

WOMEN EDUCATION RIGHTS IN ATIBA LOCAL GOVERNMENT AREA OF OYO STATE: CONTRIBUTIONS, CHALLENGES AND WAY FORWARD

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Abstract

In Nigeria, women education in the years past has been declining and this could be a challenge of shifting universal economy and particularly, their responsibilities in the home and society. This study therefore examines women right to universal education in Atiba Local Government Area of Oyo state: contributions, challenges and way forward. A descriptive procedures and methods was used in carrying out the study. The population of the study would be all the women in Atiba Local Government Area of Oyo State. The study sample made up of one thousand (1000) women from the study area which are sampled in the selected from ten (10) areas in the study area. For this study, the researcher used simple percentage to analyze the respondent personal data and research questions respectively. The research instrument adopted were self design questionnaire which was used to gather needed information. The study showed that the issues of women right to education cannot be ignored in any society that desire progress. It is therefore recommended that there is need for mass communication network bodies such as radio and television station to enlighten the public on the women right to education, there is need for the government at local level to recognize the roles of women in governance by allowing them to exercise their rights that would rendering their capability utilized and government especially states and local governments should support the effective implementation of women education programmes.

Keywords: Women right, Education, Development, Politics, Home, Society, responsibility

Introduction

Education is one of the commanding instruments of empowering women with the knowledge and skills that would help them to partake actively in the development process, Nigeria became a signatory to the United Nations 1979 convention known as "Convention on the Elimination of all Forms of Discrimination against Women" (CEDAW)). Despite the effort of various governments to close the gap created by gender discrimination, there still existed wide gap between men and women in public life and in all sectors. A lot of traditional and cultural factors have been claimed to be limiting women educationally and economically among other opportunities (United Nations Human Right (1995).

The right to education is the entitlement to access free primary education, and to have equal opportunities to continue with further study. Such education must be inclusive and accessible to girls and boys, women and men, in law and in practice. Education is not only a right in itself, but is also the surest way to empower individuals to enjoy all of their human rights. Education paves the way out of poverty and disempowerment, and opens up access to participation in society and in political decision-making. (Navanethem, 2010)

The actualization of these wonderful goals is dependent on the provision of functional education to the citizenry especially the girls who are future mothers. In support of this, Akubue (2001) submitted that women participation in the development of their home cannot be overlooked. She equally maintained that any society which neglect such a large number of women potential cannot achieve any meaningful development. They combine all these with their traditional role of procreation and home management.

Also, Reinarz (2002) argues that balancing work and family is a major hurdle for working women. Hence, family responsibilities influences the careers and education choices of women who mostly have disproportionate work in care if children and the home. In our society for women to progress in education, she is to be considered firstly in their family roles, expectations and responsibilities.

Women and girls have historically suffered discrimination in the area of education, and continue to do so in many places of the world. Progress has been made in narrowing gender gaps in education over the past decade, in particular at the primary level. However, girls'

secondary school enrolment has increased at a much slower rate, and is widening in some regions. The largest disparities are found in sub-Saharan Africa, South and West Asia, Central Asia and the Arab States. Within countries, significant inequalities can be found related to language, ethnicity or social status. Hence, Navanethem, (2010) stated that:

“We must be mindful of the advantages that education has given us, and unite to address women’s unequal status which persists in all parts of the world, both in their professional and private lives.”

According to official UN statistics, of the estimated 72 million children who are not in school, girls are the majority. Girls are less likely than boys to be in school, and more likely than boys never to enroll. In contrast in terms of grade repetition, boys are more likely than girls to repeat primary grades in most countries where such data exists. These trends deepen as children progress through the education system. Social, cultural and economic factors interact to weaken the chances of girls completing primary school and making the transition to lower secondary education (UN, 2015).

Navanethem, (2010) further stressed that one immediate legacy is the high levels of illiteracy among young and adult women. Of the 759 million adults who cannot read or write, the vast majority, close to 70 per cent, are women – a trend that has remained stable the last ten years. The realization of the right to education is essential to women being able to enjoy the full range of human rights. Women’s exclusion from education and participation intersect with other problems, such as discriminatory patterns in ownership and exploitation of land, inheritance and maternal mortality and morbidity and the feminization of poverty.

These cultural practices that constituted a lot of barriers to women educational opportunities are all imbedded on political, economic and religion realities of the people (Ozigbohi, 1998). Judging from the situation narrated above one can still contend that at the pre-colonial stage women in their own circle were able to acquire knowledge and skills that helped them to compete with their male counterpart in all spheres of life. The Nigerian women have done a lot

to escape from cultural prejudice and male chauvinism that inhibited their progress.

Based on our observation, most women that we met in Oyo town most of the time prefers to work in groups to enable them solve their socio-economic political and cultural problems. For instance in Owode, Ajegunle, Sabo, Agunpopo and Oja area; they pull their meager resources together and are able to provide social services, infrastructure in their communities and thereby promote development and community solidarity. Their objectives is to assist women groups in the rural area and educate them on how to be self reliant and thereby play important role in their homes as mother and contribute in nation building. On the premise of this, this study sought women education rights in Atiba Local Government Area of Oyo State: contribution, challenges and way forward.

Universal Human rights obligations and commitments reverence women right to education. Based on this, norms and principles of gender equality and non-discrimination are at the core of all fundamental human rights treaties. International human rights law (IHL) prohibits discrimination against women in the area of education:

- In accordance with Article 26 of the Universal Declaration of Human Rights, “everyone has the right to education”.
- Article 3 of the International Covenant on Economic, Social and Cultural Rights requires States parties to undertake “to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights” set forth in that treaty, including the right to education.
- Article 13 of the International Covenant on Economic, Social and Cultural Rights provides “the right of everyone to education. “ To this end, “primary education shall be compulsory and available free to all”. Secondary education in its different forms, including technical and vocational secondary education, and higher education, on the basis of capacity, shall be made generally and equally accessible to all, and in particular by the progressive introduction of free education.
- Article 28 of the Convention on the Rights of the Child provides, inter alia, that States Parties shall “(m)ake primary education compulsory and available free to all”, “(m)ake higher education accessible to all on the basis of capacity by every appropriate

means”, and “(t)ake measures to encourage regular attendance at schools and the reduction of drop-out rates.”

- Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women, details a number of measures which should be taken to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education.
- UNESCO Convention against Discrimination in Education also bans discrimination in education on the basis of sex, referring to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.
- The Beijing Platform of Action of the UN Fourth World Conference on Women in 1995 recognized education as a basic human right and an essential tool for achieving more equal relations between women and men. States committed to ensuring a number of strategic objectives, including: equal access to education, the closing of the gender gap in primary and secondary education, and development of non-discriminatory education and training by developing and using curriculums, textbooks and teaching aids free of sex-stereotyping.
- Millennium Development Goal 2 calls for universal primary education. MDG 3 to “Promote Gender Equality and Empower Women” has as one of its targets: “Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015”.

However, women have endeavored to overcome discrimination against them through education. It is a common feature in Nigeria to see women in very highly placed positions. Some are medical doctor pharmacists, architects, university dons of all ranks including professors, bankers, media women and even business tycoons. Nigerian women have indeed ventured into male dominated professions which include aviation armed forces and so on.

In fact in all spheres of life women are there working both in Nigeria and in many other countries contributing socio-economic development. Access to education has gone a long in making Nigerian

women realize their potentials in the informal sector of the economy the rural women have made impact in food crop production, processing and distribution and animal husbandry. (Ezeilo, 2008).

Statement of the Problem

Women have historically suffered discrimination in the area of education, and continue to do so in many places of the world especially third world countries, Nigeria inclusive. Progress has been made in narrowing gender gaps in education over the past decade, in particular at the rural areas. Women Education in the years past has been declining and this could be traced to the diverse factors. However, in recent time, the roles of women cannot be disregarded. Inadequate or no formal education is a big limitation affecting majority of women in Nigeria; even to facilitate them face challenges of shifting universal economy.

The responsibility of women in the home, politics and society cannot be attained without formal education. This study therefore examines sought women education right in Atiba Local Government Area of Oyo State: contributions, challenges and way forward

Purpose of the Study

1. To identify the essences of women education right in Atiba Local Government Area of Oyo State.
2. Identify the contributions of women education right to the general public development in Atiba Local Government Area of Oyo State.
3. Identify the challenges of women education right to general public development in Atiba Local Government Area of Oyo State.
4. Identify the solutions to challenges of women education to general public development in Atiba Local Government Area of Oyo State.

Research Questions

The following research questions were raised and answered in the study

1. What do the women right contributions to their society development in Atiba Local Government Area of Oyo State?
2. What are challenges of women education right to general public development in Atiba Local Government Area of Oyo State?

Significance of the Study

The following are the significance of the study:

- The study would create awareness on the women education right in the development of our society.
- The findings of this study would give the government the prospect to be able to know how to handle the issue of women right.
- The study would help the society the viewpoint to recognize women right as an instrument of development.
- The study will assist the government to offer appropriate directions to the various problems as regards women issue.
- More so, the study would help in promoting awareness on the women right in the politics development our society.

Methodology

The design for this study was descriptive survey type. The population of the study was all the women in Atiba Local Government Area of Oyo State. The study used purposeful sampling technique because the study focus on women right. This is made up of one thousand (1000) women which are sampled from ten (10) areas in the study area. Also, the researcher used Ranking Order Analysis and simple percentage to analyze the research questions and respondent personal data respectively.

The instrument that was used to collect data was researcher's design questionnaire. The questionnaire is divided into two (2) sections. Section A contains with the respondents personal data such as name of areas, age, sex, occupation, marital status. Section B consists of the question items and it has 30 question items. The format adopted for section B is Likert scaling format in which respondents were required to

respond to. Content validity was used for this study as the strongest technique available for this study. In consideration of content validity, the researcher sought the help of some experts. This was done by giving the instrument to the experts to scrutinize and evaluate its contents and their correction and suggestions were done before administration of the questionnaire.

A total of 1000 copies of questionnaire were administered in the selected areas. With ten (10) working days, all the selected areas have been visited and the questionnaire was collected back with the detail information. The research data collected was analyzed using simple percentages and Ranking Order Analysis.

Analysis of Data

Table1: Distribution of Respondents by Sex

Sex	Frequency	%
Male	-	-
Female	1000	100
Total	1000	100

Table 1 shows the distribution of respondents' sex. Since the study was based on a purposeful sampling technique, all the respondents selected for the study were female i.e. 1000 (100%).

Table 2: Distribution of Respondents by Age

Age groups	Frequency	%
21-30	151	15.1
31-40	512	51.2
41-50	320	32.0
Above 50	17	1.7
TOTAL	1000	100

The table 2 shows that the age of the respondents. Between 21-30 were 151 (15.1 %), 31-40 are 512(51.2%), 41-50 are 320(32.0%) and above 50 are 17 respondents with representing 1.7 %.The largest age group are between 31 and 40 years.

Table 3: Distribution of Respondents by Marital Status

Marital status	Frequency	%
Married	895	89.5
Divorced/Separated	105	10.5
Total	1000	100

Table 3 above shows the marital status of the parents used for the study. Obviously, all of the respondents are married, i.e. 895(89.5 %), singles or divorced parents are 105 (10.5 %).

Table 4: Religion Affiliation Distribution of Respondents

Religion	Frequency	%
Islam	560	56.0
Christianity	397	39.7
Traditional	43	4.3
Total	1000	100

Table 4 above shows the religion affiliation of the respondents used in this study. Among the respondents, 723(72.3 %) respondents are Muslim while 277(27.7 %) are Christians while 23 (2.3%) are practicing traditional religion.

Table 5: Educational Background of the Respondents

Educational Attainment	No of respondents in the range	%
Primary School certificates	630	63
Secondary School certificates	285	28.5
First/Second degree	85	8.5
Total	1000	100

From table 5 above, the respondents 85(8.5 %) were those with first and other higher degrees. Those with primary school certificates were 630(63.0%) and those with secondary school certificate were 285(28.5 %) respondents.

Table 6: Occupation of the Respondents

Occupation	No of respondents in the range	%
Civil Servants	187	18.7
Trading	721	72.1
Non Government Organization	33	3.3
Self employed	59	5.9
Total	1000	100

Table 6 displays the occupation of the respondents; majority of the respondents were traders i.e. 721 (72.1%), civil servants traders were 187 (18.7 %), those in NGO were 33 (3.3 %) and self employed were 59 (5.9 %).

Research Questions

Research Question 1: What do the women right to education contribute to their society development in Atiba Local Government Area of Oyo State?

Table 7: Rank Order of contributions of women education rights to the society

S/N	Women education right contributions to their society	SA	A	D	SD
1	My acquired education has helped me to build and sustain a good home	410 (41%)	40 (4%)	450 (45%)	100 (10%)
2	My education is helping me to be a responsible wife and a good mother in the home	400 (40%)	70 (7%)	500 (50%)	30 (3%)
3	Due to my education status; I was nominated as one of the executives for my neighborhood development	277 (27.7%)	53 (5.3%)	46 (4.6%)	525 (52.5%)
4	My education foundation enhances my idea toward the development of my community	120 (12.0%)	236 (23.6%)	400 (40%)	244 (24.4%)
5	Education I got has improved my children accessory	270 (27.0%)	120 (12.0%)	530 (53.0%)	80 (8.0%)

Table 7 displays the respondent's responses on the women right to education contributions to their society development in Atiba Local Government Area of Oyo State. From the data collected, 410 (41%) and 4 (4%) respondents strongly agreed and agreed that education is helping them to sustain a good home. 450 (45%) disagreed while 100 (10%) strongly disagreed. 277 (27.7%) strongly agreed, 53 (5.3%) agreed, 46 (4.6%) disagreed while 525 (52.5%) were of the view that due to their education status; they nominated as one of the executives for their neighborhood development. Also, 270 (27.0%) strongly agreed, 120 (12.0%) agreed, 530 (53.0%) disagreed while 80 (8.0%) that education they got has improved their children accessory.

This study correlate with Uzoma (2013) in his study that education helps men and women claim their rights and realize their potential in economic, political and social arenas. Also, Jekayinfa (1999) in her view positioned that Nigerian women played a vital role in politics during the pre-colonial era, African social system and the form of division of labour which existed. Nigerian women participated in politics and government through the institution of women chiefs, the authority of first born daughters and the age grades; the dominant people culturally belong to a civilization characterized by matrilineal succession in the ruling class, women held high political offices.

This study corroborates the study of Ezegbe and Akubue (2012) that the Nigerian women have done a lot to escape from cultural prejudice and male chauvinism that inhibited their progress. (Navanethem (2010) also was of the opinion that education paves the way out of poverty and disempowerment, and opens up access to participation in society and in political decision-making.

Research Question 2: What are the challenges to women right to education in Atiba Local Government Area of Oyo State?

Table 7: Rank Order of what are challenges to women right to education in Atiba Local Government Area of Oyo State?

S/N	Problems To Women Right To Education	SA	A	D	SD
1	My husband/relatives don't encourage me toward education opportunity that I	458 (45.8%)	312 (31.2%)	110 (11.0%)	120 (12.0%)

	desire.				
2	Low interest in education limits me from practicing politics better in my area.	790 (79.0%)	110 (11%).	60(6.0%)	40 (4.0%)
3	Poor qualification / low education experience has not helped me to attain what I desired.	640 (64.0%)	200 (20.0%)	60 (6.0%)	100 (10.0%)
4	Culture has influence me to get to better position I ought to be.	800 (80%)	150 (15%)	10 (1.0)	40 (4.0%)
5	Societal factor is a factor to be reckoned with in womanhood development	770 (77%)	120 (12.0%)	30 (3.0%)	80 (8.0%)

Table 7 shows responses of the respondents on the challenges to women right to education in Atiba Local Government Area of Oyo State. The responses that my husband/relatives don't encourage me toward education opportunity that I desire was strongly agreed by 458 (45.8%), 312 (31.2%) agreed, 110 (11.0%) disagreed while 120 (12.0%) strongly disagreed. The statement that Poor qualification/low education experience has not helped me to attain what I desired was strongly agreed by 640 (64.0%), 200 (20.0%) agreed, 60 (6.0%) disagreed while 100 (10.0%) strongly disagreed. 770 (77%) strongly agreed that societal factor is a factor to be reckoned with in womanhood development, 120 (12.0%) agreed, 30 (3.0%) disagreed while 80 (8.0%) strongly disagreed with the statement.

This is the view of Navanethem (2010) that despite the effort of various governments to close the gap created by gender discrimination, there still existed wide gap between men and women in public life and in all sectors. A lot of traditional and cultural factors have been claimed to be limiting women educationally and economically among other opportunities.

He further added that women and girls have historically suffered discrimination in the area of education, and continue to do so in many places of the world. He pointed that "We must be mindful of the advantages that education has given us, and unite to address women's unequal status which persists in all parts of the world, both in their professional and private lives."

Conclusions

The issues of women right to education cannot be ignored in any society that desire progress. For utmost involvement of women in the national development, they need to do more through home, politics and responsibility to the society. To encourage women to contribute to national development requires policy and creative programme actions that will alleviate them from certain legal impediments to their participation in public life.

Recommendations

The following recommendations were made:

- There is need for mass communication network bodies such as radio and television station to enlighten the public on the women right to education.
- Non government organization should involve in organizing seminars, workshop and conferences for women development. This would help them on skills and values acquisition that will help them to improve their social, economic and political life style.
- There is need for the government to recognize the roles of women in governance by allowing them to exercise their rights that would rendering their capability to be utilized.
- Government especially states and local governments should work hand in hand to support the effective implementation of women education programmes.
- There is need to ensure that they raise social awareness of uneducated women particularly in the rural areas, through effective programmes that are educative
- Government should ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights” set forth in that treaty, including the right to education.
- State governments should be committed to ensuring a number of strategic objectives, including equal access to education and closing the gender gap in education

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