

THE IMPACT OF EDUCATION ON GENDER-BASED VIOLENCE IN NIGERIA

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Abstract

This study investigated numerous aspects of the relationship between gender-based violence and education in Nigeria, as well as educational institutions' roles in reducing gender-based violence in the country. Violence against women, according to the article, is a long-standing issue that must be addressed. They manifest as traditions, norms, and religious practices that devalue women's standing; inhibit peace, progress, and the goal of equality. According to the paper's conclusion, governments and non-governmental organizations should fund and organize seminars to implement the Governments should educate women and girls about all types of violence against them under the act on the abolition of assaults on women and governments ought to condemn acts of violence against women without citing any tradition or religious reasons.

Keywords: Impact, Education, Gender-Based Violence, Nigeria.

Introduction

The global epidemic of gender-based violence (GBV) has turned into a persistent social ill afflicting all civilizations, developed and developing countries. Victims of any age, color, culture, religion, education, occupation, or marital status can be victims. Men and women can both be mistreated, but women are more prone to becoming victims. Domestic abuse against women can take many forms, including name-calling, preventing partners from speaking with relatives or friendship, withholding money, preventing a spouse from obtaining or retaining abuse includes Sexual assault, stalking, intimidation, and actual or threatened physical harm are all unacceptable. Sexual abuse (unwanted or forced sexual relations) and physical assault (hitting, pushing, shoving, and so forth) are examples of domestic violence. Financial, psychological, and emotional abuse are all forms of exploitation all unacceptable crimes in and of them, but they can lead to criminal violence. Domestic abuse and various types of violence against women violate their human rights and dignity (Muhammad et al., 2020).

Existing literature indicates that education has a major impact on GBV; education has been shown to reduce gender-based violence. According to international organizations, schooling children has a positive impact on their lives, promotes confidence, and protects them, Prezenszky et al. (2018) defended victims of sexual and physical assault.

Education has been recognized as the most important tool for improving women's oppressed position in society. It not only develops individuals' personalities and rationality, but also qualifies them to perform particular economic, political, and cultural functions, thereby improving their socioeconomic level. One of the direct expectations from educational growth in a society is a reduction in individual inequality, which is why education was the Human Rights Declaration of the United Nations mentions it as a core human right. The inability of a woman to read and write, according to Jayinka (2010), may predispose her to misusing medications. Her lack of knowledge about healthy living practices and disease prevention methods has an impact on her, her family, and society as a whole. Education enables girls to understand their rights and less subject to exploitation. For many years, society has discriminated against, exploited, violated, and rejected the rights of women in Nigeria; an educated woman can complain about such acts. Female productivity in the informal sector rises as a result of education; enable her to contribute not just to the income of her family but also to the broader Gross National Product (GNP). It enables women to vote and run for office in politics giving them the ability to make important life decisions. A man's education educates an individual, but a woman's education educates a nation. Thus, the core of educating the girl child as tomorrow's mother is summed up.

Statement of the Problem

GBV affects both men and women, but women suffer disproportionately as a result of violence reflecting and reinforcing existing gender inequalities. GBV can take many forms; including Intimate relationship child abuse, female infanticide, child marriage, non-partner sexual assault, female genital mutilation, and sexual exploitation and abuse are examples of sexual exploitation and abuse are all examples of violence. Such violence stifles gender equality and other forms of development goals. Violence limits women's options and ability to act, preventing them from participating in or profiting from development efforts.

Acute injuries, chronic pain, gastrointestinal sickness, gynecological difficulties, depression, and substance misuse have all been connected to intimate partner violence. GBV persists in Nigeria, as it does in other nations, severely restricting the autonomy and opportunities of women.

Education has a considerable impact on GBV, with secondary education having the greatest impact. The amount of oppression was lessened as a result of education. According to international organizations, children's education benefits their lives by increasing confidence and protecting them from sexual and physical abuse. To that end, this research looks at the influence of education in reducing gender-based violence in Nigeria.

Aim and Objectives of the Study

The aim of the study is to examine the significance of education in reducing gender-based violence in Nigeria. The precise goals are as follows:

- i. To look into many types of gender-based violence in Nigeria.
- ii. To look into the connection between education and gender-based violence Nigeria.
- iii. To analyze educational institutions' roles in reducing gender-based violence in Nigeria.

Review of Literature

Theoretical Review

Conflict Theory serves as the foundation for this research.

The study of conflict theory is focused on power imbalances that exist within and between social groups. This theory is based on the philosophical stances of Thomas Hobbes, Karl Marx, and Niccolo Machiavelli. It highlights the idea that people are inherently argumentative when it comes to vying for wealth and power. Civil Rights Movement activists contested the notion that White people and men have greater social authority than other groups, but the notion was eventually accepted.

Social contact, according to Conflict Theory, leads to conflict, and conflict is an inherent element of family interactions. Conversely, conflict can be advantageous, especially if it leads to improvements and the resolution of problems. Avoiding conflict altogether is not the aim; rather, it is to prevent arguments from getting so bad that they cause group members to feel permanently hurt or as though it is not in their best interests to be a part of the group. Unresolved family disputes can lead to communication breakdown, factionization of extended families, and divorce amongst family members. Fighting for power, influence, and resources has resulted in conflict. According to conflict theory, conflict is produced by a scarcity of resources (Frederick, 2014). Money, food, television, or use of the family automobile is all examples of resources. Resources can also include abstract concepts like love, affection, or attention. It is possible that these resources will have to be completed for by family members. According to this worldview, resources are always in short supply causes' conflict because not everyone can receive the resources they want (Frederick, 2014).

This theory is pertinent to the study because it supports the idea The capacity to affect one's own circumstances or future results in life, as well as those of others, can be referred to as that power is characterized as influence. Conflict Theory suggests that structural inequality is a common source of conflict. Structural inequality can be characterized as a disparity in power based on one's social role or rank. Men always believe they are in charge because they control the resources and have the most power.

Conceptual Clarification of Education

Education is the process of teaching in order to pass on knowledge and skills to children and young people in schools and institutions, according to the Oxford Advanced Learners Dictionary. In some aspects, education is a cultural element since it promotes lifelong learning allows people of all ages to grasp the relationships between their surroundings and the circumstances in which they find themselves.

Informal education is random and unplanned training provided in a learning institution, whereas formal education is systematic and planned training provided in a learning institution. Article 26 of the Universal Declaration of Human Rights, which was approved by the UN General Assembly in December 1949, guarantees the right to education, one of the most fundamental human rights. The right to free elementary and secondary education belongs to all people.

Elementary education will become mandatory, however, professional and technical education will be widely available; Everyone will have access to higher education based on merit, and parents will be able to decide what kind of education their children receive (Nwangwu, 1976).

Concept of Gender Based Violence (GBV)

Domestic abuse, beating, and intimate partner violence (IPV) are all examples of gender-based violence and spousal abuse, is a pattern of aggressive behaviors committed by one partner against another in a romantic, cohabiting, marriage, or familial relationship. Assault or physical aggression (restraining, striking, biting, shoving, slapping, kicking, hurling emotional abuse; sexual abuse; dominating or domineering; stalking; intimidation; hidden / passive abuse (e.g., neglect); and financial hardship are all examples of abuse (Siemieniuk et al 2010).

Understanding gender-based violence, according to Mouthaan (2013), requires a situation analysis that takes into account the influence of the larger societal context on gender performance. In order to create their own gendered identities, men mistreat women in close relationships. A barterer frequently attempts to demonstrate to show the lady that he is in charge, or to show other men that he dominates her. He may interpret the violence as a kind of retribution for something the lady deserved or caused. Gender-based violence has become a catch-all word for a variety of sins, including rape in times of conflict, sexual abuse in prisons, and taunts and name calling within marriages.

Gender-based Violence in its Many Forms

Physical Violence

Aside from injuries and deaths, physical abuse by an intimate partner has been linked to a number of unfavorable health effects. Knife cuts, bruises, fractured bones, pelvic discomfort, traumatic brain injury, and other health disorders associated with intimate partner abuse physical assault may be the direct cause. Added disorders are the result of the chronic stress caused by intimate relationship abuse on the gastrointestinal, endocrine, cardiovascular, and immunological systems (Muhammad et al., 2020).

Women's physical injuries appear to produce medical complications as they age. Domestic abuse has been linked to the development of arthritis, heart illness, and hypertension among beaten women they are in their early twenties. Domestic violence victims' medical issues, such as hypertension, may be exacerbated because the abuser may refuse them access to prescriptions. When compared to non-abused women, abused women have 50–70% higher rates of disorders related to the gynecological system, the central nervous system (CNS), and chronic stress (Campbell et al. 2002).

Economic Conflict

One form of domestic and family violence is economic abuse, wherein acts have a negative effect on a person's finances and obstruct that person's desire to become economically independent. Economic exploitation is also known as economic adversity, economic harshness, financial exploitation, or financial dominance. It is frequently employed in conjunction with other forms of violence, and it may overlap as part of a controlling behavior pattern. In intimate partner relationships, economic abuse can occur. It can also happen in

various family and other connections. This category comprises situations in which a person is vulnerable due to their reliance on others for everyday support. Victims commonly lose their employment as a result of illness brought on by the abuse. Absences for court appearances may jeopardize their employment (Muhammad et al., 2020).

Psychological Abuse

Depression is the most common reaction to psychological abuse, and most battered women experience symptoms of depression. Physical violence is usually followed by depression. Abuse of the mind or emotions can occur verbally or nonverbally. It seeks to undermine victims' trust and independence in order to seize control of them and limit their capacity to flee. Yelling, name-calling, blaming, and shaming are examples of verbal abuse is an example of emotional abuse. Isolation, intimidation, physical threats, and autocratic behavior are also examples. According to many battered women, domestic violence has a "more profound effect on their lives—even when there is life-threatening or disabling physical violence." Regardless, there is a persistent propensity to portray domestic violence as physical violence, whether actual or threatened (Tjaden et al 2000).

Social Conflict

Gender-based abuse victims may face societal implications such as limited access to resources; bad connections with health care providers and employers, social marginalization, and homelessness are all issues that people face. Abuse will isolate you from the rest of the world in order to build your reliance on them. The abusive partner may restrict the victim's ability to see family and friends, as well as go to work or school. Permission may be required to do anything, go anywhere, or visit anyone (Heise et al 2002).

Violence against Women and Education

Education has a considerable impact on GBV, with secondary education having the greatest impact. Education aided in the reduction of tyranny. According to international organizations, children's education has a positive impact on their lives, increasing confidence and their ability to protect oneself against sexual and physical attack. This is only possible if they teach about GBV abuse (Prezenszky et., al., 2018).

Education plays a significant socioeconomic role Cervantes-Soon (2012). Education enhances women's employment as well as their women are better able to carry out social activities, have more confidence, and understand how to use resources and information as a result of social and economic empowerment (Painter 2004) (Fergus & Van't Rood 2013). Education can aid in the prevention of future GBV (Fergus & Van't Rood, 2013). Stereotypes, discrimination, and inequities are all mitigated by education.

Many countries not everywhere around the world prioritize children's education, and as a result, gender-based violence is becoming more common. According on prior searches, numerous countries are identified as having GBV on children. South Africa, Brazil, and India (Beyene et al. 2019), and Liberia are among the countries where social violence is prevalent (Parkes 2015).

The amount of school years spent has been linked to a reduction in future physical and sexual assault victimization and perpetration (Plan International, 2012). Women's employment chances Education improves both academic performance and economical condition. Women's empowerment helps to reduce the unequal power dynamic identified as the root cause of GBV. However, education is a crude barometer, and if not handled properly, schools can become dangerous places hazardous replicators of bad community norms and practices. As a result, schools and other educational institutions must include violence prevention and response techniques. Teachers play an important part in this process, gender responsive pedagogy, as well as sexuality education, should be integrated in school curricula. This can serve to optimize schools' potential as sites of empowerment for both girls and boys, as well as the prevention of GBV (Sida, 2015).

The educational institution's contribution to the decrease of violence against Nigerian women

A study on gender-based violence (GBV) and its correlates among female university students in northern Nigeria found that GBV is a worldwide problem that impacts educational institutions, public health, and human rights. GBV prevalence and risk factors were assessed among 300 female university students in Kano, Northern Nigeria, using questionnaires. In 58.8% of cases, there were reports of gender-based violence of the cases. Campus housing, married status, ethnicity, indigenesness, religion, and faculty affiliation are all factors to consider are all factors to consider in addition to physical, sexual, and emotional abuse, were all found to be important predictors of gender-based violence (Iliyasu et al., 2011).

A similar study was undertaken by Oladepo et al (2011) sought to identify the following variables are linked to gender-based violence among 3000 Nigerian men and women in selected Nigerian states." There were 806 (26.9%) respondents who had suffered physical violence, with 353 (11.8%) males and 453 (15.1%) females." Surprisingly, more guys were reported to have suffered sexual violence in this study. 364 (12.1%) of those polled had been subjected to sexual assault. There were 221 (7.4%) males and 143 (4.8%) females in this group. Furthermore, "married female respondents were more likely than single respondents to have experienced physical violence." Furthermore, those who do not consume alcohol are less likely to be sexual violence victims." However, the study concluded that gender-based violence remains an issue in Nigeria, affecting women more than men.

The school's rules, methods, and structure address both overt and implicit gender and sex power disparities between students and faculty. Institutions must be built, staff must be taught, and female students must be present in schools GBV, discrimination, and harassment policies and procedures must be enforced to reduce this violence. A good physical infrastructure, such as clean and safe facilities for women, is essential, and competent counseling is especially helpful in minimizing violence (Bott et al., 2005). Those programs that are set up in schools to impact children's minds and target the entire population are unknown. Those programs that focus on women and young girls are at risk, so involve the entire public they instruct women and girls on how to stay safe in such situations (Flood & Webster 2007, Imbesi 2008).

A School-Based Prevention Strategy GBV

- i. Empowering children about their rights, participation, and gender equality;
- ii. Creating and implementing a code of conduct;
- iii. Teacher and educational staff capacity building
- iv. Educating teachers and educational staff about their rights, participation, and gender equality;
- v. Improving reporting, monitoring, and accountability;
- vi. Incident response; Improving physical learning environments; and
- vii. Involving parents.

Conclusion

Violence against women has long been a problem that must be addressed. They take the form of traditions, rituals, and religious practices degrade women's standing; they are a hindrance to peace, progress, and the ideal of equality. Their repercussions are anticipated to make it more difficult for girls to reach the Education for all is one of EFA (2015) defines the Millennium Development Goals (MDGs). As a result of these factors, all relevant agencies should conduct a thorough investigation.

Recommendations

Based on the literature review, the study recommends as follows:

- i. Governments and non-governmental organizations should fund and organize seminars to educate women and girls about all sorts of violence directed at them.
- ii. The government should denounce female genital mutilation, as stated in the Act to combat domestic violence against women without using any religious or traditional considerations.
- iii. Through legislation, the government should establish and/or enforce criminal, civil, labor, and administrative sanctions for any act of violence against women and girls, regardless of the setting—the home, the workplace, the community, or society at large.
- iv. The government should make basic education free and essential for all youngsters. Eliminate all sorts of fees, and provide all students with free books and learning materials. Following that, legislation requiring it is possible to create legislation. Requiring parents must transport their children to school.

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