptive survey research design. The Population comprises of all secondary schools in Odeda Local Government area in Ogun State. Simple random sampling technique was used to select one hundred participants. Twenty (20) Secondary school students in five (5) selected secondary schools in Odeda Local Government Area of Ogun State make a total of one hundred (100) students as sample for the study. Questionnaire was used as the instrument for data collection. Two research questions were used for the study. Data analysis was done using simple percentage. The study revealed that students place premium on development and inculcation of right attitude, values, feelings and national consciousness on the women. Women that are adequately informed and that have acquired knowledge and basic social skills through woman education cannot be prone to a security threat but have access to security solution in the country. The country cannot be adequately secured if women education is not given adequate attention because security is the business of all and women form the larger population of the country. It is therefore recommended that women education should be given priority in the nation's National budget. Society and the government should give priority to women education and create an enabling environment to help transform and develop woman education.

Keyword: Women education, Curbing, Insecurity, Instrument, Inculcation

Introduction

Security is said to be the bed-rock of national development and indeed one of the indices of development. This is because adequate security in a nation provides conducive and enabling environment for development plans to thrive. This means that no notable development can take place in a situation of insecurity, rancour, tension or crises. Security, world over takes different forms; it could be in form of a human safety, national safety, economic safety and so on. The development of security culture in human society is indispensable to sustainable development. This is why Oyesikun (2015) observes that the desire for adequate security is one of the burning issues in Nigeria in recent time. Gleditch in Philip-Ogoh (2008) further buttresses that security is of great concern to all human societies as it concerns survival of man and resources. Security is so essential that individuals and states cannot make meaningful progress and development without it.

The deteriorating security situation in Nigeria is worrisome. Recently, Nigeria has witnessed unprecedented level of insecurity ranging from intra-communal, inter-communal and interethnic clashes; religious violence; armed robbery; assassination, kidnapping and “Boko Haram” insurgency, herdsman etc (Mutiullah in Abubakar, 2019). Insecurity in Nigeria is causing developmental challenges such as endemic penury, high rate of unemployment, corruption, low industrial output, unstable and deteriorating exchange rate, high inflation rate, inadequate physical and social infrastructure, large domestic debt, and rising external debt profile Ewetan, (2019). These problems have posed severe threats to socio-economic development in the country in that it stifles business and economic activities and discourages local and foreign investors.

The present state of insecurity in most parts of Nigeria according to Abdulkareem and

Adediran (2019) has become detrimental to the quest for sustainable national development. Looking at the degree of the insecurity, proactive measures must urgently be taken to impart the essentials of security through the curricular instrument of woman education. This is in line with the submission of Obama in Wali-Essien (2015) who submitted that one needs the insight and critical thinking skills in woman education contents to fight insecurity and other ills to make the nations fairer and freer. The Nigerian Educational Research and Development Council (NERDC) in Okam (2006) states that woman education is a core curriculum instrument for classroom instruction of a number of issues bothering on human and national development, such as security, harmonious living and peace building.

Woman education can bring about peaceful environment for possible progress and general development if properly implemented at the senior secondary school level (Adesina & Adeyemi, 2005). To buttress the above, Okam (2006) argues that woman education incorporates all aspects of reforms and innovations needed to be acquired for the progress of the society. As earlier observed, woman education as a curriculum instrument has the capacity to inculcate security consciousness, culture and its imperatives. Hence, it should be vigorously taught in school from primary to junior secondary school to prepare young mind for effective citizenship so that they will be security compliant.

Women education is 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, 2007).

Women Education is a development priority due to the dynamic potential of educated women. Therefore, the main objectives for women education according to Oguntayo and Adediran (2019) are as follows: enable women to 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 cultural status, to enable women to discharge their responsibilities more effectively, helping women to fight their own fears and feelings of inadequacy or inferiority, educating women in all round development enhances them 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 for security purposes. In securing lives and property of every nation, education is an essential tool. Sadiq (2013) asserts that, women education develops sense of belonging and human right, promotes national security as it inculcates desirable human traits like honesty, sincerity, hard work, punctuality, productivity, innovation, patriotism, selflessness, brotherhood, friendship among women. It also empowers women by inculcating life-long skills and know-how thereby liberating the individual from poverty and want. In a similarly vein, Fahd al-Qudah in Ekpo and Is'haq (2014) submits that: if a nation is successful in developing (educating) its people as strong and complete individuals, it will be able to realize a glorious future for herself, promote peace within her boundary and defend her sovereignty. However, if a nation fails to develop (educate) its citizenry and make them deficient in carrying out some of the activities of life effectively, then that nation is doomed to weakness, destruction and obscurity.

In addition, Jonathan (2016) stresses the relationship between education, poverty and security, as he pointed that top ten most literate nations in the world are at peace, while almost all of the top 10 least literate nations in the world are in a state of either outright war or general insecurity. Lower education levels are linked to poverty and poverty is one of the chief causative

factors of crime whether it is terrorism or militancy or felonies. To Jonathan, counter insurgency strategies are short term tools for securing a nation from insecurity while education provides a long-term solution.

Malala (2016) submits that eradicating global terrorism goes beyond proliferation and development of guns and drones, rather spreading quality education across the globe irrespective of regions and culture because “through wars and weapons we can only kill terrorists but this ideology of terrorism can only be ended through education for both men and women”, hence, swapping of textbooks and other educational materials for drones and guns (Malala in Jayalakshmi, 2014). Malala also submit that women education is key to global security; therefore, there is need for change in policies in every nation of the world to cater holistically for education of every citizen which in turn could enhance tolerance, patience, love for each other, and friendship and harmony in society. It could be said that, sustainable global security can only be achieved when education is made a priority by states and their institutions for both women and men. When properly realized, women education can be a global asset to fight poverty, inequality, insecurity, and disease.

In the world of today, nothing works or succeeds without education. So, women need to be educated if they are to successfully contribute their quota in curing insecurity and national development. The Blueprint on women education (2006) has identified certain problems in relations to the education of women for effective contribution to national development and national security. 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 riverine 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, insecurity and sexual harassment from male peers or teachers.

Blueprint on Women Education in Nigeria according to Oguntayo and Adediran (2019), suggest that for removing the hindrances of women education for national security and development, there must be increase in the education opportunities of women at all levels of our educational system, The curriculum at all levels of education has to be revised to suit women's requirement. The government to edict a law that no girl should marry till she reaches 18 years or after her secondary education. Girls and women education is to be free at all levels in States and Local Governments that have few educated women. Encourage nomadic education for the nomads and riverine people.

Objectives of the Study

The main objective of this study is to assess women education as instrument for curbing insecurity among students of secondary schools in Ogun state. The specific objectives are to;

- i. identify the roles of women education for curbing insecurity among students of secondary schools in Ogun State
- ii. suggest the ways of improving women education for curbing insecurity among students of secondary schools in Ogun State.

Research Questions

Two research questions were raised to guide the study:

- i. what are the roles of women education for curbing insecurity among students of secondary schools in Ogun State?
- ii. what are the ways of improving women education for curbing insecurity among students of secondary schools in Ogun State?

Methodology

The study adopted a descriptive survey research design. The Population comprises of all secondary schools in Odeda Local Government area in Ogun State. Simple random sampling technique was used to select one hundred participants. Twenty (20) secondary school students in five (5) selected secondary schools in Odeda Local Government Area of Ogun State making a total of one hundred (100) students as sample for the study. Questionnaire was used as the instrument for data collection. Two research questions were used for the study. Data collected were analysed using simple percentage. A self-developed questionnaire was used as the instrument for data collection. The questionnaire contained items on the main title of study. To ensure the validity of the instrument, the researcher gave the draft of the questionnaire to an expert in the field for restructuring of the instruments in line with the research questions. To determine the reliability of the instrument, a pilot test was conducted and the scores were tabulated and Pearson Product Moment Correlation Coefficient (PPMCC) 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 simple percentage statistical tool.

Presentation of Data Analysis, Results and Discussion

Table 1: What are the roles of women education for curbing insecurity among students of secondary schools in Ogun State?

S/N	ITEMS	YES		NO		TOTAL	
		Freq (N)	Percent %	Freq (N)	Percent %	Freq (N)	Percent %
1.	Women education enables them to become productive and responsible citizen	74.00	74.00	26.00	26.00	100.00	100.00
2.	Women education inculcates desirable human traits like honesty, patriotism, selflessness etc	46.00	46.00	54.00	54.00	100.00	100.00
3.	Education of women allow them to contribute effectively to national development.	60.00	60.00	40.00	40.00	100.00	100.00
TOTAL		180.00	60.00	120.00	40.00	300.00	100.00

The study shows that, majority of the respondents 74.00% chose 'Yes' for item 1 while the remaining 26.00% opted for 'No'. For item 2, majority of the respondents 46.00% chose 'Yes' while the remaining 54.00% selected 'No'. 60 of the respondents 60.00% selected 'Yes' for item 3 while the remaining 40.00% chose 'No'.

Table 2: What are the ways of improving women education for curbing insecurity among students of secondary schools in Ogun State?

S/N	ITEMS	YES		NO		TOTAL	
		Freq (N)	Percent %	Freq (N)	Percent %	Freq (N)	Percent %
1.	There must be increase in the education opportunities of women at all levels of our educational system	90.00	90.00	10.00	10.00	100.00	100.00
2.	The curriculum at all levels of education has to be revised to suit women's requirement	58.00	56.00	42.00	42.00	100.00	100.00
3.	Girls and women education is to be free at all levels	82.00	82.00	18.00	18.00	100.00	100.00
TOTAL		230.00	76.70	70.00	23.30	300.00	100.00

The study shows that, majority of the respondents 90.00% chose 'Yes' for item 1 while the remaining 10.00% chose 'No'. For item 2, majority of the respondents 58.00% selected 'Yes' while the remaining 42.00% selected 'No'. Majority of the respondents 82.00% opted for 'Yes' for item 3 while the remaining 18.00% chose 'No'.

Discussion of Findings

From the table 1, the cumulative values of YES (60.00%) are higher than NO (40.00%) responses. This indicates that there are many roles women education plays for curbing insecurity among students of secondary schools in Ogun State. This is in line with the findings of Sadiq (2013) who asserts that women education develops sense of belonging and human right, promotes national security as it inculcates desirable human traits like honesty, sincerity, hard work, punctuality, productivity, innovation, patriotism, selflessness, brotherhood, friendship among women. It also empowers women by inculcating life-long skills and know-how thereby liberating the individual from poverty and want.

Therefore, since the cumulative value of Yes (76.7%) is greater than No (23.3%) value from the table 2. This shows that there are many ways of improving women education for curbing insecurity among students of secondary schools in Ogun State. This finding is in line with Blueprint on Women Education in Nigeria according to Oguntayo and Adediran (2019) who suggest that in order to removing the hindrances of women education for national security and development, there must be increase in the education opportunities of women at all levels of our educational system, The curriculum at all levels of education has to be revised to suit women's requirement. Girls and women education is to be free at all levels in States and Local Governments that have few educated women.

Conclusion

Based on the findings, it was concluded that women education should be re-introduced in school curriculum for better inculcating of right attitude, values, moral and national consciousness in women. Women education is important because it serves as instrumental to educate women and that means, you educate the entire nation since women occupy the teaming population of any nation. Therefore, women should be made to acquired basic skills of securing their environment and be able to defense themselves and their children. The country can be adequately secured if women education is given more priority and needed human and material resources are to be provided for that purpose.

Recommendations

Arising from the findings, the following recommendations are made:

1. Women Education should be given priority in the nation's budget.
2. Society and the government should give priority to women education and create an enabling environment for transformation and development of woman education in Nigeria.
3. Both the policy makers and school administrators need to promote the principle of equality between women and men in school curricular.
4. Security apparatuses in the country should be equipped with adequate human and non-human resources.
5. Adult and non-formal Education should be used to enrich the teaching of women education so as to improve quality life of girl child.
6. Security should be given adequate attention because it has an automatic leakage effect on other spheres of national life.

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