THE ATTITUDE OF PARENTS TOWARDS WESTERN EDUCATION IN ITAS-GADAU LOCAL GOVERNMENT AREA OF BAUCHI STATE

BY

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DECLARATION

I declare that this thesis is essentially the result of my independent investigation. The various sources utilized in the course of this study are acknowledged in the text as well as in the references.



Musa Dingire Is'haku

CERTIFICATION

This thesis report entitled "The Attitude of Parents Towards Western Education in Itas-Gadau Local Government Area of Bauchi State", by Musa Dingire Is'haku meets the regulations governing the award of the degree of Master of Education M.Ed (Psychology) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This thesis is dedicated to my brother

Malam Muhammad Daiyab Dingire.

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ABSTRACT

This study was an attempt to analyze the attitude of parents towards western education in Itas-Gadau Local Government area of Bauchi State. The researcher observed that, most parents do not want to send their children to school, when they do so, they are reluctant in ensuring punctuality. There is the probability that some parents do not seem to know the importance of education. The study therefore looks at the problems and suggested some solutions that would be of importance to parents and the authority concerned with the educational development not only in Itas-Gadau but also in other places where this problems prevails.

Questionnaires were used to collect data from parents and data collected from the respondents were analysed and correlated to find out if independent variable correlates with the dependent variables.

Three hypotheses were formulated to test whether there are significant relationships between

(i) parents' occupation and their attitude towards western education and

(i) parents' attitude on western education and Christian religion.

Also tested, was the significant relationships between parents' attitude on early marriage and western education

Findings of the study indicated that:

(1) Significant relationship exists between occupational attitude of parents and their attitude towards western education.

(2) There is no significant relationship between parents' attitude on western education and Christian religion.

(3) There is no significant relationship between parents' attitude on early marriage and western education.

Based on these findings, some of the recommendations made include:

1. Government should ensure free and compulsory education from primary to post-primary levels to ensure 100% transition.

2. A task force committee must be formed on education at local government, district, village and ward levels who will be charged with the responsibility of pupils and students' punctuality and that any pupil who secure admission into post-primary school, the committee must ensure that such a child is not withdrawn by his parents. The committee must also make a termly progress report.

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OPERATIONAL DEFINITIONS OF TERMS

For the purpose of this study, the following terms are defined thus:

WESTERN EDUCATION: This is the acquired formal christianity-oriented institutions set up mainly for provision of secular education. 'Educaation in this study means Western education.

ATTITUDE: Is preparedness or readiness on part of the parents to express themselves positively or nagetively towards western education.

OCCUPATION: This is the business or trade which one follows to procure a living or obtain wealth.

EARLY MARRIAGE: To give out a daughter in marriage when she is between the ages of 13 to 14.

CHAPTER 1

1.0 BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Education is regarded as a process of training and developing the mental potentials, skills and character of individual by formal and informal school.

In Bauchi State, a great number of people have different attitude towards western education. This is because of differences in perception, some do not understand its meaning. Some view it as the ability to read and write in English. Some see it as a means of propagating religious beliefs. This research work is an attempt to document the attitude of parents towards western education in Itas-Gadau local government area of Bauchi State.

Every society exist to achieve some goals and some of the purposes of education is to bring about development and progress for the society. This is in accordance with the five main national objectives of Nigeria as stated in the Second National Development Plan, and endorsed as the necessary foundation for the national policy on education, are the building of:

1. a free and democratic society;
2. a *just and egalitarian society*;
3. a united, strong and self-reliant nation;
4. a great and dynamic society;
5. a land of bright and full opportunities for all citizens;

(N.P.E. Revised 1981).

According to Brown et al. (1982), education is considered as initiation into activities and mode of thought that are worthwhile". Luther (1969) on the other hand as said "The prosperity of a country depends not on the abundance of its revenue nor in the strength of its fortifications. It consists in the number of its cultivated citizens, in its men of education, enlightenment, and character. Here are to be found its true interest, its chief strength, its real power."

(Luther, 1969 in Iteun, 1972).

> The education of our people should be a life long process by which we continue to feed new vigor into life stream of nation through intellect, reasoned decisions. Let us not think of education only in terms of its cost but rather in terms of the infinite potentials of the human mind that can be realised through education. Let us think of education as a means of developing our great abilities because in each of us there is a private hope and dream which fulfilled can be translated benefit for everyone and greater strength for our nations.
>
> (Iteum, 1972: 85).

Considering the importance attached to education, one wonders why some parents pay little or no attention to the education of their children.

1.2 Statement of the Problem

Education is an object of change and progress. It is

through education that people know their rights and the rights of others and how to defend those rights accordingly. Fawehimi (1974:30) highlighted the need for eradicating illiteracy in our society when he said:

> An illiterate is unaware of the law which could protect him, for example, of the guarantee provided for in the universal declaration of human rights matters relating to justice, marriage, work, participation in and supervision of the management of public affairs. He is completely at the mercy of other or rather of the impersonal machinery of production and management. For those who could not read modern society constitutes a world as incomprehensible as the world of nature to our earliest ancestors cowering in their caves and helpless is about the same in both cases.

Sociologist view education as a social process whereby the individual is prepared for successful participation in social relationship. According to Joshir in Aggroval (1981):

> The progress of a nation is decided and determined not in the legislatures where passions and prejudices warp judgment and vitiate the laws that my be framed, not in the courts where punishment more often harden than reform offenders, no in factories where men become mechanised and think of their individual interests instead of the common, no, but in schools where the minds of future citizens are mould, where the habits, attitude ant out look of those that are to shape and preside over the destinies of their nation are form.

A school is one of the most important formal agencies of

education. It plays a major role in moulding well balanced personalities, physically strong, mutually alert, emotionally stable, culturally sound and socially efficient individuals. The fact that education plays a pivotal role in almost, if not all fields of human endeavour cannot be overemphasized. Statements from leaders of thought from different walks of life bear testimony to the pivotal role of education in human societies today.

However, several observations show that some people in Itas-Gadau local government area pay little concern to the education of their children. For they do not want to send their children to school. When they do so, they are reluctant in ensuring punctuality. This absenteeism give room for some teachers, especially in rural areas to go on their private business. The government is spending lots of money for the payment of salary and allowances of teachers, but the parents and guardians are not making good use of this opportunity.

Considering the importance and benefits attached to education, one wonders why some people in this local government area do not send their children to school.

From the above, the issue said in writing can be examined further through the following research questions.

1. Do parents occupation affect the withdrawal of their children from school?
2. Do parents perceived western education to mean christian

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Attitudes are fundamental to the understanding social perception because they strongly influence our perceptions of the people we meet and the groups we join or avoid. In addition, attitude is important in organizing information about other people.

This study is an attempt to document the attitude of parents toward western education in Itas-Gadau local Government area of Bauchi State. In this chapter studies in related areas are reviewed. There is discussion on general concept of attitude. There is also discussion on misconception of western education by the focus groups.

Misconception of western education is common. Many people failed to understand its value and meaning. Some view western education as the ability to read and write in English. Other see western education as unnecessary because of the fact that they have their traditional education which enables them to earn their living. Some people would be heard saying "there are many people who are very rich and highly respected without acquiring western education." It is true that many parents do not understand the significance and importance of western education in nation building. The aim of education is not only the ability to read and write in English. But also the process of training and developing the

mental potentials, physical knowledge, skills and character of individuals by formal and informal schooling.

Education should be considered as an instrument for meaningful development and progress in every society. For this reason any society that value education will excel in it. This is one of the reasons why some people are interested in knowing the reasons why some parents do not want to send their children to school.

2.2 THE CONCEPT OF ATTITUDE

There are various definition given by various authorities about the concept of attitude. Inspite of their differences in opinion, however, they all agree that attitude is learned and can be changed. Now before examining the formation of attitude and attitude change, it is essential to first of all look at various definitions by various scholars.

King et al. (1979) in Madaki (1987:19) defined attitude as "a learned predisposition to behave in a consistent evaluative manner towards a person, a group of people, an object or group of objects." This definition implies that attitude can be favourable or unfavourable and may affect or influence one's response to the person or object in question. However, attitude is like 'love' or 'hate' that is attitude cannot be seen but inferred from what a person does or says.

Mukherjee (1978:) on the other hand maintained that "attitude refers to one's feelings, thought and

predispositions to behave in some particular manner towards some aspects of one's environment."

Attitude can also be defined as the readiness to act in a certain way expressed by words, gesture or facial expression. Here, attitude is attributable and flexible. This means that it is based on individuals mood which is subject to fluctuation. In some cases, some people dislike the idea of education generally as a result of acquired attitude.

Since the role of attitude operates in perception, people tend to see what they want to see. Here people see and appreciate in school as well as in educational system.

According to Musgrave (1968):31) observed that:

> Family and social relationship influence the attitude of children to education and so a larger number of pupils go to school or not go to school as a result of his environmental influence. The type of opportunities and experience which children have are obvious factors in shaping that attitude. The economic level of home environment and sex differences are also said to have influence on the child and his education.

Sprinfalls (1976) in Garba (1992:21) said that "Our attitude motives and perception can influence the way we act and are transmitted to our pupils through actions, thereby affecting their attitudinal development."

Attitude can also be viewed as a form of anticipation about an actin, state of readiness to act. When we measure an attitude, we want to know how an individual feel about certain

things. It is believed that a person's attitude to a particular object or event is a demonstration of how he or she values them. Thus a parent attitude towards western education depends on the value he attaches to it. That is whether he knows its importance and value.

As teachers therefore, we need to show some professional concern about teaching in general and towards educational programme in particular. It is then that the parents and pupils will develop the right and positive attitude towards western education and its programmes.

Giving his contribution to the concept of attitude Numally (1964:334) sees an attitude to be a predisposition to react negatively or positively in some degree toward a class of objects, ideas, institutions or people. By predisposition is meant that the state of readiness to respond in some preferential manner toward a specific object, event or idea.

Thus, if parents hold positive attitude toward western education for instance it will be relatively easy for the educational system to achieve its goals in the local government area. On the other hand, if their attitude is negative, it will be very difficult if not impossible to achieve the set goals.

The major determinants of attitude formation according to Krench (1962) in Aguta (1988:26) are the individual wants, information, group affiliation and personality. For example, for a parent or guardian to develop positive attitude towards

western education it must satisfy his or her educational needs. Many of our attitudes raise as a result of communication from other people. We often pick up attitude from opinions expressed by others, especially those whom we admire or respect. This means that the type of information an individual heard of education will determine his acceptance or rejection of the idea of western education. Also group affiliation determines the attitude of an individual. That is if the group he interacts with have positive attitude towards western education such a person is likely to develop positive attitude towards western education. If on the other hand the view and opinion of the group have negative attitude towards western education such an individual is likely to develop negative attitude. And lastly the personality of a person. This means that the influence of another person on our attitudes depends upon how much we feel about him. For example, most of us are likely to be strongly influenced by the opinions of our teachers and friends.

Mukherjee (1978:169) further explained the concept of attitude when he said "attitude is best expressed when individuals make statements about their feelings." Statements of attitude involved elements of personal opinions of the speaker. It is important to point out that one's feelings or opinion are usually generated from one's cognitive (Knowledge or experience) obtained either directly or indirectly about the thing or object about which the feelings are concerned.

Warran and Johada (1967:22) observed that: Without guiding attitude the individuals is confused and baffled... Attitude determines for each individual that he will see and hear, that he will think and what he will do. Since an attitude is always directed towards objects, it may be defined as a state of mind of the individual toward a (social) value.

They went on to say 'love' for money, desire for fame, respect for particular profession, and so on are all examples of manifestation of attitude.

Attitude tends to be definite and specific from the stand point of object or idea to which they are attached. These are either positive or negative. Once incorporate into oneself structure, attitude forced the individuals to react in a way consisting with his self-image. The parents or guardians who have a favourable attitude towards education of their children will ensure that their children are educated. If on the other hand the parents or guardians have negative attitude towards education will not care to educate their children.

Negative attitude on the part of the parents especially among the Hausa society aries from the fact that most of them did not benefit from the early western education but were well learned in the Islamic education. But this does not mean that Islam discourages seeking for knowledge. It rather encourages muslims to seek for knowledge in addition to Islamic education.

But because of misconception of western education, most of the parents do not appreciate the value of western education. This situation is more relevant to mothers who are more closer to their children.

Mukharjee (1978:17) further emphasised that "In street-free situations, statements of attitude of individuals would manifest at least three components, e.g. cognitive, affective and operational or behavioral."

The cognitive component refers to the beliefs, perception as well as the various norms of communication, that an individual applies in different times.

Essentially, there could be different degrees of beliefs, just as there could be different perception of education. For example there could be maximum belief in an object and similarly the perception of parents or guardians towards western education could vary from individuals. The perception could vary from very adequate to adequate to less adequate and indeed to poor perception at any given time.

The "Affective Component" refers to the feelings of individual or group of individual at any given time. For example, there could be positive feelings of interest in western education, or feelings of likeness of education. Similarly, there could be negative feeling, example the feeling of failure in an examination.

'Operational or behavioral' refers to the predisposition

to respond to a stimuli at any given time.

2.1.1 ATTITUDE FORMATION

There are many factors responsible or influencing the formation of attitude. Alhassan (1993) explained the major ones as the social influence, cognitive and behavioral influence.

1. Social influence: This refers to the influence of other people. First and foremost our attitude is influenced by our parents or guardians. Later on the attitude is influenced by group.

This attitude is influenced through three processes: Providing information, reinforcement, and identification. In almost all cases, earlier likes or dislikes are due to the influence of parents/guardian. It should be borne in mind that some of the attitude that is formed by parental influence or guardians will change, but many will remain the same. A typical example is the emulation of religious practices of one's parents or guardians. That is to say if the parents of a child are muslims, there is the possibility of the child to become a muslim. Likewise if the parents are christians, there is the likelihood for the child to become a christian by faith etc.

In the first place, the attitude of children is influenced by their parents/guardians, by providing

information about people, objects, ideas, polices and wants in and outside their own environment. For instance, from a very early age, a child may hear his parents say this such as the following: "The academic staff of Ahmadu Bello University Zaria are hard working".

"The police men are lazy."

"The people of Dingire are good farmers."

Statements such as these, made by parents or whom a child identifies, tend to have a deep influence on his beliefs and attitude.

Yet another way and means by which parents influence attitude is by the use of reward and punishment. Sometime children are praised by their parents due to some manifestation of some attitudes, and sometime disapprove when they manifest other behaviours. By this we can see that such approval or disapproval has shown to have a great impact on peoples attitude.

The last but not the least social influence are the formation or influencing of attitude is the process of identification. During our developmental stages, we often try to emulate others we admire. At the course of identifying ourselves with other people, we adopt their attitude. It is evident that many of the attitudes are adopted through identification.

In support of the above point is Benedict (1959) in Margal et al. (1966: 566) observed that:

> The life history of an individual is first and foremost an accommodation to the patterns and standards traditionally handed down in his community. From the moment of his birth the customs unto which he is born shape his life experience and behaviour. By the time he can talk, he is a little creature of his culture and by the time he is grown and able to take part in its activities, its habits are his habits, its beliefs are his beliefs, its impossibilities are his impossibilities....

2. **Cognitive influence:** This refers to the way and manner we learn our attitude and beliefs through specific experience with the object of the attitude. After a series of rewarding experience in dealing with a teacher for example, we usually come to like him. On the other hand, a series of frustrating, punishing, or negative experience will usually endanger unfavourable attitude. Sometimes, even a single experience produces a strong favourable or unfavourable attitude.

3. **Behavioral influence:** The last influence on persons attitude is their own behaviour. Leon Fesstinger (1957) in Alhassan (1993) theory of cognitive dissonance helps explain how this happens. The theory poses that people make their thoughts consistent.

The theory of cognitive dissonance states that whenever

two thoughts or cognitions are inconsistent, an unpleasant tension called cognitive dissonance will be produced. It is to be noted that these influence - social influence, cognitive influence, and behavioral influence jointly mould our attitude.

2.1.2 CHANGING ATTITUDE

Since an attitude is usually determined by a whole set of influence, some of which are favourable and other unfavourable to the object. Because of the above, ways and means to change attitude of individual have become matters of important to psychologists. For attitude to be changed the following factors have been suggested.

1. Personal influence: The influence of another person on individuals attitude depends upon how much individuals feel about him. Most people, are likely to be strongly influenced by the views and opinion of their teachers. Furthermore, individuals may also be influenced by those whom they consider to be expert in a particular area. The experiences may be as a result of the person's training in the field of his communication. When two persons give an information on a particular event, the communication which will be given by a person of high credibility will be judged more favourably than the one with low credibility. For example, if a lecture is to be delivered by an Islamic scholar on a particular topic or

event, to a muslim congregation, there is the likelihood that the audience will judge the lecture more favourable than a person who is less knowledgeable and less influential.

2. Nature of appeal: In an attempt to change the attitude of individual, the communicator involves the use of fear-inducing appeals to his audience. These types of appeal can be through different means. These types of appeals can be through different means. For example, the current campaign against AIDS and drug trafficking. Occasionally one sees posters, pictures, and stickers pasted in hospitals and other public places in order to draw the attention of the public concerning the danger in an illegal sexual intercourse. Some of the contents in the posters carry some message as the following: AIDS is a new deadly disease caused by germ called Human Immune deficiency virus (HIV). The later stage of HIV called Acquired Immune Deficiency Syndrome (AIDS). AIDS is a world wide Health public problem and it is here in Nigeria. AIDS had no cure and no vaccine to prevent it. All these statements are fear-inducing in order to change the attitude of people who are already in the act of these social vices and to prevent those intending participants. There is also the family planning campaign currently going on in the country. Some of the methods are the use of posters and stickers. Sometimes, one sees the picture of two different families pasted either in

the hospitals or on the streets indicating that the one with a large number of children looks wretched while the other family with small number of children looks cheerful.

The communicator attempts to diagnose the hopes, fears and emotions of the audience so as to know or determine which appeals will be most effective. The effectiveness of the communication varies with credibility of the source as judged by the audience. Another type of communication may have some fear-arousal nature in it. For example, that the Federal Ministry of Health warns that smoking of cigarettes is dangerous to health. This information may carry more weight than if it were from another different ministry say of agriculture.

3. Group pressure: This can act either to change the attitude of individuals or maintain them as they are. This refers to the influences towards conformity which a group exert on its members by virtue of his control over various rewards and punishment, and by virtue of the group objectives.

Thus if the group hold favourable attitude toward western education for example, it will be relatively easy for the educational system to achieve its goals and objectives. But this depends on how individuals identify themselves with the group, objectives. It is only when

the individuals identify themselves with the group, that their attitude can be changed towards the norms and beliefs of that group. The more an individual wants to belong to a group, the more pressure the group can put on him to conform to group norms. And if on the other hand, the group wants the individual as a member, the more it attempts to influence him to agree with the group norms.

4. Relative commitment of the individual in his attitude: Because of the fact that every individual may have positive or negative attitude towards objects, things or policies, suggestions and other means of attaining attitude and beliefs must fit in with individuals needs. The attitude involves relationship between the category into which the objects of an attitude is placed and the individual goals or values. This is to say that, those things that are regarded favourable are related to pleasant events or attaining some positive goals and those that are regarded unfavourable are associated with threats and unpleasant events. This means that, to change an attitude, a category of object or issue must be associated with an individual's goal or values. Since this is the case, the communicator can create such goals and values so that they can be related to the needs of the individual when this become necessary.

2.3 RELATED FINDINGS

Ben-Yunusa (1983) studied the integration of Qur'anic (Islamiyya) school system into the western education system. The result of the study states that western system of education is not popular with some parents in Zaria. A very great number of boys and girls of school age are not attending school. According to him the reason given by some parents varied from individual to general socio-economic and cultural factors.

Some parents contended that the integration will make them not abandon their religion or parental occupation. Other parents expressed the hope and assurance that there will be better understanding of Islam vis-a-vis western system of education.

Maude (1982) studied the changing attitude towards western education and early marriage of girls in Kano municipality. From the research findings, it is evident that changes are positively taking place. Majority of the parents are now in the support that their daughters should attend schools at least have primary education before they marry.

Hake (1970) conducted a research on the parental attitude towards western education in Northern Nigeria. He found out that some parents agreed that a girl develop more favourable attitude towards her home and parents because of her primary school experience. Among several reasons given were that: Girls obey and respect their parents more and they become

helpful and useful in the home. They also learn to live in society better with people.

Adamu (1973) in Uche (1984:13) rightly pointed out that culturally the North resisted western education for the following reasons:-

i) Western education was equated with `Nasaranci' or Christianity, since it was the `Nasara' or christians who toppled the existing regime to establish their own.

ii) Secondly, the existence of an organized traditional system, the Qur'anic school made it difficult for Western education to penetrate the Northern society.

iii) Thirdly, owing to the Sokoto proclamation, the British had only Lukewarm support for education in the Northern Nigeria because it would upset the Northern values (social and religious).

Ogbonna (1977) researched on the attitude of parents towards the universal primary education (U.P.E) in Sokoto State. He found that, the main reason for not supporting the universal primary education was mainly economical. He discovered that most farmers preferred to train their children in farming while the traders preferred to train their children in trade and skilled work, and the nomads Fulani was due to the pastoral nomads socio-economic system which is organised around the family and of which the children form an

economically valuable part.

Saed (1981) studied the attitude of muslims in Sokoto towards women education. The researcher found that a large percentage of husbands and parents in Sokoto town preferred the combination of Islamic and western education for girls and wives. Similarly, Dashe (1977) researched the parental attitude towards Universal Primary Education (U.P.E.) in Plateau State. He discovered that both muslims and christians parents have positive attitude towards western education of both sexes.

In his own opinion, the Sultan of Sokoto Alhaji Ibrahim Dasuki in an interview with the Tell Magazine advocated the marriage of both Islamic and western education when he said: Islamic education involves everything. If you want people to embrace western education, you must integrate both. (Tell Magazine, May 15, 1995).

When formal education was brought or introduced to Nigeria. The first schools were organized by the christian missionaries and their main objective was to use the school as a means for converting animists and muslims to christianity (Fafunwa, 1974).

The above statement by Fafunwa is probably true. This is because of the fact that William Boyd (1961) was reported to have said that:

> ... it must be kept in mind that the church undertook the business of education not because it regarded

> education as good in itself, but because it found that it could not do its own proper work without giving its adherent, and especially its clergy as much of the formal learning as was required for study of sacred writings and for the performance of their religious duties.

When the Muslims leader and many of their followers rightly sensed the motives of christians missionaries and therefore opposed Christianity oriented education for their children. The Muslims knew even as far back as the 1840s that if their children went to christian schools they would return home as christians. This was true in theory and in practice. Consequently, muslims education in Nigeria was retarded not because the muslims were unprogressive or because 'education' in those days tended to mean Bible knowledge...

Ayandele (2966: 286) in Fafunwa (1974: 72).

Although some parents have realised the value of western education which enables one to be more useful to himself and the society in general while others look at it from different perspectives especially with regard to female education.

Aminu Kano in Maude (1982) pointed out that "Kano State is a very good example of social and ethnic meeting port for nation building. But tradition beliefs and unbeliefs, superstitions and conservatism have weathered the storm of

time and changes and worst hit by them are female sex. We need to go into the causes of this prejudices against the female sex."

In this chapter, an attempt has been made to highlight the concepts of attitude, attitude formation and attitude change.

This review has shown that studies have been carried out on parental attitude towards western education in some parts of Northern Nigeria. This review went further to reveal that no studies is known to the researcher about at Itas-Gadau Local Government. This is because to achieve meaningful development of western education in this local government, the attitude of parents must be suitably oriented.

Thus, the perception of western education held by the parents would determine the success of western education in Itas-Gadau local government area.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

In this chapter, the ways and manner the researcher conducted the study will be explained. Since the topic of the study is about the attitude of parents towards western education, only parents having children of school age were involved in the study.

3.2 THE POPULATION

Considering the fact that there is no town or village that its inhabitant have no access to primary school, the researcher centred on parents of children of school age in order to avoid bias. Also the subjects that were used for the study came from one of the towns or villages that have primary school located in them. Because of the fact that the number of people in the towns and villages, it was not easy to conduct the study involving all the population. Based on the above reason, the researcher found it necessary to make sample of the population (parents).

3.3 SAMPLING PROCEDURE

Considering the number of towns and villages in this area where the schools are located and time factor for the study, it was not possible for the researcher to conduct his research

in all the towns or villages in the local government as already mentioned.

Because of the above reason, the researcher found it necessary to first of all make a sample from the fifty-six towns and villages in the local government. The researcher sampled 18 towns from the 56 towns and villages by systematic sampling. First of all the researcher wrote the names of towns and villages in alphabetical order and took one town after every three towns.

Having selected the towns and villages where the research was going to take place or conducted, the next stage was the sampling of parents of children of school. Source from the 1991 National census shows that there are 7200 parents having children of school age in these towns and villages.

Considering the number of the population therefore, it is then necessary to make a sample for the study. This is in accordance with Borg and Gal mentioned in Adetoro (1986) who suggested 20% up to 100, 10% up to 5,000 and 5% up o 10,000. Five percent (5%) of seven thousand two hundred and sixty (360). The researcher used three hundred and sixty questionnaire for the research.

3.4 INSTRUMENTATION

The instrument for this study was constructed by the researcher. The items are questionnaire in Likert form. Such pieces of information centred on issues related to attitude

towards western education in Itas-Gadau Local government area.

The questionnaire is divided into three sections: A, B and C. The first section relates to the effect of parents occupation on withdrawal of children from school. The second relates to the influences of early marriage on withdrawal of children from school. The third relates to the perception of parents on western education and christian religion.

3.5 VALIDITY OF THE INSTRUMENT

Because of the fact that the researcher has no access to ready made questionnaire for the purpose of the study, the researcher designed one for the same purpose. The first draft of the questionnaire was presented to experts in the faculty of education who gave their comments on its items. In the light of their comments and suggestions, correction were made to the draft and presented to the researcher's supervisor who equally made useful suggestions on its items. This was incorporated and a final copy was prepared for the purpose of pilot study.

Horst (1960) says a psychological measure may be said to have content validity if it measures something of which some authorities or group of authorities assert that it does measure Lewin (1979) also said that the entire questionnaire will be improved by pretesting. Try out every part of it (the items, format, the introduction) with friends, classmates, instructors or people similar to your intended

subjects....

3.5.1 RELIABILITY OF THE INSTRUMENT

In order to establish the reliability of the instrument, the questionnaire was used for pilot study in Mashema town, using thirty respondents. The reliability of the instrument for this study was evaluated by computing the reliability coefficient using split-half method. Here the test items were pooled and split into odd and even numbers items see Appendix III. The scores obtained from the odd and even numbers items were correlated and the reliability of the test was determined using Spearman Brown's formula.

$$\text{Reliability coefficient } (r_{ii}) = \frac{2r_1}{1 + r_1}$$

$$\text{Therefore the reliability of the test is } \frac{2 \times 0.6}{1 + 0.6} = \frac{1.2}{1.6} = 0.75$$

This coefficient was found to be significant at 0.05.

3.5.2 PROCEDURE

For the purpose of administering the questionnaire, the researcher personally travelled to all the towns and villages that have been sampled from the fifty-six (56) towns and villages and employed the services of some teachers who helped in the distribution and collection of the questionnaire accordingly after a brief introduction of the researcher and the purpose of the research. For those who cannot read the

questionnaire, it was translated to them in their local language.

Out of the three hundred and sixty (360) questionnaires distributed in the eighteen (18) towns for this study three hundred and forty-seven (347) were returned to the researcher. In addition to the questionnaire, the researcher interviewed some parents. The study questions (research questions) which were represented in the questionnaire, were used for the interview. The information gathered in the interview were used for the discussion of the result.

3.5.3 DATA ANALYSIS

Having collected all the necessary information concerning the data gathering only one statistical procedure was employed or selected for the study. The statistics used in testing hypotheses 1 - 3 was Pearson product moment correlation coefficient (r) because it is one of the best methods for finding relationship between two related variables (Barnes 1970: 14).

The level of significance chosen for rejection or otherwise of the hypotheses is 0.05. If the probability is greater than the level of significance ($P > 0.05$) the research hypotheses is rejected. If on the other hand, probability Observed differences) is less than the level of significance ($P < 0.05$) the research hypotheses will not be rejected.

3.5.4 SUMMARY

This chapter has set out in the research procedure and methodology. The structures self report questionnaire was identified as research instrument for data collection exercise. The instrument was designed to gather data on the parents attitude towards western education in Itas-Gadau local government area of Bauchi State.

The parents principally constituted the subjects of the study. It is aimed at exploiting the differences in attitude towards western education. The information gathered from responses of parents by the use of the questionnaire, and interview served to provide basis for discussion and generalisation.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

In this chapter attempts have been made to present and analyze the data collected for the study. The study sought to find out if there is a relationship between parents occupation and their attitude towards western education. Also if there is any significant relationship between parents notion of western education and christian religion. Also the writer intends to find out the relationship between early marriage and parents attitude towards western education.

4.2 DATA PRESENTATION

SECTION A

Question I: There is no need for western education because we have our traditional education.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	165	21 6.05%	162 46.68%	347 100%

One hundred and sixty-five respondents agreed that there is no need for western education. One hundred and sixty-two (46.68%) have the opinion that there is the need for western education in addition to traditional education. While twenty-one respondents (6.05%) were undecided. This is an indication

that many of the parents prefer traditional education for their day to day activities. These parents are probably unaware of citizenship education as a basis for effective participation and contribution to the life of the society which is taught in our schools.

SECTION A

Question 2: Most parents need the help of their children on the farm to the extent that they cannot allow their children to go to school.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	262 75.5%	13 3.75%	72 20.75%	347 100%

Two hundred and sixty two (75.5%) respondents maintained that since they need their children to work for them on the farm, they cannot allow them to go to school, while seventy two (20.75%) respondents felt otherwise. And thirteen (3.75%) were undecided. This absenteeism is more pronounce in the rainy season. This shows a negative attitude to western education by the parents.

SECTION A

Question 3: I prefer to train my children in my own trade and skilled work.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	189 54.47%	35 10.09%	123 35.45%	347 100%

One hundred and eighty-nine (54.47%) respondents prefer to train their children in their own trade and skilled work. One hundred and twenty-three (35.45%) disagreed while thirty-five (10.09%) were undecided. This is a clear manifestation of misconception of western education by some parents. Some of these parents are unaware that there is a provision in the N.P.E. which provides the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capability.

SECTION A

Question 4: Sending children to school deprives parents of their children's labour or help on their various occupations.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	257 74.47%	24 6.92%	66 19.02%	347 100%

Two hundred and fifty seven (74.47%) agreed that sending children to school deorives parents of their children's labour or help on their various occupations. Sixty six (19.02%) disagreed while twenty four (6.92%) were undecided. This

shows that majority of the respondents do not have the positive attitude to western education. This is probably due to lack of enlightenment campaign to the aims of education, which provides basic tools for further educational advancement, including preparation for trades and crafts of the locality.

SECTION A

Question 5: Children who undergo western education can no long be useful on the farm.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	188 54%	23 6.63%	136 39.19%	347 100%

One hundred and eighty eight (54%) Maintained that children who undergo western education can no longer be useful on farm, while one hundred and thirty six (39.19%) disagreed. While twenty three (6.63%) were not decided. These respondents are probably unaware of the fact that most students help their parents on farm, especially during holidays.

SECTION A

Question 6: I believe that without western education my children can live comfortably in the society.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	317 67%	25 7.20%	88 25%	347 100%

Three hundred and seventeen respondents (67%) felt that without western education their children can live comfortably in the society. Eighty eight (25%) disagreed while twenty five (7.20%) were not decided. This indicates that majority of the respondents have negative attitude to western education.

SECTION B

Question 1: Some parents equate western education with christian religion.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	90 25.94%	18 5.19%	239 68.87%	347 100%

Ninety respondents (25.94%) thought that western education is the same as Christian religion. To hundred and thirty-nine (68.87%) disagreed while eighteen (5.19%) respondents were not decided. This signifies that majority of parents do not withdraw their children from school, or their refusal to send them to school because they considered western education to mean christian religion.

SECTION B

Question 2: I would prefer the integration of western and Qur'anic system of education.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	179 51.59%	54 15.56%	114 32.80%	347 100%

One hundred and seventy nine (51.59%) respondents prefer the integration of western and Qur'anic education. One hundred and fourteen (32.80%) disagreed while fifty four (15.56%) were not decided. This shows that for western education to be more successful in this area there is the need to combine the western and Islamic education in the curriculum.

SECTION B

Question 3: I prefer to send my children to Qur'anic school only.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	205 59.07%	64 18.44%	78 22.84%	347 100%

Two hundred and five (59.07%) respondents are of the opinion that they want their children to go to Qur'anic school only. Seventy-eight (22.48%) disagreed while sixty-four (18.44%) were not decided.

This is probably the reason why a good number of pupils of

school age are attending Qur'anic schools in their various destinations or taken to other places to learn the Qur'an, instead of allowing the children to learn both western and Islamic education.

SECTION B

Question 4: I oppose western education because educated people discard family tradition and religion.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	209 60.23%	17 4.9%	121 34.87%	347 100%

Two hundred and nine (60.23%) respondents maintained that educated people discard family tradition and religion. One hundred and twenty one (34.87%) disagreed while seventeen or 4.90% were not decided.

This is a clear indication that most of the respondents are ignorance of the value of western education, which provides character and moral training and the development of sound attitude.

SECTION B

Question 5: I dislike western education because there is no moral instruction in the curriculum.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	204 58.79%	23 6.63%	120 34.58%	347 100%

Two hundred and four (58.79%) respondents dislike western education because there is no moral instruction in the curriculum. One hundred and twenty (34.58) respondents disagreed while twenty-three (6.63%) were not decided.

This is a clear indication that majority of the respondents are ignorant about the course content in our schools, which include the teaching of religion and related subjects that enables the child to be of good behaviour both at home and the entire community.

SECTION C

Question 1: Early marriage ensure harmony in the home.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	211 68.8%	5 1.44%	113 37.75%	347 100%

Two hundred and eleven (68.8%) respondents maintained that early marriage ensure harmony in home. One hundred and thirteen (37.75%) disagreed while five (1.44%) were not decided. This could be the reason why most parents give out their daughters in marriage between the ages of 13 and 15. This attitude prevail most especially in the rural areas.

SECTION C

Question 2: I will not allow my daughter to continue with education after primary school.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	268 77.24%	13 3.75%	66 19.02%	347 100%

Two hundred and sixty=eight (77.24%) respondents are of the opinion that they will not allow their daughters to continue with education after primary school. Sixty-six (19.02%) respondents felt otherwise while thirteen (3.75%) were not decided. These respondents are probably the type of parents who deny their daughters to further their education as their boys counterpart.

SECTION C

Question 3: An educated girl promotes the welfare of the family.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	132 38.04%	13 3.75%	172 49.57%	347 100%

One hundred and thirty-two (38.04%) believed that an educated girl promotes the welfare of the family. One hundred and seventy-two (49.57%) felt otherwise and forty-three (12.39%) respondents were not decided. Averagely the respondents have realized the importance of education. There is the need for girls education like their boys counterparts. They should therefore be given the chance

to learn to the best of their capability. This knowledge will be very useful for domestic purposes even when in purdah.

SECTION C

Question 4: I will give out my daughter in marriage when she is between the ages of 18 and 20.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	128 42.65%	31 8.93%	168 48.41%	347 100%

One hundred and twenty-eight (42.65%) agreed that they will give their daughters in marriage when she is between the ages of 18 and 20. One hundred and sixty-eight (48.41%) respondents disagreed while thirty one (8.93%) are undecided. This clearly showed that most of the respondents were not of the view of giving out their daughters in marriage between the ages of 18 and 20.

SECTION C

Question 5: Most parents express fear at the rate social advancement has affected the trend in moral conduct amongst the school age population of both sexes.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	269 77%	22 6.34%	56 16.24%	347 100%

Two hundred and sixty -nine (77.53%) express fear at the rate social advancement has affected the trend in moral conduct amongst school age population of both sexes. Fifty six (16.24%) thought otherwise. Twenty two 6.34% were not decided. The respondents have probably noticed some social vices among school children especially cases of premarital sex among students which pave way for unwanted pregnancy.

SECTION C

Question 6: Western education is beneficial only to boys.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	220 63.4%	21 6.05%	105 30.26%	347 100%

Two hundred and twenty (63.4%) respondents maintained that western education is beneficial only to boys. One hundred and five (30.26%) felt otherwise and twenty-two (6.34%) were not decided.

This indicated that, majority of the respondents fail to understand that education is necessary to all individuals irrespective of sex or religion. After all, there a saying which says that to educate a man is to educate an individual, but to educate a woman is to educate a family.

SECTION C

Question 7: Since the girls will observe purdah after their marriage there is no need for going to school.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	240 63.40%	22 6.34%	105 30.20%	347 100%

Two hundred and forty (63.40%) respondents were of the opinion that there is no need for going to school, while one hundred and five (30.20%) felt otherwise and twenty two (6.34%) were not decided. Some of these respondents failed to understand that the knowledge acquired in school can as well be very useful for domestic purposes even when in purdah.

SECTION D

Question 1: Western education is the surest way of higher standard of living and quickest way of making people important and influential in present Nigeria.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	90 25%	24 6.92%	233 67.15%	347 100%

Ninety (25%) respondents agreed that western education is the surest way of making people important and influential in present Nigeria. Tow hundred and thirty three (67.15%) disagreed while twenty four (6.92%) were not decided. This is a clear manifestation that, most of the respondents attached more importance to their traditional occupation rather than the marriage between the western and the traditional system of education.

SECTION D

Question 2: Western education is beneficial to all individuals.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	140 40.36%	27 7.78%	180 57.8%	347 100%

One hundred and forty (40.36%) parents maintained that western education is beneficial to all individuals. One hundred and eighty (57.87%) have the opinion that western education is not beneficial to all individuals. And twenty seven (7.78%) were not decided. These respondents failed to understand that the knowledge acquired in school can be useful in the domestic life of the people.

SECTION D

Question 3: I want my children to go to school because I want them to be educated in addition to my skilled work.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	209 66%	15 4.32%	130 29.69%	347 100%

Two hundred and twenty nine (66%) respondents maintained that they want their children to go to school because they want them to be educated in addition to their skilled work. One hundred and thirty (29.69%) disagreed and fifteen (4.32%) were not decided. This is a clear indication that majority of the parents have realize the importance of western education.

SECTION D

Question 4: Majority of primary school leavers do not get government work.

Response Attitude	Agree	Undecided	Disagree	Total
Number of Respondents	307 88%	10 2.88%	30 8.65%	347 100%

Three hundred and seven (88.47%) respondents believed that majority of primary school leavers do not get government work. Thirty (8.65%) respondents disagreed. And ten (2.88%) respondents were not decided. In ability of a primary school leaver to secure a job with the government suppose not to be a reason for not sending children to school.

4.3 HYPOTHESES TESTING

In this section attempts were made to test the hypotheses at 0.05 level of significance. For statistical evidence, the null hypotheses were tested using Pearson product moment correlation coefficient (r) as elaborated below.

Hypothesis I: There is no significant relationship between occupational attitude of parents and their attitude towards western education.

Pearson product moment correlation coefficient was used in testing the above hypothesis. That is correlation between occupational attitude of parents and their attitude towards

western education. The results of the analysis is summarised below in table 4.1.

TABLE 4.1

VARIABLES	MEAN	SD	r	DF	P=
OCCUPATION	20.542	4.562	-0.180	345	0.001
WESTERN EDU.	13.167	2.44			

A look at the table above shows r value of -0.180, and P value of 0.001 with 345 degree of freedom. The r value indicated that there is significant negative relationship between parents occupation and their attitude towards western education. Also since the P value of 0.001 is less than the alpha level of 0.05, the hypothesis is hereby rejected. This shows that there exists significant but inverse relationship between parents occupation and their attitude towards western education. And because of the fact that attitudes are formed in the social context, therefore proper inculcation of values towards western education will help to form the right and positive attitude of parents towards western education, and for this an all-round approach can be undertaken to influence the parents if necessary.

Hypothesis 2: There is no significant relationship between parents attitude on western education and christian religion.

To test the above hypothesis, Pearson product moment correlation coefficient (r) was used. The result of the analysis is presented below in table 4.2.

TABLE 4.2

VARIABLES	MEAN	SD	r	DF	P=
WESTERN EDU.	13.107	2.874	-0.067	345	0.216
RELIGION	16.121	2.976			

The table showed r value of -0.067 with P value of 0.216 with 345 degree of freedom. The r value indicated that, there is no significant correlation between parents notion of christian religion and their attitude towards western education. Also since the P 0.216 is greater than the alpha level of 0.05, hypothesis is hereby accepted. In other words, the hypothesis is retained. This suggests that, the parents do not withdraw their children from school, because they consider western education to mean Christian religion.

Hypothesis 3: There is no significant relationship between parents attitude on early marriage and western education.

There is no significant relationship between parents attitude on early marriage and western education.

To test the above hypothesis, a Pearson product moment correlation coefficient was employed. The result of the analysis was summarised in table 4.3 below.

TABLE 4.3

VARIABLES	MEAN	SD	r	DF	P=
WESTERN EDU.	13.167	2.874	0.065	345	0.224
EARLY MARRIAGE	23.271	3.431			

A look at the above table showed r value of 0.065 with P value of 0.224 with 345 degree of freedom. The r value indicated that, there is no significant correlation between early marriage and parents attitude towards western education. Since the P value of 0.224 is greater than the alpha level of 0.05, the hypothesis is hereby accepted. This indicated that the parents do not withdraw their children from school principally for the purpose of marriage.

4.4 SUMMARY

In analyzing the data, the researcher used computer to correlate the hypotheses with parents attitude to know if there is significant relationship or not.

The findings described in this chapter reveal major results. First, there is an association between parents occupation and their attitude towards western education. Secondly, the findings indicated no significant relationship between parents notion of christian religion and their attitude towards western education. Thirdly, the findings of the study clearly indicated no significant association and relationship between early marriage and parents attitude towards western education.

CHAPTER 5

DISCUSSION OF RESULTS, SUMMARY RECOMMENDATION AND CONCLUSION

5.1 Introduction

The main purpose of the present study was to examine the attitude of parents towards western education in Itas-Gadau Local government area of Bauchi State.

This chapter is to give further explanations on the results, pass general comments on the findings and conclude the research with necessary recommendations.

5.2 Discussion of Result

The findings of this study reveals that there is a significant association and relationship between parents occupation and their attitude towards western education. This shows that majority of the respondents have more favourable attitude towards their trade and skilled work than western education.

The result obtained in the questionnaire and oral interview with the respondents indicated the relationship. If the parents have positive attitude towards western education, there is the tendency of educating their children in the western type of education. If on the other hand, the parents have more favourable attitude to their trade and skilled work there is the tendency to educate their children along that line. Some of the respondents interviewed argued that they do not want all their children to be

enroled in school. Their reason was that if all the children were enroled in school, it will be very hard for them to manage the home. In other words, they have agreed to give some and retain the rest at home for other activities.

The traders trained their children in trade and this is probably the reason why one found children of school going age hawking in the streets and markets while some of their counterparts are in the class learning. Some of these respondents maintained that the children helped them to raise funds for the family and eventually be self employed.

On the other hand, the farmers argue that if all the children were sent to school, it meant that, they were the one to do the work alone which meant a lot of suffering on their parts. And because of the fact that harding is considered as the duty of the young, the Fulani found it difficult to allow their children to be enroled in school. Moreover, their movement from place to place affects the teaching/learning process.

This findings support Ogbona (1977) who researched on the attitude of parents towards the Universal Primary Education (U.P.E.) in Sokoto State. he found that, the main reason for not favouring the Universal Primary Education was mainly economical. He discovered that most farmers preferred to train their children in farming and traders preferred to train their children in trade and skilled work, while the nomads Fulani was due to the postoral nomads socio-economic system which is organised around the family and of which the children form an economically valuable part.

Similarly Ben-Yanusa (1983) studied the integration of Qur'anic (Islamiyya) school into western system of education. Among the results to the findings was that western education was not popular with some parents in Zaria. A very great number of boys and girls of school age are not attending schools. According to the reason given by some parents varied from individual to general socio-economic factors.

With regards to the second hypothesis, there is no significant relationship between parents notion of western education and christian religion. This findings conflicts with the findings of Adamu (1973) in Uche (1984) who rightly pointed out that culturally the North was restricted to western education for the following: that western education was equated with Nasaranci or christianity, since it was the Nasara or christians who toppled the existing regime to established their own. And secondly, the existence of organised traditional system, the Qur'anic school made it difficult for western education to penetrate the Northern society. From the result of the questionnaire and interaction with the parents indicated that most parents did not consider western education to mean christian religion. But some of the points of contention was that Islamic education was given less attention in most of the primary school. They maintained that, the period given for Islamic studies was too small for any meaningful learning. Evidence has shown that most parents prefer the integration of western and Islamic education in the schools. And separate schools should be established at post primary school level for boys and for girls.

This will reduce the social vices to the bearest minimum.

This findings could be related with the findings of Saed (1981) who researched on the attitude of muslims in Sokoto towards women education. The researcher found that a large percentage of husband and parents in Sokoto town preferred the combination of Islamic and western education for their girls and wives. Similarly, Dashe (1977) Studied parental attitude towards Universal Primary Education (U.P.E.) in Plateau State. He discovered that both Muslims and Christians parents have positive attitude towards western education of both sexes.

With regard to the third hypothesis, there is no significant relationship between early marriage and parents attitude towards western education. From the result in the questionnaire and interview indicated that most parents have favourable attitude to western education but for a certain level. Most of them prefer to marry their daughters after primary education. Some of the parents are of the opinion that, their husband can allow them to continue with the education after the marriage if he wishes. But for their boys counterparts they can go as far as post primary schools. While others have expressed their support to allow their children to learn to the best of their capability, but these category of the respondents constitute the minority.

These findings support the finding of Maude (1987) who researched on the changing attitude towards western education and early marriage of girls in Kano municipality. From the research findings, it is evident that changes are positively taken place.

Majority of parents are in support that their daughters should attend school, at least have primary education before they marry. This could also be related with the findings of Hake (1970) who researched on the parental attitude towards western education in the Northern Nigeria (Kano). He found out that some parents agreed that a girl develops more favourable attitude towards her home and parents because of her primary experience. This result is also related with the findings of Abubakar (1974) who researched on the attitude of secondary school girls to western education in North Eastern State. His findings revealed that girls should be allowed to be educated to the best of their capability. And that girls should have cookery and craft included in the curriculum as compulsory.

Going by the questionnaire and interaction with the respondents clearly indicated that most parents have more favourable attitude to the education of male than their female than their female counterparts. This is because of the fact that most of the respondents are of the opinion of educating the female sex of primary school level while their counterparts male sex to a higher education than that of the female. Some of these respondents expressed fear at the rate social advancement has affected in trend of moral conduct amongst school age population of both sexes. As earlier mentioned above that majority of the respondents have more favourable attitude to the education of male than female. For example item six (6) section C showed that two hundred and twenty or 63.4% prefer the education of boys only while one hundred and

five or 30.26% felt that both boys and girls are supposed to benefit from the education.

5.3 RECOMMENDATIONS

Based on the findings of the research, the following recommendations must be noted for onward implementation to improving the attitude of parents towards western education in the area in view.

5.3.1 RECOMMENDATIONS TO ADMINISTRATORS

The government should ensure free and compulsory education from primary to post-primary levels to ensure 100% transition. For effective teaching and learning process, there must be an effective and constant supervision and inspection to be carried out by the inspectorate division. This will to a greater extent address the problem of lateness, absenteeism, truancy and other related irregularities in schools, of both staff and students.

As a general phenomenon, parents form part of school's management, thus a functional parents teachers' association must be formed or revived where necessary. Similarly, government through the help of some associations enlighten the parents on the importance of education in our day-to-day activities so that their children can fit into the changing society. This can be done through public lectures, seminar, symposium, drama, street posters and the like. That is to say in order to fit in the principles of federal character, that is to be represented at the federal, state

or at local government levels, they need to have a suitable qualified person who will represent their quota at various levels and such person must be educated in the western type of education. Otherwise their rights and privileges can go to other places for their inability to have a qualified person.

A task force committee must be formed on education at local government, district, village and ward levels who will be charged with the responsibility of pupils and students' punctuality and that any pupil who secure admission into post-primary school, the committee must ensure that such a child is not withdrawn by his parents. The committee must also make a termly progress report.

There must be adequate provision of learning materials and equipments to ease pupils learning. These materials must be properly kept in an orderly manner so that they do not get spoiled, destroyed or stolen by anybody. When this is done, it will ease teaching-learning process in our schools.

Naturally, teachers like any other group of workers, want to provide reasonable comfort for their families and enjoy good standard of living especially on retirement. But unfortunately, the teaching profession has been considered by most people as the least respected occupation in the society especially at primary and post-primary levels. The idea that he who cannot do it teaches it still prevails among many Nigerians. Finally, for teaching to be recognised and respected as a profession, the average annual income for teachers as well as adequate provision for advancement, promotion and other benefits enjoyed by those in other professions

must be provided for teachers.

5.3.2 RECOMMENDATIONS TO PARENTS

The parents should be bear in mind that there are great traders, great farmers at the same time having western education. They should also bear in mind that most of the successful business men and women are educated in the western type of education.

They should also note that it is only those citizens who have attained some qualifications can be assigned or appointed to important political offices. It should be understood that their daughters have equal rights to education as their male counterparts. They should therefore be given opportunity to learn to the best of their capability. It should be remember that seeking for knowledge is obligatory upon all male and female. Therefore any attempt to deny any sex to education of any kind which is of benefit to the individual and the general community is an offence. The parents should be made to understand that, the knowledge acquire in school can as well be very useful for domestic purposes even when in purdah. It has been said that to educate a man is to educate an individual, but to educate a woman is to educate a family. This clearly shows how important women are in the training of a family.

The parents must from time to time pay visit to schools especially where their children are and see them at work. This will encourage the pupils or students to be more serious with their studies and this will establish good relationship between parents

and school management. They should also endeavour to attend Parent Teachers Association general meeting whenever they are invited. This will serve as a forum where problems affecting pupils or school will be discussed and possible ways of solving them will be deliberated by the members.

5.4 CONCLUSION

This chapter has presented the summary of the findings from the analysis of the data collected.

The findings and recommendation made were for the parents concern, the local government officials not only in Itas-Gadau local government but also in other areas where the problem exists.

Finally, the recommendations above were made to serve various purposes, paramount among them are : to embark on enlightenment campaign on the importance of education for both sexes and at all levels. To make primary and post primary education free and compulsory for both sexes without discrimination. Provision for adequate learning materials to ease teaching learning process.

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APPENDIX I

QUESTIONNAIRE ON PARENTAL ATTITUDE TOWARDS WESTERN EDUCATION

Department of Education
Ahmadu Bello University,
Zaria.

Dear Parents,

This questionnaire is meant to investigate the attitude of parents towards western education in Itas-Gadau Local Government. The information you give will only be used for research purpose.

The following statements represent the attitude of parents towards western education, your agreement or disagreement will be determined on the basis of your position on the scale.

The letters A, B, C stand for the following:

A) Agree (A)

B) Undecided (UD)

C) Disagree (DA)

Please tick (✓) only.

SECTION A

NEED FOR WESTERN EDUCATION

		A	UD	DA
1.	There is no need for western education because we have our traditional education.			
2.	Most parents need the help of their children on farm to the extent that they cannot allow their children to go to school.			
3.	I prefer to train my children in my own trade and skilled work.			
4.	Sending children to school deprives parents of their children's labour or help on their various occupations.			
5.	Children who undergo western education can no longer be useful on farm.			
6.	I believe that without western education my children can live comfortably in the society.			
	SECTION B: RELIGION			
1.	Some parents equate western education with Christian religion.			
2.	I would prefer the integration of western and Qur'anic system of education.			
3.	I prefer to send my children to Qur'anic school only.			
4.	I oppose western education because educated people discard family tradition and religion.			
5.	I dislike western education because there is no moral instruction in the curriculum.			
	SECTION C: EARLY MARRIAGE			
1.	Early marriage may ensure harmony in the home.			
2.	I will not allow my daughter to continue with education after primary school.			

		A	UD	DA
3.	An educated girl promotes the welfare of the family.			
4.	I will give out my daughter in marriage when she is between the ages of 18 and 20.			
5.	Most parents express fear at the rate social advancement has affected trend in moral conduct amongst the school age population of both sexes.			
6.	Western education is beneficial only to boys.			
7.	Since the girls will observe purdah after their marriage there is no need for going to school.			
	SECTION D: SOCIAL UTILITY OF WESTERN EDUCATION			
1.	Western education is the surest way of higher standard of living and quickest way of making people important and influential in present Nigeria.			
2.	Western education is beneficial to all individuals.			
3.	I want my children to go to school because I want them to be educated in addition to my skilled work.			
4.	Majority of primary school leavers do not get government work.			

APPENDIX II

THE PARENTS OVERALL ATTITUDE TOWARDS WESTERN EDUCATION

	N SA	%	N A	%	N UD	%	N DA	%	SDA	%
1.	69	19.68	95	27.38	21	6.05	102	29.39	60	17.29
2.	104	29.97	158	45.53	13	3.75	33	9.51	39	11.24
3.	83	23.92	106	30.55	35	10.09	73	21.04	50	14.41
4.	66	19.02	191	55.04	24	6.92	45	12.97	21	6.05
5.	68	19.60	120	34.58	23	6.63	91	26.22	45	12.97
6.	83	7.78	63	18.16	18	5.19	65	18.73	23	6.63
1.	27	7.78	63	18.16	18	5.19	169	48.70	70	20.17
2.	52	14.99	127	36.60	54	15.56	95	27.38	19	5.48
3.	86	24.78	119	34.29	64	18.44	57	16.43	21	6.05
4.	81	23.34	128	36.89	17	4.90	102	29.39	19	5.48
5.	89	25.65	115	33.14	23	6.63	88	25.36	32	9.22

APPENDIX II

THE PARENTS OVERALL ATTITUDE TOWARDS WESTERN EDUCATION

	N SA	%	N A	%	N UD	%	N DA	%	SDA	%
1.	43	12.39	168	48.41	5	1.44	78	22.48	53	15.27
2.	74	21.33	194	55.91	13	3.75	54	15.56	12	3.46
3.	16	4.61	116	33.43	43	12.39	111	31.99	61	17.58
4.	60	17.29	88	25.36	31	8.93	120	34.58	48	13.83
5.	107	30.84	162	46.34	22	6.34	33	9.51	23	6.63
6.	38	10.95	164	47.26	21	6.05	102	29.39	22	6.34
7.	52	14.99	168	48.41	22	6.34	94	27.09	11	3.17
1.	35	10.09	55	15.85	24	6.92	172	49.57	61	17.58
2.	35	10.09	105	30.26	27	7.78	155	44.67	25	7.20
3.	62	17.87	167	48.13	15	4.32	63	18.16	40	11.53
4.	187	53.89	120	34.58	10	2.88	22	6.34	8	2.31

APPENDIX III

SPLIT HALF CORRELATION

X	Y	X - X	Y - Y	$(X - X)^2$	$(Y - Y)^2$	(X-X)(Y-Y)
67	60	6	2	36	4	12
55	56	-6	-2	36	4	12
51	52	-10	-16	100	256	160
53	40	-8	-18	64	324	144
65	60	4	2	16	4	8
63	68	2	10	4	100	20
63	72	2	14	4	196	28
67	48	6	-10	36	100	60
55	58	-6	0	36	0	0
61	66	0	8	0	64	0
71	64	10	6	100	36	60
63	62	2	4	4	16	8
65	50	4	-8	14	64	32
43	60	-18	2	24	4	36
73	54	12	-4	144	16	48
915	870			920	1188	628
X 61	Y 58					

$$= \frac{628}{\sqrt{920 \times 1188}}$$

$$= 1092960$$

$$= 1045.4$$

$$= \frac{628}{1045.4} \qquad r = 0.6$$

$$r_{11} = \frac{2 \times 0.6}{1 + 0.6} = \frac{1.2}{1.6} = 0.75$$

APPENDIX IV

RECORDS OF PUPILS ENROLMENT - 1993/94

S/No.			S/No.		
1.	Abdullawa	262	29.	Godongon	86
2.	Arama	281	30.	Garinburuji	46
3.	Abbari	89	31.	Itas Central	584
4.	Attawari	89	32.	Itas Gana	307
5.	Atafowa	421	33.	Jura	260
6.	Baushe	317	34.	Kafata	280
7.	Bambal	287	35.	Kilagana	209
8.	Buzawa	315	36.	Kafinjeji	279
9.	Babugudu	256	37.	Kura	275
10.	Bakarkuka	226	38.	Kashuri	277
11.	Dagashi	269	39.	Kajiwai	75
12.	Duhuwa	270	40.	Kashuwa	280
13.	Diga	214	41.	Lizai	269
14.	Dunari	247	42.	Mashema	448
15.	Gigina	171	43.	Majiya	440
16.	Gyara	298	44.	Magarya	211
17.	Gwarai	216	45.	Meledige	294
18.	Gidanamar	271	46.	Makani/Kawari	88
19.	Garindole	289	47.	Nomari	263
20.	Garinmalam Hamidu	261	48.	Pango	244
21.	Gidanganji	266	49	Sabon Sara	283
22.	Gambara	282	50.	Surfe	230
23.	Gamsha	296	51.	Sharifori	243
24.	Gatari	266	52.	Tafida	237
25.	Gadau	554	53.	Salai	294
26.	Garin Malam	254	54.	Yarayi	260
27.	Gaskoli	85	55.	Zubuki	261
28.	Garado	83	56.	Zakwaran	274

Source: Planning Research and Statistics Unit

APPENDIX V

RECORDS OF PUPILS ATTENDANCE - 1993/94

S/No.		
1.	Abdullawa	203
2.	Arama	211
3.	Abbari	75
4.	Attawari	62
5.	Atafowa	370
6.	Baushe	225
7.	Bambal	229
8.	Buzawa	243
9.	Babugudu	194
10.	Bakarkuka	203
11.	Dagashi	167
12.	Duhuwa	107
13.	Diga	168
14.	Dunari	200
15.	Gigina	214
16.	Gyara	228
17.	Gwarai	230
18.	Gidanamar	220
19.	Garindole	197
20.	Garinmalam Hamidu	220
21.	Gidanganji	206
22.	Gambara	213
23.	Gamsha	229
24.	Gatari	296
25.	Gadau	482
26.	Garin Malam	212
27.	Gaskoli	69
28.	Garado	62
29.	Godongon	59
30.	Garinburuji	40
31.	Itas Central	542
32.	Itas Gana	216
33.	Jura	204
34.	Kafata	200
35.	Kilagana	158
36.	Kafinjeji	213
37.	Kura	213
38.	Kashuri	234
39.	Kajiwai	68
40.	Kashuwa	219
41.	Lizai	214
42.	Mashema	378
43.	Majiya	235
44.	Magarya	178
45.	Meledige	233
46.	Makani/Kawari	67
47.	Nomari	205
48.	Pango	200
49.	Sabon Sara	218
50.	Surfe	209
51.	Sharifori	193
52.	Tafida	183
53.	Walai	242
54.	Yarayi	191
55.	Zubuki	218
56.	Zakwaran	224