ASSESSMENT OF THE INFLUENCE OF PARENTAL INVOLVEMENT TOWARDS GIRL-CHILD EDUCATION IN KADUNA STATE

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DECLARATION

I Salamatu Ibrahim Sambo hereby declare that the work in this thesis entitled 'Assessment of the influence of Parental Involvement towards Girl-Child Education in selected local government areas of Kaduna state' has been carried out by me in the Department of Educational Foundation and Curriculum under the supervision of Dr (Mrs) H.O.Yusuf and Dr A. Guga. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university

_____	_____	_____
Sambo Salamatu Ibrahim	Signature	Date

CERTIFICATION

This thesis titled ASSESSMENT OF THE INFLUENCE OF PARENTAL INVOLVEMENT TOWARDS GIRL-CHILD EDUCATION IN KADUNA STATE by Salamatu Ibrahim Sambo meets the regulations governing the award of the degree of Master in Education Curriculum and Instruction (M.Ed) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

This study entitled 'Assessment of the influence of Parental Involvement towards Girl Child Education in selected local government areas of Kaduna state' was intended to identify factors responsible for lack of parental support towards girl child education in Kaduna state. The main objectives of the study are to identify the influence of financial income of parents on girl child education in selected local governments areas of Kaduna state; to examine the extent to which parental commitment to academic work influence girl child education in the selected local government areas of Kaduna state: to determine the influence 0f parents' educational background on girl child education and also examine the influence of family size and parents involvement on the girl child education in the selected local government areas of Kaduna state. Four null hypotheses on parental involvement towards girl child education were formulated to guide the work. Stratified random sampling technique was employed, 340 respondents formed the sample size of the study, and structured questionnaire was used for collecting data from the respondents. The answers to the research objectives and questions were provided with tables of frequencies and percentages, in analyzing the data obtained from the field. Spearman correlation procedure was also used, because of the non parametric measurement of the variables and all hypotheses were tested at 0.05 level of significance. It was found that the development of girl child education in the selected local government areas of the state is significantly influenced by the financial income of parents. It was revealed that parents are committed to the girl child education but are constrained by a number of factors mostly on poverty. On relationship between parental commitment and girl child education, it was discovered that there was great relationship. On the academic activities of the girl child, it was revealed that there is significant relationship between the opinion of teachers and parents on parental involvement towards girl-child education. On the influence of family size on girl child educational development there was negative correlation. Based on the findings of this study, it was recommended that government at various levels should engender economic empowerment of parents by employment opportunities, provision of credit facilities for farmers and other avenues by which local population can be made to be more productive so as to enhance their economic standard of living. Enlightenments on the need for girl child education should be embarked upon by the respective government agencies to encourage parents on the need for their girl child education.

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OPERATIONAL DEFINITION OF TERMS

In this project the following terms will be used based on the following definitions.

Assessment: An evaluation of the situation of parental involvement towards Girl-Child Education.

Conceive: How parents think or understand the education of a Girl-Child.

Constraints: To restrict or prevent freedom and holdback parent from allowing Girl – child to go to school.

Correlation: The existence of a mutual relationship or not between variables that Affect Girl-Child Education

Gauge: To determine the level of involvement of parents in girl education

High income: Well to do who can cater for the needs of their children (High earners).

Involvements: The act of making somebody part of, or make somebody take part in an event or ongoing process.

Low income: Slightly above poverty level earners

Mechanism: It refers to means of information that would provide stakeholders on Girl – Child education with all the necessary materials that will ensure the development of Girl – Child education.

Middle income: Average earners.

NGOS: Nongovernmental organizations

Poor homes: Not having enough money for basic needs

Prospects: The direction in which girl-child education is facing in our societies.

Rich homes: Having enough money for basic needs.

HIV: Human Immuno deficiency Virus

AIDs: Acquired Immune Deficiency Syndrome

ICESCR: International Covenant on Economic, Social and Cultural Rights

ILO: International Labour Organization

NER: Net Enrollment Ration

NSC: National and State Census

NPTA: National Parents Teachers Association

LSES: Life Skills Education Sub-scale

TPPAS Teachers Perception of Pupils Attitude to Schooling Scale

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Parents are very influential in the lives of their children. They have the ability to shape, sustain and develop pupils who will be active, diligent, creative and tolerant, through their positive involvement in the learning process and educational activities. Parents are also capable of repressing and destroying the motivation and ability of their children through neglect and in difference to their achievements.

UNICEF (2009:12) stated that, *a key to children doing well in school is for parents' to be involved in their education"*. That involvement can range from providing meaningful learning experiences at home to volunteering to help with school activities. Parents recognize that school success is crucial if their children are to have a positive future. It is a well known fact that students achieve more in school when their parents are engaged in their education, and children whose parents are involved generally have higher grades and test scores as well as more positive attitudes and behaviors to learning.

The schools also benefit from parental involvement in that there are long-term improvements in academic achievement in the school, more successful school programmes and more effective schools. According to Chandrasekharan (1995:p12-18):

> *Parental awareness and involvement programmers to improve primary education give utmost importance to the role of teachers and the significant role of parents which seems often neglected. Preventative interventions designed to benefit young children benefit the whole community through enabling children to reach their full physical, mental, emotional maturity depends largely on the levels of parental involvement in primary schooling".*

Most Nigerian parents, especially in large families with limited resources, enroll boys in school instead of or before girls. Some parents also keep their daughters out of school due to poverty, gender bias in content of teaching and learning processes in our school curriculum. Boys are given more opportunities to ask and answer questions, to use learning materials, and to lead groups in our schools because they are regarded weak in the society. Girls are given less time on task than boys in primary and secondary school science classes, corporal punishment also create an intimidating classroom environment to the girl-child, poorly qualified teachers to handle the classrooms among others.

Coupled with all these experiences mentioned above parental involvement is the most driving force which impedes progress toward Girl-child education. Hence, efforts must be intensified to facilitate positive Parental involvement toward the Girl-child education process. One of such ways to do this is to embark on research studies which would find out the level of Parental involvement and influence on Girl-child education. This is where this study comes in. Thus, this study is aimed at examining Parental involvement toward Girl-child education in the locality specified. This is with a view of providing information which could be taking advantage of by stakeholders concerned with the plight and education of the Girl-child.

1.2 Statement of the Problem

Parental involvement and support has a great deal of influence on girls' participation and level of success attained in education. Parents' neglect can also play important role in the failure of their children. Parents' involvement were influenced by so many factors ranging from ignorance, poverty, cultural factors, distance between the home and where the school is situated, utility, value of education among others.

Ignorance is a serious ugly trend to parental involvement towards girl-child education. Poor or little knowledge about the importance of Girl-Child Education among parents' especially in the rural communities hinders parents' involvement on girl-child education. There is a strong belief among rural parents' that marriage is more important than girls' education, and more rewarding. Phrases Such as 'Aure Bautan Ubangiji' (A.B.U) are very common among secondary school girls. This also reinforced the culture of early marriage. Parents who keep their girls beyond twelve years are usually under pressure by the members of the community to marry them out else the society will be pointing accusing fingers on them (i.e. the parents) and girl-child will be called prostitute.

This phenomenon mentioned above had refused to change and have prevailed even in current times when socio-economic changes have resulted in changes to roles women are now expected to undertake. Socio-economic changes have made education necessary, not just for the purposes of providing income earning opportunities, but also for the potential to contribute to the improvement in the standards of living of individuals, families and communities.

These factors have been found to foster negative involvement which limits parents' support for girls' education. The persistence of this ugly trend if allowed to go on unabated, would definitely affect the millennium development goals aspiration of education for all by 2015. Hence, efforts must be intensified to ameliorate the situation, in order to facilitate meaningful national development. One of such ways to ensure the resolution of this ugly trend is to embark on research studies that are aimed at identifying remote factors responsible for lack of parental support towards Gild-child education. It is against this background that this study sets out to assess how parental involvement influence girl-child education in Kaduna state.

1.3 Objectives of the Study

The objectives of the study are to:

1. Determine the influence of parental income on Girl-Child Education in selected local government areas of Kaduna state.
2. Examine the extent to which parental interest on academic work influence the Girl-Child's Education in selected local government areas of Kaduna state.
3. Examine the influence of parental educational background on the Girl-Child Education in selected local government areas of Kaduna state.
4. Examine the influence of family size on the Girl-child education in Kaduna state.

1.4 Research Questions

1. To what extent does income of parents influence the education of the Girl-Child in the selected local government areas of Kaduna state?
2. How does parental commitment to academic work have influence on the Girl-Child Education in selected local government areas of Kaduna state?
3. To what extent does parental educational background influence the Girl-Child Education in the selected local government areas of Kaduna state?
4. What is the influence of family size on girl-child education in selected local government areas of Kaduna state?

1.5 Research Hypotheses

The following hypotheses were postulated and tested:

1. Financial income of parents does not significantly influence the Girl-child education in selected local government areas of Kaduna state
2. Parental interest in academic work does not significantly influence the girl-child education in selected local government areas of Kaduna state.

3. There is no significant difference between the educational backgrounds of parents and their influence on Girl-child education in selected local government areas of Kaduna State.
4. There is no significant difference between parents and teachers opinions on influence of family size on girl-child education in selected local government areas of Kaduna state.

1.6 Basic Assumptions

The present study was based on the following assumptions:

1. There exists a correlation between the income of parents and their influence on Girl-Child Education
2. There exists a correlation between the interest of parents in academic work and their involvement in Girl-Child Education.
3. There exists a correlation between educational background of parents' and their interest in Girl-Child education.
4. There exists a correlation between family size and parents' influence on Girl-Child education.

1.7 Significance of the Study

″Assessment of influence of Parental involvement on Girl-Child Education in some selected Local Government Areas of Kaduna State″ the study would be beneficial to an array of personalities and stakeholders concerned with Girl-Child Education. This study would provide a feedback mechanism to parents' through which they would be able to gauge themselves to see whether or not they are within the realm of the larger society as far as parental involvement of Girl-Child Education is concerned.

It would assist teachers and policy makers to have better understanding of the parent's expectation about their children's education and education Policy Makers with such information, which could facilitate planning and decision making, leading to the formulation of Girl-Child Education-Friendly Policies.

The study would provide the curriculum planners, reviewers, and designers with information that would be of immense help to them, especially as it relates to making provisions for learning experiences, instructional materials and methodologies that are girl-child friendly. The study would also expose parental needs, aspiration and expectations for girl-Child Education.

The study would be of help to other education support service providers, e.g. donors, NGOs, publishers etc. It would help them with information that could facilitate proper and effective service provision like making their publications to be Girl-Child friendly thereby promoting involvement of parents to invest in the Girl-Child Education.

The study would provide the women folk with information that would make them to aspire for higher knowledge to be better off in their lives; these include better management of the home environment, effective use of health services, application of improved hygiene and nutrition practices, reduced fertility, lower child mortality, longer life expectancy, better child health care, smaller families and better educated children. It would also provides her with information on the opportunity for the development of essential skills such as, self confidence, effective participation in educational activities, protection against HIV/AIDS, sexual exploitation and self reliance among others.

The study would equally be of help to fellow students who would want to embark on similar research work. It would provide them with the rudiment/elements

of research report writing as well as relevant literature, which could serve as a starting point.

1.8 Scope of the Study

In Nigeria, there are two levels of secondary education i.e. junior and senior. This study is delimited to senior secondary schools. In senior secondary school, there are both males and females. This study is however only concerned with parental influence on girl-child education.

Additionally, the study is limited to only senior secondary schools in Kaduna state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed what some authorities and/ personalities said or wrote in respect of some pertinent issues surrounding topics of interest to this research work. The review was undertaking in respect to the following subthemes: theoretical framework; concept of the Girl-child; concept of education; crucial issues in Girl-Child Education; parents involvement in the education of their children; the impact of parental involvement in Girl-Child Education; parents involvement in education of their children and their socio-economic status; parents involvement in the education of their children and their level of education; prospects of parental involvement in Girl-child as well as empirical studies. Thereafter, a summary of the review is made

2.2 Theoretical Framework

The theoretical framework for this study is based on the theory of education as a human right. The right to education is recognized as a human right and is understood to mean a universal entitlement. Abdu (2011:41) is of the view that Education is generally considered to be one of the core rights, as it is a fundamental gateway to other rights. It sets the basis for achieving other rights. The observation of the researcher as far as the assertion of Abdu on education as core right and fundamental gate way to other right can seen as a challenge to the weak in our society today because the situation today is what the wise says" the survival of the fittest" in this case the core right may be denied to some of us especially the vulnerable due to the fact that already other strong factors have affected the accessibility to education to some. Therefore, for education to really be a right and a

fundamental to other right for that matter, Stakeholders must do something to make education accessible to everyone.

Childhood is the beginning of our humanization, requiring care, proper attention and commitments from the family, communities and the state. According to the International Covenant on Economic, Social and Cultural Rights the right to education includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve quality of education.

The right to education has been universally recognized since the Universal Declaration of Human Rights in 1948 (though referred to by the ILO as early as the 1920s) and has since been enshrined in various international conventions, national constitutions and development plans. However, while the vast majority of countries have signed up to, and ratified, international conventions (such as the UN Convention on the Rights of the Child) far fewer have integrated these rights into their national constitutions or provided the legislative and administrative frameworks to ensure that these rights are realized in practice. In some cases the right exists along with the assumption that the user should pay for this right, undermining the very concept of a right. In others, the right exists in theory but there is no capacity to implement this right in practice. Inevitably, a lack of government support for the right to education

hits the poorest hardest. Today, the right to education is still denied to millions around the world.

Gender inequality in education is extreme. Girls are less likely to access school, to remain in school or to achieve in education. Two thirds of the world's 781 million illiterate adults are women. There is an urgent need for affirmative action to challenge this rights abuse, and such action is encouraged through international law. For example, general comment 13, paragraph 32 of the ICESCR allows for the 'adoption of temporary special measures intended to bring about de facto equality for men and women and for disadvantaged groups…so long as such measures do not lead to the maintenance of unequal or separate standards for different groups and provided they are not continued after the objectives which they were taken have been achieved'. Moreover access to education alone is not a sufficient condition for the right to education. Discrimination within the education system must also be abolished, and educational materials and processes must not only refrain from reinforcing gender discrimination, they should actively combat it.

As well as being a right in itself, the right to education is also an enabling right. Education 'creates the "voice" through which rights can be claimed and protected', and without education people lack the capacity to 'achieve valuable functioning as part of the living'. If people have access to education they can develop the skills, capacity and confidence to secure other rights. Education gives people the ability to access information detailing the range of rights that they hold, and government's obligations. It supports people to develop the communication skills to demand these rights, the confidence to speak in a variety of forums, and the ability to negotiate with a wide range of government officials and power holders.

Education is the right of every girl everywhere and key to transforming her life and the life of her community. Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies, their country and their world. Finally, that schools in Africa are often substandard, especially in rural and isolated areas, means that even the few girls lucky enough to get access to an education often receive one of poor quality and limited duration. Many schools in Africa are nearly destitute, with classes being held in crowded, poorly constructed structures, in which there is very limited access to paper and pencils, and even less access to text books and computers.

Weighing on the above explanation the researcher believes that seriousness and extra effort must be put in place to ensure quality education for the female child as far as access to education is concern and government policies is another crucial issue in this matter but it has not been mentioned. The above mentioned lapses that affect access to education need to be address by the Government in as much as we want to actualize these claims to better.

Although much has been done to improve the caliber and existence of girls' education in African countries, there is still much that needs to be done. The largest hurdle that needs to be overcome before all African girls can all get the education they deserve is the prevailing social thought that discourages or minimizes the importance of education for girls. To stop this, countries in Africa need to pass laws banning the early marriage practices that keep girls out of school. Finally, African governments must pass legislation that makes the education of girls mandatory for primary school, and then enforce these laws stringently in the rural communities.

This theory is applicable to this study because of it importance to the advancement of women fork and the girl-child education, particularly in the discharge of her duty as the manager of her matrimonial home.

2.3 Concept of the Girl-Child

The girl-child is a biological female offspring from birth to eighteen (18) years of age. This is the age before one becomes young adult. This period covers the crèche, nursery or early childhood (0 – 5 years), primary (6 – 12 years) and secondary school (12 – 18 years). During this period, the young child is totally under the care of the adult who may be her parents or guardians and older siblings. It is made up of infancy, childhood, early and late adolescence stages of development. During this period, the girl-child is malleable, builds and develops her personality and character. She is very dependent on the significant others, those on whom she models her behaviour, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage.

2.4 Concept of Education

Yakubu (2004:31) " *education is defined as the shaping or modification of behavior of the individual with the view to developing desirable habits, skills and attitudes for adequate adjustment in the society"*. The above assertion clarify to us that the desirable habit, skills and attitudes for modification of individuals behavior could be found in the Blooms three taxonomy of educational domains. These domains are the behavioral changes that shape individuals to be useful to themselves and the nation at large irrespective of gender.

Sule (2004:72) sees education as *an instrument for enculturation, socialization, social reconstruction and cultural regeneration of the society. It is a*

tool necessary for transformation as well as the economic and social enrichments of the society or the most important instrument for social change". The reconstruction and regeneration in this assertion did not discriminate, because girl-child is also part and parcel of the society.

Okafor (1984:32) education is:

> *It is a process through which a person acquires knowledge, skills, habits and values that enables him to function effectively as a member of the society. Education helps one to maximize his physical, mental and emotional capabilities which are useful for him and his society. In this sense, women education means the process by which women acquire the knowledge, skills, norms and values that are necessary for their development and that of the society.*

Education is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically.

"Education generally aims at including knowledge, attitudes, skills, values, and beliefs into an individual to assist him/her achieve a reasonable degree of competence in the various facets of everyday life"(okocha,2007:18). In a nutshell, therefore, the main function of education is the provision of appropriate skills, abilities and competence of both mental and physical nature as necessary equipment for the individual to live productively in the society. That is why at graduation ceremonies one hears the Vice-Chancellors pronounce these words while awarding degrees to their institutions' graduates, "you have been found worthy in character and learning…" In education parlance, it means that the individual has acquired adequate and appropriate knowledge, skills and attitudes and values, known as cognitive, psychomotor and affective behaviours to be able to function optimally as a citizen. These behaviours are the focus of training individuals in institutions of learning. The

planned and systematic training given in an institution of learning is formal education; the programme is organized, planned and systematically implemented. In an informal education, there is no plan and the training is haphazard and incidental.

"*Education is the process through which individuals are made functional members of their society"* (Ocho, 2005:56). It is a process through which the young acquires knowledge and realizes it potentialities and uses it for self-actualization, to be useful to her and others. It is a means of preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile.

The views above by distinguished educationist on the meaning of education especially for women has been accepted worldwide, as it improves women their earning ability and empowers them in deciding about their family size, and other family decisions. It also implies that education is really a core right and fundamental right to every individual. It's what everyone on earth inherited; nobody has the monopoly of knowledge. It is that thing that makes one useful in the society. It should be universally free and compulsory if rapid and meaningful development is our priority.

Education is one of the fundamental rights of individuals. Article 26 of the Universal Declaration of Human Rights, which was adopted by the United Nations General Assembly in December, 1949 stipulated that:

- Everyone has the right to education. This shall be free at least in the elementary and primary stages.
- Elementary education shall be compulsory while technical and professional education shall be made generally available.
- Higher education shall be equally accessible to all on the basis of merit.

- Parents have a prior right to choose the kind of education that shall be given to their children (Nwangwu, 1976:4).

Why should everyone have the right to education? The answers to this question are given thus:

- The child is born helpless and has to rely entirely on parents and other older members of the society to survive and satisfy her growth needs in all their ramifications.
- The degree and quality of participation in the life of the society depends to a large extent on the degree and quality of her education. This will enable her perform her political and other citizenship duties and exercise the rights pertaining thereto effectively.

Since every citizen benefits from the result of the education of her fellow citizen and since every generation receives its education from an older generation, every generation has a duty to reciprocate by educating the generation that comes after it (Ocho, 1988:19). Achunine (2007:10) stated that

> *Empowering women intellectually, socially and politically using education as an instrument is imperative for redressing gender imbalance and enhancing the participation of women in decision making, family life, community development and nation building. This can be achieved through improved enrolment of female gender in schools in general and Science and Technology in particular.*

Finally on all the above definition, education is our fundamental right, the only legacy we can leave to our children. Education is the key to our development, a road to success in life and a way to salvation in the hereafter. Education should be made available to individuals irrespective of gender differences.

2.4.1 Crucial Issues on Girl-Child Education

There are many issues that affect Girl-Child education which must be addressed as far as development of the Girl-Child Education is concern. These issues must be critically analyzed by all those concerned to draw out a roadmap that can be utilized in achieving these issues to its fullest degree. The major issue not only in Nigeria but in most developing countries especially in sub Saharan Africa is, a large number of young girls' still do not attend school (UNICEF 2008:35). The global figure for out-of-school children is estimated at 121 million, 65 million being girls'. Over 80 per cent of these girls' live in sub Saharan Africa .Education for All Global Monitoring Report(2009:14) reported that:

> *of the 75 million out-of-school children in 2006, Sub-Saharan Africa account for 47 per cent of the figure. Nigeria account for 7.8 million of these children in some report 10 million and 58 per cent are girls', The report has also notified that by 2015 Nigeria will have largest out-of-school children population in the world with 7.6 million.*

Nigeria in particular girls' access to basic education especially in the Northern state has remained low. As few as 20 per cent of women in the North West and North East of the country are literate and have attended school. The 2006 national census (NSC) revealed a net enrollment ratio (NER) of 80.6 % suggesting that a substantial proportion (19%) of primary school age population (6-11 years) is not enrolled in primary schools nationwide. This represents about 5 Million Nigerian children aged 6-11 years old that do not have access to primary education.(UNICEF 2009:6) .

Bilkisu (2012:12) stated that " in the north such as Jigawa state, record girls completion rates as low as 7.8% due to parents unwillingness to send their daughters to school .In the northern part of the country, the number of children out of school is

particularly high and the proportion of girls' to boys in the school ranges from 1girl to 2 boys and even 1to 3. Although the gender gap has narrowed from 12 to 10 points, there exist wide variations across the state and zones, with the North central and North West presenting worst scenarios." This scenario can also be seen in the Senior Secondary Schools (SSS class) in Kaduna State public census for student of SSS as indicated in the table below:

Table 2.1: Kaduna State Ministry of Education Annual Public school Census for SSS Students Enrollment General Statistics 2009/2010

S/N	LGA	Male	Female	Male/Female
1	Birnin/Gwari	1,330	269	1,599
2	Chikun	3,020	2,454	5,474
3	Giwa	1,245	758	2,003
4	Igabi	4,711	1,649	6,360
5	Ikara	2,183	529	2,712
6	Jaba	1,407	1,949	3,356
7	Jema'a	4,523	3,124	7,647
8	Kachia	2,768	1,770	4,538
9	Kaduna North	5,144	4,307	9,451
10	Kaduna South	1,508	2,329	3,837
11	Kagarko	3,685	2,061	5,746
12	Kaura	3,082	1,898	4,980
13	Kauru	4,095	1,063	5,158
14	Kajuru	2,553	911	3,464
15	Kubau	2,304	1,192	3,496
16	Kudan	1,058	178	1,236
17	Lere	3,771	1,550	5,321
18	Makarfi	2,154	654	2,808
19	Sabon Gari	4,179	3,870	8,049
20	Sanga	3,264	2,579	5,843
21	Soba	2,286	1,425	3,711
22	Zangon Kataf	2,982	3,153	6,135
23	Zaria	6,848	2,681	9,529

Source: Ministry of Education Kaduna

The proportion of boys to girls in some of the Local Government Areas in the table above is nothing to talk about, because the gab is glaring. Other issues include:

1. **Access to Education**

Access simply means the right to education. It is also the opportunity provided for the girl-child to be educated. Access deals with the availability, convenience and

ability to be educated. It is true that many governments make provision for the education of their citizens, but the provisions most of the time do not take cognizance of the peculiarities of the girl-child. In that case the girl-child may not have access to education, which is a fundamental human right.

Research has shown that millions of girls do not have access to school despite the efforts to push the cause forward. Okeke, Nzewi and Njoku (2008:64) identified child labour, poverty and lack of sponsorships, quest for wealth ,bereavement, truancy, broken home, engagement of children as house helps, as factors in the wheel of children's access to education in the UNICEF A-Field made up of Abia, Akwa Ibom, Anambra, Bayelsa, Benue, Cross River, Ebonyi, Enugu, Imo and River states of Nigeria. The study shows clearly that there are lapses in the implementation of Government policies as far as education for all is concern. Similarly, other issues include socio-cultural and socio-economic factors canvasses to create a very difficult atmosphere for the development of Girl-Child Education. The way out to this problem is for the Government to change its sense of direction in this regard; stakeholders in Girl-Child Education especially parents' must be ready to invest and support the Girl-Child Education.

In the study carried out by World Bank (2003:12), More than 350 million people, over half Africa's Population lives below the poverty line of one dollar a day. This implies that poverty, too, excludes children, including the girl-child, from school. In Ethiopia, girls are sometimes abducted for marriage when they are no more than eight years. In West Africa, they are recruited from poor rural families to work as domestic servants in coastal cities or even neighbouring countries. In Nigeria it is very difficult to find a house help today. This is because there is awareness of the values of education, and so parents do not give out their children any more as house helps.

When, His Excellency, the Honourable Minister of Education was the Executive Governor of Ebonyi state, he prescribed some punishment for any parents that gave out their child for house help, especially the girl-child. The story is different today in that state.

In South Africa, a recent report by Human Rights Watch warns that sexual violence and abuse are hampering girls' access to education. In Afghanistan, they have simply been barred from school under the Taliban regime. According to Guttmann (a UNESCO courier journalist), customs, poverty, fear and violence are the reasons why girls still account for 60% of the estimated 113 million out-of-school children, and majority live in sub-Saharan Africa and South Asia.

Most of the factors that militate against the girl-child access to education are socio-cultural. In another study by Yusuf (2010:3) it is sad to note that many parents in Nigeria and Africa at large, give preferential treatment to the education of boys rather than girls and this issue had always been a thorny and unresolved issue.

All the views in the above studies are centered on poverty as a factor hampering girl-child access to education; people are living from hand to mouth, the gap between the rich and the poor is very wide. In today's world, economic status plays an important role in almost every aspect of our endeavors. Girl-Child access to education is not an exception, a lot of willingness to spend in it must be ensuring for it to be accessible to individuals. Government, parents, NGOs must put their hands on deck in order to achieve that.

Many countries on the African continent rank among the poorest in the world. The on-going HIV/AIDS epidemics, over-crowding in cities, tribal warfare and despotic governments have contributed to the degeneration of the beautiful African land into a human rights catastrophe. At the centre of the devastating situation is the

girl-child. The girl-children appear to be the most vulnerable and most undervalued members of the world society. In a region where many are struggling to get enough food and to stay alive, remain out of reach of the various violent rebel armies, and to care for those stricken with various diseases, a basic education, especially for girl children, is low on the list of priorities. The right to education, which is a fundamental human right, is frequently denied to girls in some Africa country, when families have to make a choice, due to limited resources, of educating either a girl or a boy child, it is always the boy that is chosen to attend school.

In Africa, many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the additional income they may need to exist beyond subsistence level, and finance the education of sons. It has been reported in BBC News (2006), that African societal viewpoint favours boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay home to nurse relatives with HIV/AIDS. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls. In Ethiopia child brides face early pregnancy, responsibilities to their children and in-laws, and reticence of their husbands, who are usually much older, to let them out of the house.

In Uganda, Birungi (2008:43) cited the rampant fire in schools as examples of the gaps in implementation of the girl-child education. She noted that the previous year's floods in eastern Uganda left many schools in disrepair and these were seen as forms of exclusion. Children in Bundibugyo district cannot access schools during the raining season and 'Government has done nothing to alleviate the problem'.

In Kenya, girl–child education is elusive. Mwangi, (2004:65) wrote that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family.

Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death. The children are given to marriage at a tender age in quest of dowry from the husbands. But how much is the amount and for how long does it last? The girls lament that because of the setbacks they still did not escape from poverty and their parents had nothing to show for the dowry received.

Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Yet others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions.

The above studies are concentrated on other issues such as gender disparity, disease, ignorance, disaster, socio-cultural, economic, and educational level of the wife. The entire factor mentioned above the researcher share the same views with them except one, but in this context I do not think that women who are at the same

level or who are educated are a disgrace to the community. Education lest we forget is a fundamental right of every individual, women today in some home have already taken the role of men because of their educational level and they contribute immensely to the development of their families and the nation at large.

2. **Retention and Dropout**

UNICEF (2003:27) reported that in Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school; countries included on the World Bank's Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict. The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo.

The worst hit is Southern Sudan, which has been seriously affected by civil war for decades. UNICEF said to wait for an end to the conflict would be to dismiss the rights of generations of children. UNICEF noted that in the area, as few as 15 percent of primary school-aged children were in school and girls represented only one quarter of the number. By the time the upper primary level was reached, there were hardly any girls left in school and at the territory's foremost secondary school, Rumbek, there was a solitary girl. Only 560 of the 8,000 teachers in southern Sudan are women, which was merely seven percent (Nduru, 2003:13).

In rural areas, social and cultural patterns combined with relatively poor quality of schooling place girls, their education and development in a disadvantaged and vulnerable position. Girls bear the heaviest burden for household responsibilities,

including care of sick parents and siblings, and are first ones to drop out of school. The drop-out syndrome is a function of some factors that distract the boys from schools. These factors include: preference for a trade, quest for money, parental decision, lack of employment opportunities, hawking/street trading, and long process of education and lack of counseling.

The above study on retention and drop out by UNICEF and Nduru represented only the lower level of the educational cycle (i.e. the primary level).This research will look at the secondary cycle that will provide us with information that will be of beneficial to stakeholders in girl-child education.

2.5 Parental involvement in Children's Education

The involvement of parents is multi-dimensional, and is composed of various types of behavior, attitudes, and parental expectations. Torah-Kapla (2004:32)" Parental Involvement implies the dedication of resources by parents for the benefit of the child, and the total number of activities in which the parents can participate, so as to contribute either directly or indirectly towards the education of their children". Epstein (1996:12), Ginsburg (2008:34)" emphasized term partnership as an expression for parental involvement, which means the identification of interests by parents as participants in taking responsibility for their children and working together to create better educational programs".

"The more educators allow parents and children to participate realistically in the important decisions concerning them, the greater the chances they will become allies in changing and improving family functioning" (Slonim-Nevo & Wallender, 2004:7-8). The basis for parent involvement in the educational system is their right to influence the education of their children. This right derives from the principles of a democratic regime, and such involvement in the educational process is a realization of

that right and allows parents to experience democratic processes. The assumption is that parental involvement is liable to improve the quality of education through taking their viewpoints into consideration and exposing the school to criticism and supervision by its clients.

In an age when the school is part of the community, and in the competitive market in which schools vie for the support of parents, the involvement of parents is the highest importance (Wherry, 2002:20). Without the cooperation of parents, the educational system today would not only be unsuccessful but would also find it difficult to function (Glick, 2007:9). The decision of the parents to participate and become involved is influenced by the wider context of their social environment (Jessor, 1995:13S).

Kwankwaso (2012:3) urge parents to invest in the education of their children, he noted that "education is the only lasting legacy parents could leave to their children". Similarly, Ismail (2004:53) Stress that "parents' involvement helps achieve curriculums and learning materials that reflect children's everyday lives in society. Involving parents in school activities also helps to identify possible teachers in the community, especially local female teachers which greatly help girls' education". Adeyemo (2002:9) stresses that" students with parents who are involved in their children's education tend to have fewer behavioral problems and better academic performance and are less likely to drop out of school than students whose parents are not involved in their school".

Rose and Tembo (2000:32) opined that parents who have reached a certain educational level might want their children to achieve at least that level. Basu, Das and Dutta (2003:19) opined that "fathers who are in salaried employment are more likely to be aware of the importance of education and hence to invest more in their

children's education". On the other hand Mulder and Hooimeijir (2003:16) viewed that" the degree to which partners can influence important household decision depends on the extent to which they bring valued resources into the marriage. That mothers who are gainfully employed and contribute to the household income have more influence on family decisions and may be able to create better possibilities for their children to go to school" .According to Casanova, Garcia, Torre, and Carpio (2005:31) "if a student has not eaten and has clothes that don't fit, how can he/she be expected to maintain focus in a classroom".

The researcher really appreciated the efforts made by the above scholars who carefully identified some very important factors on parental involvement. In addition to what they have said; not all parents are willing to get involved in school activities in the north. Some because they have had negative schooling experience themselves, some are illiterate and don't feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they don't have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labor by sending their children, even though they see the benefits to send children to schools. And traditionally our school system is structured in a way that parents and teachers perceive their roles as separate from one another,

2.5.1 The impact of Parental involvement in their Girl-Child Education

It is a well known fact that many parents in Africa give preferential treatment to boys, especially in matters concerning education. It is really sad that up till now in some of our societies especially in the northern part of Nigeria, girls are still made to live in their shadows, denied education, and other rights. An available study shows

that. Sirajo and Ashafa (2006:96) "*Investing in the education of the girl-child raises every economic growth and development.*

Other available studies show that the extent of parental influence in the school depends on the degree of their involvement (Ginsburg, 2008:40).

> *"The girls were so busy with household chores that they had no time to come to school. They had to look after siblings, collect fire-wood, organize food for domestic animals, fetch water etc. Then they also had to help in the fields, and at home they lend a hand with the parboiling of rice and cutting of bidi leaves. Most feel that daughters must stay home and help with 'women's work' and so don't ask their daughters to go to school. There is far greater parental pressure on boys to attend school".*
>
> *"Five year old Mangla comes to school with her nine-month old brother in her arms. None of our male students have ever brought their younger siblings to school with them while most of our female students do so" (Das, 1988: 32).*

Principals of private unaided schools tend to confirm this trend when they mention that in their expensive coeducational schools it is not surprising to find that while the son is enrolled, the sister is being sent to a cheaper school" (Chanana, 1998 : 9).

"Even though Indian girls are denied access to education, yet once they enter school they do better than the boys" (Chanana, 1998 : 10).

It is evident from the above observations that awareness programmes are necessary for both poor as well as elite. Parents and their involvement are necessary to improve the quality, quantity and equity concerns of primary education not only in India but Nigeria inclusive. The M.V. Foundation, Hyderabad has been successful in its attempt to make illiterate and poor parents aware of the significance of education. There have been numerous instances in which family members redistributed the work amongst them to send one child to school, or sold a piece of property or some

possessions to buy books &clothes for the child. “Many parent sold of their goats which the child used to graze because the child is now not available for this work. The families have continued to survive. No family ever collapsed because the child was no longer there to work" (Krishnan,1998:35).

In an effort to describe parental involvement, many researchers use a term “Transition” (Lombardi, Joan). “Transition” is used to describe the time period in which children move from home to school, from school to after school activities, from one activity to another activity within the educational cycle. The untiring endeavors of teachers in the phenomenon of transition cannot be ignored. They prepared the children and their parents to face the problems of adjusting to elementary school programs that had different psychology, teaching styles and structure than the programs offered at the kindergarten level. In the elementary level schools the teachers had to face serious challenges in motivating the parents to take interest in their children’s activities. The teachers adopted different methods to involve the parents in day-to-day classroom and home activities. They used to send notes, invitation of parent-teacher meetings, invitation of parental guidance sessions and training sessions, continuously directing the parent’s attention towards their children. It was suggests that it is very important to keep the line of communication between teachers and parents open, so that the parents can interact with the teachers and get up to date information of their children’s school activities. One way to involve parents is to schedule school events and arranging classroom activities such as volunteering for libraries, acting as classroom aides or efficiently organizing lunch breaks. The teachers also opt for making phone calls at the children’s houses to keep in touch with the parents and getting to know the extent to which they are contributing towards the welfare of their children. Apart from the above activities, the teachers also assign

home activities for both the parents and their children so that the parents remain indulged in their children and the children get to study at home.

However, it was a bad and disappointing experience for the teachers when many of the parents failed to respond as expected. Many of the parents were so overwhelmed with their official work that they could hardly take out some time for their beloved children.

Moreover, for some parents their schoolings were not positive and character-boosting experiences, therefore they preferred to keep a distance from their children's school as well. This made it really difficult and at times impossible for teachers to bring the parental involvement to the desired level.

Researchers have identified several types of parental involvement in their children's education - including serving as teachers and preparers, learners, volunteers or community collaborators, as well as participating in school-home communication and getting involved in decision-making processes. Some parents are more comfortable with certain types of involvement than others. But they all are valid forms of parental involvement.

For example the UNICEF intervention of (2009) provided several parental involvements thus:

- **Parents as Teachers and Preparers:** Parents are their children's first and most important teachers. As parents guide their children's behavior, they teach and prepare them for school. Parents providing meaningful learning activities at home for their children, prepare, support and enhance what is taught at school.

- **Parents as Learners:** Parents can participate in educational programs that help them discover and learn ways to create a supportive learning environment for their child.
- **School-home Communication:** This involves parents who attend and fully participate in parent-teacher conferences, respond to newsletters and other communiqués from school representatives.
- **Parents as volunteers:** These are the parents who commit their time and energies in a wide array of school activities. These activities can include helping out in the office, serving as homeroom mother or father, being a member in booster organizations or serving as field trip chaperones, just to name a few.
- **Parents involved in Governance, decision making and Advocacy:** This parental involvement can range from Parent-Teacher Organization participation and school improvement team activity to holding office as a school board member.
- **Parents as Community Collaborators:** These parents work to establish and maintain community business and organizational support programs for education.

Schools have different philosophies of parent involvement, which basically fall into three categories: school-to-home transmission, interactive learning and full partnership for school success. Parents should try to determine what philosophy of parent involvement their children's school endorses by speaking with school administrators and teachers. Explore with school officials ways you can help your child succeed in school.

There are many ways parents can help their children in the educational journey. Some parents enjoy volunteering at their child's school; others have work or family responsibilities that make volunteering hard. Some parents like serving on school improvement teams that make policy recommendations; others prefer to work directly with their own child's learning activities. One type of involvement is not better than others. The important thing is that parents become involved to help their children succeed in school.

2.6 Parent involvement and the Socio-economic Situation

It was found that the higher the income of the parent the greater was their participation and involvement (Goldberg,1991:41). Parents with a low income found it more difficult to obtain a position of influence than those with a higher income (Goldring, 1993:5). It may therefore be said that the higher the income and the socioeconomic status the more parents will participate and become involved (Friedman, 1990:86). Moreover, financially well-established parents can also contribute to the school (Hodfuv, 2001:9).

Parent involvement varies from school to school with lower income schools having a difficult time getting parents involved, especially at the secondary level. The NPTA (1998:3) cited three reasons for parents not participating:

(a) a lack of time due to employment

(b) parents not making themselves available for involvement, and

(c) Inability to obtain a babysitter.

In a survey completed by the NPTA (1998:4), 91% of the parents agreed that parental involvement was important for academic success. African-American parents also have a hard time with involving themselves with their children's schooling (Koonce & Harper, 2005:52). Nevertheless, involving African- American parents in

their child's school is an important factor for academic progress. When African-American parents are academically involved in their children's schooling, behavior problems decrease and academic achievement increases (Hill & Taylor, 2004:7).

2.7 Parent involvement in Girl-Child Education and their Level of Education

A positive correlation was found between the level of education of the parents and the extent of their involvement (Cooper et al., 2002:12). The higher the education levels of the parents the greater their involvement in the educational framework (Goldberg,1991:13). Even the OECD (2000:12) findings indicate a positive correlation between the education level of the parents and their involvement, while the research done by Levi (1997:62) show contrary findings. Parents with low levels of education often exhibit ambitious attitudes about educational achievement for their children. Although many parents lack an extensive academic background, which places their children at risk for educational success, their positive attitude manifested in daily pro-educational behaviors. This overcame their low education level because they both motivated their children to pursue academic success and participated in their children's learning (Schaller, Rocha & Barshinger, 2007:23).

On the other hand, some parents with low educational levels did not tend to regard learning as a value, and as a result of their attitudes and low self esteem they left the education of their children to the 'experts', the teaching staff (Bauch & Goldring, 1998:17).

The above study did not categorically mention the necessity of educating the Girl-Child. The need to do that cannot be overemphasized, days have gone when the parents of a child will pay for the dowry, feed the husband and the wife, do all the expenses of pregnancy and naming ceremony of their daughter's in-law and continue

to suffer the upbringing of their grand children all in the name of love most especially in the northern part of Nigeria.

Today, every member of the family especially the wife has a role to play for the smooth running of that family including education of the children without discrimination. This study will examine the involvement of parents in the education of their children and their level of education.

2.8 Prospects of Girl-child Education

The success of any educational system hinges on proper planning, efficient administration, adequate funding and motivation. Olujuwon (2009:9) argue that the government needs to re-access and reinforce the implementation of the policy with particular reference to the following:

1. Government as a matter of priority must put in place machinery to streamline institutions in their areas of specialization that are Girl-child friendly.
2. The Government must as a priority stop paying lip service to the issue of Girl-child education
3. The stakeholders in the education sector should ensure that programmes to be embarked upon by the institutions should be tailored to the needs and aspiration of Nigerians child, especially the Girl-child and should ensure the availability of facilities for such programmes.

Since an adage says “no man is an island”, there must be in place a framework of pulling together, resources and expertise to find tune measures of accelerating Girl-child education. It will create understanding, co-operation and good academic input into various issues surrounding Girl-child education and education in general.

Since liberation from the Apartheid, South Africa has changed their curriculum to be responsive to the demands of the nation. Their curriculum is child-

centre, no more the talk and chalk approach. This idea could be borrowed by the African countries. In Kenya, all hope is not lost. The government has however taken some initiatives in the promotion of children's education by enshrining this right in the Children's Act.

The Act also created a department for children to deal with their rights and welfare. Application of such laws as, imprisonment of any person found guilty of negligence in this case, knowingly and willfully causing a child to become in need of care and protection has helped towards the promotion of the children's right to education. Such laws so as to improve access to education of the girl-child .Of significance also are the fact that a number of NGOs have been allowed to operate in areas where early marriage is prevalent. They are now educating the people on the importance of taking girls to school rather than marrying them off to older men. The government, in collaboration with NGOs has also established centres where girls rescued from early marriage are accommodated and counseled, before being sent back to school.

Through strict intervention of the government there is hope for the children who have been out of school to pursue their lifelong dreams. Braun, Swaminathan, and Rosegrant (2004:11) observed that 'feeding children in school has paid significant educational dividends. A school feeding programme in Bangladesh, for instance, has resulted in a 35% overall increase in enrolment and a remarkable increase 44% increase for girls.' It is recommended that governments should emulate Bangladesh so as to achieve the Millennium Development Goal number two, which is attaining Universal Basic Education. Most of these are to be found in the urban areas, leaving very few teachers in the rural areas. Teachers should be equitably distributed and social amenities put in place in the rural areas to retain teachers.

Most countries of Africa are multi-cultural, multi-linguistic and multi-religious. The diversity and value system must be the focus of education to ensure that quality education is given to the children. I want to commend Professor Kader Asmal, the South African Minister of Education for seeing to the introduction of History into teaching in their country. It is good for children to know their history so as to use the knowledge to reconstruct their life for effective citizenship.

There is an adage that says "educate a man, you educate an individual, but educate a woman, you educate a nation" The above summarizes the essence of education to the girl-child and indeed, to every educable human being, and so calls for special attention to be focused on education of the girl-child. Yusuf (2010:171) suggested that government, non-governmental organizations, traditional and religious leaders, UN and Donor Agencies and parents must put hand on deck to facilitate the education of the Girl Child. No nation can afford to toy with the education of her citizens, especially, the child, who will be the father or mother of tomorrow, because education is the bedrock of all facets of development. Children are future leaders of tomorrow and mothers are guardians of the future, and the first aim of every family and society should be to raise healthy and productive individuals who are physically, psychologically, socially, and mentally well developed. These can be achieved through the education of the girl-child who is the mother of tomorrow.

Girl-Child are the managers of the home, any established institution need an educated personnel that will efficiently and effectively manage its resources (children or members of the family as in this case).therefore, every man would like to educate his girl-child for her to carry out the management of the matrimonial home successfully. The credit of being a successful mother is not only to the girl-child but is extended to her parents. Therefore, parents should change their sense of direction now

before it is too late and reconsider educating their girl-child because they are more caring. Observation from what is happening in many homes today has shown that, girls are more serious in their studies more than boys. This study would provide a clue on how to go about the process of changing this problem to the better.

2.9 Family size and child-Child Education

Family size in human context according to web dictionary simply refers to a group of people affiliated by consanguinity, affinity, or co-residence. Family size can also be seen as the number of people living in the same house, this include the child, relatives and other household members. Family size include husband, wife and children, all blood relations, all who live in the same household including servants and relatives, with some persons or persons directing this economic and social unit.

According to a study by Vida (2001:12) developed countries showed a negative correlation between family size and children's schooling, while result from developing countries show this association ranging from positive to neutral to negative depending on the context. In Indonesia for example, in urban areas the association between family size and children's schooling was positive, but negative for recent times. On the contrary rural areas show no significant association between family size and children's schooling for both older and recent times.

In the united state according to Buchman and Hannum(2001:19) studies showed that schooling is negatively correlated with family size. That is, children with fewer brothers and sisters obtain more schooling than those with more siblings. The relationship therefore in developing world showed that the negative correlation found so consistently in more developed countries is not necessarily generalizeable, instead, the association between family size and children outcome varies greatly by time and place and ranges from negative to positive, depending on the area and time.

Tenibiaje (2009:48) observed and caution on the drastically decline of the nations education and poor quality of education. Though, the poor performances have been attributed to a lot of factors such as students, like students' attitudes to school, approach to learning and academic self concept. Other factors include parents' factors that influences children's success, such as, parents social class, parents' educational as well as parental inputs, family size among others may contribute positively or negatively to student's academic performance.

The implication of all the variation found in the above studies showed the inconsistency of result on the relationship between family size and children's schooling, the result differ within the same country and change over time. This study has a direct link with the financial income of parents and the education of the children.

2.10 Empirical Studies

There is variety of research studies that bears direct relationship with the study at hand. For instance, Osiki (2006:89) studied 'Parental and teacher attitude to girl-child education and economic empowerment'. The study investigated how parental and teacher attitude to girl-child education affect her economic empowerment. The study is built on the premise that attitude can determine how emancipated and economic empowered the girl-child becomes when educated (and, or otherwise). It is also hinged on the assumption that functional education, in the provision of such basic life skill facilities as home management/food and nutrition, internal decoration, crafts and handiwork, washing and laundry, sewing (i.e. fashion and design), weaving of cloths, dyeing of cloths and perhaps, music, would give more money to the girl-child, and that when this happens, she would be more emotionally fulfilled. The descriptive survey design following the multi-stage sampling technique was employed to pick

participants from the thirty-six states and the Federal Capital City (Abuja), Nigeria for the study.

Through a random table of selection, six local government areas each from ten States were picked by way of automation while twelve primary schools, with the alternate facilities for Child-Friendly (i.e. UNICEF-Assisted Schools) and non-assisted category of the ten baseline states each were used. The simple random method was utilized to select one thousand, seven hundred and sixteen (1,716) primary school teachers along with 3,756 parents as the participants for the study.

The implication is that while the girl-child is narrowly educated and is exposed minimally to life skills education, she may be regarded as an object and a gullible member of the family who may have little or no right to sustainable economic life. If that happens, she may also be mentally stressed and psychologically dwarfed for life.

Ayodeji (2010:75) studied 'Gender-Stereotypes Belief and Practices in the Classroom: The Nigerian Post-Primary School Teachers'. This study explores the gender-stereotyped beliefs and perception of secondary school teachers' in classroom practices. A total of 250 teachers' participated in this study. A self-administered questionnaire was used to generate responses from teachers on how gender-stereotypes are played out in their classroom practices. Data were analysed using descriptive statistics, one-way ANOVA and t-test. Results indicate that most of the teachers surveyed directly or indirectly promote gender-stereotypes. However, ANOVA test revealed no statistically significant difference between some demographic variables and the three aspects. From these findings, it is recommended that teacher education curricula for both pre-service and in-service must be permeated with opportunities to acquire gender sensitivity knowledge, skills and develop

attitudes in classroom layout, use of resources, responsibilities for activities, discipline, classroom language and teacher-students interaction. In addition, Federal and States Ministries of Education need to develop textbooks and materials, establish mechanisms to monitor and evaluate education policy implementation from gender equality perspectives.

Science Daily (2008:32) revealed that research has shown that students do better in school when their parents are actively involved in their education. Parents seemed particularly interested in the academic achievement of their daughters. The researcher found parents spent more time talking to their daughters about their school work during dinner time discussion. In another study, Annie (2012:91) has shown a consistent positive relationship between parents engagement in their children education and students outcome. Parental involvement is associated with students' outcome, such as it lowers dropout and truancy rates.

Susan etal (1993:41) found that school and teachers practices were the strongest predictor of parental involvement. Specific practices that have been shown to predict parental involvement in general include: assigning home work design to increase students' parent interactions, holding workshops for families and communicating to parents about their children education. Similarly, another finding has shown that parental beliefs and perceptions have also been shown to be a strong predictor of parental involvement. Parents' educational aspirations and level of comfort with the school and staff have been shown to predict levels of involvement.

In addition, parents beliefs about their children's education, and their perceptions of their children interest in school subject have been shown to predict their involvement at home and at school.

2.11 Summary

From the review of literature, it can seen that the involvement of parents towards their Girl-Child Education is a complex one; it is a mixture of religious, socio-cultural, socio-economic, poverty, disaster, war, ignorance, family size, disease among others. All the above mentioned constraints are being use as weapons to hinder Girl-Child Education. However, Government and individuals have long been participants in this aspect, some have invested much on it but still the result is not encouraging.

The socio-cultural issue, which became the order of the day in our society, where marriage and child bearing are seen as the only function of the woman and because of that many parents feel that educating their daughters is a waste of resources and so the daughters are not allowed to go beyond primary, in some places not at all .Also on the issue of poverty among rural dwellers and the urban poor also prevents the pursuit of education because of their economic status. At this juncture all stakeholders must put hands on deck to arrest this disturbing situation.

On the issue of disease, education enables the Girl-Child to take decision concerning herself, easier to lead though more difficult to drive, because they are more enlightened and understand things better. Most importantly is that of helping the girl-child reduce mortality rate through improving nutrition, improved child rearing practices, health care and about HIV/AIDS which has led to the untimely death of many, especially women. Many girls and women are now suffering due to losing parents and husbands to HIV/AIDS scourge. It is therefore necessary that all avenues be sought and utilized to enlighten and encourage parents and society on the importance of girls' education. This is very important for the development of the state and the nation at large.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses methods to be used in conducting the research. It discusses such issues as: research design, population of the study, sample and sampling technique, instrumentation; validity of the instruments, Reliability of the instruments, pilot study, and procedure for data collection and technique for data analysis.

3.2 Research Design

For the purpose of this study" Assessment of the influence of parental involvement towards girl-child education in selected local government areas of Kaduna state" the descriptive Survey research method was adopted. The research design for this study was dimmed appropriately; because the numerous constraints usually associated with the enumeration of a large population. According to Osuala (2005:52), survey research studies both large and small population by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and interrelations of sociological and psychological variables. In view of the above assertion the survey research would enable the researcher to draw from population a sample that would be representative of the entire population and provide a basis for generalization.

3.3 Population

The population of this study consisted of Parents Teachers Association members in the senior secondary schools in Kaduna State. However, a sample representation was made from some selected local government areas of this study. The total number of the PTA members in the local government areas is estimated to

be 115,359. This total is made up of teachers and parents of students in the respective schools and cut across the three senatorial zones.

3.4 Sample and Sampling Techniques

For a true representation of the PTA in the state to be chosen for the study, the Stratified random sampling technique was employed. This procedure was carried out by making the state as the strata, the three senatorial zones of the state as the stratum. Within each of the stratum, a random sample of one Local Government Area was chosen. The local government areas thus selected through this process was Ikara, Igabi and Kagarko. In each local government area there was a sub-stratum i.e. four Senior Secondary Schools were selected. The sampled local government areas, number of schools and the sampled population are shown in Table 3.1:

Table 3.1: Selected LGA from the Senatorial Zones, Schools and Sampled Population

Senatorial Zones	LGA	No. of Schools	Sample Size
Kaduna North	Ikara	4	120
Kaduna Central	Igabi	4	130
Kaduna South	Kagarko	4	120
	Total	12	370

The sample size of 370 respondents was selected using the Morgan and Krejcie (1970:89) sample size table. Thus a total number of the 370 respondents were issued with the research instrument. However, the response rate was not completely up to the number of questionnaires that was administered. Though effort was made to get as much of the parent members of the PTA as possible but their response rate was not as encouraging as would be expected. Breakdowns of the completed

questionnaires that were returned by members of the PTA were used for the study are tabulated in Table 3.2.

Table 3.2: Rate of completed Questionnaires by the Respondents

LGA	No. of Schools	Parents	Teachers	Total
Ikara	4	60	20	80
Igabi	4	105	35	140
Kagarko	4	80	40	120
Total	12	245	95	340

The total of 340 questionnaires which were found to have been completely filled therefore constituted the sample used for the study.

3.5 Instrumentation

The research instrument for data collection used in this study was a structured questionnaire designed to ask questions on parental involvement in the girl-child education in Kaduna state. A 40-item questionnaire on statements relating to parents involvement towards girl-child education was prepared. The questionnaire consisted of two parts or sections. 'Section A' was concerned with the demographic variables (personal data) of the respondents such as age, sex, and others, while 'Section B' was a structured questionnaire formulated based on the research questions stated in chapter one. The researcher used a rating scale of four point interval in the instrument with 4 standing for strongly agree (SA), 3 for agree (A), 2 for Disagree (D) and 1 for Strongly Disagree (SD). In the section on commitment, Very Often (VO) was = 4 marks, Often (OF) = 3, Rare (RA) = 2 and Never (NE) = 1. This scale is presented below:

Sections B and D				
Options	SA	A	D	SD
Points	4	3	2	1

Sections C				
Options	VO	OF	RA	NE
Points	4	3	2	1

3.5.1 Validity of the Instruments

The instruments constructed for this study was given to the research supervisors and some other colleagues, who scrutinized them and offered suggestions. Having effected all the corrections, the instruments were deemed to have both faced and content validity and it is therefore; appropriate to consider it valid enough for this research work because it is expected that the instrument will measure what is expected to measure.

3.5.2 Reliability of the Instruments

Having conducted the pilot study, the result was used to determine the reliability of the instruments. The Kuder Richardson 21 formula was used to determine the reliability coefficient (r) the coefficient (r) derived was 0.76 for the questionnaire. Based on the universal determinant of an instrument (0.5), the instruments are deemed satisfactory.

3.5.3 Pilot Study

Pilot study was conducted to test the usability and suitability or otherwise of the instruments. The study which involved 20 respondents was conducted in Kaduna North Local Government Area. Throughout the period of their responses to the

instruments, the participants did not show any sign of having difficulty in responding to the items, they were able to respond to all items in less than one hour. This attested to the ease and suitability of the instruments.

3.6 Procedure for Data Collection

The questionnaire was administered by the researcher with the cooperation of the principals, teachers and students of the eight schools. Appropriate copies of the questionnaire for every school in the sample were put in envelops and accompanied with letters for permission obtained from Ahmadu Bello University Zaria and Zonal Education offices of Ikara and kudan respectively to carry out the research in their schools. The researcher personally delivered each of the parcels to the respective schools for onward distribution to the respondents.

3.7 Analysis of Data

The data collected for the study were analyzed using simple frequencies and percentages for the demographic characteristics of the subjects. The answers to the research questions were provided with tables of frequencies and percentages. For the test of the hypotheses, the Spearman correlation procedure was used because of the non-parametric measurement of the variables. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The results of the statistical analysis of the data collected for the study are presented in this chapter. The chapter consists of the description of the respondents' demographic characteristics and their opinions on "Influence of Parental Involvement towards Girl-Child Education in selected local government areas of Kaduna State". Apart from the analysis of the demographic characteristics, the chapter is structured along the research objectives and questions formulated in the study. A comparative approach was used in the analysis of the research objectives and questions in order to ascertain the influence of parental involvement on the development of the girl child education in the state. The hypotheses were tested at the end of the chapter with discussions of the finding from the analyzed data and test of the hypotheses.

4.2 Analysis of the Respondents' Demographic Variables

A total of 340 respondents made up of teachers and parents who were members of the Parents Teachers Associations of the selected schools. The methodology used for the sample selection and the response rate from each of the group is earlier explained in chapter three. A total of 245 parents and 95 teachers were involved in the study. Their demographic characteristics selected along their expressed opinion on the subject of investigation were age, gender, educational level, employment status and income level. In Table 4.1, the respondents are classified along their age categorization in ranges.

Table 4.1: Classification of the Respondents by Age Ranges

Age ranges	Parents		Teachers		Total (percentage)
	Frequency	Percentage	Frequency	Percentage	
25-35years	28	11.4	32	33.7	60(17.7)
36-45 years	101	41.2	49	51.6	150(44.1)
46-55 years	86	35.1	12	12.6	98(28.8)
Above 55ears	30	12.5	2	2.1	32(9.4)
Total	245	100.0	95	100.0	340(100.0)

Table 4.1 revealed that 28 or 11.4% of the parents were between 25 and 35years while 101 or 41.2% of them were between 36 and 45years. Parents who were between 46 and 55years were 86 or 35.1% of the total number of parents involved in the study. Only 30 or 12.5% of the parents were above 55years. Among the teachers, 32 or 33.7% were between 25 and 35years while 49 or 51.6% were between 36 and 45years. Those who were between 46 and 55years were 12 or 12.6% of the group while 2 or 2.1% were above the 55years age range. In the overall distribution, 60 or 17.7% were between 25 and 35years, 150 or 44.1% between 36 and 45years, 98 or 28.8% between 46 and 55years and 32 or 9.4% above 55years. This distribution clearly means that the respondents are completely within the age limit where they should be expected to comprehend the subject matter of this investigation and would therefore be in proper perspective to provide the required information

Table 4.2 Classification of the Respondents by Gender

Gender	Parents		Teachers		Total (percentage)
	Frequency	Percentage	Frequency	Percentage	
Male	135	55.1	52	54.7	187(55.0)
Female	110	44.9	43	45.3	153(45.0)
Total	245	100.0	95	100.0	340(100.0)

Parents who were males were 135 or 55.1% while the female were 110 or 44.9%. Among the teachers, males were 52 or 54.7% while the females were 43 or 45.3%. The overall gender distribution of the respondents was therefore 187 or 55.0% male and 153 or 45.0% female. This means that the study could be said to have cover all the gender perspective involved in girl child education and could therefore be said from any gender bias.

The classifications of the respondents by their highest educational qualifications are presented in frequencies and percentages in Table 4.3.

Table 4.3: Classification of the Respondents by their Highest Educational Qualification

Level of education	Parents		Teachers		Total (percentage)
	Frequency	Percentage	Frequency	Percentage	
Adult education	79	32.2			79(23.2)
Primary education	81	33.1			81(23.8)
Secondary education	70	28.6			
Tertiary education	15	6.1	95	100.0	180(53.0)
Total	245	100.0	95	100.0	340(100.0)

The classifications of the respondents as shown in the table revealed that 15 or 6.1% of the parents did not have what could be termed a formal level of education.

Parents with primary school certificates as their highest qualification were 81 or 33.1% of the group while 70 or 28.6% have secondary education. Only 15 or 6.1% of the parents actually had tertiary education. For the teachers, 95 or 100% have tertiary certificates. This distribution is generally expected since the teachers unlike the parents would be expected to possess some form of professional certificate before they are actually employed to teach in the schools. The involvement of the two groups with respect to their qualifications therefore balanced the expected opinion which is representative of the real society. Their opinion on the involvement of girl child education is therefore expected to be a balanced view on the subject since both literate and illiterate groups' opinions would be expressed.

As part of the establishment of the socio-economic status of the respondents, their employment status was evaluated. In Table 4.4, the two groups are presented in frequencies and percentages along their employment status.

Table 4.4: Classification of the Respondents by their Employment Status

Employment status	Parents		Teachers		Total (percentage)
	Frequency	Percentage	Frequency	Percentage	
Paid employment	79	32.2			79(23.2)
Self employed	166	67.8	95(100.0)		261(76.8)
Total	245	100.0	95	100.0	340(100.0)

The table revealed that all the teachers were in paid employment but among the parents, only 79 or 32.2% of them were in paid employment. The rest of 166 or 67.8% of them were in self-employment or no employment. This would infer that some were subsistent farmers or artisan and others were self-engaged in economic activities. By implication, most of the respondents could therefore be said to be from low socio-economic level.

Table 4.5 shows the classifications of the respondents by their income levels. For the purpose of this variable, incomes were classified as low, medium or high which will correspond to the respective socio-economic level of the respondents.

Table 4.5: Classification of the Respondents by their Income Status

Income Status	Parents		Teachers		Total (percentage)
	Frequency	Percentage	Frequency	Percentage	
Low	168	68.6	50	52.6	218(64.1)
Medium	62	25.3	40	42.1	102(30.0)
High	15	6.1	5	5.3	20(5.9)
Total	245	100.0	95	100.0	340(100.0)

The table revealed that 168 or 68.6% of the parents were in the low income group while 62 or 25.3% were in the middle income group. Only 15 or 6.1% of the parents were in the high income group. Among the teachers, 52.6% were in the low income category while 40 or 42.1% were in the middle income group. Only 5 or 5.3% of the teachers were in the high income level. This distribution further collaborate the observation in the employment status of the respondents where it was observed that most of the parents were in the low socio-economic level in the society.

4.3 Answers to the Research Questions

The first objective of this study is to determine the influence of parental income on the Girl-Child Education in the selected local government areas of the state. The research question formulated to guide this objective is: To what extent does financial income of parents influence the education of the Girl-Child in the selected local government areas of the state? To provide an answer to this question and address the objective, the influence of the financial income level of the parents on the development of girl child education in the selected local government areas was

assessed. The opinions of the respondents on the items used for the influence of parental financial income on the development of girl child education among the selected local government areas of the state are scored in frequencies and percentages in Table 4.6. Only the parents were used for this research question. The table shows the three socio-economic status of the parents and their opinions in terms of agreement (A) or disagreement (D) for each of the items. The percentage scores are presented below the observed frequencies

Table 4.6: Influence of Financial Income of Parents on the Girl Child Educational Development

Influence of financial income of parents	Low income		Medium		High income		Total	
	D	A	D	A	D	A	D	A
1. Parents with low-income pull out their children from school because of poverty	35 20.8	133 79.2	10 16.1	52 83.9	1 6.7	14 93.3	46 18.8	199 81.2
2. Only the rich parents often send their daughter(s) to school	32 19.2	136 81.0	12 19.4	50 80.6	0 0.0	15 100.0	44 18.0	201 82.0
3. Low income parents show more support to their girl-child than high income parents	10 6.0	158 94.0	1 1.6	61 98.4	0 0.0	15 100.0	11 4.5	234 95.5
4. Middle income parents do not care to educate the girl child.	31 18.5	137 81.5	11 17.7	51 82.3	3 20.0	12 80.0	45 18.4	200 81.6
5. Parents with high income send their girl-child to private schools.	16 9.5	152 90.5	6 9.7	56 90.3	3 20.0	12 80.0	25 10.2	220 89.8
6. Girl-child from high income homes retains learning more.	12 4.9	139 56.7	10 4.1	50 20.4	3 1.2	31 12.7	25 10.2	220 89.8
7. Female children from poor homes are truants in school.	39 15.9	112 45.7	15 6.1	45 18.4	4 1.6	30 12.2	58 23.7	187 76.3
8. Female children from low income homes hardly have books for their studies.	109 44.5	42 17.1	10 4..1	50 20.4	9 3.7	25 10.2	128 52.2	117 47.8
9. Female children from rich homes often go to very good private schools.	100 40.8	43 17.6	16 6.5	50 20.4	12 4.9	24 9.8	128 52.4	47 47.8
10. Parents' income determines the career choice of the girl child.	103 42.0		40 16.3	17 6.9	49 20.0	14 5.7	134 54.7	111 95.3

The opinions of the parents in the different income groups clearly supported the view that financial income of parents has great influence on the education of their Girl-Child in the selected local government areas of the state. This is demonstrated in the table by 133 or 79.2% of the low income parents, 52 or 83.9% of the medium income parents and 14 or 93.3% of the high income group. In the overall opinion 81.2% of the parents agreed that parents usually pull out their children from school because of poverty. This assertion is clearly supported by the response to the second item in the table where 82.0% of the total respondents agreed that only the rich parents that often send their daughters to School.

The poverty thus manifest in the gender discrimination adopted by the parents in the education of their children. In item 3 for example, 158 or 94.0% of the low income groups, 61 or 98.4% of the medium income and 100.0% of the high income thus agreed that parents' income can be a factor to some, which hinders support when sending their wards to school in the selected local government areas of the state. In the overall, 234 or 95.5% of the parents agreed that low-income parent make all effort to support in the education of children in the state.

As a further elucidation of the influence of poverty on the girl child education, it is clearly demonstrated in the response to the fourth item in the table that middle income parents do not care to educate the girl child. In the response to the item, 200 or 81.6% of the parents were of the opinion that there are many parents that do not support, because of the economic ability to pursue such education for the girl child. Thus in items 5 of the table 220 or 89.8% of the respondents were of the view that parents with high income send their girl child to private schools. In the response to item 6 of the table 220 or 89.85% of the parents' response view that they girl child from high income homes retain learning. This means that there is a direct link

between income of parents and retaining of learning, because the children of low income parents have to rely on how their parents raised them. Response to item 7 of the table above has shown that 189 or 76.3% represent girl child who are from poor homes are truants, because they have to attain to other economic activities to help in sustaining the family before going to school .This means girl child may always go to school late or she will go the days she is free.

In response to item 8 of the above table 117 or 47.8% are of the view that female children from low income homes hardly have books for their studies. This is because economic ability hinders their desire to purchase for their wards books for their studies. This assertion is clearly supported by item 9 of the above table where 128 or 52.4% of the respondents disagree that female children from rich homes go to very good private school, only 47 or 47.8% agree that parents do send their wards to schools where their wards will get all the necessary attention and materials.

In response to item 10 of the table 111 or 45.3 of the response indicated that parents' income determines the career choice of the girl child because if the career she is interested in is expensive and the parents cannot afford, she has to go for another alternative one that can be affordable by the parents. In providing the solution to the research question therefore, it could be said that financial income of parents has a great influence on the education of the Girl-Child in the selected local government areas of the state.

The second objective of the study is to examine the extent to which parental commitment to academic work influence the Girl-Child Education in the selected local government areas of the state. This objective is accompanied with the second research question of the study stated as: Does parental commitment to academic work have any influence on the Girl-Child Education in the selected local government areas

of the state? The two groups of respondents, teachers and parents were involved in this section. Their respective opinions on each of the items used for the examination are scored in two categorical options of Not Often (NO) and Often (OF) with their corresponding frequencies and percentages print below each observed count In Table 4.7.

Table 4.7: Influence of Parental Commitment to Academic Work on the Girl Child Education

	Parents		Teachers		Total	
Parental commitment to Girl child education	None	Often	None	Often	None	Often
1. How often do you try to know about your daughter(s) achievement in School?	32 13.1	213 86.9	18 18.9	77 81.1	50 14.7	290 85.3
2. Daughters' school fees are always paid on time?	6 2.4	239 97.6	14 14.7	81 85.3	20 5.9	320 94.1
3. You interact with your girl-child on assignment?	38 15.5	207 84.5	3 3.2	92 96.8	41 12.1	299 87.9
4. You purchase writing materials and textbooks for your girl-child?	22 9	223 91	22 23.2	73 76.8	44 12.9	296 87.1
5. You answer questions posed by your girl-child on academic work?	70 28.6	175 71.4	9 9.5	86 90.5	79 23.2	261 76.8
6. Checking whether your girl-child has done her School work or not?	42 17.1	203 82.9	29 30.5	66 69.5	71 20.9	269 79.1
7. Limiting the amount of time your daughter(s) spend watching TV?	52 21.2	193 78.8	20 21.1	75 78.9	72 21.2	268 78.8
8. Limiting the amount of time your daughter(s) spends with friends on School days?	7 2.9	238 97.1	22 23.2	73 76.8	29 8.5	311 91.5
9. Attending your girl-child open days?	12 4.9	233 95.1	4 4.2	91 95.8	16 4.7	324 95.3
10. Attending your girl-child extra-curricular activities?	109 44.5	136 55.5	1 1.1	94 98.9	110 32.4	230 67.6

The opinions of the respondents in the table revealed that the parents could be said to be committed into their girl child education. This is clearly demonstrated in most item of the table where the percentage of involvement is found to be very high even among the teachers. For example, 213 or 86.9% of the parents and 77 or 81.1% of the teachers were of the view that parents often try to know about their daughter(s) achievement in school. The overall agreement with this opinion is 85.3% with only

14.7% having a divergent opinion. In the same vein, 239 or 97.6% of the parents and 81 or 85.3% of the teachers were of the opinion that their girl child school fees are always paid on time. On the aggregate, this was the opinion of 320 or 94.1% of the total respondents.

The parental commitment to their girl child education is again demonstrated in item 3 of the table where 207 or 84.5% of the parent and 92 or 96.8% of the teachers were of the view that parents interact with their daughter(s) on assignment and in item 4 where they both agreed that parents show their commitment by purchasing writing materials and textbooks for their girl child. This parental commitment is reflected in item 5 where the groups agreed that parents often answer questions posed by their daughters on academic work. A total of 261 or 76.8% of the respondents were of this view with 79 or 23.2% saying they do not often answer questions posed by their girl child.

Apart from indirect involvement as shown above, the respondents were of the view that parents often show their commitment to their female children education by directly getting involved in their academic activities. This is clearly demonstrated in item 6 of the table where 203 or 82.9% of the parents and 66 or 69.5% of the teachers agreed that parents often check whether their daughter(s) have done their school work or not. In pursuit of this direct commitment, 193 or 78.8% of the parents and 75 or 78.9% of the teachers agreed that parents often limit the amount of time their daughter(s) spend in watching television in the house. But 52 or 21.2% of the parents and 20 or 21.1% of the teachers did not agree that the parents usually control the amount of time used by the girl child in watching television in their respective homes.

The direct control of the girl child towards more attention to education is extended to the control of interaction with her friends and associates. In item item8 of

the table, 238 or 97.1% of the parents and 73 or 76.8% of the teachers were of the view that the parents often limit the amount of time their daughter(s) spends with their friends on school days but 7 or 2.9% of the parents and 22 or 23.2% of the teachers did not agree with this parental control for the girl child in the school.

In furtherance of the commitment, 233 or 95.1% of the parents said they often attend their daughters' open days. This was confirmed by 91 or 95.8% of the teachers who assert that parents usually visit their daughters' schools. But 12 or 4.9% of the parents and 4 or 4.2% of the teachers did not agree with this development. In what could be said to be an affirmation of the opinion, In item 10 of this section which ask how often parent attend extra-curricular activities, 136 or 55.5% of the parents were of the view that they often attend extra-curricular activities of their girl-child school, but 109 or 44.5% of the parents did not agree that they attend such activities often in their daughters' schools.. However, from the percentage scores for agreement on the parental commitment to academic work in the table, it could be asserted that parental commitment have great influence on the Girl-Child Education in the selected local government areas of the state.

The third objective of the study is to examine the influence of parental educational background on the Girl-Child Education in the selected local government areas of the state. This objective was investigated with the third research question stated as: To what extent does parental educational background influence Girl-Child Education in the selected local government areas of the state? The opinions of the teachers and parents were used in providing the solution to this question. The expressed opinions of the two groups are scored in frequencies and percentages in Table 4.8. In the table, the percentages are printed below the observed frequencies for

each of the items. The expressed opinions are summarized into two categorical options of Agreed (A) and Disagree (D).

Table 4.8: Influence of Parental Educational Background on the Girl Child Education

Parental educational background on Girl child education	Parents		Teachers		Total	
	D	A	D	A	D	A
1. Educated are more interested in having their girl-child graduate from school.	56 22.9	189 77.1	9 9.5	86 90.5	198 58.2	142 41.8
2. Parents that have high level of education want the promotion of their girl-child to the next class?	98 40.0	147 60.0	75 78.9	20 21.1	222 65.3	118 34.7
3. Highly educated parents assist in providing quality education to the girl-child.	73 29.8	172 70.2	62 65.3	33 34.7	135 39.7	205 60.3
4. Middle level education parents assist in better selection of career for the girl-child.	208 84.9	37 15.1	33 34.7	62 65.3	241 70.9	99 29.1
5. Low level education of parents is not a factor for their involvement in girl-child education.	23 9.4	222 90.6	77 81.1	18 18.9	100 29.4	240 70.6
6. High levels of parents' education assist in the retention of girl-child in school.	97 39.6	148 60.4	15 15.8	80 84.2	112 32.9	228 67.1
7. High level education of parents does not assist in the girl-child career choice.	83 33.9	162 66.1	31 32.6	64 67.4	114 33.5	226 66.5
8. Who usually visit their girl-child schools to discuss with teachers about their daughter's achievements are literates' parents.	41 16.7	204 83.3	28 29.5	67 70.5	69 20.3	271 79.7
9. Who usually supervise the academic progress of their girl-child at home are literates ones.	46 18.8	199 81.2	11 11.6	84 88.4	57 16.8	283 83.2
10. Female children with educated parents learn better through computer technology and internet	45 13.2	200 58.8	5 1.5	90 26.5	50 14.7	290 85.3

The two groups were in a consensus about parental educational background in the education of their girl child as indicated by the mean scores in the table. This is clearly demonstrated in item 1 of the table where 189 or 77.1% of the parents and 86 or 90.5% of the teachers agreed that some parents wants to have girl-child or children who graduated from school. There were however a divergence of opinion among the parents and the teachers. On the item 2, 56 or 22.9% of the parents and 9 or 9.5% of the teachers were of the view that some parents do not want their girl child to be

educated up to the senior secondary school level or above because of their educational level. But 147 or 60.0% of the parents and 75 or 78.9% of the teachers agreed that some of the parents usually encourage the promotion of their girl-child to the next class in the school while 98 or 40.0% of the parents and 20 or 21.1% of the teachers disagreed. Though 172 or 70.2% of the parents were of the opinion that some highly educated parents assist in the education of their ward because they can afford to do that, but 62 or 65.3% of the teachers did not agree with this opinion. Only 33 or 34.7% of the teachers agreed with the opinion of the parents, because there are parents who are highly educated but neglect in ensuring quality education for their girl-child.

There was complete disagreement between the teachers and the parents on the role parents' educational background plays in better selection career choice of the girl child. In item 4 of the table, 208 or 84.9% of the parents did not agree that parental educational background could be described as a key to better selection of career because they had low level of education. Even though, some enlighten parents agreed that parents who can assess the educational capability of their girl child, can also assist and encourage in the better selection of career for their girl child. We also have literates' parents whose educational background did not help them influence their girl child's education. But 62 or 65.3% of the teachers were of the view that such educational level should help in assisting career choice for the girl child. The contradiction is further extended to item 5 of the table where77 or 81.1% of the teachers disagreed with the notion that low level of education is not a factor, while 222 or 90.6% of the parents have a diverse opinion. This is because there are parents with low level of education who are very well involved in giving quality education for their girl child, at the same time there are highly educated who do not care about quality education for their girl child.

Educational level of parents was however found to be a factor of parental involvement in their girl child education. In item 6 of the table, 148 or 60.4% of the parents and 80 or 84.2% of the teachers agreed that educated parents assist in the retention of their Girl–child than the uneducated parents. This is further disqualified in item 7 of the table where 162 or 66.1% of the parents and 64 or 67.4% of the teachers agreed that parents who do not assist in the career choice of their girl child are mostly low level educated parents. But 83 or 33.9% of the parents and 31 or 32.6% of the teachers disagreed with this opinion. But 83.3% of the parents and 70.5% of the teachers agreed that frequent visit to schools by parents to discuss with teachers about their daughter's achievements enhances Girl-Child education. And most of the respondents were of the view that they get involved in their children's education through direct supervision of their academic work carried out at home. From these expressed opinions, it could be concluded that parental educational background has significant influence in their girl child education.

The last objective of the study is to examine the possible differences in the opinions of parents and the teachers on the influence of family size on the educational development of the girl child. The associated research question is: What is the influence of family size on the girl child education in the state? The solution to the questions was determined by looking at the individual opinion of each of the groups on the influence of family size on the educational development of the girl child. The opinions of the two groups are expressed in frequencies and percentages in a dichotomous level of agreement (A) and disagreement (D) with the corresponding items in Table 4.9. The percentages are printed below the observed frequencies for the respective options.

Table 4.9: Influence of Family Size on their Girl -Child Education

Influence of family size on girl child education	Parents		Teachers		Total	
	D	A	D	A	D	A
1. Parents' that have many dependants don't bother the education of the girl child.	25	220	5	90	30	310
	10.2	89.8	5.3	94.7	8.8	91.2
2. Single parents' often support the education of their wards.	105	140	80	15	185	155
	42.9	57.1	84.2	15.8	54.4	45.6
3. A nuclear family pays more attention to the education of girl-child than extended family.	30	215	8	87	38	302
	12.3	87.8	8.4	91.6	11.2	88.8
4. Few dependants do not bother about the education of the girl-child.	32	213	3	92	35	305
	13.1	86.9	3.2	96.8	10.3	89.7
5. Family disruption as a result of death or separation of the parents' often affects parents' involvement on girl child education.	100	145	75	20	175	165
	40.8	59.2	78.9	21.1	51.5	48.5
6. Child spacing enables the parents to give more attention in their girl-child education.	41	204	86	9	50	290
	16.7	83.3	90.5	9.5	14.7	85.3
7. The size of the family does not hinder involvement to girl child education.	195	50	87	8	282	58
	76.6	20.4	91.6	8.4	82.9	17.1
8. The larger the families size the better chance for parents' to be involved in the education of their girl child.	143	102	80	15	223	177
	58.4	41.6	84.2	15.8	65.6	34.4
9. The smaller the family size the easier for parents to be involved in the education of their girl-child	62	183	91	04	153	187
	25.3	74.7	95.8	4.2	45	55
10. Family planning does not in any way affects parental involvement in girl child education.	30	215	45	50	75	265
	12.2	87.8	47.4	52.6	22.1	77.9

The construct clearly revealed that family size plays a significant role in the education of the girl child. In table 4.9 above, 220 or 89.8% of the parents' and 90 or 94.7% of the teachers agreed that parents' that have many dependants don't bother much about the education of their female children.140 or 57.1% of the parents were of the view that single parents' often support their wards education while on the other hand only 15 or 15.8% represented the teachers' agreed on single parents' support to the girl child education. In furtherance to this influence of family size and parents' involvement to education 215 or 87.8 of the parents', 87 or 91.6% of the teachers' were of the view that a nuclear family pays more attention to the education of the girl child more than the extended family. This is further strengthened in item 4 of the

research instrument by 213 or 86.9% of the parents, 92 or 96.8% of the teachers' agreed that parents with few dependants often support the education of their wards

Family disruption as a result of death or separation of parents was found to be a factor of parental support to girl child education. In item 5 of the table 145 or 59.2% represent parents' view, only 20 or 21.0% represent the teachers. There were divergence of opinion among the parents and the teachers. On item 6 of the table 204 or 83.3% of the parents and 9 or 9.5 % completely disagree on child spacing enables the parents to give more attention in the education of their girl child. This is further strengthen in item 7 of the table 50 or 20.4% of the parents and 8 or 8.4% of the teachers disagreed, that the size of the family does not hinders parents' support on girl child education. Though in item 8 of the table 143 or 58.4% of the parents and 80 or 84.3% of the teachers' were in complete disagreement on the larger the family size the better chance for parents' to be involved in their female children education.

In item 9 of the table 183 or74.7% of the parents and 91 or 95.8 of the teachers' agreed on the smaller the family size the easier for parents to be involved be involved in the girl child education. There was disagreement on item 10 of the table where, 220 or 89.8% of the parents disagree, and 88 or 92.6 of the teachers' agreed on family planning does not in any way affects parental involvement in girl child education. From this expressed opinions, it could be concluded that family size does not have much significant impact on girl child education.

4.4 Testing of Null Hypotheses

The four null hypotheses were formulated to establish statistical significance of the investigation into the assessment of influence of parental involvement in their girl child education in the selected local government areas of Kaduna Sate. The hypotheses were tested as follows:

Hypotheses I: Financial income of parents does not significantly influence the Girl-child education in Kaduna state

This hypothesis was tested with the Spearman correlation procedure because of the non-quantitative measurement of the variables (Financial income and Girl child education) involved in the test and the need to determine their relationship. The two variables were assessed in terms of the educational qualification and income levels along with the development in girl child education respectively above. The result of the test is summarized in Table 4.10.

Table 4.10: Correlation between Parental Financial Income Levels and Girl Child Education in Kaduna State

Variables	Mean	Std. dev.	Std. Error	r-value	DF	P
Financial income	8.76	1.581	0.086	0.126	338	0.020
Girl child education	9.26	1.013	0.055			

(r-critical =0.107, $P < 0.05$)

The result revealed that the parents' financial income is significantly correlated with the development of their girl child education in the selected local government areas of the state. The observed correlation coefficient for the test (0.126) is higher than the critical value of 0.107. The observed significant level for the test is 0.020 ($P < 0.05$). Therefore the null hypothesis that financial income of parents does not significantly influence their Girl-child education in Kaduna state is hereby rejected. This means that financial income has a significant influence on the girl child education in Kaduna state.

Hypotheses II: **Parental commitment to academic work does not significantly influence the girl-child education in Kaduna state**

This hypothesis was tested with the scores of the respondents on the parental commitment to academic work to their girl child education and the development in girl child education in the selected local government areas involved in the study. The result of the spearman correlation procedure used for the test is summarized in Table 4.11.

Table 4.11: Correlation between influence of Parental Commitment and Girl Child Education in Kaduna State

Variables	Mean	Std. dev.	Std. Error	r-value	DF	P
Girl child education	9.26	1.013	0.055	0.220	338	0.000
Parental Commitment	21.81	1.733	0.094			

(r-critical =0.107, $P < 0.05$)

The result in the table revealed that parental commitment to academic work is highly and significantly correlated with Girl child educational development in the local government area. This is indicated by an observed correlation coefficient of 0.220 compared to the critical value of 0.107 for the same degree of freedom. The observed significant level for the test is 0.000 ($P < 0.05$). By these observations the null hypothesis that parental commitment to academic work does not significantly influence their girl-child education in Kaduna state is therefore rejected. This means that parental commitment has a high and significant influence on the girl child education in Kaduna state.

Hypotheses III: **Parents' educational background does not significantly influence the Girl-child education in Kaduna State.**

The opinions of the respondents assessed in Table 4.9 where the educational background of parents was correlated with the assessed educational development of the girl child in the selected local government areas. The Spearman correlation procedure was used for the test. The result of the test is summarized in Table 4.12.

Table 4.12: Influence of Parents' Educational Background on the Girl Child Educational Development

Variables	Mean	Std. dev.	Std. Error	r-value	DF	P
Educational background	12.49	1.438	0.078	0.283	338	0.127
Girl child education	9.26	1.013	0.055			

(r-critical =0.107, P > 0.05)

The result of the test revealed that the two variables were highly significantly correlated (P > 0.05). The observed correlation coefficient (0.283) is greater than the critical value of 0.107. The observed level of significance 0.127 is greater than the fixed level of 0.05 (P > 0.05). The null hypothesis that educational background does not significantly influence the Girl-child education in Kaduna State is therefore rejected. This means that parent educational background has significantly influence on the girl child education in Kaduna state.

Hypotheses IV: **There is no significant difference between parents and teachers on the influence of family size on the girl-child education in Kaduna state.**

This hypothesis was tested by comparing the opinions of the parents and that of the teachers on the perceived influence of family size on the girl child educational development in the selected local government areas of the state. The Mann-Whitney U test was used for the hypothesis because of the non-quantitative measurement of the dependent variable Family size). The result of the test is summarized in Table 4.13.

Table 4.13: Two Sample Mann-Whitney U Test on of Family size on Girl Child Education by Parents and Teachers

Status	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	P
Parents	245	174.01	42633.00	10777.0	15337.00	1.173	0.241
Teachers	95	161.44	15337.00				
Total	340						

The result revealed that the parents and the teachers held the same opinion on the status of family size and parents' involvement in the education of the girl child in the selected local government areas of Kaduna state. The observed level of significance in the test is 0.241 ($P > 0.05$). Therefore, the null hypothesis that there is no significant difference in the opinions of parents and teachers on the status of family size in the girl-child education in the state is thus retained. This means that family size has no significant influence on the girl child education since the opinion of parents and teachers differ.

4.5 Discussion of Major Findings

From the analysis of the data and test of the study's hypotheses it was observed that parental involvement in their girl child education plays a significant role in their educational development. From the test of hypothesis I of the study where the influence of parents financial income on the educational development of the girl child was determined, it was observed that financial income levels of parents significantly influence their girl child educational development. The null hypothesis was therefore rejected. Some of the findings were that poor parent who could not afford the sponsorship of many children usually pull out their children from school because of poverty. In some cases, the parents were said to withdraw the girl child from schools where the economic capability could not cope with the required expenditure. This

finding is a reflection of UNICEF (2008:16)'s report where it was observed that the major issue not only in Nigeria but in most developing countries especially in sub Saharan Africa is that a large number of young girls' still do not attend school. This finding agrees with the finding of Bilkisu (2012:51)'s report from a study of Jigawa state where it was stated that " in the north such as Jigawa state, recorded girls' school completion rates is as low as 7.8% due to parents unwillingness to send their daughters to school. In the report it was asserted that in the northern part of the country, the number of children out of school is particularly high and the proportion of girls' to boys in the school ranges from 2 girl to 1 boys and even 3 to 1 in some cases.

Hypothesis II tested the influence of parental commitment to academic work on the girl child education in the state. The Spearman correlation procedure was used for the test. The result revealed that parental commitment to academic work has high and significant influence on the girl child education. The null hypothesis was therefore rejected. Among the observations here is that both parents and teachers were unanimous about the influence of parental commitment on the education of their girl child. This finding agrees with Ismail (2004:9) that" parents' involvement/ commitment to academic work helps achieve curriculums and materials that reflect children's everyday life in the society

In Hypothesis III, the relationship between the influence of parental educational level and educational development of the girl child in the selected local government areas was tested. The Spearman correlation procedure was used for the test. The two variables were found to be significantly correlated. The null hypothesis was therefore rejected. In the analysis of the data where parental educational level influence the education of their girl child was assessed, there was some relationship in

the opinions of the two groups. The parents agree that parents' educational level will necessarily improve the academic performances of the girl child and the teacher had the same opinion. This finding is consistent with Catherine (2000:46) that "Educated parents can assess a son or daughter's academic strengthens and weaknesses to help that child improve overall academic performance .She also stress that educated parents' also set expectations of academic performance that propel students forward in their achievements level.

Hypothesis IV tested for significant difference in the opinion of the teachers and that of the parents on the influence of family size on the educational development of the girl child. The Mann-Whitney U test was used for the test. The result did not reveal significant difference in the opinions of the two groups. The null hypothesis was therefore retained. From the analysis of the research question, it was observed that both groups actually agreed that parental involvement standard has significant influence on the girl child education. The finding here agrees with that of Kristin in Davis (2005:51) that many studies from developed countries show a negative correlation between family size and children schooling. This correlation is ranging from positive to neutral to negative depending on the context.

4.6 Summary of Major Findings

The major findings from the analysis of the data and test of the study's hypotheses are summarized below:

1. The development of girl child education in the selected local government areas of Kaduna state is significantly influenced by the financial income status of parents.
2. There was significant relationship between parental commitment to academic work and girl child educational development.
3. Parental educational background was found significantly correlated with girl child education.
4. There was no significant difference between teachers and parents opinions on family size and girl child educational development.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals mainly with the summary of the research study, major findings, conclusions reached by the researcher and recommendations drawn based on the results of the investigation carried out.

5.2 Summary

This investigated the influence of parental involvement in the education of the girl child in some selected local government of Kaduna state. The standard of girl child education is said to be particularly poor especially in some state of the North of Nigeria. This ugly trend is associated to some numerous constraints of which poverty is an outstanding factor. It is opined that Gender inequality in education is extreme and that Girls are less likely to have access to school, to remain in school or to achieve in education than boys. It has been reported that Parental involvement and support has a great deal of influence on girls' participation and level of success attained in education. Parents' neglect can also play important role in the failure of their children. Parents' involvement were said to influence by so many factors ranging from Ignorance, poverty, cultural factors, distance between the home and location of the school, perceived utility value of education among others. In view of the falling standard of education and the decreasing level of girl child education, the research decided to investigate the influence of parental involvement in their girl child education within the state.

To effectively investigate the influence of parental involvement in the education of their girl child in the state, a structured questionnaire was designed and structured into two major sections. The first section composed of the demographic

characteristics of the respondents who were mainly members of the PTA of the selected schools. The other section consists of influence of income in the girl child education, commitment of parents towards their girl child education, educational level of parents in the education of their girl child in the state among others. The questionnaire was validated and pilot-tested for reliability with its reliability established. The tested instrument was then administered to some selected parents and teachers who were members of the schools' PTA through a stratified random sampling procedure across the three senatorial zones in the state.

The study was structured into five chapters. Chapter one gave the background of the study, the theoretical framework, and statement of the problem, the objectives, research questions, and the study's hypotheses. The scope and limitation of the study were also given within the chapter. Chapter two consisted of the review of the related literatures to the study. In chapter three, the methodologies used in the study were stated. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter is made up of an analysis of the respondents' demographic variables and their opinions on the influence of parental involvement in girl child education in the state which were analyzed along the research questions and objectives of the study. Four hypotheses were postulated along the research questions and objective of the study. The findings from the test and an analysis of the data are stated below.

5.3 Conclusion

The following conclusions were made from the study:

Parental involvement in girl child education is constrained with a number of factors which mostly border on poverty. Parents are committed to girl child education

but are restrained by a number of factors, ranging from economic, low level of education and ignorance.

Girl child education suffers from discrimination arising from question of choice in the face of scarcity of resources. Parents did not believe that their direct involvement in the academic work of their girl child will have any significant impact on their academic performance in the school.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made:

1. That government at various levels should engendered economic empowerment of parents by employment opportunities, provision of credit facilities for farmers and other such avenues by which local population can be made to be more productive so as to enhance their economic standard of living.
2. Enlightenment on the need for girl child education should be embarked upon by the respective government agency to encourage parents on the need for their girl child education. Issues such as :

- The importance of and advantages to, the family, community and country as a whole, of educating girls;
- The importance and relevance of education to the everyday lives of individuals;
- The facts that girls have the ability to perform well in all the subject and careers, but that in order to do this they require, among others things such as encouragement, motivation and material support from their parents and communities;

- Parents' need to be sensitized to be gender sensitive in matter of allocation of even household chores;
- They need to realize that girls require and are entitled to as much as boys to attention being paid to their academic work;
- Parents and communities in general need to be sensitized and made aware of the rights of children and in particular the girl child;
- The right to an education and the right to be protected from any threats to their well being;
- The need for family planning in order to have a manageable number of children and reduce the pressure on family income to provide essential goods and services.

3. Government policy on early marriage should be enacted to discourage girl child withdrawal from school for marriage purposes.
4. The schools should also organize orientation and training programmes through members of the PTA to create awareness among parents on the need for their girl child education

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APPENDIX A

QUESTIONNAIRE

Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir/Madam,

As part of my studies for the masters' degree in education at Ahmadu Bello University, Zaria; I am currently conducting a research on the topic: **Assessment of the Influence of Parental Involvement towards Girl Child Education in Kaduna State.**

I will be grateful if you respond to this package of questionnaire either by ticking [ ] where necessary, filling in or stating your views where necessary. I would like to assure you that all information given by you will be treated as strictly confidential and used for the purpose of this research.

SIGN……..

SALAMATU.I.SAMBO

APPENDIX B

QUESTIONNAIRE ON INFLUENCE OF PARENTAL INVOLVEMENT (PIQ) ON GIRL CHILD EDUCATION IN SELECTED LOCAL GOVERNMENT AREAS OF KADUNA STATE

Instruction:

Please put the appropriate information in the space provided below and circle the ones that apply to you.

Personal Information:

Local Government Area: _____ Age: _____(In years)

Status: Parent ( ) Teacher ( ) Student ( )

Gender: Male ( ) Female ( )

Level of Education: Adult Education ( ) Primary ( ) Secondary ( ) Tertiary ( )

Status of parents' employment: Paid employment ( ) Self-employed ( )

Income Status: Low ( ) Medium ( ) High ( )

Section B: Girl-child educational development

Please use the scale in each of the sections of this instrument below to indicate your response. Rate the degree of your agreement by ticking the option that best indicate your feeling on each of the items: Strongly Disagree (SD) =1, Disagree (D) = 2, Agree (A) = 3 and Strongly Agree (SA) = 4

S/N	Section A: Financial Income of Parents'	SA	A	D	SD
1	Parent with low income pull out their children from school because of poverty				
2	Only the rich parents' often send their daughter(s) to school				
3	Low income parents show more support to their girl-child than the high income parents.				
4	Middle income parents do not care to educate the girl child.				
5	Parents with high income send their girl child to private schools.				
6	Girl child from high income homes retain learning more.				
7	Female children from poor homes are truants in school.				
8	Female children from low income homes hardly have books for their studies.				
9	Female children from rich homes often go to very good private schools.				
10	Parents' income determines the career choice of the girl child.				

Key to answering this section, tick the option that best express your feeling on each of the items; Never =1, Rare = 2, often = 3 and Very often = 4

S/N	Section B: Parents' Commitment to Academic Work	Very 0ften	Often	Rare	Never
1	How often do you try to know about your daughter(s) achievements in school?				
2	Daughters(s) school fees are always paid on time?				
3	You interact with your girl child on assignment?				
4	You purchase writing materials and textbooks for your girl child?				
5	You answer questions posed by your girl child on academic work?				
6	Checking whether your girl child has done her school work or not?				
7	Limiting the amount of time your daughter(s) spends watching TV?				
8	Limiting the amount of time your daughter(s) spends with friends on school days?				
9	Attending your girl child open days				
10	Attending your girl child extra-curricular activities?				

Rate the degree of your agreement by ticking the option that best indicate your feeling on each of the items: Strongly Disagree (SD) =1, Disagree (D) = 2, Agree (A) = 3 and Strongly Agree (SA= 4.

S/N	Section C: Parents' Educational Background	SD	D	A	SA
1	Educated parents are more interested in having their girl child graduate from school				
2	Highly educated parents want the promotion of their girl child to the next level.				
3	Highly educated parents assist in providing quality education to the girl child.				
4	Middle level education parents assist in better selection of career for the girl child.				
5	Low level education of parents is not a factor for their involvement in girl child education.				
6	High levels of parent's education assist in the retention of girl child in school.				
7	High level education of parents does not assist in the girl child career choice.				
8	Who usually visit their girl child school to discuss with teachers about their girl child achievements are literates parents				
9	Who usually supervise the academic progress of their wards at home are literate ones.				
10	Female children with educated parents learn better through the computer technology and the internet				

Rate the degree of your agreement by ticking the option that best indicate your feeling: a strongly Disagree (SD) =1 , Disagree (D) = 2 , Agree (A) = 3 , and Strongly Disagree (SD) = 4.

SN	Section D: Influence of Family Size on Girl Child Education	SA	A	D	SD
1	Parents' that have many dependants don't bother about the education of their female children.				
2	Single parents often support the education of their wards.				
3	A nuclear family pays more attention to the education of girl child than extended family.				
4	Few dependants do not bother about the education of their girl child.				
5	Family disruption as a result of death or separation affects parents' involvement on girl child education.				
6	Child spacing enables the parents to give more attention in their girl child education.				
7	The size of the family does not hinders parents involvement to girl child education				
8	The larger families size the better chance for parents to be involved in the education of their girl child.				
9	The smaller the families size the easier for parents' to be involved in the education of their girl child.				
10	Family planning does not in any way affects parental involvement in girl child education.				