

# WOMEN EDUCATION: IMPLICATIONS ON MANAGING WOMEN'S PSYCHO-SOCIAL AND ECONOMIC CHALLENGES FOR FAMILY-LIFE STABILITY

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***Martins Ojo Erinsakin, Ph.D***

*Department of Continuing Education and Adult and Non-Formal Education,  
Adeyemi College of Education, Ondo,  
Ondo State.*

***And***

***Olufunnke A. Olugboji***

*Department of Primary Education Studies,  
Adeyemi College of Education, Ondo,  
Ondo State.*

## **Abstract**

*This study focused on women education and its implication on managing women's psycho-social and economic challenges for family-life stability. Descriptive research survey design was used. The population comprised all the women that have acquired functional education in the (18) Local Government Areas of Ondo State, Nigeria. The study sample size was 180, selected through purposive sampling technique, based on acquisition of functional education. Instrument that was used to gather data was self-developed structured questionnaire by the researchers, entitled, "Questionnaire on Women Education: Implications on Managing Women's Psycho-Social and Economic Challenges for Family-life stability". The instrument was validated by the experts in test and measurement in Ondo State University of Science and Technology (OSUTECH), Okitipupa, Ondo State, Nigeria, while its reliability was through test, re-test method. Data was analysed using Pearson Product Moment Correlation (PPMC). Findings revealed ( $r = .344^*$ ,  $N = 180$ ,  $P < .05$ ), ( $r = .387^*$ ,  $N = 180$ ,  $P < .05$ ) and ( $r = .436^*$ ,  $N = 180$ ,  $P < .05$ ), respectively for enhancement of women's employment opportunities, less domestic violence, aggression and development of appropriate healthy attitudes by women for family-life stability. Therefore, the Null hypothesis was rejected. Recommendations were made that, women education should be adequately funded by government and its other providers and so on.*

**Keywords:** Women education, Psycho-social, Economic, Family-life stability, Unemployment

### **Background to the Study**

In the Gospel of St. Mark, the Lord Jesus teaches that, “from the beginning of creation, God made them male and female” He then declares a great and beautiful truth inscribed in creation: “For this reason, a man shall leave his father and mother and be joined to his wife and the two shall become one flesh” (Mark 10:6-8). This depicts that family institution is of God and which society is built on. Family is the building block of the society (Tom, 2016). But the reality today is that family-life stability is under attack and serious threat.

Romney (2016) noted that family-life instability is a fatal sickness in the heart of societal instability. In several literature family-life stability has been severally defined, but the fundamental point is that it is a situation, devoid of anxiety, psychological problems, quarrelling and divorce, tension, maltreatment, sexual denial, violence, aggression, constant change of location, insecurity, poverty, unemployment, and so on. All these are indicators of family-life instability. Further, Lois (2014) avers that divorce, job market, economic meltdown and attitudes are causes of family-life instability. Apart from the above mentioned factors, other causes of family-life instability are: unfaithfulness, religious issues, intolerance, deceitfulness, external influences, social incompatibility between husband and wife and so on.

Observable, women in the society are more vulnerable to some of these psycho-social and economic challenges than men. This has been attributed partly to the position ascribed to women in the society, especially in the African setting, where women are treated as interior gender. Erinsakin (2012) stresses that women are economically deprived, politically marginalized, culturally alienated and socially discriminated. Further, it was maintained that patriarchal culture inhibits women’s empowerment. Hence, important events are traceable to men and not to women which invariably favours men’s empowerment in all round perspectives. Cultural issues also limit women empowerment and restrict them from participating in activities that can promote their psychological, social and economic status. The negative resultant effect of these is that women are exposed to psycho-social and economic problems, which are threats to family-life stability.

Some scholars have argued that these situations could be addressed through Women education for women empowerment. Oyekan (2000) corroborated by Egunyomi (2015) submits that education is empowerment. Education empowers individuals to solve his or her personal challenges. Erinsakin (2007) maintains that education could boost our hidden potentials and make individuals to have a decent, successful and comfortable living. Therefore, to build a peaceful society, education is a necessary tool and a “sine-qua-non”. He argued further that by empowering women educationally, family-life stability could be sustained and guaranteed.

Education is actually a key and means of empowering women and is in itself a right. Investment on women's general education, including literacy is one of the most important elements, complement any to income generating activities. Further, it was stressed that without education of comparable quality and content to what is given to man, women are unable to escape from low-quality employment to high quality employment (Cheston and Kuhn, Albee, 1994 and UNFPA, 2006). Therefore, education is a necessary way of gaining skills needed to compete in the labour market. Facilitating women's access to work begins by providing them with education of high quality, which will make them to become productive both inside and outside the household. Women's education is a pathway to enhance their economic participation and opportunities in diverse areas (Erinsakin, 2014).

Agbakwure (2002) notes that education equips one with marketable skills, thereby lifting the possessors up from the poverty circle. Through education, individuals also can learn good health habits, principles and practices which promote healthy living and longevity, as well as, acquisition of marketable skills that confer economic power on them. Uzoma (2013) posits that at present the forces which combine to retard women education, family-life stability and sustainable development in Nigeria could be viewed broadly to include; denial of equitable access and participation in functional education of good quality.

Enemu (1999) asserts that Women education is a multi-dimensional process, involving the empowerment and transformation of the economic, socio-psychological, political and legal circumstances of women. Sako (1999) maintains that it is a process of strengthening the existing capacity and capabilities of women in the society, thus enabling them perform effectively towards improving themselves, promote family-life stability for a stable society. Women who are educationally empowered would not be burdens to their families or pose as threats to peaceful living in the family and society.

King and Hill (1998) stress that women's education leads to significant social development which includes; decreased fertility rates and lower infant and maternal mortality. It also has cognitive benefits for women (Kabeer, 2005). Improved cognitive abilities increase gender equality. Levine, Lloyd, Grene and Gorwn (2008) contend that educated women have been found to experience less domestic violence, aggression, regardless of other social status indicators like, employment status and others.

Erinsakin (2014) observes that women empowerment through education would result to their being gainfully employed with higher incomes. Singh, Thind and Sushma (2007) note that education and employment could result to self-reliance, confidence and sense of identity in the women. As a result of being educated and employed, they can be better tuned out, outgoing, open to new ideas, well informed and aware of their rights and surroundings. They can identify and cope with their problems better. Hence, they have a lot of exposure and access to the world. It has also been found that mothers, who are with higher levels of education use more child-centred parenting (that is to be more responsive to and accepting of their children's needs and inductive reasoning, when

disciplining their children. All these have implications for family-life stability. What can be deduced therefore is that maternal education has a significant impact on parent-child relationship, especially from the perspective of the mothers parentage, which also is an indicator of family-life stability.

It is on recognition of the role of Women education influence on managing women psycho and economic well beings of women that arose the researchers interests to carry out this study.

### **Statement of the Problem**

Undoubtedly, the social-economic reality of the present day combined with other numerous factors are threats to family-life stability. In search for effective remedy to manage this precarious situation, especially when family units have been conceived and identified as building blocks of the society, Women education therefore takes relevance. In recent time it has become a focal issue in the world, especially in the developing nations, where there is disequilibrium on gender basis to access functional education. However, some fundamental questions on the topic of this research which keep on reoccurring in our minds are:

- i. Can Women education enhance women's empowerment, economically for family-life stability?
- ii. Can women education equip women with the appropriate parenting attitudes for family-life stability? and so on. It is against this background that this research was carried out by the researchers.

### **Objectives of the Study**

The specific objectives of the study are to:

- i. ascertain whether Women education can enhance women's employment opportunities for family-life stability;
- ii. determine whether Women education can bring a step to domestic violence and aggression by women for family-life stability; and
- iii. examine, whether there is a positive relationship between Women education and development of positive values for health status by women for family-life stability.

### **Significance of the Study**

The significance of the research are:

First and foremost, the findings of the study will provide justification on the relevance of the implementation of women education to family-life stability for its providers. Besides, it will also provide a base line data to the government and other stakeholders in the provision of women education programme on its importance on managing women's psycho-social and economic challenges for family-life stability.

Moreover, the findings of the study will enable women to understand the values of their educational status to the sustainability of family-life stability. Lastly, the study will also add to the existing literature on this research area.

### **Research Hypotheses**

Three research hypotheses were raised to guide this study. They are:

**Ho1:** There will be no significant relationship between Women education and enhancement of women's employment opportunities for family-life stability.

**Ho2:** There will be no significant relationship between Women education and domestic violence and aggression by women for family-life stability.

**Ho3:** There will be no significant relationship between Women education and development of the appropriate healthy attitudes by women for family-life stability.

### **Research Methodology**

Descriptive research survey design was adopted. The study population comprised three thousand one hundred and four (3104) educated women in the nine Local Government Areas of Ondo State, Nigeria. The sample size for the study was (180) respondents, selected through purposive sampling technique. Twenty educated women were selected from each of the nine Local government Areas in Ondo State, Nigeria to constitute the sample size. Instrument that was used to gather data was self-developed structured questionnaire entitled, "Women Education: Implications on Managing Women's Psycho-Social and Economic Challenges for Family-Life Stability". Three Local Government Areas were selected from each of the three existing senatorial areas, based on the fact that they have the highest numbers of women as civil servants.

The instrument was validated by the experts in test and measurement at Ondo State University of Science and Technology (OSUTECH), Okitipupa, Ondo State, Nigeria, while its reliability was through test, re-test method and 0.64 obtained as a co-efficient reliability. This made the researchers to adjudge the instrument reliable enough for the study. Data were analysed through the use of Pearson Product Moment Correlation (PPMC).

### **Results and Findings**

**Hypothesis One:** There will be no significant relationship between Women education and enhancement of women's employment opportunities for family-life stability.

**Table 1:PPMC Showing the Relationship between Women Education and Enhancement of Women’s Employment Opportunities for Family-Life Stability.**

Variables	Mean	Std. Dev.	N	R	Sig.	Remarks
Women Education	14.7045	1.5642	180	.344*	.000	Rejected
Enhancement of Women’s Employment Opportunities	15.8401	2.2348				

\*Significant at .05 level

The findings of table 1 revealed that Women education could positively impact on enhancement of women’s employment opportunities. Since, ( $r = .344^*$ ,  $N = 180$ ,  $P < .05$ ). The Null hypothesis is rejected.

**Hypothesis Two:** There will be no significant relationship between Women education and less domestic violence and aggression for family-life stability.

**Table 2: PPMC Showing the Relationship between Women’s Education Less Domestic Violence and Aggression for Family-Life Stability.**

Variables	Mean	Std. Dev.	N	R	Sig.	Remarks
Women Education	15.6352	1.5752	180	.387*	.000	Rejected
Less Domestic Violence and Aggression for Family-Life Stability	16.4803	2.6345				

\*Significant at .05 level

The results on table 2 indicated that Women education could impact on women’s assertion of their rights for family-life stability. Since ( $r = .387^*$ ,  $N = 180$ ,  $P < .05$ ). Null hypothesis is rejected.

**Hypothesis Three:** There will be no significant relationship between Women education and development of appropriate healthy attitudes by women for family-life stability.

**Table 3: PPMC Showing the Relationship between Female Education for Family-Life Stability and Development of the Appropriate Healthy Attitudes by Women for Family-Life Stability.**

Variables	Mean	Std. Dev.	N	R	Sig.	Remarks
Women Education	14.6453	1.4564	180	.436*	.000	Rejected
Development of the Appropriate Healthy Attitudes by Women for Family-Life Stability.	15.8242	2.5663				

\*Significant at .05 level

The finding on table 3 showed that Women education could positively impact on the development of the appropriate parenting values by women for family-life stability. Hence, ( $r = .436^*$ ,  $N = 180$ ,  $P < .05$ ). Therefore, Null hypothesis is rejected.

### Discussion of Findings

The findings on hypothesis one revealed that, Women education could impact positively on enhancement of women's employment opportunities. This aligns with Erinsakin (2014) opinion that Women education would result to gainful employment and higher incomes. Corroborating this, Singh, Thmid and Sushma (2007) maintain that education and employment have brought about self-reliance, confidence, and sense of identity in women.

Similarly, the results of hypothesis two indicate that Women education could positively impact on women's less domestic violence and aggression for family-life stability. This is in consonance with the view of Levine, Lloyd, Greene and Grown (2008) submission that educated women have been found to be exhibiting less domestic violence, aggression, regardless of other social status indicators like, employment status and so on. This is also buttressed by Sako (1999) that Women education would strengthen women capacities, capabilities and also enable them to perform effectively towards improving their families and the society as a whole. Hence, women, who are educated will not be burden to their families and society. Thus, facilitating family-life stability for stable society.

The findings of hypothesis three showed that, women education could impact positively on development of appropriate health attitudes by women for family-life stability. This is in consonance with the view of King and Hill (1998) that Women education could lead to significant social development which includes; decreased fertility rates and lower infant and maternal mortality. Agbakwure (2002) also, submits

that through women education, women could be made to learn good healthy habits, principles and practices, which could promote healthy living and longevity.

### **Conclusion**

Based on the findings of the research, conclusion was made that Women education could positively impact on managing women's psycho-social and economic variables for family-life stability; income generation, reduction of domestic violence and aggressions, bridge gender disparity in politics, promote development of the appropriate healthy attitudes, and so on.

### **Recommendations**

The following recommendations were made based on the findings of the study;

1. Adequate funding of Women education by the governments and its other providers.
2. Organizing national summit, fora, seminars and conference on Women education impact on family-life stability.
3. Encouraging women to avail themselves with Women education programme. Since, it has a positive impact on family-life stability.
4. Mobilizing women, especially those at the rural areas for the programmes in order to sustain family-life stability.
5. Giving the programme legislative backings and support for its affective implementation, sustainability and so on.

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