



Parents' Attitude Towards Girl-Child Education In Northern Nigeria (A Case Study Of Nafada LGA, Gombe State)

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ABSTRACT

The study determined Parents' Attitude towards Girl - Child Education in Northern Nigeria (a case study of Nafada LGA, Gombe State). Five hypotheses guided the conduct of the study. The theoretical framework of this study was explained by Deci and Ryan (1985) Self-Determination Theory (SDT). The study adopted descriptive survey design, conducted in Gombe local government area of Gombe state, with a 5033 SS III female students in public secondary schools in Nafada LGA, 26 teachers and 7 principals and 41 parents/guardians in Nafada LGA, Gombe State. The sample for this study was 431 respondents, comprising 357 SS III female students 26 teachers and 7 principals and 41 parents/guardians. Krejcie and Morgan (1970) Sampling Technique was used to determine the students' population while census sampling was used for other respondents' populations. Parents Attitude towards Girl-child Education" with five clusters and five items for each cluster was used in the collection of data for the study. It is a four-point scale Likert-type of responses namely, strongly agree (4), agree (3), disagree (2), and strongly disagree (1), validated by three experts from the school of Education, Federal College of Education (Technical), Gombe. Validates' corrections, suggestions and observations will be considered in producing a final copy of the questionnaire. Mean and standard deviation was used to answer research questions, while regression analysis will be used to test the research hypotheses at a 0.05 level of significance. If the p-value is equal to or less than 0.05 level of significance rejects Ho, otherwise accept Ho. It was found that, Parents' level of education have significant relationship with girl-child education in Senior Secondary Schools in Nafada LGA, Gombe state. Thus recommended that, Parents' should be enlighten on the importance of girl child education.

Keywords: Parents' Attitude, Girl - Child, Girl - Child Education

INTRODUCTION

Girl-child in Northern Nigeria, literates and or semi-literates don't have a consistent means of livelihood, heavily influenced by early marriages, teenage pregnancies, among other things preventing them from going to or completing school. These girls and their older (parents) are highly unskilled and can't satisfy their fantasies about education, wealth or career conventionally or otherwise. These form the basis for the 1990 Jomtien Declaration of Education For All (EFA), which targeted child, adult and family education as a new basis for overcoming inequality and generating new opportunities for eradicating poverty. This

beckons for rescue from all fronts, especially the girl child who is on the verge of the challenges in the society relating to education, poverty, employment, economic empowerment and sustainability. Religious misinterpretation, cultural practice, poverty, early marriage, illiteracy, poor or low access to school and many other forces continue to hinder girl-child educational prowess. In Nigeria, several steps had been taken since independence to promote women's education, yet enrollment of girls remains poorer than that of boys. For example, the National Policy in 2010 emphasized the need for women education.

Educating the girl-child reduces social disparities, while parents, authorities and other stakeholders concerned are blurred-vision about it. For instance, parents as the major stakeholders ought to provide for the education, socio-economic, religious-cultural needs of the child. The goal was the full integration of the girl-child into the social and political status as a means of developing the nation's human resources for national economic growth. Its objectives included the promotion of gender mainstreaming into all policies and programs. Education, formal or non-formal has been seen as the foremost agent of empowerment. It is the bedrock of women (girl child) empowerment, parents' positive attitude towards a child's education is important in determining school attendance and academic achievement of the child. A favorable attitude towards schooling and education enhances parental involvement in children's present and future studies. Parents' attitude towards their children's education is affected adversely by the level of education, socio-economic status, religious and cultural practices of parents, as well as government policies (Oyitso & Olomukoro, 2012).

Socioeconomic status of the parents affects their attitude towards their children's. In recent years, the concept of education is beginning to be equated with learning, irrespective of where, when and how often it occurs. Parental attitude is a measure or an index of parental involvement. Family involvement in education has been identified as a beneficial factor in girl child learning. It is a key component of national educational policies and early childhood programs, Onoyase (2018), opined that the need for Female Education, is imperatively and indispensable for the socio-economic development of the State in general, that the need for girl child education, is imperatively and indispensable for the socio-economic development.

Parental level of education may not be unconnected to their commitment towards girl-child education. Parents' level of education will influence their views on whether they have sufficient skills and knowledge to engage in different aspects of parental involvement (Lowe & Dotterer, 2018). For example, parents who have not completed secondary school themselves may be diffident about helping their children with homework once they latter get to secondary school. Also, parents who do not have a university degree may feel in some ways inferior to teachers whom they know are better qualified than them and therefore be reluctant to work closely with the teachers. In general, children of parents with higher levels of education perform better, on average, on assessments of student achievement. Family circumstances can be major barriers to parental involvement. For example, single parents and those with young families or large families may find it difficult to get involved in the education of their children because of their responsibilities. Parents' work situations can also be a factor. When parents are unemployed money could be an issue as they may not be able to afford a car or to pay babysitters to get to school meetings. For parents with jobs, whether both parents work and the kind of jobs they have maybe issued. When both parents work they will have less time to devote to both home-based and school-based parental involvement. Similarly, while some jobs allow little flexibility for taking time off for school-based parental involvement, other jobs may leave parents too tired at the end of the day to help children with homework (Akubuilu & Omeje, 2012).

It has been often said to teach a boy child is to teach an individual, to teach a girl-child is to teach a family and a nation (Frederick 1981). In education females pass on their knowledge to their peers and other family members particularly their daughters thereby multiplying the effect of their education. It be said that while education is essential for boys and girls, the benefits of educating, girls tend to be greater. This is so because female education has been found to have a more significant impact on poverty reduction and the provision of sustainable development by influencing the family size and female labour participation.

Hence parents should always think of these merits of girl-child education and allow their girl-child to be educated.

This is so because human rights in general and educational rights in particular have a specific application to female children probably because of her society neglect and bias. Despite the new universal advantages of female education parents tend to prefer to educate their sons's given women's role, the household economy and the perceived disadvantage of investing in a girl-child who will marry into another family and take with her the advantage she has gained (U.N.F.A 1993). The above demerit is one of the reasons for the reluctance of parents towards girl-child education in Gombe State. But the most pronounced ones include perception of girl-child education and their peculiar household role's poor parental educational background, poverty and limited resources e.t.c.

It is indeed the responsibility of the family and society to protect the rights of all children including the girl-child, Thus a caring society will not only give dignity to young children through education but equally create conditions in which they can actualize their potentials and material of ensuring that the educational right of the girl-child is safeguarded is a very vital one. Thus, in Gombe State, girl-child enrolment in primary schools and transition to secondary and tertiary education seems quite low because of the above reasons. Furthermore, this parity between male and female gender in education could be based on several factors. Indeed, this inequality could be due to intentional discrimination of the female child on educational issues. This is more pronounced in Gombe, and other northern states where Islam religion permit women to be married very early in life and to be confined in purdah.

This trend has inevitably led to both low enrolments by girls, their high dropout rate. Certainly, this does not mean that Islamic is opposed to girl-child education in the country. Islamic has made it very clear that all Muslims in respective of their sex, age and social status should seek knowledge that would poster their well-being both spiritually and materially. However, some parents in Gombe State hide under the canopy of Islamic religion to deprive girl-child from acquiring western education but great Islamic scholars have encouraged girl-child education. It is based on this note the researcher is encouraged to embark on this research work.

Statement of the Problem

It is obvious that education is the basis of development in every society and it requires to be given to all without considering the gender aspects. The problem of female education is not a regional, state, national or continent but a global issue of concern. Girl-child education is one of the issues that seem to be receiving prominent attention globally, it's an offspring of the Education For All (EFA) campaign. However, the situation in Nigeria, especially the northern region seems to be ugly given the present reality. For instance, Gombe State practices a free girl-child education over decades, yet girl-child enrolment into formal schools settings is not encouraging. Authorities and relevant stakeholders in Gombe LGA are very much concerned about this trend, though parents are the key players or architects of this menace. The success of a child is largely affected by the environment in he lives in, and parents are the managers of his first stage of socialisation (family), therefore playing a vital role in his educational prowess. Hence, parents have a significant role to play in regaining the fallen glory of girl-child education. There are numerous girl - child that succeeded in almost all human endeavour; politically, socially, economically, academically, religiously and otherwise whom the society greatly benefited from and place high expectations upon them, it's pondering that parents turn blind to these girls achievement and reluctant to their education. It is on this note the researcher feels motivated to make a move towards the study of "Parents' Attitude towards Girl - Child Education in Northern Nigeria (a case study of Nafada LGA, Gombe State)" with a special focus on public senior secondary schools whose Girl child education declined significantly.

Objectives Of The Study

The main objective of the study is to determine the Parents' Attitude towards Girl - Child Education in Northern Nigeria (a case study of Nafada LGA, Gombe State). Specifically the study aim to;

1. Establish the relationship between parents' level of education and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.

2. Establish the relationship between parents' Economic background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.
3. Establish the relationship between parents' cultural background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.
4. Establish the relationship between parents' religious background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.
5. Establish the relationship between Government policies and girl-girl - child education in Senior Secondary Schools in Nafada LGA, Gombe State.

Research Hypothesis

The following null hypotheses were coined to guide the conduct of the study and shall be tested at a 0.05 level of significance;

1. There is no significant relationship between parents' level of education and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.
2. There is no significant relationship between parents' Economic background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.
3. There is no significant relationship between parents' cultural background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.
4. There is no significant relationship between parents' religion background and girl - child education in Senior Secondary Schools in Nafada LGA, Gombe State.
5. There is no significant relationship between Government policies and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.

Theoretical Framework

The theoretical framework of this study is explained by Deci and Ryan (1985) Self-Determination Theory (SDT). SDT is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It is a work of psychologists Deci and Ryan, who first introduced their ideas in their 1985 book *Self-Determination and Intrinsic Motivation in Human Behavior* (Cherry, 2019). The theory suggests that people can become self-determined when their needs for competence, connection, and autonomy are fulfilled.

This theory applies to the current study because girl – child need to be literate (Competence). When girl children has the skills needed for success, they are more likely to take actions that will help them achieve their goals (academic performance); girl children equally needs to experience a sense of belonging and attachment to other people (parental involvement); girl child needs to feel in control of their behaviours and goals (psychological needs). This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined. Hence, the study is determined to explore things that parents and other stakeholders can do to help girl children foster a sense of self-determination and enhanced educational prowess.

METHODOLOGY

The survey research design was adopted for this research work. It was conducted in Nafada LGA, Gombe State. The population for the study consisted 5033 SS III female students in public secondary schools in Nafada LGA, 26 teachers and 7 principals and 41 parents/guardians in Nafada LGA, Gombe State. The sample size was 431 respondents, comprising 357 SS III female students 26 teachers and 7 principals and 41 parents/guardians. Krejcie and Morgan (1970) Sampling Technique was used to determine the students' sample while census sampling was used for teachers, principals and parents/guardians populations. Parents Attitude towards Girl-child Education" with five clusters and five items for each cluster was used in the collection of data. It is a four-point scale Likert-type of responses namely, strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Regression analysis was used to test the research hypotheses at a 0.05 level of significance. If the p-value is equal to or less than 0.05 level of significance rejects Ho, otherwise accept Ho.

RESULTS AND DISCUSSION

Hypothesis One: Linear Regression Table of the relationship between parents’ level of education and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.

Table 1: Linear Regression Table of on the relationship between Parents’ Level of Education and Girl-child education

Model		Sum of Squares	df	Mean Square	F	Sig.	Adjusted R Square
1	Regression	.010	1	.010	.004	.949 ^a	-.020
	Residual	111.912	49	2.284			
	Total	111.922	50				

- a. Predictors: (Constant), Girl child education
- b. Dependent Variable: Parents' Level of Education

The linear regression tables 1 above indicated the R values; F = 0.004 (df 1, 49), P<0.05. Since the computed p – value (0.009^a) is less than 0.05 alpha level Ho is rejected. Hence, there is significant relationship between Parents’ Level of Education and Girl-child education. Moreover, the adjusted (-0.20) indicates that between Parents’ Level of Education and Girl-child education.

Hypothesis Two: There is no significant relationship between parents’ economic background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.

Table 2: Linear Regression Table of the relationship between parents’ economic background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.

Model		Sum of Squares	Df	Mean Square	F	Sig.	Adjusted R Square
1	Regression	1.014	1	1.014	1.298	.260 ^a	.006
	Residual	39.083	50	.782			
	Total	40.097	51				

- a. Predictors: (Constant), Girl child education
- b. Dependent Variable: Parents? Economic Background

The linear regression tables 2 above indicated the R values; F = 1.298 (df 1, 49), P<0.05. Since the computed p – value (0.159^a) is greater than 0.05 alpha level Ho is accepted. Hence, there is no significant relationship between Parents’ Level of Education and Girl-child education. Moreover, the adjusted (0.06) indicates that between Parents’ economic background and Girl-child education.

Hypothesis Three: There is no significant relationship between parents’ cultural background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.

Table 3: Linear Regression Table of the relationship between parents’ cultural background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.

Model		Sum of Squares	df	Mean Square	F	Sig.	Adjusted R Square
1	Regression	.404	1	.404	1.586	.214 ^a	.011
	Residual	12.753	50	.255			
	Total	13.158	51				

- a. Predictors: (Constant), Girl child education
- b. Dependent Variable: Parents? Cultural Background

The linear regression tables 3 indicated the R values; F = 1.586 (df 1, 49), P<0.05. Since the computed p – value (0.175^a) is greater than 0.05 alpha level Ho is accepted. Hence, there is no significant relationship

between Parents' Level of Education and Girl-child education. Moreover, the adjusted (0.11) indicates that between Parents' economic background and Girl-child education.

Hypothesis Four: There is no significant relationship between parents' religion background and girl - child education in Senior Secondary Schools in Nafada LGA, Gombe State.

Table 4: Linear Regression Table of the relationship between parents' religious background and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State

Model		Sum of Squares	df	Mean Square	F	Sig.	Adjusted R Square
1	Regression	.007	1	.007	.017	.897 ^a	-.020
	Residual	19.832	50	.397			
	Total	19.839	51				

a. Predictors: (Constant), Girl child education

b. Dependent Variable: Parents Religious Background

The linear regression tables 4 indicated the R values; F = 1.586 (df 1, 49), P<0.05. Since the computed p – value (0.897^a) is greater than 0.05 alpha level Ho is accepted. Hence, there is no significant relationship between Parents' religious background and Girl-child education. Moreover, the adjusted (-0.20) indicates that between Parents' economic background and Girl-child education.

Hypothesis Five: There is no significant relationship between Government policies and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State.

Table 5: Linear Regression Table of the relationship between government policies and girl-child education in Senior Secondary Schools in Nafada LGA, Gombe State

Model		Sum of Squares	df	Mean Square	F	Sig.	Adjusted R Square
1	Regression	.057	1	.057	.174	.678 ^a	-.016
	Residual	16.336	50	.327			
	Total	16.392	51				

a. Predictors: (Constant), Girl child education

b. Dependent Variable: Government Policy

The linear regression tables 5 indicated the R values; F = 1.586 (df 1, 49), P<0.05. Since the computed p – value (0.687^a) is greater than 0.05 alpha level Ho is accepted. Hence, there is no significant relationship between Parents' religious background and Girl-child education. Moreover, the adjusted (-0.016) indicates that between Parents' economic background and Girl-child education.

Findings of the Study

The following are the major findings of the study:

1. Parents' level of education have significant relationship with girl-child education in Senior Secondary Schools in Nafada LGA, Gombe state.
2. Parents' Economic background have no significant relationship with girl-child education in Senior Secondary Schools in Nafada LGA, Gombe state
3. Parents' cultural background have no significant relationship with girl-child education in Senior Secondary Schools in Nafada LGA, Gombe state
4. Parents' religious background have no significant relationship with girl-child education in Senior Secondary Schools in Nafada LGA, Gombe state
5. Government policies have no significant relationship with girl-child education in Senior Secondary Schools in Nafada LGA, Gombe state

DISCUSSION OF FINDINGS

Based on the results from the research questions and the null hypotheses tested to determine the relationship between parents attitude towards girl-child education in Gombe LGA of Gombe State, the results were discussed in paragraphs below;

The result of the analysis of data on research objective one (relationship between parents level of education and girl child education) reveals that parent level of education have relationship with the girl-child education, this agrees with the findings of Isah and Ifeoma (2021) that parents who are educated passionately enroll girl-child than other group of parents. Similar, the study of Mansur and Bilyaminu (2021) revealed that parents with educational background are more likely to enroll their girl children in to school.

The results on the relationship between parents' economic background and girl child education reveal that there is no significant relationship between students' parents economic background and girl child education. The result disagree with the findings of Edinyang, et al., (2020) that the well to do families encourages girl child education. The results on the relationship between parent's cultural background and girl child education coincide with the result of Ifeoma (2020) that there is no significant relationship between the cultural background of parents and girl child education, as express by Charles (2018) that girl issues child education is a global phenomena that cut across all society.

Moreover, the results on the relationship between parents religious background and girl child education, opposed the findings of Abdigafar, Hellen and Willy (2017) that the dominants religious group in the society influences the girl child education. While the findings of Igbolo and Ejue (2016) reveal that religion practice by parent influences their attitude towards the girl child education. Finally the findings of the study on the relationship between government policies and girl child education colluded with the result of Ma, et al., (2016) that government policies encourages girl child education at all level.

CONCLUSION

Based on the findings of the study it was concluded that; parents attitude towards girl -child education was is related to her education.

RECOMMENDATION

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

1. Parents' should be enlighten on the importance of girl child education.
2. Parents' should be empowered economically to encourage girl-child education.
3. Wide advocacy across cultural setting is encourage on girl-child education.
4. Religious leaders need to advocate the significance of girl-child education.

Government policies should consider the level of parent's education, economy, culture and religion in designing policies in such a way that they should be encourage to support girl-child education.

ACKNOWLEDGEMENTS



The researcher thanks the Tertiary Education Trust Fund (TETFund), Nigeria, for its support of the research project through the Institutional Based Research (IBR) grant, which was a crucial source of funding. The execution of the study and the creation of this journal publication were both considerably aided by this sponsorship. The researcher is appreciative of the TETFund's financial support as well as the opportunity to undertake this study.

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