

EDUCATION AND CAREERING AMONG POLICEWOMEN IN KADUNA STATE POLICE HEADQUARTERS, NIGERIA.

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Abstract: *The Police Force is a formal organisation that recognizes the importance of having skilled and versatile workforce in addition to the willingness of the officers to improve on their level of education and to engage in training and attending professional courses so as to enhance their career development and to also enables the Police Force to effectively compete in the global marketplace. Despite all these, most of the women officers in the NPF are found on rank and files. It is as a result of this that this research examined the level of educational qualifications of the policewomen, their ranks and designations, willingness to further their education and attend professional courses after enlistment, how often they go for these courses and how strongly is education related to rank and designations in the NPF. Both quantitative and qualitative methods were used to generate data for the study. The quantitative data was obtained via administration of questionnaire. A total number of one hundred and eighty (180) questionnaires were distributed from which one hundred and forty two (142) were recovered and analyzed. The qualitative data on the other hand was collected through the use of Focus Group Discussion (FGD) and the In-depth Interview (IDI). Two groups of eight were drawn from the target population, one comprising only the women while the second group comprising only the men. The major results of our analyses showed that majority of the policewomen were on rank-and-files because of their low level of education at the point of enlistment and their unwillingness to further their education and attend professional courses after enlistment. They were also unwilling to accept transfers. Consequently, we recommended that policewomen need to improve on their education, be willing to accept transfers, show interest and participate in training and attending professional courses so as to enhance their skills for the promotions their career development in the NPF.*

Keywords: Police Force, gender, Training, Career

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INTRODUCTION

Educational qualification is one of the necessary prerequisites for employment and for proper placement in any formal institution or organisation like the Nigeria Police Force. Therefore, this paper looked at the educational qualification of the policewomen, their ranks and designations and the effect education has on women career in the NPF. This paper is sectioned to capture the statement of the problem, objectives of the study, the reviewed literatures, theoretical framework, methods of data generated, discussion of the findings and then, summary, conclusion and recommendations.

STATEMENT OF THE PROBLEM

Literature is scanty on why most women in the Nigeria Police Force (NPF) are found in the rank-and-files. At the same time, the perception of the public regarding why most women in the NPF are found in the rank and files was the purposive denial of women to access to promotion by their male colleagues simply because of the sexist patterning of the division of labour and partly, because the police force is seen as a men's world. Conventionally, promotion in any formal organisation like the police force rest on the level of education acquired and the professional courses and training attended. Contrary to the perception of the public, it's important to look at the level of educational qualifications of the women, their rank and designation, willingness to further their education and attend professional courses after enlistment, how often they go for these courses and lastly, how strongly is education related to rank and designation in the NPF

STUDY OBJECTIVES

The general aim of this paper is to examine the relationship between the level of education of the policewomen in the NPF and their ranks and designations. Other specific objectives of the study included:

1. To determine the level of education of the Policewomen in the NPF
2. To determine the ranks and designations of the Policewomen in the NPF
3. To determine the willingness of the women to improve on their career via education, attending professional courses and training in the NPF after enlistment
4. To examine the relationship between the educational qualifications of the Policewomen and designations

LITERATURE REVIEW

Most organizations recognize the importance of having skilled and versatile workforce in order to compete effectively in the global arena. This makes employee training and development an important organizational investment. Indeed, improving employees' skills and capabilities is considered critical for enhanced organizational performance (Muchinsky, 1999). Employees must be willing to engage in training and education, but employers also need to encourage and provide opportunities for training and education. These professional developments and the promotional system have been the major themes in the literature of women in policing worldwide (Lonsway *et al.*; 2002; McKean; 2002; Niland, 1996). Career developments have been the major problems for policewomen in policing (Lonsway *et al.*/2002; McKean, 2002; Niland, 1996). Lynch and Tucky (2004) in Australia conducted a research to identify and examine the specific obstacles that may prevent women from advancing and remaining in the police force. From the research, problems associated with promotional process and career advancements were identified and were found to be the major factors in employee turnover. For example, lack of career options, lack of promotion and professional development opportunities, and problems with the promotion (e.g. limited opportunities and nepotism) and the transfer system perceived to be problematic, and were associated with a decline in the enjoyment levels of policewomen and men in their work, a feeling

that they had not reached their full potential and the subsequent resignation of both women and men from the police service. Alemika and Agugua (2001) reported in their research that Nigeria Police men and women are very dissatisfied with promotion prospects in the police. They work under inadequate conditions of service and irregular promotions, and these combine to engender frustration, as well as widespread corruption, indiscipline and aggression towards the public.

With regard to interest in career development, women in the Australia Police Force have shown a considerable interest in attending variety of professional development courses. Indeed, women expressed a higher degree of interest in attending courses than men did (Boni *et al*; 2001). The type of courses women were interested in included leadership, negotiation, career development, supervision, and performance appraisal/feedback. This suggests that women in the Australia Police Force are at least as interested, if not more interested in career development, as men, at least in so far as their intentions are concerned. Contrary to this, women in the Nigeria Police Force did not show much interest in the job which the lack of interest is affecting the degree at which they further their education, which as a result affect their career development. Development in the Police Force like any force organisation depends largely on the courses and training attended, and since women in the Nigeria Police Force expressed lower interest, then, career development may become difficult for them. Unlike in Australia where most of the women were enlisted with higher qualification as senior officers and still after enlistment pursue professional courses regularly, which are necessary for their development, most of the women in the Nigeria Police Force (NPF) got enlisted with low educational qualification (School Certificate and National Diploma) and after enlistment show little or no interest in furthering their education. This lack of interest as generated from this particular study is the prime factor to the rank and designation most of the women in the NPF are occupying. While willingness to attend courses alone will not guarantee success at higher management levels, it is a necessary prerequisite for advancement in policing (Etter and Adams, 2001).

Furthermore, women in other parts of the world like in the USA, Britain, Australia and Germany, wanted to be promoted, this showed that these women did aspire for more senior roles. Promotion often, also involves successful applicants having to move to another station, which may involve relocating to a different city/town. Results from Boni and Cireeli (2002) indicate that women were as willing as men to relocate in order to accept promotions in the Australian Police which is an indication that these women are willing to enhance their professional skills and advance in policing in Australia. But some women in the NPF with about 8.5% suggested that women should not be transferred from state to state except on request which is a clear indication of their unwillingness to accept transfer (Isiaka, 2010).

Although, Boni and Cireeli (2002) further argued that most women in the Police Force worldwide still see the promotional process has been discriminated despite the acknowledgement of the educational requirement, particularly the women in the NPF. According to Burton (1987) argued that there was reliable evidence that informal barriers prevent women from entering different parts of the force, particularly, the senior ranks. She argued that there are a number of organizational processes that indicate systemic discrimination. These processes include initial job assignment, training development, study level, job design and the politics of skill. The perceived nature of policing, be that of a dangerous occupation, may result in female officers being shielded by their male colleagues from mainstream duty. Another view may be the result of residual bias felt by men towards women. Wimshrust (1995) found that in the United States and Britain, a degree of tension and antagonism towards women has developed as a result of women invading the male dominated world of policing. The threatening of men could result in biased decision being made against women who apply for promotion or selection to specialist squads. Lonsway's (2002) research in the United States further indicates that males are unwilling to share power unless threatened by legislation. Hunter (1992) states that structural discrimination arises from the fact that organizational norms, rules and procedures used to determine the allocation of positions and benefits have generally been designed, whether deliberately or unreflectively, around the behavioural patterns and attributes of the historically dominant group in public life. For example, in (1988) McKenna claimed that she was denied access to training courses and temporary assignment that would enhance her skills.

Job design is a critical issue that has impacts on women during their careers within the Victoria Police (Boni, 2004). Women are steered towards traditional feminine areas involving juveniles, family violence, and administration which largely limit on the professional requirement for career development in policing. The phenomenon of streaming women into specific areas within an organization is not limited to the Victoria Police. Burton (1987) further suggested that the central question is whether women are in these positions because they choose to or because there are allocative procedures, which place them there. Moreover, Police services are provided 24 hours a day, 365 days a year, rostering is impromptu and the opportunity to obtain a position with permanent hours is limited to administrative and training duties. However, even with the advent of part-time policing in this part of the world, it is still difficult for women (and some men) who are the primary caregivers of their family and wish to continue working in their desired chosen profession. Statistically, it is unlikely that the women will obtain assistance at home from their partners as the majority of childcare work within the home is conducted by women. Policing, based on the male accepted norm that the care of children and maintenance of the household are not an issue that should concern the worker, it is also important to look at its impact on women's career development in the Police Force generally.

THEORETICAL FRAMEWORK

This study has its theoretical base in the Feminist Perspective which viewed the world from women vantage point and aim at providing a better world for women. There are several versions within the perspective both in and out of sociology. However, the study was specifically guided by liberal feminism. According to liberal feminism, the situation and experience of women are unequal to that of men; the inequality results from the patriarchal and sexist patterning of the division of labour and the organization of the society as seen in the Police Force where women are steered towards traditional feminine areas involving juveniles, family violence, and administration which largely limit on their professional requirement for career development in policing. However, this theory is characterized by four major themes which are:

- Men and women are situated in society not only differently but also unequally. Specifically, women get less of the material resources, social status, power, and opportunities for self-actualization than do men who share their social location—whether it is a location based on class, race, occupation, ethnicity, religion, education, nationality, or any other socially significant factors.
- This inequality results from the organization of society, not from any biological or personality differences between women and men.
- Human beings may vary to some extent from each other in their profile of potentials and traits; no significant pattern of natural variation distinguishes the sexes. Instead, all human beings are characterized by a deep need for freedom to seek self-actualization and by a fundamental impressionability that leads them to adapt to the constraints or opportunities of the situations in which they find themselves. Therefore gender inequality may be referred to as the claim that women are situationally less empowered than men to realize the need they share with men for self-actualization.
- All inequality theories assume that both women and men will respond fairly easily and naturally to more egalitarian social structures and situations, though asserted that it is possible to change the situation (Ferree, Lorber, and Hess, 1999; Lorber, 1994; Martin, 2004; Ritzer, 2011).

This theory argues that women may claim equality with their male counterparts on the basis of essential human capacity, that their inequality is a product of the patriarchal and sexist patterning of the division of labour and that they can achieve equity in the society by transforming the division of labour through the amendment of the key institutions such as law, work, family, education and media (Lorber, 1994; Pateman, 1999; Schaeffer, 2001).

More importantly, at the core of liberal feminism are the beliefs that:

All human beings have certain essential features; capacities for reason, more agency and self-actualization. The exercise of these capacities can be secured through the legal recognition of universal rights. The inequalities between men and women assigned by sex are social constructions having no basis in nature. Social change for equality can be produced by an organized appeal to a reasonable public and the use of the state (Ritzer, 2003:211- 212).

Historically, liberal feminist argument has been on the claim for gender equality. This claim was evidence in the Declaration of sentiments issued by the first women's rights convention at Seneca Falls in 1848. The Declaration declared that:

We hold these truths to be self-evident; that all men and women [and women is added] are created equal; that they are endowed by their creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights governments instituted {among men" is omitted}, deriving their just powers from the consent of the governed (Du Bois, 1995 in Ritzer, 2003: 212).

Also, the pressures on women work interactively in complex ways, and one feature of contemporary feminist theory is its attempts to understand these interactions. Accordingly, they argued, Policewomen's ability to compete in career and profession is hindered by the demands of the private sphere (the family function). The essentially patriarchal demands of the public sphere for face time and total commitment intensify the stress of home commitments by shrinking women's resources of time and energy, which, in turn, increase the demands on them for crisis management at home. The ideological link of women to the private sphere activities of care-giving, emotion management, and the maintenance of routine and order translates into women's being expected to do this additional work in the public sphere and being frequently tracked into under remunerated jobs in which these womanly skills are commodified and marketed (Harris, 1996; Hochschild, 1997; Edin and Lein, 1997; Shelton, 2000; Williams, 2000; McDowell, 2008). The patriarchal patterning of work and home puts the single mother, the woman trying to maintain home and children without the help of the male wage earner, at a tremendous economic risk and is one factor in the increasing feminization of poverty. The woman typically earns less than a man in most cases; the relationship of the single woman parent to any job is made both insecure and less negotiable because of the nature of her home responsibilities (Waldfogel, 1997; Adkins, 1995; Pierce, 1995; Harris, 1996).

Furthermore, the liberal feminism agenda for change is consistent with its analyses of the basis for claiming equality and the causes of inequality: They wish to eliminate gender as an organizing principle in the distribution of social goods, and are willing to invoke

universal principles in their pursuit of equality. They pursue change through law (legislation, litigation, and regulation) and through appeal to the human capacity for reasoned moral judgments, that is, the capacity of the public to be moved by arguments for fairness. They argue for: equal educational and economic opportunities; equal responsibility for the activities of family life; the elimination of sexist messages in family, education and mass media and individual challenges to sexism in daily life. Operationally, liberal feminists argued that, the policewomen can improve on their ranks in the police force via commitment to retraining and willingness to further their education which by so doing, they would be able to compete with the men on the basis of certain human capacity at the same time, get to senior management ranks of the police force. They also argued for practices of freedom and equity in which each individuals acting as a free and responsible moral agent chooses the lifestyles most suitable to her or him and has that choice accepted and respected, whether it be for housewife or househusband, unmarried careerist or part of a dual-income family, childless or with children, heterosexual or homosexual (Acker, 1989; McDowell, 2008; Shelton, 2000; Williams, 2000; Hays, 2003).

STUDY METHODS

The research design for this study was a survey design which involved the administration of questionnaire on the female officers only. Because of the homogeneity in the nature of the target population 10 percent was used as sample size. However, a stratified sample was used in dividing the population into strata where simple random sample was used in selecting respondents from each stratum. A total number of one hundred and eighty (180) questionnaires were distributed from which one hundred and forty two (142) were recovered and analyzed. The questionnaire was divided into sections using the number of research questions raised. To further compliment the survey method, a qualitative method was adopted. The qualitative methods were Focus Group Discussion (FGD) and the In-depth Interview (IDI). Focus group discussion was held with both male and female officers in the headquarters. Two groups of eight were drawn from the target population, one comprising only the women while the second group comprising only the men (who are officers of the same ranks). One of the reasons for this grouping was to provide self reinforcing mechanism for the respondents. Another group of six and two, men and women respectively who have attained the rank of ASP and above were also selected for In-depth Interview. Tape and Video recorders were used in recording data with the help of two Research Assistants. The data were later transcribed.

FINDINGS AND DISCUSSIONS

This section dealt with both analysis and the discussion of the data generated from the policewomen in the NPF regarding their level of education, their ranks designations and the inter play between the two. As said earlier, while 180 questionnaires were distributed to the respondents, only 142 were returned and which the analysis was based on the 142, a total of 78.8% of the questionnaires distributed.

DESCRIPTIVE EXPLANATION OF THE PERSONAL DATA

Table 1 Age Distribution of the Female Officers in the Kaduna State Police Headquarters

Age	Frequency	Percentage (%)
18-24	21	14.8
25-34	95	66.9
35-49	24	16.9
50years &above	2	1.4
Total	142	100

From the above table, majority of the female officers were between the age category of 25-34 accounting for 95 Policewomen, representing 66.9% of the total respondents. 16.9% are between the age of 35-49 while 14.8% and 1.4% are between the ages of 18-24 and 50 years and above respectively. From this table it is obvious that most of the women are youth because 81.7% are below the age if 35years.

Table 2 Marital Status

Marital Status	Frequency	Percentage (%)
Single	40	28.2
Married	91	64.1
Divorced	3	2.1
Widow	8	5.6
Total	142	100

The above table reveals that majority of the police women were married with the highest percentage of 64.1% coming from age category 25-34 as shown in table3 below. While 28.2% are single, 3 of them representing 2.1% are divorced and only 5.6% are widowed.

Table: 3 Relationship between Age and marital status

Age	Marital Status					Percentage (%)
	Single	Married	Divorce	Widowed	Total	
18-24	21	4	-	-	25	17.6
25-34	13	69	1	1	84	59.1
35-49	6	18	2	5	32	22.5
50 & above	-	-	-	2	2	1.4
Total	40	91	3	8	142	100

This table further indicates the relationship between the age categories of the respondents and their marital status. It also shows the willingness of the women to combine marriage with careering after enlistment as officers. The data from the two tables above showed that the wide belief that single women after enlistment into the force find it difficult to get

married because most of them are labeled as prostitute is false. From all indications, most of these women got married after enlistment because the NPF rules and regulations do not give consideration to married women. During a focus group discussion with the female officers, one of the respondents who were a Deputy Superintendent of Police (DSP) status provided a further insight:

Most of our officers are married; they got married after serving for few years. We encourage women to marry their colleagues because women married to colleagues are preferred to those who married outside. In fact, I personally as a senior officer encourage my fellow women to marry their colleagues because of certain benefits that are attached to that, for instance, civilian husbands are not allowed to stay with their wives in the police barracks and provision is made for officers' wives which are not meant for civilian husbands.

Table 4 Educational Qualification of the Respondents

Education	Frequency	Percentage (%)
Primary	8	5.6
Secondary	91	64.1
OND/NCE & related qualifications	42	29.6
Bsc/HND or its equivalent	1	0.7
Total	142	100

The detail in the above table reveals the low level of educational attainment of the police women. The table indicates that most of the female officers in the command had ordinary school certificate with the total percentage of 64.1% while 29.6% of the respondents had OND/NCE or equivalent qualification, 5.6% had primary school certificate, just 0.7% was having Bsc/HND equivalent qualifications and none of the respondents was having post graduate certificate. This information clearly indicates that, most of the female officers are found in junior ranks because of their low level of education as further indicated in table 5. In Police Force like in any formal organization, promotion is strongly related to educational achievements and the related skills acquired that will indeed enhance the capacities and the performance of an individual, (Muchinsky,1999). The Police officers (men and women) must also be willing to engage in training and education, but the reverse has been the case with women in the NPF. Most of them were deficient in education and show no interest to further their education after enlistment. In an interview with the policemen, one of the male respondents, a superintendent officer who was embittered with the qualifications of most of the women that were enlisted and showed no interest in upgrading their certificates lamented thus:

.....75% to 80% of the women enlisted were of low educational

qualifications and this is greatly affecting their ranks and designations. The problem here is, many of them after enlistment, show no interest in furthering their education, even when it comes to professional courses and training, you see female officers giving excuses and that is why you see few of them wearing senior ranks. Take for instance; in this command, only one of the women is having BSc degree from the University.

Unlike this finding, the previous studies conducted in Australia by (Boni et al; 2001, Etter and Adams 2001) indicated that women showed a considerable interest in attending varieties of professional development courses in Australia and indeed expressed a higher degree of interest in furthering their education. This was not tenable with women in the NPF since most of them after enlistment show no interest to further their education because of the claim that they joined the force because there were no better jobs for them. This claim was central to the argument of Burton (1987) that: *Are there women in the police force because they choose to be or because there were no better job for them?* To further buttress this argument, it was excerpt from one of the female officers that:

most of us that you're seeing here joined the police force because there was no better Jobs for us; after enlistment the few ones that later found the Job very interesting to them show interest in furthering their education and this was the more reason why you see more women in junior ranks, the rank and files. Thus, in the police force like in any other force organization, promotion is very much related to your level of education and going for professional courses; after each three years, an officer go for courses which you must pass all your exams at the end of the course before you can be promoted. So when an officer refuses to go for training or fails to pass his/her exams, then that officer will hardly get promotion except on recommendations.

Contrary to the above claim by most of the respondents, a female officer who was an ASP claimed that:

I join the service because I have interest for the job; I join the force to help myself and my family and to also be a role model to other women in the society.

Another woman who was a DSP expressed further why she joins the police force, viz.:

I join the force to increase my self confidence and to earn some respect in the society. In fact I join the job because of the interest I have for it.

From the majority of reasons by most of the respondents, it is obvious that women may find it very difficult to rise to certain position in the NPF because of their low level of education and lack of interest for the job. It is also clear that those who have interest for the job were only the few ones who joined the force as officers (ASP). Based on these findings, we can conclude that such barriers like education and lack of commitment/interest were the major factors preventing women from attaining senior ranks in the Nigeria Police Force. However, Burton (1987) in his study argued that there are a number of organizational processes that indicate systemic discrimination which he referred to as informal barriers. He then identified these processes to include the initial job assignment, training development, study leave, job design and the politics of skill. Perhaps, Burton must have considered different variables considering the high level of educational attainment of the police women in Australia because Boni and Cireelli (2004) result indicated that women were as willing as men to further their education in the Australian Police Force and have aspirations to enhance their professional skills and advance in policing. As a matter of fact, improvement in the educational qualification of the women in the NPF will not only take them to senior ranks but also eliminate and prevent future discrimination.

Table 5 Rank/Destination

Rank	Frequency	Percentage (%)
No response	1	0.7
Constable	50	35.2
Corporal	50	35.2
Sergeant	32	22.5
Inspector	8	5.6
Superintendent & above	1	0.7
Total	142	100

The above table shows that most of the policewomen are junior officers with constable and corporal representing total percentage of 69.7% and sergeant representing 23.2% of the total respondents. While only 5.6% of the female officers are inspectors, only 0.7% of them is a superintendent officer. This table further reveals the relationship between the low level of educational qualifications of the female officers and the low ranks they were wearing (see table 6). This was further strengthened by an excerpt from a male respondent who was an A.S.P that:

Most women do not further their education after enlistment because of lack of interest and this is really affecting their ranks.

In response to this quotation, the women argued that:

...lack of interest may contribute but the issue is, the management itself hardly releases us to further our education or even encourage

us since most of the senior officers can use their influence to get or help us with admission, but they don't do that. So lack of official release, most especially of the junior officers is also affecting our educational development.

Thus, the fact still remains that, women are more in the lower hierarchy of the NPF. Equally Alemika and Agugua (2001) reported that women constituted about 8.3% of the senior officers in May 1993. Based on the information above, the researchers are of the opinion that women are more likely than men to perceive their situation as being discriminated, and this accordingly exercises a considerable influence over their performance. Though, it is clear that the ranks most of the women are wearing resulted from their lack of interest for the job and poor academic qualifications. Contrarily, this finding is not conceivable with the situation of Policewomen in Australia. From the research of Boni et al 2001, women showed a considerable interest in attending variety of professional development courses and even expressed a higher degree of interest in attending courses than men did and this willingness to attend courses according to Adam (2001) will not only guarantee success at higher management levels, but also necessary prerequisite for advancement in the police force

Table 6 Rank by Educational Qualification

Educational Qualification	Rank						Total	Percentage
	Constable	Corporal	Inspector	Sergeant	Superintendent			
Primary	8	8	–	–	–	16	11.3	
Secondary	41	42	–	–	–	83	58.5	
OND	–	–	8	33	–	41	28.8	
Bsc	–	–	–	–	1	1	0.7	
No response	–	–	1	–	–	1	0.7	
Total	49	50	9	33	1	142	100	

The above table further indicates the degree of relationship between the educational qualifications of the female officers and their rank and designations. By the data presented in the above table also, the rank and designation of the female officers is strongly affected by their low level of education with a valid seriousness of 100% which further enhances their perception of discrimination. It is also obvious from the above data that the women are lacking the basic prerequisite that can fast track their development in the police force. To compliment this information, a female officer argued that:

I believe why you see more female in junior ranks was simply because most of the female here are having secondary school certificate. I think I am the only female officer in the command who is having a B.sc degree and above, so you can see why we have more women in rank and files.

Table 7 Measures to be Taken in order to Achieve Adequate Professional Development and Regular Promotion for the Police Women

	Freq	%
Nil Response	21	14.8
Women police should not be transferred from state to state except on request	12	8.5
Women should be allowed to attend course and seminars	20	14.1
Women police should be developed through education and retraining	34	25.6
Women should be treated equally with the men in terms of promotion	29	20.4
Women police should be given staff quarters	5	3.5
Recruiting of married women	6	4.2
Welfare packages should be given for encouragement	2	1.4
Provide modern equipments like the computer	3	2.1
There should be no gender discrimination against women	9	6.3
Total	142	100

From the above table, policewomen are of different view on what measure to be taken in order to ensure the professionalism of women and to ensure regular promotion, depending on what individual, perceived as her experience. From this table, 25.6% of the women suggested that for adequate professional development for women, women should be given more opportunity to further their education and provided with training and retraining. This is followed by 20.4% of the police women who argued that women should be given due consideration for promotion. However, 14.1% suggested that women professional development in the NPF can only be achieved if they are sent for professional courses and seminars been organize for them. While 14.8% were silent, 8.5% were of the opinion that women should not be transferred from state to state except on request. Unlike the women in the Nigeria Police Force, Boni and Cirelli (2002) reported that women in the Australian Police Force were as willing as men to relocate in order to accept promotions because promotion involves officers having to move to another station, which may also involve relocating to a different city/town. This was an indication that police women in Australia aspire to more senior roles and have aspirations to enhance their professional skills and advance in Police Force but the reverse is the case with the Nigeria Police Women. The women suggestion did not only indicate their lack of interest for the job but also lack of aspiration for higher ranks which serve as a prime factor for commitment and hard work.

Furthermore, 3.5% of the female officers suggested that women should be allowed to stay in the barracks; 4.2% suggested that married women should be recruited and 1.4% were of the opinion that welfare package should be given to female officers for encouragement. Also, while 2.1% of the respondents suggested that, for professional development of

female officers, they should be provided with modern technological garget like the laptop computer, 6.3% of the female officers opined that the professionalism of women in the NPF can only be achieved if there is no gender discrimination against women in all aspects of the policing. Regarding the measures to adequate career development for women in the NPF, a male officer of SP status was of the opinion that "...Special training and retraining program should be introduced for female officers who are lacking in qualifications for further career development".

The above suggestion was in line with Fitzgerald (1989) recommendation in terms of the achievement of gender equity through the encouragement of higher education for police officers which led to the emergence of degree courses in justice administration for police officers and which also had significant equity implications. Consequently, there was a considerably high level of tertiary education among women after Fitzgerald recommendations were given greater momentum by the state government.

In the same interview, another male officer argued that:

Women still have a long way to go in the NPF.....heads of departments should assist the female officers to develop by assisting them to seek for admission to further their education.

This is supported by a (rank and file) officer in an interview with the junior female officers, she said:

We can only develop our career further if our heads release us to further our education. Some senior officers are influential, they can, through their connections assist us with admission because some of us are willing to further our education but getting admission is always a problem, and some after admission may not be officially released by the heads.

It is obvious from the above quotations that achieving gender equity in the NPF it all about women improving their level of education at same time being encouraged by the management. For example, in the case of Fitzgerald (1989) recommendations, the encouragement of more higher education among police officers was seen primarily as a method for improving the caliber of police officers particularly the female officers which had the associated consequence of strengthening the role of women in policing.

Furthermore, a male officer of DCP status posited that:

More consideration should be given to recommendation of women in the police. Welfare packages should be given to female for encouragement. In addition to this, there should be enforcement of all forms of maternity leave for women,

when they are due; they must not wait till when they are pregnant.

Similarly, another female officer of DSP status suggested that;

Welfare packages should be introduced where recommendation for promotion is not considered and they should not be under estimated when it comes to discharging of duties.

In addressing similar problems, a female officer pointed out that, in order to ensure regular and adequate professional development for women:

...women should not be discriminated against in terms of sex, promotion and they should even be encouraged to further their education. They should also be treated with equity; because some provisions are provided for men which are not made available for women. For instance women are not allowed to stay in the barrack with their civilian husband.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

For a formal organisation to effectively compete in the global marketplace, it is important for that organisation to recognize skilled and versatile workforce. While the police force is one of these formal organizations, most of the women in the NPF are enlisted with low level of education. It is against this backdrop that this research explored the relationship between the level of education of the policewomen and their ranks and designations. To acknowledge the existing literatures towards filling the gap, related literatures were reviewed and liberal feminism was used as the vantage point via which the situation of women were examined. To generate data for the study, both quantitative (administration of questionnaires) and qualitative (use of FGD and IDI) methods were used. Based on the data generated, greater number of the female officers got enlisted with low level of education and after enlistment showed little or no interest in furthering their education and in attending professional courses. Results indicated a strong effect relationship between the levels of education and the ranks and designations of the women in the NPF. Therefore, the researchers conclude that women would always be found in the lower ranks of the NPF unless they improved on their level of education and willingness to engage in training and attending professional courses before and after enlistment. Based on this, the researcher recommended in addition to the above recommendations that the women in the NPF should be ready to relocate as a result of transfer, since transfer is also another requirement for promotion and show interest to training and attending professional course that will enhance their career development in the NPF.

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