PERCEPTION OF SECONDARY SCHOOL TEACHERS ON CAUSES AND REMEDIES TO PARENTAL DISCRIMINATION OF GIRL-CHILD ENROLMENT IN IGABI LOCAL GOVERNMENT AREA OF KADUNA STATE

BY

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DECLARATION

I declare that the work in this thesis entitled "Perception of Secondary School Teachers on Causes and Remedies to Parental Discrimination of Girl-Child Enrolment in Igabi Local Government Area of Kaduna State" has been written by me in the Department of Educational Psychology and Counseling, under the supervision of Dr. Mustapha Ibrahim Abdullahi and Dr. (Mrs.) Josephine O. Bawa. The Information derived from literature have been duly acknowledged in the text and a list of references provided.

_____ _____

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CERTIFICATION

This thesis titled "Perception of Secondary School Teachers on Causes and Remedies to Parental Discrimination of Girl-Child Enrolment in Igabi Local Government Area of Kaduna State" meets the requirement governing the award of Master Degree in Guidance and Counselling of Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my parents Mallam Ibrahim Yakubu and Mallama Amina Ibrahim for supporting my education and who, while serving as a role model, never put a barrier on my aspirations as a Girl Child.

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My gratitude goes to Almighty Allah for His guidance and protection towards the successful completion of this course.

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OPERATIONAL DEFINITION OF TERMS

Parental discrimination: Refers to parent giving preference to boys education more than girls education.

Girl-Child enrolment: Refer to officially registering or admitting female child as a students in schools.

LIST OF ABBREVIATIONS

1. UNICEF:	United Nations Children Education Fund
2. UBE:	Universal Basic Education
3. GSS:	Government Secondary School
4. GGSS:	Government Girls Secondary School
5. SUBEB:	State Universal Basic Education Board
6. CEDAW:	Convention of the Elimination of all Form of Discrimination Against Women
7. NPE:	National Policy on Education
8. UNESCO:	United Nations Educational, Scientific and Cultural Organization
9. MDG:	Millennium Development Goals
10. UPE:	Universal Primary Education
11. VVF:	Visco Virginal Fistula
12. NGO:	Non-Governmental Organization
13. LGA:	Local Government Area
14. FME:	Federal Ministry of Education
15. GEP:	Girls Education Programme
16. FRN:	Federal Republic of Nigeria
17. UBEC:	Universal Basic Education Commission

ABSTRACT

The study investigated perception of secondary school teachers on causes and remedies to parental discrimination of girls –child enrolment in to school in Igabi Local Government Area of Kaduna state. The study tried to find out if significance difference exist between the perception of male and female secondary schools teachers on causes and remedies to parental discrimination on girls child enrolment in to school.

The study adopted a descriptive design involving a survey method. The population for secondary schools teachers was one thousand. A simple random sampling procedure was used in selecting the two hundred and fifty teachers. The instrument used was questionnaire. The statistical used to test the research question was percentages and means. Independent t-test was used to analyzed the research hypotheses at 0.05 level of significance. The result revealed no significance different exist between the perception of male and female teachers on the causes and remedies to parental discrimination on girl-child enrolment in school. However there is significance difference between the perception of urban and rural teachers on the causes of parental discrimination of girl-child enrolment in school. Based on the findings the study recommended that parents should desist from allowing their children to hawk on the street instead of going to school.

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CHAPTER ONE

INTRODUCTION

1.7 Background to the Study

The girl-child of today becomes the woman of tomorrow. At various stages of development the girl-child faces a lot of challenges emanating from family or community. Her acceptance and status in the society depends on a very large extent on the girl-child's ability to overcome the social challenges, performs expected roles and meet up with expectations. In Nigeria, the position of girls and women participation in education remains very low, in spite of government's effort to address the imbalance of the girl-child education.

Children in Nigeria are considered as gifts and blessings to the family. Their arrival is greeted with joy signifying the society's appreciation and gratitude. Many societies strive to equip such children into acquiring appropriate skills and training necessary for adjustment and performance of role expectations. The training is supposed to be provided on equal basis without regard to gender status.

However, the current trend in many societies especially in Igabi Local Government seem to indicate that the position of girls participation in education remain very low despite the popular saying that "if you educate a man you educate an individual but if you educate a female you educate the nation as a whole". UNICEF (2004) report showed that Nigeria is one of the countries with lowest female literacy rate in the world. The girl-child's right to education is an economic, social, cultural and political right since people cannot fully realize their freedom without education. It is rather unfortunate that even now, the female especially in northern part of Nigeria, is denied equal access to education and several of them are exposed to harmful traditional practice like child trafficking and prostitution.

There is a wide international recognition that there is no investment more effective for achieving development goals than educating girls. Yet reaching gender equity in school enrolment is still a major challenge in Igabi local government area. There is a great need for removal of the obstacles hampering girl-child enrolment in school.

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.

The more girl-child is educated, the more her involvement in decision making process, the less the barrier she faces in full participation in social life. The girl-child would therefore have opportunity of holding political post and participating in activities within the larger society. The girls need education that will make them adjust and play proper role in the development of the nation. Unfortunately, this situation of low girl-child enrolment is worst in the Northern Nigeria and Igabi Local Government Area is part of the Northern Nigeria where Safiyanu (1977) gave the ratio of one girl to five boys in secondary school and there is little or no change in the ratio even at present.

The girl-child is seen hawking on daily basis at the time when she is supposed to be in school. The problem has been perceived differently especially by teachers who have been expressing concern on what could be the cause and remedies of this thorny issue that has been constituting a stumbling block towards the realization of the provision of equal opportunity for all. Many are worried that if this problem is not addressed it may hinder the realization of education for all in the year 2020 and beyond.

It is against this background that, this study investigated the perception of secondary school teachers on the causes and remedies to parental discrimination of girl-child enrolment.

1.8 Statement of the Problem

Teachers concerned with the Education of the young ones often expressed concerned on why the girl-child is usually discriminated in the acquisition of western education. Why do parents favor the education of male-children over their female counterpart. It is not uncommon to find girls of school age hawking on the streets during school period on daily basis at the time when she is supposed to be in school. Parents are reluctant to sponsor their daughters to pursue secondary education but may commit substantial amount for their sons. The few girls that were opportune to pass through primary schools are often withdrawn at early stage of their secondary education for marriage while the male-child is allowed to continue. This situation has drastically reduced the enrolment figure of girls in Igabi Local Government as testified by the Inspectorate Division of Education (2011). Data from the inspectorate division revealed that the enrolment of girls in school absolutely went down from 5,454 in 2010 to 3,152 in 2011. This under representation of girls may have different causes that may require appropriate remedies. Thus assessing the causes and possible remedies especially as perceived by secondary school teachers will go a long way in addressing the problems. Therefore, the problem of this study is perception of secondary school teachers on causes and remedies to parental discrimination of girl-child enrolment.

1.9 Objectives of the Study

The objectives of the study are:

1. To find out difference between male and female secondary school teachers perception on causes of parental discrimination of girl-child enrolment in Igabi Local Government Area of Kaduna State.
2. To find out difference between male and female secondary school teachers perception on remedies to parental discrimination of girl-child enrolment in Igabi Local Government Area of Kaduna State.
3. To find out difference between rural and urban teachers perception on causes of parental discrimination of girl-child enrolment in Igabi Local Government Area of Kaduna State.
4. To determine difference between rural and urban teachers perception on remedies to parental discrimination of girl-child enrolment in Igabi Local Government Area of Kaduna State.

1.10 Research Questions

The following research questions guided the study:

1. What is the perception of male and female secondary school teachers on causes of parental discrimination of girl-child enrolment?
2. What is the perception of male and female secondary school teachers on remedies to parental discrimination of girl-child enrolment?
3. What is the perception of rural and urban secondary school teachers on causes of parental discrimination of girl-child enrolment?

4. What is the perception of rural and urban secondary school teachers on remedies to parental discrimination of girl-child enrolment?

1.11 Hypotheses

The following hypotheses guided the study:

1. There is no significant difference between the perception of male and female secondary school teachers on the causes of parental discrimination of girl-child enrolment.
2. There is no significant difference between the perception of male and female secondary school teachers on remedies to parental discrimination of girl-child enrolment.
3. There is no significant difference between the perception of rural and urban secondary school teachers on causes of parental discrimination of girl-child enrolment.
4. There is no significant difference between the perception of rural and urban secondary school teachers on remedies to parental discrimination of girl-child enrolment.

1.12 Significance of the Study

The finding of this study will contribute to the body of knowledge as the study will find out the factors that are perceived by secondary school teachers to be the causes and remedies of parental discrimination on girl-child enrolment. The study will benefit, teachers, parents and the government.

It will also enable teacher to enlight girls and parents that every child has right to be enrolled in school in respective of gender. The study will serve as intervention strategy to

teacher to enable parents to understand that formal education is not only a means of securing jobs but the means of developing an individual to become a better patriotic citizen in the society.

The study will also be significant to parent to understand that girls can contribute economically, politically, technologically and promote harmony in the society when they are educated. The study will also enable government to take any measure to end hawking on the street especially during school hours. It will also enable government to create awareness programmes through mass media on the importance of girl-child enrolment. The study will also create awareness to girls to understand that they have certain rights that is violated and report to appropriate quarters when abused.

The study will be significant to counselors as a form of sensitizing parents on the value of girl child education because it will enable them to have first hand information on the causes and remedies of parental discrimination on girl child enrolment. This will enable them prepare for a proper solution whereby a constructive guidance is given in the area of discrimination.

It will also serve as a point of reference to counsellors to be able to mobilize, enlight and also create awareness programmes to students and parents especially during PTA, speech and prize given days, and inter-house sports competitions on the value of girl's enrolment.

1.7 Scope and Delimitation of the Study

The study covered only secondary school teachers in Igabi local government area of Kaduna State. The problem of low-girl child enrolment is more pronounced in public school hence the choice. Teachers are at the centre of it all, they serve as a bridge between schools

and home and can therefore be used in a survey study of this nature. Primary school teachers and those in tertiary institutions are not in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains the reviewed of related literatures under the following sub-headings: Conceptual Framework, concept of education, concept of girl-child education, benefit of girl child education, Role of parents in Girl Child Education in Nigeria, improving Curriculum of Girl Child Education for National Development, Problems Facing Development of Girl Child Education in Nigeria, Remedies to Reduce Discrimination in School, girl child discrimination tendencies, consequences of girl child discrimination, causes of discrimination, theoretical framework, empirical studies and summary.

2.2 Conceptual Framework

The conceptual framework for this study is based on the concept of perception: Perception is the way a particular thing is carefully examine, it could vary from one person to another. Perception is an important factor that determine ones outlook toward anything in life. Perception towards girl-child education is said to depend on the interest of the individual parent or teachers, being more favourable or positive among people who hold interest. According to Aliyu (1998) traditionally, women are perceived as a housekeeper, child bearer, home maker. This traditional perception of the women affects the level of attention given to the girl-child in terms of her training and preparation for future life. Therefore, girl-child education could be conceptualized broadly as woman education, is the type of education given to the female member of the family or community.

2.2.1 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 nursery or early childhood (0-5 years), primary (6-12 years) and secondary school (12-18 years). During this period, 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 of others, those on whom she models her behavior, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and to get to the peak at the young adult stage (Oleribe, 2002).

2.2.2 Perception of Teachers toward Girl-child Discrimination in School Enrolment

Teachers' perception therefore refers the way teachers view things, see things, opinion and feeling about something. Over the years, the girl-child has been grossly neglected (Oleribe, 2002).

The girl-child is left out in decision making, utilized at homes without due remunerations kept as home keeper and never allowed to earn a living for herself, used by children as a mother, by other women as house girl (Oleribe 2002). She's never been given a chance to make her own choices. In Igabi Local government, majority of girls were out in marriage long before they become women, forces to marry men they do not love and who are sometimes old enough to be their fathers denied education in favour of their brothers, given out and denied a chance to maximize their potentials and lately mode to enter in to an unholy, competition of child birth with their husbands wives (Oleribe 2002). Girl-child education is a

quanone to the realization of total women empowerment and emancipation across the globe, and involves the formal training of a girl-child knowledge and skills of daily living.

However there are various efforts to improve girl-child education the issue is so alarming, parental problems associated with the institution had been the major concern of traditional rulers, and educationist. A lot of researches had been conducted on girl- child education and its consequences in the society, attempt has made where various programmes had been setup the previous administration to determine the parental discrimination toward girl-child enrolment in which their neglect cause menace in the society.

2.3 Concept of Education

Education: the main purpose of education according to national policy on education (2004) is to develop the individual so that they can be useful to themselves and the society at large. Development in this case dose not only mean physical development, but also include social and emotional development that manifest itself in the behavior and mental activities of individuals. Education of female child is classified as women right. Education is the process of becoming groaned of one's reality in a manner that leads to effective action. An educated woman understand her world well enough to deal with but such educated women existed insufficient numbers.

Contrarily women were considered as weaker sex and have suffered a lot of problems. The poor sex-role ideology influences their esteems involvement in the activities of government. They are not given the chance to acquire western education as they are believed to be man property. Most women are discouraged from going to school their inability to be educated Jeopardized their empowered in the society. This reduces the chance of fighting for their fundamental rights. Also parent have made it impossible for female

children not to be sent to school. Girls are sent to hawk thereby are exposed to sexual harassment, some are even exposed to forced prostitution and house maid when they are supposed to be in school. They are scarifies to improve the family's economic situation and labour is exported without them to participate in the economy. They are financially handicapped, social inequity and gender discrimination have elute deep in the mind of most Igabi parents and Nigeria as a whole, even though the Nigeria government expressly states in section 6.1.3 of the 1999 constitution that for Nigeria women to enjoy the full benefits of contemporary living, they require basic education to contribute to the development of the country.

Government shall in this regard increase girl and women participation in education irrespective of their location or circumstance (UBEC, 2008).

2.4 Concept of Girl-Child Education

Girl-child education is the education geared towards the development of total personality of the female gender in the society physically, morally, intellectually, socially and politically which make them actively participating members of the economic development women empowerment can only be achieves through provision of adequate and functional education to women. The quality of education being advocated by women to girl-child is that type of education which embedded the spirit of self-realization and all that needed for the development of countries like mass literacy and economic empowerment (UBE, 2008).

Women are struggling to improve their status through girl-child education which entails the process of challenging access to formal education. This is based on the premise that, education has been Judged to be a viable instrument of social change.

Educated women in the society have recommended that the future aspiration of girl-child as cited in the spirit of universal basic education (UBE), provision of formal education is needed for women because:

i. It would empower them to fight against every form of discrimination against their folk, assert themselves about their right to equal treatment with their male counterpart. It would empower them to know and agitate for their right to education, health, shelter food and cloth.
ii. It would enable the women to take decision and accept the responsibilities for taking such a decision concerning themselves.
iii. It would give economic power to the women by enable them to contribute their quota to the economic growth of nation.
iv. It would empower them scientifically and technologically.
v. It would help them to reduce maternal and infant mortality through improve nutrition, child rearing practices, health care and prevention against diseases.

There are over 33 million children who are not in school in Nigeria. Igabi Local government has a lot of children who should be but are not in school. From a survey of the number of girls roaming the streets as hawkers and from the observation, it is clear that the situation calls for various studies. More than 60% of the female's hawks on our streets have never been through the school. This assertion is reaffirmed by its State Ministry of Education and Universal Basic Education in 2008. Although there are often figures showing a rise in enrolment of girls in schools, there is always of great disparity in gender. Female's enrolment has only risen from the 30% in 1999 to 43% in 2008 (UBEC, 2008). A larger percentage of the inhabitant of Igabi local are Muslim the first five verses revealed to prophet Muhammad

(S.A.W) emphasized the importance of learning. It says "Igra'a! which means 'read' In spite of the very important role the girls plays as the pivot in society, enrolment figures annually show a decline in percentages of girls. Girls have lower enrolment rates than boys, regardless of the difference in population. Such scenarios are much more apparent in Igabi area.

2.5 Benefits of Girl-Child Education

Benefits of girl-child education are desirable for women as it is for men. Without education a woman can be deprived of learning about the rights, privileges, duties and will have nothing to protect and support her from injustice and to support her against oppressors, beside these girl-child education help in alleviating poverty in all sorts and thus have the following advantages as upheld by Deribe (2002).

1. **Up-bringing of children:** It is the sole responsibilities of women to rise up children with good morals, intellectual and cultural socialization.
2. **Economic empowerment:** Economy is an area where knowledge acquired by a woman would enable her to make contribution. In domestic work such as gardens and livestock rearing, in art and craft, they partake weaving, industrial science and could do very well, when they are educated.
3. **Girl–child education improves the health of the family:** The can participate more effectively in development programmes involving health, nutrition, water sanitation and environment sanitation in the community.
4. **Physical empowerment:** When young girls are educated and are allowed to acquire good certificates, marriage is delayed and child birth is postponed allowing enough time for physical development. This ensures full development of girl proper pelvic bone, maturity as well as mental before the task of becoming a wife and mother.

Thus, according to Deribe (2002), better educated women have fewer and healthier children.

5. **Spiritual empowerment:** sometimes people wonder why today's mother cannot positively enhance her children spiritually and morally, when mothers can neither read nor understand the holy books. The Bible, and Qur'an education provides opportunity to understand God, the master of the universe. Uneducated minds cannot comprehend the mysteries of God.

2.6 Role of Parents in Girl-child Education

Education as viewed by Aliyu (2003) is the process of learning to live as a useful and acceptable member of the society, and it involves the development of one's intellectuals and moral potentialities as well as provides practical skills for seeking livelihood. Henceforth women who are educated usually differ in many ways from their less educated counterparts. Most often they are wealthier and healthier, because they reside in urban areas and have better access to social amenities. Again, educated women have a greater ability to make decisions, to move freely, to earn money and have control over their earnings. Therefore, if a woman is educated even if she does not participate in the formal labour Force, she can still bring a sense of autonomy into other areas of her life, like the choice of a husband, and within marriage she may have better rapport with her husband particularly in relation to decision that affects their children's future.

Educated women have great influence on their children's education Aliyu (2003), maintained that this was one of the factors responsible for the colonial government interest in promoting girls' education, and it is in line with a well known adage that says if you educate

a woman, you educate a society. An educated woman appreciates the value of education for her children because she sees it as an important incentive for the children development.

However despite these important contributions an educated woman can give to the society, their education suffers discrimination. Kaka (2003) points out that most of the educational inequality is due to unfavourable image which society held about women.

Likewise the socio-economic status of the family influence parents towards female education. Poor parents cannot afford to provide several items necessary for effective learning, like books, uniforms, foot wears, desk, PTA fees, lesson fees, money for transport and lunch etc. In view of this, they opt out of the system and find something else for their children hawking and tailoring at best they may send their sons and leave the girls for marriage.

Again the educational level and awareness of parents have great influence on their girl-children's education. Those who are not educated will not see the importance of education and consequently may not even see any sense in wasting money, energy and materials in educating female children whom according to them are suppose to be at home taking care of the family. This negative attitude of some parents towards female education is not restricted to western type of education alone but even in Quranic schools. During a survey in some Quranic schools Shehu (1995) asserted mat many Mallams (teachers) pointed out that parents did not send their female children to school, instead, they prefer sending them to streets for petty trading. Mothers support girls in going out hawking so that the money can be used to buy marriage items for the girl's marriage, unknown to many of these mothers that the girls can fall prey to men and are often sexually harassed. Denying

girls access to education is against Shari'ah which expects both men and women to be equally educated.

In the north, mothers are generally blamed for their daughter's, absenteeism from school; they saddled them with house hold chores in preparation for their future role as house wives. As Aliyu (1995) pointed out that a mother may vehemently refuse to allow her daughter to proceed to post primary institution and justify her stand with the allegation that these schools arc highly immoral and un-Islamic, yet she may not hesitate to send her for hawking house to house, motor parks to mechanics workshops with a strong warning to sell out the items by all means. Thus, it becomes clear here that the girl is more at risk of immoral acts than her counterparts in the heading school.

It is quite unfortunate that many parents in this region out of ignorance or selfish interest, tended to pay greater attention to the training and education of the male child while female child becomes victim, of all kinds of traditions and beliefs. However, it is pertinent to point out that some families today are supported by women, thus their education has not ended in the kitchen.

Again the decision to send a child to school is taken in the family, therefore in a situation whereby resources, work and opportunities are not allocated equally among household members, women's influence over decision-making in the household is not strong. Moreover women in the area under study are generally excluded from decision-making at the family and community levels. Husbands do not always consult their wives on matters that may concern their children. Consequently it is the father who usually decides whom to go to school and in most cases the preference goes to the male child. In the southern states, Chibuzor (2006) stated that in Igbo land, boys are more valued in the

family than girls, because it is a common notion that while girls will marry and leave the family circle, boys will remain as heirs. There is a popular saying that "with the birth of males, the continuity of the family name is assured". It is on this premise that males take all the decisions in the family. In any function where Kola-nut is offered in the presence of males and females, usually the females are not recognized irrespective of their ages and social status. This implies that parents tend to pay more attention on the education of their male children in order to raise the family name up.

Some parents complain of risk of sexual harassment by teachers and rape by their fellow students, and if the girl becomes pregnant and delivers an illegitimate child, it causes a serious embarrassment to the parents. Some less privileged parents do also give their young daughters out to wealthy men, thereby denying them access to education.

2.7 Improving Curriculum of Girl Child Education for National Development

The issue of curriculum is important in the growth of any educational system. There are various views about what curriculum is, however Chibuzor (2006) cited traditionalist conception which sees curriculum as a body of subject or subject matter planned, by teachers for students to cover.

He went further and quoted Dewey in Awe (1990) where he mentioned some elements to be contained in a curriculum, some of which are as follows;

i. Curriculum should be learner oriented. It should reflect the needs interest, dispositions and ability of the learner.

ii. Curriculum should, reflect the societal aims, meaning and values

iii. Curriculum should be dynamic and not static, since the needs of the child changes from time to time; there is also knowledge explosion, again the societal aims, meaning and values change from time to time.

Thus, from the foregoing it becomes clear that curriculum is a body of knowledge or subject matter designed and developed to be taught to the learner at a given level of educational system over a given period, with set objectives and goals to be achieved.

However, since men are the dominant figures in the Nigerian cultural context (UNESCO 1996) contended that gender bias prevails in favour of males even in the school curriculum objectives, content and learning materials, and the consequence of such stereotyping is that girls are discouraged from participating in certain curriculum experiences which they learnt to regard as prerogatives for boys. Courses that are highly regarded or more useful in the labour market such as Engineering, Architecture, or Medicine, are attributed to the masculine gender, while nursing, catering, teaching, secretarial studies are 'attributed to the feminine gender. The psychological effect on girls is to resign efforts and prefer to laze about giving irrational reason "I am a woman".

2.8 Problems Facing Development of Girl-Child Education in Nigeria.

a. Nigeria is a multi-ethnic nation with over 300 ethnic groups each of which has norms and values, beliefs including religious ones, perceptions, attitudes and practices (UNESCO report 1996). Developing curriculum that suits the above differences would be very difficult.

b. Nigeria is still grouped as a developing nation therefore it lacks the technical know-how to fully analyze and develop strategies on how to solve girl-child education.

c. Absence of qualified female teachers in rural areas that would serve as models demoralize parents' efforts towards girl-child education.

d. Failure of parents/guardian to give moral and financial support to their daughters.

e. Certain field of study are often" strongly sex typed as appropriate for females while some are for boys.

To this end, the curriculum should be reviewed so that there would be more opportunity for girls to learn all subjects that suit their interest especially science and mathematics subjects. Likewise the curriculum should not be plan in such a way that girls are forced to specialize as housewives by making specific subjects exclusively for them, instead, subjects should be grouped as arts, sciences and technical. Aptitude test will identify which group one should belong to. By applying the principles of equality in matters of education girls would have access to education on equal footing with boys and would not be prevented by any regulations, prejudice or traditions from choosing any course of studies.

2.9 Causes of educational discrimination against the girl-child enrolment in to school

It is generally admitted today that the backwardness of girls education is a worldwide social phenomenon and a common feature of many societies, particularly of the developing nations. Therefore, it is not particular to the people of Igabi local government area but a main concern of the entire country.

It is generally admitted by researchers and policymakers that the major problem of girls education in Nigeria and particularly in Igabi local government resulted from the negative perception of parents towards western education. But in addition to that, the causes of the imbalance between boys and girls in school should be sought in the socio-economic

and cultural arrangement of the society as a whole. Thus, a thorough investigation of the socio-cultural complexity of the situation would provide a better understanding of the phenomenon by determining the main factors that are the source of the problem. Many literatures have attempted in one way or the other to explain the factors responsible for the low participation of girls in western education in Nigeria. In fact, the majority of the researches undertaken recently found that the cultural factors largely affect girls education in different ways, closely related to economic and legal frame work factors, especially in the rural areas.

As a critic phrases it, schools are organ of society's life, whose special function is to consolidate, Billington (1991) supported the fact that: “If the pattern of culture in a particular society is accepted, education will be seen as natural training, which every citizen must acquire. On the contrary, when society is changing and there are alternative cultures, education can become a contested area, because, one group's education can be another's indoctrination”. In a nutshell, education in each country is a result of cultural and national background. Parents' uncooperative perception to schooling in Nigeria particularly in rural areas has several causes each related to the implantation of the school in the community environment inherited from the colonial masters. Formal education is not concerned mainly with the transmission of Nigerian culture as conceived by the colonial cultural assimilation policy. For example; there is no self-reliance in the nation, in reality, the culture and tradition of Nigerian people are in conflict with the methods at the system at which western education has been operating from colonial times up to now. The present greatest weakness of the position of the school in Nigeria is that parents do not realize that, the school is one of their

institution and their concern. For all practical purpose, school is just perceived in rural Nigeria, as an official concern of a government.

In Igabi local government area, parents do many things to avoid having their children recruited, especially girls because of the fear of cultural alienation of' their children. For example, parent bribe the village chiefs so that the child may not be enrolled. Some go even so far as to declare their daughters dead to avoid recruitment. But, even if girls are enrolled in secondary school, parent encourage them not to sit for examination or if they sit to deliberately do poorly to escape from western education. Merritt (1994) argued that there is a traditionally non-literate way of life that does not value literacy and other school- learned capabilities. Nigeria people have a literacy tradition because long before the advent of colonial, arabic has been taught throughout the north. The main weakness of many literatures is that they take schooling for granted in the society. They failed to recognize that it is the western formal education itself that is totally rejected by the Nigerian population living in rural areas because, of its irrelevance to their culture. Culture taken as the totality of social structures, beliefs and values. Coombs (1970) Observed that:

> *When a nation angles the whole of its primary or secondary curriculum to another nation's patterns the inexorable result is to divorce the educational system of the imitating nation from the real needs, conditions and aspirations of its society. To draws that nation away from an education strategy that can help its development (P.1 07).*

Another factor hindering girl's enrolment in Igabi local government area is the fear of parents that through schooling their daughters would become Europeanized, therefore alienated, disobedient and corrupt. Unfortunately, in our country today a serious crisis of character resulting in a gradual erosion of ethical values and a widespread moral laxity among students at all levels.

This gradual disruption of societal values leads many parents to opt for marriage for their daughters instead of school, despite the fact that the Islamic religion makes it compulsory upon every individual Muslim, male and female to acquire knowledge. It is obvious that, unless schools play vigorous part in moral education in our country, the gap between personal behaviour and the values upon which every society depend on honesty, discipline, hard work, trust, cooperation, and tolerance will continue to widen. However, schools reflect the wider society in which they are embedded.

2.9.1 Remedies to Reduce Discrimination in Schools

Since liberation from Apartheid, South Africa has changed their curriculum to be more responsive to the demands of the nation. Their curriculum is child-centered, no more the talk and chalk approach. This idea could be borrowed by other 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, 2001. 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. According to section 127 of the Children's Act 2001, "any person found guilty of negligence is liable for a maximum of five years imprisonment or a fine of a sum not exceeding KES 200000 or both fine and imprisonment". Other countries can promulgate such laws so as to improve access to education of the girl-child.

Of significance also is 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 centers 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. Brown, 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 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 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 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.

2.10 Girl-child Discrimination Tendencies in School Enrolment

The quantity and quality of education available to Nigeria girls will invariably determine the developmental pace of Nigerian families: It has been noted that, what Nigerian women are today and what they will be tomorrow depend on what plans Nigeria has for her girls. Nigeria is crying for patriotic citizens to develop her potentials, politically, economically, socially and technologically. The actualization of these goals is depend on the provision of functional education to the citizen especially the girls, who as mothers are the teachers of the child in his/her first and last school (i.e. home). Thus, unless the mother herself is adequately enlightened, she cannot inculcate in the child the spirit and principle of

true patriotism a basic requirement for national development. According to Ajayi (1995), among the factors militating against the development or the spirit of true patriotism are: (i) Home indiscipline (ii) Tribalism (iii) Corruption in public life and (iv) lack of national ideology. It has thus been argued that Nigeria cannot develop fully without mothers who are patriotic and sincerely committed to the training of the young ones in the patriotic norms. The spirit of true patriotism advocated a socio-ethical value which inclines a citizen to the enlightened and legitimate love of his home, community and native land.

2.11 Consequences of Girl-child Discrimination in School Enrolment

The bane for girls education in Nigeria is entrenched in the nations, new national policy on education which states inter-alia that; With regards to girls education special efforts will be made by ministries of education and local government authorities in conjunction with ministries of community development and social welfare and ministry of information to encourage parents to send their daughters to school (Federal Government of Nigeria 1998, P. 14). The reference made to girls education in the national policy of education is contained in the education section of the document. It must be observed here that no further reference was made to the provision of girl education. Oyeloye (1995) opined that the absence of a policy statement on women education as reflected in the national Policy of Education (NPE), makes the NPE fall short of woman expectations and it amounts to a total disregard for that section of the population in this country.

The right of girls, in terms of education is further compounded by the negative perception of parents toward female education. Some parents are usually reluctant to send their girl-child to formal education especially to higher level like their male counterpart. Another problem closely related to this is the reluctance to acquire western education

according to Oyeloye (2002) geographical location and families relative wealth have been discovered to also affect equity. Ocholi noted in 1995, 26 percent of girls who should have enrolled in school did not, it was equally observed that in 1995 the average secondary school completion rates for boys were 56.3 percent and girls 43.7 percent respectively. Most girls leave school due to inability to pay cost, among other reasons. It is however, an open secret today; that Nigeria girls are educationally backward when compared with their male counterparts. According to the 1991 national population, census, girls alone constitute 25.4% of the overall population with 70 % of this being illiterate. It has been discovered also that 70% of the Nigerian women age 35 years and above are illiterate. The level of illiteracy is said to be thrice as high in the rural areas when compared with the urban areas.

The fundamental barriers have been identified by Awe (1990) to be responsible for low level of development and advancement. These barriers are

i. Restricted access to education.

ii. Reluctance to aspire and

iii. Resistance to girl's advancement within a patriarchal system.

i. Restricted access to education of girls in the country is profoundly rooted in history, region, and culture, the psychology of self law, political institution and social perception which interact in several ways to limit girls' access to formal education when compared with male counterparts. For example it has been observed that Nigeria girls are lagging behind their male counterparts in developed and some developing nations due to the later start in educating them. This is caused by our traditions and cultures, which are hostile to girls. This tradition reduces them to kitchen manageresses and producers of the babies. Thus, their

education ideally, is expected to end in kitchen a condition which ironically is detested by many parents thereby discouraging their investment in girls-child education (Awe, 1990).

ii. Reluctance to aspire is another major problem against girl's education. This is the main manifestation of African wing socialization which tends to impress upon the girls folks the belief that certain subject and professions are for boys at the same time confines girls to certain roles (e.g. cooking, baby nursing, home keeping). This state of affairs is definitely a negation of the scientific discovery, that girls are not intellectually inferior to boys. This is because of the fact that both males and females have 42 chromosome in there gene. Furthermore, science has reveal that there are no inmate biologically or psychological reason why girls should not do as well as boys, if given the opportunity and if provided with adequate motivation (Awe, 1990).

iii. Resistance to girl's advancement within a patriarchal system: is a further manifestation of our cultural practice which overtly from educational viewpoint. This resistance is further engendered by cultural impediments impose on girls by her traditional assigned roles of house wife, mother, member of inferior sex, stereotyped gender, victims among others. Thus, it is stated that the problem of resistance to girls advancement are culture based and they include those brought by ignorance on the part of many parents. Other problems against girl’s education include the familiar problems in Nigerian education like, lack of funds, inadequate facilities, inadequate manpower, Sexual harassment, conflicting societal role expectations, government policies and lack of political will power to implement the entire educational programme. To accept negative self-fulfilling prophecy, stereotyping and stigmatization that they are members of the weaker sex. At present, the forces which combine to hamper girls education and development in Nigeria could be

viewed broadly to include denial of access to education, early marriage, confinement to living, subjugation by culture to accept choices forced on them, discrimination, harassment at work, political disenfranchisement from elective political appointment and exposure to cruel mourning rite upon the death of their husband (Awe, 1990).

2.11.1 Girls Low Status in Society and School

The prejudices people have towards girls education in many societies at any given time is largely determined by their cultural dispositions towards women. In many cultures, which is the case of Igabi local government area, the birth of a son is a time of rejoicing, while that of a daughter inspires little celebration. Society holds stereotyped image about woman who are generally categorized as reproductive agents, yet sometimes as they are only children themselves. A common, but not undisputed opinion is that females are naturally inferior to men in many ways. For instance, talking about women education in America, Coombs (1970) emphasized the fact that girls were essentially considered to be passive, home cantered, quiet, gentle, non-scientific, non-technical, incompetent in leadership and abstract thinking.

For example, many parents in Igabi local government area believe that the education of women is no importance since females are inferior to man physically and mentally. Therefore, only man is capable of doing everything accurately, including the search for knowledge whatever their age, women are traditionally assimilated to kids in their thinking and behaviour. In the light of the above discussion, the negative perception of parents towards girl's formal education could be understood from the point of view of biological and gender differences embedded with cultural, social practices and structures. Therefore, the internalization of such beliefs mixed with traditional values and a total ignorance of the value

of formal education make it difficult for people living in rural areas to accept change, particularly school education, depriving children and especially girls from the right to acquire modern knowledge.

Although no scientific evidence has supported the above assumption that such differences are innate, these beliefs still persists, undermining girls own self confidence. As a result girls lower their ambition and restrict their goals to marriage and motherhood as prescribed by traditional values. Schools are part of society and they reflect its, beliefs according to Awe (1990). Thus formal education reinforces the stereotyped imaged of girls. Delamount (1980) argued that schools develop and reinforce sex-segregation, stereotypes, and even discrimination which exaggerate the negative aspects of sex- roles in the outside world. In fact, schools segregate the sexes in many ways. For example sanitation facilities, hostels, playgrounds, school uniforms, classroom management, science and craft teaching, school organization lead to sex differentiation. Boys and girls usually line up into two separate lines to enter the classrooms and sit separately during lessons. In schools, class monitors and the management of students' activities which are associated with exercising authority over others are make prerogatives, not for females. In short, girls learning and self-esteem can be undermined by lessons and textbooks filled with explicit or implicit messages that tell them they are of less value than boys.

2.11.2 Domestic Division of Labour

The patriarchal structure of many African societies and particularly Nigerian society is the ideological foundation for gender inequality. As a system of stratification and the classification of roles on the basis of sex and age patriarchy also conditions the social spheres of men and women. The male space consists of the public domain and that of female the

household. Thus, women are expected to get married and care for their families. Consequently, parents do not regard formal education as a prerequisite for being a wife and mother. Patriarchal attitude leads to preference by parents for boy's education. Boys who are expected to be future household heads are favoured in access to education. Education is seen as enhancing their abilities to earn good incomes which will enable them to care for their parents in their old age and siblings in the extended family. Parents do not invest in girl's education because daughters are regarded as temporary members of the households as they will get married move to their husband's homes.

Patriarchal tradition prescribes domestic roles for girls. The domestic division of labour is an obstacle to the enrolment of girls in secondary school in Igabi local government area because young girls are groomed to anticipate marriage as a major goal of life and become house wives. Specifically, the most important role of girls is portrayed as the bearing and bringing up of children. In fact, girls are conditioned to think of housewife as their ultimate position in life. In their socialization process girls are psychologically trained for domestic work and they are taught that marriage represents the best situation life can offer for them. A Nigerian saying stipulates that the domestic work of a woman will suffer. If she has only male children. Consequently, girls are engaged in a whole variety of domestic activities such as caring of young siblings, carrying fire wood, fetching water, cooking, cleaning, shopping, washing. These household prevent girls from enrolling in schools. Because of their low academic expectations, many parents in Igabi local government are of the view that preparing girls for their future role as housewife does not require formal education at all. Girls have low academic aspirations, because of the low self-esteem of themselves caused by the internalization of sex role expectations for women and the self

image of academic inferiority conveyed by parents and teachers. Many girls, therefore, see themselves as future wives and mothers and as such there is no need for them to have career aspirations Aliyu (1998). Mahuta (2003) said that the tragedy in the situation is that women are themselves chief agents of the socialization patterns, practices and attitudes that confer inequality of their kind.

2.11.3 Religious Factors

Education in general and particularly girl's education requires a positive identification with the social values in which religion plays an important role. In all societies people adhere to set of moral and spiritual values which ensure the community's stability and cohesion. Durkheim maintained that people could experience collective sense of shared belonging and understanding that helps to foster social cohesion through religion. Thus religion plays an extremely vital role in holding society together Aliyu (1998). The majority of Nigeria populations are Muslims, Islam was introduced long before the colonial period and Qur'anic schools existed throughout the north. The colonial "Civilizing Mission" used formal education as a means of converting people to Christianity, which engendered a collective and active resistance to schooling in the country up to the present day. Western education in Igabi local government area is seen as propagating and teaching the Christian ethic. Thus, schooling is associated entirely with Christianity, and as such majority of parents refuse to send their daughters to schools. Many parents firmly believe that those who go to school are "Yan Wuta" meaning that students are doomed to hell fire after death. This misconception of' western education is transmitted from generation to generation.

Also, many Muslim parents find the idea of education disturbing and repulsive because it contradicts their principles of separate spheres for males and females. Parents who

send their daughters to school are condemned for abusing the Islamic precepts, since girls should be educated for marriage, faith in God and the trust in moral authority of Islam traditionally many parents think that girl's education should be essentially based on how to worship God and perform duties as house wives their only gateway for paradise. As traditional values are mixed with the religious beliefs. Many parents believe that formal education undermines religion and customs of the society. The reason why schooling is nicknamed "Boko" which is a corrupt meaning of education. Mahuta (1985) stated that:

> "Western education was nicknamed "Boko" which is a corrupt form of education. The irony was that western education was viewed with suspicion because "Boko" infact was a degrading terminology, which signified the conflicting difference between western tradition and traditional society of the Muslim in the North in terms of religion, education, values, , language, dress, food jaw, the courts and even writing. While one wrote in Arabic script from right, the other wrote in Latin alphabets from left to right. To take the "Boko" school, therefore, really meant to teach doctrines which generally conflicted with Islamic teaching".

2.11.4 Institutional Factors

1. School Factors

The negative perception of parent towards formal education is also due to the quality of education and the accessibility of the school for girls. In fact, the declining quality of education, which leads to poor performance, discourages many parents from sending their daughters to school. Also poor school environments without proper facilities for girls constitute in handicap the schools. Problems of availability of water and sanitation facilities at schools in Nigeria are significant especially in rural areas like Igabi local government. Dangaladima (1998).

2.11.5 Economic Factors

i. **Family Socio-economic Status**

Poverty is a fundamental factor which tends to prevent many families from enrolling their daughters. In fact, the education of girls is economically and socially costly to parents. There are high opportunity costs of education for girls (Uniforms, transportation, examination fees, textbooks, learning materials, clothes, pocket money and lost of housework for mothers). The funding issue is becoming more and more difficult for the majority of peasants in Igabi local government area because of droughts and poor harvests year after year. Chibuzor (2006).

ii. **Parents Misconception of the Economic Returns of Education**

For many parent in rural Nigerian, and especially In Igabi Local Government Area, schooling is seen as advantageous for its direct economic benefits. Most of the parents consider western education as purely and as such it should provide specific skills and information that lead to income generating occupations. Consequently, those who graduate should become well-paid by governments in offices. However, graduates who do not gain government employments are considered as "failures" being capable of contributing nothing in society (Coornbs, 1970).

iii. **School/Home and the Community Relation**

Education is looked upon as a means by which society ensures its stability. Therefore, schools should help children acquire knowledge, ideas, skills, a well developed ethical character, which will enable them to understand and adjust themselves to their environment. But in Nigeria, there is a perpetual dualism between the school and home. The conflict

derives from the substitution of parents by school in education, in fact, parents are penalized by the rigid state control of schools, often losing the right which they held to participate fully in the affairs of their children for many parents in rural areas what is learned and what is going on in classroom remains a mystery (Awe, 1990).

2.12 Theoretical Framework

This research work is based on a simple theory on motivation by Coombs (1970). The theory is relevant to girl-child in the society that all the stakeholders of education need certain motivation as they are in the socio-cultural, political, intellectual, political and economic aspects in the society where most of the time parents denied girl-child education. Motivation is a general term applied to the entire class of drives, desires, needs, wishes and similar forces. Human motives are based on needs whether consciously or sub-consciously some as physiological requirement for water, air, food, sleep and shelter, while others may be secondary such as belief, esteem, status, affiliation, affection, accomplishment and self-assertion. However, these needs vary intensively overtime among different individuals.

Teachers and parents were responsible for providing an environment conducive to girl-child education even though girls themselves may be responsible for self-motivation. In support of this assertion, Adeyemo (2007) advanced the following recommendations:

i. Get a goal for yourself and do not lose sight of it.
ii. Supplement your long term objectives with short term goals and specific actions. Hence, to get something done is to start.
iii. Learn a challenging new task every time.
iv. Learning to become great in life to discard discrimination in the society.
v. Develop area of expertise by building your strength.

vi. Give yourself feedback and reward by setting goals.

Coombs (1970) who stated that people will be motivated to do thing in reaching a goal if they believe in the worth of the goal and can see that what they do will help them in achieving it. This is in agreement with Ademoye (2007) observation that "everything that is done in the world is done in hope". Vroom (1970) believes that people's (girl-child) motivation towards doing anything (education) will be determined by the value placed on the outcome of the efforts positively or negatively multiplied by the confidence they have on their efforts in achieving the goal and objective of girl-child education. This theory is relevant to this research work that it recognizes the importance of girl-child in the society.

12.1 Theory of Change

A theory of change shows a charity's path from needs to activities to outcomes to impact. It describes the change you want to make and the steps involved in making that change happen. Theories of change also depict the assumptions that lie behind your reasoning, and where possible, these assumptions are backed up by evidence.

- Whether your activities make sense, given your goals;
- Whether there are things you do that do not help you achieve your goals;
- Which activities and outcomes you can achieve alone and which you cannot achieve alone; and
- How to measure your impact.

Theories of change are often allowing you to see the causal links between all the steps. Of course, the world that charities work in is in fact complex, messy and impossible to reflect comprehensively. There are a number of stages in creating a theory of change.

1. **Identify a realistic and definite goal.** This goal is the end point of the theory of change- it is important that the goal is as clear and realistic as possible. If it is not clear, the theory of change will tend to descend into every possible activity and outcome that could happen, which it is not helpful for thinking about the appropriate strategy. If the goal is not realistic, it will be impossible to build the causal model of how to achieve it—although it should be ambitious enough to stretch the organisation. For example, in Figure 1, the goal is 'Children's overall grades and school work improve' rather than something like 'Children have a better standard of education'. The first is more concrete as it shows exactly what the standard is. Education outside and after school are not within the remit of this charity.

2. **Work backwards from the goal to work out the intermediate outcomes.** The participants in the workshop have to work through each step backwards asking, *'What has to happen in order for this to be achieved?'* This process generates all the intermediate outcomes required in the intervention, and ensures that the focus is on what has to be done to achieve the goal, rather than on what the current activities are. For example, in Figure 1, in order to improve grades, children need to improve their standard of literacy and numeracy, and in order to do that, they need to be able to devote more attention to their education.

3. **Establish the links between outcomes, and their order, by working out causes and effects.** It is important to go through the links in detail, questioning whether one outcome really leads to the next, and the reasons for believing that. In our example in Figure 1, the charity is confident that this intervention will work because evaluations of previous work show that literacy interventions improve literacy for 70% of children.

4. **Work out which activities lead to which outcomes.** This is generally quite straightforward. In our example in Figure 1, we worked out that in order to find out which

issues are preventing children from learning, and to rectify these issues, the charity needs to support parents and teachers.

5. **Identify what else is needed for the intervention to work.** A good way to think about this is to work out what would completely derail the intervention. This can reveal important enabling factors, such as which stakeholders have to be on board.

2.13 Empirical Studies

The research of this kind has been done by different researchers in order to look to the issue of parental discrimination on girl-child enrolment in school. Most of the related resources have their research questions, basic assumption, and hypothesis. This study is unique in the sense that it looks to the different between male and female teacher's perception and urban and rural secondary school teacher's perception.

People like Dulcan (1989) and Obanya (2001) in Abuja were some of the researchers that conducted research in the area of this study. Ducan and Obanya have conducted research and come up with these recommendations that significant gender difference exist, with male parents indicating a more positive perception towards girls education and expressing a strong intention to continue financing the education of their children irrespective of sex differences.

- Girl-child herself should be properly enlightened especially by women organization to know that they needs to be properly and extensively educated.
- Government should treat girl-child especially with a view to bridge the gap that existed for long.
- It should be made clear to parents and prospective husbands of girl-children that education of a woman is so important to her parents, husband and children, the role of women is more than marrying or bearing of children.

- Government should build schools near the community, which is not far from home.
- Make education of girls completely free especially those in rural area because poverty is more attached in rural areas.

Audu and Binta, (2005) conducted a research on perception of parents on causes and solution to female education in Otukpo Local Government. A total of four hundred parents were sampled from Otukpo Local Government area of Benue state for the study. Data were collected with 18 use of research questionnaire, (3) research questions were raised and answered using frequency counts, simple percentage and means scores. (3) Hypotheses raised for the study were tested at 0.05 alpha levels. However, results indicated that society reference for economic returns, lack of school materials, were considered by parents as a cause of parent negative attitude to school.

The identified remedies range from restoring support in every facet of our national life, penalties, provision of adequate school material, employment of girls, religious leaders should preach on the value of education, provision of adequate guidance and counseling unit, employment of professional counselors in schools. Based on these findings, it was recommended that parents should be enlightened on the value of girl child education in the society and there should be intervention and awareness programmes in the school to enlighten parents about the importance of enrolling their children in schools and the consequences if children are not educated. Also, government should sensitize enlighten all citizens through the mass media such as Radio and Television of the importance of educated children as a tool to national development. Guidance and counseling teachers should be employed and posted to secondary schools to help students, parents especially during PTA

meetings in understanding and management as well as the development of education to children.

Amuda (2000) conducted a research on "causes of discrimination in school settings: a case study of University of Maiduguri". The sample consists of 400 undergraduates of University of Maiduguri, Borno state who were randomly selected to complete a questionnaire on causes of discrimination in school settings. Findings indicated that apart from the struggle for unemployment, lack of school materials, distance, culture and inconducive environment are all causes of discrimination in school settings.

Aliyu (1995) carried out a research on incidence of girls discrimination. 500 students of different discipline from College of Education Kafanchan were used. 30 incidences on discrimination were structured in a questionnaire on reasons for girls discrimination. Responses were given to frequency and expressed in percentages in order to find individual differences in girls discrimination in school. He calculated discrimination index from the result of the frequencies. The index is the mean percentage of agreed responses given by each respondent across 30 discrimination incidence. The index is used as the dependent variable in analysis of variance (ANOVA) involving gender, age, achievement and reasons for choosing subject area. It was observed that these variables are related to girls discrimination but that each affected the individual differently.

Result of the analysis on reasons for discrimination showed a lot of differences. Male students showed discrimination on some study area that is mainly for women, for example, Home Economics field as well they do not partake in the course as a mean of securing a job after graduation, men gave this reason more than the women.

Awe (1966) worked on secondary Education and Girls in western Nigeria. The study revealed that a more rapid development of great educational opportunities for girls which has lagged behind that of boys night be difficult to accomplish. Early marriages pre-marital pregnancy, and limited employment opportunities appears to make some parents 'reluctant to spend money for secondary education which is not deemed essential for girls in their roles of home makers moreover, the priority which is given to the education of sons because parents expect to realize greater financial support from them, tends to minimize further the educational opportunities for girls.

The conclusion drawn from this study is whether the gap between male and female enrolments at the secondary level of education will be appreciably narrowed however, government seemed to support education growth, it may be concluded that a favourable climate exist for further development of secondary education. However whether this development will be rapid enough to achieve the stated goals is questionable, because, the factors which impede educational growth seem to be stronger than those which foster it. Looking at the span of time the research was carried out, a lot of changes took place, in fact education of girls in the west at tertiary level is more appreciative when compared with that of girls in the north not to talk of secondary education as the study indicated. Recent data revealed that girls participation in basic education, in this zone (South west) represent 49% which is above the national average of 43.9% (UBEC, 2010).

Mohammad (1996) in her study on problems of girls education in Sokoto state used chi-square to test the hypotheses postulated for the study. The research came out with the following major findings: That most parents are yet to understand and appreciate the importance of western education in the state. More parents especially mothers prefer to have

their daughters stay at home with them rather than allow them go to school. Some parents feel that early marriage is far more important than the education of girls. Finally the study found out that many Hausa/Fulani men do not want to marry educated girls. On the basis of this, the current study will cover areas beyond Sokoto state and find out new trends in girls education especially with current modernization and general public awareness of the importance of girls education. Again the study has been .undertaken to take care of some traditional practices prevailing in the area understudy which hinder the smooth running of girls' education.

The work of Makoshe carried out in 2001 is relevant to this current work, it is titled "The Influence of Environmental factor on Management of the Girl-Child Education in Zamfara State of Nigeria. The researcher used chi-square, t-test statistic and product moment correlation analysis and the major findings of the work shows that female parents (mothers) have more positive attitude toward the girl child education than male (father) and that differing attitudes has effect on girl child education in the state. It was further revealed that gender based factors militate against girls' education, that school based factors do not have effect on girls enrolling and remaining in schools. The general attitude of parents in the state was negative towards education of girls. Religion is a major influencing adversely enrolment and retention of girls in schools. The current study is optimistic in narrowing these gaps created in Jaja's work especially where, it revealed that religion is a major impediment to girls education because the current research would openly expose the misconception or misinterpretation of some religious concept regarding the education of girls by men in order to dominate or manipulate them.

Another work that is relevant to this study is the one carried out by the federal ministry of women's affairs and social development with support from Millennium Development Goal Office in May 2010. It was on the Best practices on improving girl child education in Nigeria. Its findings reveled that government has realized the value of educating the girl child, that several benefits are associated with educating the girl child. Education would lead to economic and political emancipation of women who becomes well informed of her rights and how best to access them. The Girls Education Project (GEP) was initiated in 2004 and premised as an ongoing project involving the Federal ministry of Education of Nigeria (FME), UK Department for international Development (DFID) and the United Nations children's fund (UNICEF). It focused on six states in Northern Nigeria, i.e. Bauchi, Borno, Jigawa. Katsina, Niger and Sokoto on the basis of high gender gaps in school enrolment. The table below will explain further

Table2.1: SSS enrolment in Nigeria by gender and Geopolitical zone 2006-2007

Zone	**Total**	**Female**	**%Female**	**Male**	**%Male**	**Gender gap**
North central	419,167	181,357	42.50	327,810	57.51	15.01
North East	383,607	138,485	35.14	245,117	64.86	29.72
North West	569,911	178,132	29.93	391,779	70.07	40.14
South East	529,491	287,322	54.09	242,099	45.91	-8.18
South- south	431,982	222,809	51.40	207,173	48160	-2.80
South west	909,862	'449,637	49.00	460,225	51.00	2.01

Main source: FME, 2007

The situation of girls education programs within the southern geopolitical zone is receiving serious positive momentum, because according to the study, girls participation in basic education in these zones were of the ranges between 49.3% and 51.3% which is above

the national average of 43.9%, This is due to community support from parents, non-governmental organizations and stake holders. It has been on the basis of this development from the side of the federal and state government and the idea of community participation in education through the traditional rulers, non-governmental organizations and stake holders that the current study seeks to draw the attention of people particularly those from the high disparity states on the importance of girls education to societal development. The present study would hopefully narrow the gap that exists in school enrolment and retention between girls and boys particularly in Igabi.

Looking at the span of time the research was carried out, a lot of changes took place. In fact, education of girls in the west at secondary school level is more appreciative when compared with that of girls in the north.

2.14 Summary

Girl-child education has been discussed in this chapter to mean the education given to the female born of the family. Theories propounded that are related to this research work were discussed, that is theories of motivation The chapter also discussed concept of girl-child and that the country (Nigeria) will not develop without adequate Women education in the country. Empirical studies related to this work were also reviewed. It is therefore observed that most of the studies reviewed did not focus on perception of secondary school teachers who are the key players in the education of the girl-child, they play greater role in influencing the decisions of parents especially during PTA hours and visiting days and are fully aware of the situations in schools. Therefore this study is out to bridge this gap by way

of assessing the perception of secondary school teachers on causes and remedies of parental discrimination on girl-child enrolment in Igabi local government.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, population, sample and sampling procedure, instrumentation, validity of the instrument, pilot testing, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.5 Research Design

Descriptive survey method was used for this study, as the study seeks to gather data from several secondary school teachers in Igabi local government area of Kaduna State. On the causes and remedies to parental discrimination on girl-child enrolment in school, this is because survey method permits the use of a number of instruments to collect data from a larger number of respondents. Its focuses on vital facts of people, their beliefs, opinions, attitudes and motivation, which is deemed to be representative of the population. Therefore, the application of survey method seems appropriate for this study.

3.6 Population

The population of this study comprised of all secondary school teachers in Igabi Local Government Area of Kaduna State. There are twenty-seven secondary schools in Igabi Local Government Area of Kaduna State with a total population of one thousand teachers. The breakdown of the population of the study is given in the table 3.1

Table 3.1 Distribution of secondary schools and teachers in Igabi local government Area

S/NO	NAME OF SCHOOLS	NO. OF TEACHERS
1	GSS Jaji	30
2	GSS Afaka	40
3	GSS Rigachikun	30
4	GSS Rihogi	20
5	GSS Zangon-Aya	30
6	GSS Airforce base Kaduna	50
7	GSS Wusono	20
8	GSS Gadan-gaya	30
9	GSS Igabi	40
10	GSS Turunku	60
11	GSS Birnin-yero	40
12	GSS Katagu	20
13	GSS Labar	20
14	GSS Farakwai	30
15	GSS Afaka-Tsohuwa	60
16	GSS Sabon-Birni	20
17	GSS Army force Kaduna	50
18	GSS Buruku	25
19	GSS Nasarawa Rigachikun	35
20	GSS Kurbabiya	30
21	GGSS Dialet Kaduna	40
22	GSS Hayin-Banki Kaduna	50
23	GSS Rafin-Guza Kaduna	50
24	GSS Dan-Daura	20
25	GSS Mangi	20
26	GSS Rigasa	70
27	GSS Mando	70
	Total	**1000**

Source: Ministry of Education, Inspectorate Division (Rigachikun) Igabi L.G.A. Kaduna State (2011).

3.7 Sample Size and Sampling Procedure

Adetoro (1986) recommended that for a population of one thousand (1000), 20% can be used, 10% for a population of five thousand and 5% for a population of ten thousand. Hence, two hundred and fifty (250) was used for the study. The simple random sampling

procedure was adopted for the purpose of this investigation. To select the sample size from the population, the that drawn method was employed by writing “yes” or “no” on pieces of paper and putting them in a container for prospective respondents to pick. Those that picked yes are the ones used for the study.

A Breakdown of the sample size for the study is given in table 3.2

Table 3.2 Sample Size of the Study

S/NO	NAME OF SCHOOLS	NO. OF TEACHERS
1	GSS Jaji	7
2	GSS Afaka	8
3	GSS Rigachikun	7
4	GSS Rihogi	8
5	GSS Zangon-Aya	7
6	GSS Airforce base Kaduna	10
7	GSS Wusono	6
8	GSS Gadan-gaya	7
9	GSS Igabi	8
10	GSS Turunku	15
11	GSS Birnin-yero	8
12	GSS Katagu	7
13	GSS Labar	9
14	GSS Farakwai	7
15	GSS Afaka-Tsohuwa	15
16	GSS Sabon-Birni	8
17	GSS Army force Kaduna	9
18	GSS Buruku	8
19	GSS Nasarawa Rigachikun	7
20	GSS Kurbabiya	7
21	GGSS Dialet Kaduna	8
22	GSS Hayin-Banki Kaduna	9
23	GSS Rafin-Guza Kaduna	9
24	GSS Dan-Daura	8
25	GSS Mangi	8
26	GSS Rigasa	20
27	GSS Mando	20
	Total	**250**

3.5 Instrumentation

A questionnaire tagged Teachers Perception of Causes and Remedies to Parental Discrimination Of Girl-Child Enrolment (TPCRPDGCE) was designed by the researcher and used for data collection. The questionnaire is divided into three sections; A, B, and C. Section 'A', consists of the demographic characteristic data of the respondents such as gender, location and school. Section 'B' comprises of twenty five items on causes of parental discrimination on girl-child enrolment. 'C' comprises of twenty five items on remedies to parental discrimination on girls-child enrolment in school.

The items are structured sentences. They are placed on four point rating scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) respectively. The items were scored as follows:

SA = 4 Points
A = 3 Points
D = 2 Points
SD = 1 Point

Strongly agree and agree was score as agree, disagree and strongly disagree was score as disagree.

3.5.1 Validity of the Instrument

The content validity of the instrument was determined by expert opinions comprised of three Senior Lecturers in the Department of Educational Psychology and Counselling in Ahmadu Bello University, Zaria. These experts critically examined the instrument, with respect to its fitness for the purpose of this study. Their corrections and comments improved the items and the format of the questionnaire used for the study because content validity indicates that the items that make up an instrument adequately sample the universe of content that defines the variables being measured most useful with questionnaire.

3.5.2 Pilot Testing

After necessary validation of the instrument, a pilot testing was conducted in GSS Tudun Jukun in Zaria Local Government Area. This school is not part of the study area but they share similar characteristics with the study area. The researcher went with the introductory letter from the Department of Educational Psychology and Counseling gave twenty five (25) copies of questionnaire to the school principal, who later gave the questionnaires to career mistress for distribution to teachers to respond. The respondents were requested to fill the questionnaire on the same day they were given so as to avoid loss of questionnaire.

3.5.4 Reliability of the Instrument

The reliability of the instrument has been determined by the statistical analysis of the data collected from the pilot testing. The cronbach alpha reliability coefficient method was used. Consequently, a reliability coefficient of 0.823 was obtained.

This obtained reliability coefficient confirmed the internal consistencies of the instrument to be reliable. This therefore compelled the researcher to proceed with the same instrument for the main study. This was in according to Stevens (1986) an instrument is reliable if its reliability coefficient lies between zero and one. The closer it is to one the more reliable is the instrument. This therefore confirms the instrument used as fit for the final study.

3.6 Procedure for Data Collection

The researcher collected an introductory letter from the Department of Educational Psychology and Counselling and submitted to the principals of the schools. The researcher used direct delivery techniques in administering the instrument for data collection. The

researcher presented the letter to the schools and sought permission from the school authority for the use of their teachers to respondents.

The researcher engaged a research assistant, who was trained on how the instrument is to be administered. They both administered the questionnaires in schools where the study was conducted, that is the sample population of the study. The respondents were requested to fill the questionnaires on the same day they were given, and this is to avoid loss of questionnaires and external influence when responding to the questionnaires.

3.7 Procedure for Data Analysis

The data collected were analyzed using frequency table and percentages for the demographic characteristic data of the respondents. Percentage and means were used to analyze the research questions. Inferential statistics such as independent t-test was used for hypotheses 1-4. All the null hypotheses were tested at 0.05 level of significance because the independent t-test is used to test quantitative variables of causes and remedies of parental discrimination (dependent variable) is being answered by two different groups of respondents of male and female, urban and rural teachers (independent variable).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the data analysis. The sample size was two hundred and fifty (250) but what was retrieved was a total of two hundred and forty six (246) teachers responded to the instruments which forms the basis of the analysis. This chapter also gave the answers to the research questions, test of research hypotheses, discussion of the results and summary of the major findings.

4.01 Demographic Characteristics of Respondents

Table 4.1.1 Distribution of respondents by Gender

Sex	N	Percent
Male	184	74.8
Female	62	25.2
Total	246	100.0

Table 4.1 above showed that the distribution of one hundred and eighty four (184) of the respondents representing 74.8% are males while the sixty two (62) represent 25.2% are females.

Table 4.02 Distribution of respondents by Location of School

Location	N	Percent
Rural	110	44.7
Urban	136	55.3
Total	246	100.0

4.2 Research Questions

Research Question 1: What is the perception of male and female teachers on the Causes of Parental Discrimination?

Table 4.3: The mean and standard deviation responses of male and female teachers on the Causes of Parental Discrimination.

Teachers	**N**	**X**	**SD**
Male	184	2.56	0.749
Female	62	2.51	0.988

The male have the mean score of 2.56 with standard deviation of 0.749 while the female have 2.51 with standard deviation of 0.988. This means that the male have slightly higher mean than the female teachers.

Research Question 2: What is the perception of male and female teachers on the Remedies of Parental Discrimination?

Table 4.4: The mean and standard deviation responses of male and female teachers on the Remedies of Parental Discrimination.

Teachers	N	X	SD
Male	184	3.21	0.609
Female	62	3.04	0.710

The male have the mean score of 3.21 with SD of 0.609 while the female have the mean score of 3.04 with SD of 0.710. This means that the male have the slightly higher perception on the remedies to parental discrimination than females.

Research Question 3: What are the perceptions of Rural and Urban teachers on the causes of Parental Discrimination?

Table 4.5: The mean and standard deviation responses of Rural and Urban teachers on the causes of Parental Discrimination.

Location	N	X	SD
Rural	110	3.01	0.611
Urban	136	2.98	0.611

The rural have mean score of 3.01 with SD 0.611 and the urban have the mean score of 2.98 with the SD of 0.611. This means that the rural teachers have slightly higher means perception on causes to parental discrimination than their urban counterparts.

Research Question 4: What is the perception of Rural and Urban teachers on the Remedies of Parental Discrimination?

Table 4.6: The mean and standard deviation responses of Rural and Urban teachers on the Remedies of Parental Discrimination.

Location	N	X	SD
Rural	110	3.62	0.511
Urban	136	3.59	0.521

The rural have mean score of 3.62 with SD 0.511 and the urban have the mean score of 3.59 with the SD of 0.521.

This means that the teachers in rural schools have higher perception on remedies to parental discrimination on girl child enrolment in schools than their urban counterparts.

4.3 Hypotheses Testing

Hypothesis One: There is no significant difference between the perception of male and female secondary school teachers on the Causes of Parental Discrimination on girl child enrolment.

Table 4.3.: Independent t-test sample statistics on the perception of male and female on the Causes of Parental Discrimination.

Variable	Gender	N	$\overline{X}$	SD	SE	Df	t-cal	t-cri	P
Causes of Parental Discrimination	Male	184	69.4837	7.79938	.57498	**244**	0.211	1.96	0. 833
	Female	62	69.7097	8.60116	1.0923				

Level of significance > 0.05

The calculated P-value of 0.833 is greater than the 0.05 alpha level of significance. Therefore, the null hypothesis which stated that there is no significance difference between

the perception of male and female secondary school teachers on the causes of parental discrimination on girls child enrolment is hereby accepted.

Hypothesis two: There is no significant difference on the perception of male and female secondary school teachers on the Remedies to Parental Discrimination on girl-child enrolment in school.

Table 4.08: Independent t-test sample statistics on the perception of male and female teachers on Remedies to Parental Discrimination on girl-child enrolment

Variable	**Gender**	**N**	$\overline{X}$	**SD**	**SE**	**Df**	**t-cal**	**t –cri**	**P**
Remedies to Parental Discrimination on girl-child enrolment	Male	184	70.0761	8.50488	.6269	**244**	0.293	1.96	0. .770
	Female	62	69.7097	8.60116	1.0923				

Level of significance > 0.05

The P-value of 0.770 is greater than the 0.05 alpha leve. Therefore, the hypothesis that stated there is no significant difference on the perception of male and female secondary school teachers on remedies to parental discrimination on girls child enrolment is accepted.

Hypothesis Three: There is no significant difference on the perception of Rural and Urban teachers on the Causes of Parental Discrimination on girl child enrolment in school.

Table 4.09: Independent t-test sample statistics on the perception of Urban and Rural teachers on the Causes of Parental Discrimination

Variable	Location	N	$\overline{X}$	SD	SEM	Df	t -cal	t - cri	Sig (p)
Causes of Parental Discrimination	Rural	110	69.5455	7.81393	.74503	**244**	4.012	1.96	0. 025
	Urban	136	56.3235	8.08116	.56723				

Level of significance < 0.05

The P-value of 0.025 is less than the 0.05 alpha level of significance while the calculated t-value of 4.012 is greater than the t-critical 1.96 at df 244.The hypothesis which states that there is no significant difference on the perception of Rural and Urban teachers on the Causes of Parental Discrimination is hereby rejected.

Hypothesis Four: There is no significant difference between the perception of Rural and Urban secondary school teachers on the Remedies to Parental Discrimination on girl-child enrolment in school.

Table 4.10: Independent t-test sample statistics on the perception of Urban and Rural teachers on the remedies of Parental Discrimination

Variable	Gender	N	$\overline{X}$	SD	SEM	Df	t-cal	t –crit	Sig (p)
Remedies to Parental Discrimination on girl-child enrolment	Male	110	70.1545	8.50924	.81132	**244**	0.282	1.96	.778
	Female	136	69.8456	8.54520	.73274				

Level of significance > 0.05

The P-value of 0.778 is greater than the 0.05 alpha level of significance. Therefore, the null hypothesis which states that there is no significant difference on the perception of Rural and Urban teachers on the Remedies to Parental Discrimination on girl-child enrolment, is hereby accepted.

4.4 Summary of Major Findings

The following are summary of the major findings:

1. Both male and female teachers perceived that girls are more useful helping with household than going to school. This can be seen by the highest mean score of 3.2826 for male and 3.2258 for female respondents which means that both male and female teachers have almost the same perception on the causes of parental discrimination on girl child enrolment into school.
2. Both male and female teachers have the same perception on remedies to parental discrimination on girl child enrolment into school. Because they all agreed that parents should desist from allowing their girls to hawk instead of going to school. This can be seen by their highest mean score of 3.4891 for male and 3.4839 for female.
3. Both rural and urban secondary school teachers differ on their perception regarding the causes of parental discrimination on girl child enrolment into school. The rural have higher perception on the causes of parental discrimination than their urban counterpart. That majority of girls who finished secondary school do not get government employment. This can be seen by highest mean score of 3.2909 for rural and 3.2500 for urban teachers.

4. This means that both rural and urban secondary school teachers have almost the same perception on remedies to parental discrimination on girl child enrolment into school. They agreed that parent should desist from allowing their girls to hawk instead of school. This can be seen by the highest mean scores of 3.4909for rural teacher and 3.4853 for urban teachers.

4.5 Discussion of the Findings

From the above statistical analysis of data collected in the study, the result of study revealed that male and female teachers did not significantly differ on their perception on the causes of parental discrimination on girl child enrolment in school. This is in affirmation with Audu and Binta (2005), who also discovered causes and solutions to female education as a means of society preference on economic return just as Amuda (2000) found out in her study.

Opinion of male and female teachers on remedies to parental discrimination on school enrolment did not significantly differ, they have the same opinion concerning the remedies to parental discrimination, which are; parent should desist from allowing there children to hawk, girls should be gainfully employed after they have finished their secondary school. Also, religious leaders should preach the importance of girl child education in the community. Female children should be enrolled and allowed to complete their secondary education. That is why Muchenhiran (1966) stated that early marriages, pre-marital pregnancy and limited employment opportunities appears to make some parents reluctant to spend money for secondary education for girls and came up with recommend that early marriage should not be encouraged. Both rural and urban teachers differ on their perception

on the causes of parental discrimination. Rural teachers have higher perception on causes of parental discrimination than their urban counterparts. Because they are in the rural area and they have first hand intimate on the problem than their urban teachers who have more girls in schools. Rural teachers opined that parents are not given opportunities to their girls to acquire western education. Most girls are discourage from going to school, parent sent their girls to hawk in the street when they are supposed to be in school, they are scarifies to improve the family economic situation and generate money for their marriage items, that is why only few girls enrolled in rural school compare to urban schools. Parents in the rural areas do many things to avoid their girls enrolled in school because of fear of cultural alienation such as western dresses and behaviour and parent equate western education with Christianity. Some parents also belief that school is faraway from home make it difficult for parents in rural area to enroll There girls because parent fear that their girls can be attack on the road if they are going to school such as rape and it can result to unwanted pregnancy which can bring shame to the family and also if school is sited in an area where they do not like the community or if there is conflict between the community it can also prevent them to send their girls to school because of fear of insecurity to their children in rural school compare to urban schools. Parent in the rural area bribe the village chiefs so that their girls are not enrolled in school. Some go even so far as to declare their girls dead to avoid enrolling them, even if girls are enrolled in school parent encourage them not to sit for examination, even if they sit they should deliberately do poorly not to pass the examination in other to escape from school whereby in the urban area school are very close to home and if something happened they can easily run to home. Parent in the rural area fear through schooling their girls can become Europeanized, disobedient and corrupt. This belief opt for marriage for their girls instead of

going to school whereby in the urban areas teachers beliefs that school play vigorous part in moral education. Parent in the rural areas prefer their girls to stay at home house hold chores than going to school. Parent do not invest in girls education because they regards girls as temporary member of the family as they will get married and move to their husband homes. Many parent in the rural areas belief that preparing girls for their future roles as house wife does not require formal education. Many parent in the rural area belief poor school environment without proper facilities such as availability of water and sanitation facilities prevent many parent to enrolled their girls in school whereby in the urban area the problem is less. Poverty in the rural areas is a fundamental factors which tend to prevent many parent to enrolled their girls in school. The education of the girl is economically and socially costly to parent such as buying uniforms, transportation, text books and pocket money, the funding issue is becoming more difficult for the majority of rural parents because of poor harvest and drought. This is also in line with the finding (Coornbs, 1970) who also discover that most rural parent consider western education as purely direct economic generating, it should provide specific skill and information that lead to economic generating occupation. Consequently, those who graduate should become well-paid by government in offices. However, graduate who do not gain government employment are consider as “failure” been capable of contributing nothing to the society and their families. Nowadays there are many girls who finish secondary school without doing any work which also prevent many parent especially in the rural area not to enrolled their girls in school.

Both rural and urban teachers did not significantly differ in their perception on the remedies to parental discrimination. Because both rural and urban teachers believe that the best remedy is that parent should desist from allowing their girls to hawk instead of

schooling and government should provide employment for girls who complete school. This is also in line with the Federal Ministry of Women Affairs and Social Development with support from the Millennium Development Goals (MDG) office (May, 2010). Its findings revealed that government has realized the value of educating the girls child and that several benefits are associated with educating girls which will lead to economic emancipation of women who becomes well informed on her rights and how best to access them. They stressed the used of community participation in education through the traditional rulers, non-governmental organizations and stake holders that seek to draw attention of parents especially those on rural disparity areas on the importance of girls' education to societal development.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendation for the study it also gave implication of the finding to counsellors. It went further to suggest areea for further study.

5.2 Summary

The research study investigated the perception of secondary school teachers on the causes and remedies to parental discrimination on girl child enrolment in school. The study presented in five chapters started with the background to the study, statement of problem, four (4) objectives of the study, four (4) research questions and hypotheses were tested and answered accordingly as well as significance of the study. A number of literatures on girl-child education, causes of discrimination and causes of drop out were highlighted.

The methodology the study adopted for the study is the survey design which involved the used of questionnaire. All the secondary school teachers of Igabi local government constituted the population of this study, both rural and urban teachers as well as male and female teachers were all targeted. There were 1000 secondary school teachers in Igabi local government, two hundred and fifty (250) subjects were used for this study. The instruments were validated by experts. A pilot study was conducted using twenty five (25) teachers from a school that is not part of the study.

The cronbach alpha reliability coefficient method was used to determine the reliability of the instrument. Direct delivering technique was used in data collection. The measuring scale is on a four (4)point linear scale and for the data analysis frequency and percentage as while as independent t-test statistic was used for testing hypotheses. Results of the data analysis were presented based on the responded of both male and female teachers and rural and urban teachers respectively. The finding of the study reveals that male and female teachers do not significantly differ on their perception on the causes of parental discrimination but there is significantly difference on perception of rural and urban teachers on the cause of parental discrimination but they do not differ on their perceptions on remedies to parental discrimination on girl child enrollment in school in Igabi Local Government Area of Kaduna State.

5.3 Conclusion

The conclusion is presented in line with the objectives that both male and female secondary school teachers are of the strong belief that most parents prefer their female children to help them at home than going to school. This is the main cause of parental discrimination of girl child enrollment in school. The teachers irrespective of their gender status opined that the best remedy to parental discrimination of girls child enrolment in school is for parents to desist from allowing their girl child hawk instead of schooling.

Rural and Urban teacher's are of the beliefs that lack of employment opportunities for school girls prevent many parents to send their girl child to schools, rural and urban teachers asserted that parents should desist from engaging their female children in hawking instead of schooling as this is the best remedy to girl child education.

5.4 Recommendations

The following recommendations are based on the findings of the study:

1) Adequate Job opportunities should be provided for girls who complete their secondary school as this will encourage girl child enrolment in schools.
2) Parents should not keep girls at home for domestic activities instead of going to school.
3) Government should reward every parent that enrolls his/her female children and allowed them to complete their secondary education especially those in rural areas.
4) Government should penalize any parents that withdraw their daughters from school without completing the secondary education.
5) Girls who marry can still be encouraged by their husbands and parents to go to school.
6) That the education of the girl child should be completely free especially for those in the rural areas.

5.5. Suggestion for further study

Further studies should be carried out on:

1. Effects of girls education to parent in Kaduna state .
2. Effect of government intervention and awareness in sensitizing parent on girl-child education.

5.6 Implication of Findings to Counselling

This study is important as educational counsellors will make use of the outcome for policy formulation. Parents will also consider this study admirable as it exposes the importance of girl child education for self survival and capacity building. The teachers at secondary schools would consider the outcome suitable by using persuasive means in enrolling and retaining girl child education in the schools. Guidance services should be rendered on a continuous basis because as girl child grows up her need, interest, goals and aspiration may also change. Guidance services are not based on intellectual development alone, rather it is based on the total development of mental, vocational, personal and social aspect of individual and school counsellor should embark on the strategies which could be of benefit to the girls, parent, teachers and administrators such as mobilization programme.

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APPENDIX

LETTER OF INTRODUCTION FRQM FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA.

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

DIRECTORS

INSPECTORATE DIVISION

ZARIA/KADUNA

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

Thank you for your continuing co-operation.

Yours sincerely,

Prof. M. Balarabe

Appendix A

Department of Educational,
Psychology and Counselling,
Faculty of Education,
Ahmadu Bello University,
Zaria,
Kaduna State.
11th December, 2012.

Dear Respondent.

REQUEST RESPONSE TO QUESTIONNAIRE

I am a postgraduate student of Guidance and Counselling carrying out a research work on perception of secondary school teachers on causes and remedies to parental discrimination of girl-child enrolment in school in Igabi Local Government Area of Kaduna State. The questionnaire is to solicit your assistance and cooperation in providing the required information by ticking the appropriate response. It is purely an academic exercise for the award of Masters Degree in Guidance and Counselling. The information provided shall be treated strictly for that purpose.

Thanks for your cooperation.

Yours faithfully,

Bilkisu Ibrahim

SECTION "A"

PERSONAL-DATA

Instruction: Please tick [√] the appropriate response column as it applies to you.

1. Gender: a) Male [ ] b) Female [ ]
2. Location: a) Rural [ ] b) Urban [ ]
3. Name of school: _____

SECTION "B"

Factors Responsible for Parental Discrimination of Girl-Child Enrolment in School.

INSTRUCTION: Please tick the appropriate responses column as it applies to you

KEY WORDS

SA = Strongly Agreed
A = Agreed
D = Disagreed
SD = Strongly Disagreed

Please tick [√] the appropriate response column as it applies to you.

S/NO	ITEMS	RESPONSES			
		SA	A	D	SD
1	ECONOMIC FACTORS				
a.	If I have the resources all my daughters will go to school.				
b.	There is no gain in sending girls to school because it is an economic waste.				
c.	Parents economic wellbeing influence the education of their girl-children.				
d.	Majority of girls who finished secondary schools do not get government employment which prevent parents sending their daughter to school.				
e.	Female child that undergo western education can no longer have time for hawking and farm labour for parent economic return.				

2	RELIGIOUS FACTORS				
a.	Educated girls discard religion.				
b.	Parent fear that girls that undergo western education cannot longer be control by their husbands.				
c.	Exposing girl-children to education means exposing them to all forms of immorality.				
d.	I prefer sending my daughter to Quranic system of education only.				
e.	Parents equate western education with Christian religion.				
3	CULTURAL FACTORS				
a.	Education opposes the local culture which make parent not to send their daughters to school.				
b.	Western dresses and behaviour discourage parents to send their daughter to school.				
c.	It is easier to allow girls in rural area to leave there rural lives without education.				
d.	Western behaviours discourage parents sending their daughters to school.				
e.	Culture sees western education as taboo.				
4	COMMUNITY FACTORS				
a.	Community sees only boys are capable of acquiring western education not girls.				
b.	Schools are located faraway, thereby making it difficult for parents to send their girl-children to school.				
c.	Parents can not send their girl-children to school because they do not like the community where the school is sited.				
d.	The community sees school curriculum not well				

	planned to train their daughter.				
e.	Schools are concentrated in towns and cities making it difficult for girl-children who stay in the villages to attend.				
5	FAMILY FACTORS				
a.	In my family we do not want girls to go to school.				
b.	Girls are more useful helping with house work than going to school.				
c.	Educated girls are useful to their husband families only.				
d.	The male-child always takes advantage of the girl-child, which makes parents to dislike sending their daughters to school.				
e.	The girl-child find it very difficult to marry when she attend western education.				

SECTION "C"

Remedies to Parental Discrimination of Girl-child Enrolment in School

S/NO	ITEMS	Response Categories				MEAN
		Strongly Disagree	Disagree	Agree	Strongly Agree	
1	parents should be gainfully employed to be able to sponsor their girl education					
2	parents should have few children to be able to send the girls to school					
3	parents should desist from allowing their female hawk instead of schooling					
4	parents should be highly educated themselves to know the importance of education for girl children					
5	The school fees of girl child should be made					

	free by government to encourage their enrolment in school					
6	Religious leaders should encourage female education					
7	Religious preacherss should preach the equality of male and female child even in education					
8	The importance of western education and Quranic education should be stressed					
9	Parents should not equate western education with Christian religion					
10	religious houses should be transparent in dealing with female children especially in matters of education and heritage					
11	More schools be sited in rural areas to encourage rural female education					
12	The Western culture of dressing should be improved to encourage girl child education					
13	Female schools should be provided ton encourage girl child education					
14	Local cultures should be intertwined in the school curricular to encourage girl child education					
15	The importance of girl education should be preached by all traditional and cultural leaders					
16	Schools should be located very close to every village community to encourage girl child education					
17	The school curriculum should be reviewed to include proper bringing up of female child to encourage their education					
18	Schools should not be concentrated only in urban centres but also in rural areas to encourage girl child education					
19	Rural communities who send their girls to schools should be rewarded with social amenities like hospitals, roads and water.					
20	Every community should give scholarship to certain number of brilliant girl children in higher education					
21	All family should be motivated to send their girl					

	children to school					
22	Girls should not be left to only do house work at the detriment of their education					
23	Girls who marry can still be encouraged to go to school by their husbands or parents					
24	Families should treat their girld child education as they treat those of the male children					
25	Families should be advised to have the number of children they can educate irrespective of the sex.					
	Cumulative mean					

Appendix B

PERCEPTION OF SECONDARY SCHOOL TEACHERS ON CAUSES AND REMEDIES TO PARENTAL DISCRIMINATION OF GIRL-CHILD ENROLMENT IN SCHOOLS IN Igabi Local Government Area of Kaduna state.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.823	.819	50

Item Statistics

	Mean	Std. Deviation	N
if I have the resources all my daughters will go to school	3.3200	.98826	25
There is no gain in sending girls to school because it is an economic waste	2.7600	.83066	25

Parents economic well being influence the education of their girl-children	2.7600	.96954	25
Majority of girls who finished secondary schools do not get government employment which prevent parents sending their daughters to school	3.2800	1.10000	25
Female child that undergo western education can no longer have time for hawking and farm labour for parents economic return	2.6800	1.02956	25
Educated girls discard religion	2.4800	1.12250	25
parent fear that girls that undergo western education cannot longer be controlled by their husbands	2.6400	.75719	25
Exposing girl-children to education means exposing them to all forms of immorality	3.2400	1.16476	25
I prefer sending my daughter to Quranic system of education only	2.3200	.90000	25
Parents equate western education with Christian religion	3.2000	1.08012	25
Education opposes the local culture which make parent not to send their daughters to school	2.5200	.91833	25

Western dresses and behaviour discourages parents to send their daughter to school	2.7600	.96954	25
It is easier to allow girls in rural area to leave their rural lives without education	3.1600	1.17898	25
Western behaviour discourages parents sending their daughters to school	2.6800	1.02956	25
Culture sees western education as taboo	2.4800	1.12250	25
Community sees only boys are capable of acquiring education not girls	2.4400	.86987	25
Schools are located faraway, thereby making it difficult for parents to send their girl-children to school	3.2000	1.19024	25
parents can not send their girl-children to school because they do not like the community where the school is sited	2.2000	.86603	25
The community sees school curriculum not well planned to train their daughter	3.0800	1.07703	25
Schools are concentrated in towns and cities making it difficult for girl-children who stay in the villages to attend	2.5600	.86987	25
In my family we do not want girls to go to school	2.5600	1.04403	25

Girls are more useful helping with house work than going to school	3.2800	1.10000	25
Educated girls are useful to their husband families only	2.6800	1.02956	25
The male child always takes advantage of the girl-child, which makes parents to dislike sending their daughters to school	2.4800	1.12250	25
The girl-child find it very difficult to marry when she attend western education	2.4800	.91833	25
parents should be gainfully employed to be able to sponsor their girl education	3.1600	1.17898	25
parents should have few children to be able to send the girls to school	2.2800	.93630	25
parents should desist from allowing their female hawk instead of schooling	3.4800	.71414	25
parents should be highly educated themselves to know the importance of education for girl children	2.5600	.91652	25
The school fees of girl child should be made free by government to encourage their enrolment in school	2.7600	.96954	25
Religious leaders should encourage female education	3.2800	1.10000	25

Religious preacherss should preach the equality of male and female child even in education	2.6800	1.02956	25
The importance of western education and Quranic education should be stressed	2.4800	1.12250	25
Parents should not equate western education with Christian religion	2.3200	.90000	25
religious houses should be transparent in dealing with female children especially in matters of education and heritage	3.2800	1.10000	25
More schools be sited in rural areas to encourage rural female education	3.1600	1.06771	25
The Western culture of dressing should be improved to encourage girl child education	2.8000	.76376	25
Female schools should be provided ton encourage girl child education	2.7600	.96954	25
Local cultures should be intertwined in the school curricular to encourage girl child education	2.9200	1.28841	25
The importance of girl education should be preached by all traditional and cultural leaders	2.6000	1.08012	25
Schools should be located very close to every village community to encourage girl child education	2.4000	1.15470	25

The school curriculum should be reviewed to include proper bringing up of female child to encourage their education	2.5200	.87178	25
Schools should not be concentrated only in urban centres but also in rural areas to encourage girl child education	3.1600	1.17898	25
Rural communities who send their girls to schools should be rewarded with social amenities like hospitals, roads and water.	2.3200	.90000	25
Every community should give scholarship to certain number of brilliant girl children in higher education	3.1600	1.06771	25
All family should be motivated to send their girl children to school	2.6400	.81035	25
Girls should not be left to only do house work at the detriment of their education	2.6800	1.02956	25
Girls who marry can still be encouraged to go to school by their husbands or parents	3.2800	1.10000	25
Families should treat their girld child education as they treat those of the male children	2.6800	1.02956	25

Families should be advised to have the number of children they can educate irrespective of the sex.	2.4800	1.12250	25

Appendix C

Table 1: Difference between male and female teachers perception on the causes of parental discrimination of girl-child enrolment in school in Igabi local government area of Kaduna state

S/NO	ITEMS	CLASS	AGREED		DISAGREED		Mean
			Freq	%	Freq	%	Mean
1	if I have the resources all my daughters will go to school	Male	143	77.7	41	22.3	3.2989
		Female	39	62.9	23	37.1	3.4032
2	There is no gain in sending girls to school because it is an economic waste	Male	129	70.1	55	29.9	2.7609
		Female	41	66.1	21	35.9	2.8065
3	Parents economic well being influence the education of their girl-children	Male	106	57.6	78	42.4	2.7554
		Female	46	74.2	16	25.8	2.7581
4	Majority of girls who finished secondary schools do not get government employment which prevent parents sending their daughters to school	Male	127	69.0	57	31.0	3.2826
		Female	43	69.4	19	30.6	3.2258
5	Female child that undergo western education can no longer have time for hawking and farm labour for parents economic return	Male	101	54.9	83	45.1	2.6902
		Female	45	72.6	17	27.4	2.7581
6	Educated girls discard religion	Male	81	44.0	103	56.0	2.4837
		Female	45	72.6	17	27.4	2.5000
7	parent fear that girls that undergo western education cannot longer be controlled by their husbands	Male	95	51.6	89	48.4	2.6467
		Female	48	77.4	14	22.6	2.6613
8	Exposing girl-children to education means exposing them to all forms of immorality	Male	127	69.0	57	31.0	3.2446
		Female	47	75.8	15	24.2	3.1774
9	I prefer sending my daughter to Quranic system of education only	Male	61	33.2	123	66.8	2.3313
		Female	43	69.4	19	30.6	2.3710
10	Parents equate western education with Christian religion	Male	143	77.7	41	22.3	3.2288
		Female	53	85.5	9	14.5	3.1452

11	Education opposes the local culture which make parent not to send their daughters to school	Male	112	60.9	7.2	39.1	2.5489
		Female	40	61.5	22	33.5	2.4677
12	Western dresses and behaviour discourages parents to send their daughter to school	Male	106	57.6	78	42.4	2.7554
		Female	44	71.0	18	29.0	2.7581
13	It is easier to allow girls in rural area to leave their rural lives without education	Male	123	66.8	61	33.2	3.2011
		Female	46	74.2	16	25.8	3.1774
14	Western behaviour discourages parents sending their daughters to school	Male	101	54.9	83	45.1	2.6902
		Female	44	71.0	18	29.0	2.7581
15	**Culture sees western education as taboo**	Male	81	44.0	103	56.0	2.4837
		Female	45	72.6	17	27.4	2.5000
16	Community sees only boys are capable of acquiring education not girls	Male	89	48.4	95	51.6	2.4511
		Female	48	77.4	14	22.6	2.4355
17	Schools are located faraway, thereby making it difficult for parents to send their girl-children to school	Male	121	65.8	63	34.2	3.2065
		Female	49	79.0	13	21.0	3.1290
18	parents can not send their girl-children to school because they do not like the community where the school is sited	Male	55	29.9	129	70.1	2.2174
		Female	45	72.6	17	27.4	2.2258
19	The community sees school curriculum not well planned to train their daughter	Male	137	74.5	47	25.5	3.1087
		Female	55	88.7	7	11.3	3.0000
20	Schools are concentrated in towns and cities making it difficult for girl-children who stay in the villages to attend	Male	112	60.9	72	39.1	2.5870
		Female	46	74.2	16	25.8	2.5106
21	In my family we do not want girls to go to school	Male	94	51.1	90	48.9	2.5652
		Female	49	79.0	13	21.0	2.5161
22	Girls are more useful helping with house work than going to school	Male	127	69.0	57	31.0	3.2826
		Female	49	79.0	13	21.0	3.2258
23	Educated girls are useful to their husband families only	Male	101	54.9	83	45.1	2.6902
		Female	43	69.4	19	30.6	2.7581
24	The male child always takes advantage	Male	81	44.0	103	56.0	2.4837

	of the girl-child, which makes parents to dislike sending their daughters to school	Female	45	72.6	19	29.4	2.5000
25	The girl-child find it very difficult to marry when she attend western education	Male	89	48.4	95	51.6	2.4946
		Female	48	77.4	14	22.6	2.4677

Table 2: Perception of male and female teachers on remedies to parental discrimination of girl-child enrolment in school in Igabi local government area of Kaduna state

S/NO	ITEMS	CLASS	AGREED		DISAGREED		Mean
			Freq	%	Freq	%	
1	parents should be gainfully employed to be able to sponsor their girl education	Male	121	65.8	63	34.2	3.1685
		Female	18	29.0	44	71.0	3.0806
2	parents should have few children to be able to send the girls to school	Male	61	33.2	123	66.8	2.2935
		Female	9	14.5	53	85.5	2.3226
3	parents should desist from allowing their female hawk instead of schooling	Male	161	87.5	23	12.5	3.4891
		Female	25	40.3	37	59.7	3.4839
4	parents should be highly educated themselves to know the importance of education for girl children	Male	118	64.1	66	35.9	2.5870
		Female	18	29.0	44	71.0	2.5161
5	The school fees of girl child should be made free by government to encourage their enrolment in school	Male	106	57.6	78	42.4	2.7554
		Female	16	25.8	46	74.2	2.7581
6	Religious leaders should encourage female education	Male	127	69.0	57	31.0	3.2826
		Female	19	30.6	43	69.4	3.2258
7	Religious preacherss should preach the equality of male and female child even in education	Male	101	54.9	83	45.1	2.6902
		Female	17	27.4	45	72.6	2.7581
8	The importance of western education and Quranic education should be stressed	Male	81	44.0	103	58.0	2.4837
		Female	14	22.4	48	77.4	2.5000
9	Parents should not equate western education with Christian religion	Male	77	41.8	107	58.2	2.3424
		Female	12	19.4	50	80.6	2.2742
10	religious houses should be	Male	127	69.0	57	31.	3.2826

	transparent in dealing with female children especially in matters of education and heritage					0	
		Female	43	69.4	19	30.6	3.2258
11	More schools be sited in rural areas to encourage rural female education	Male	145	78.8	39	21.2	3.2065
		Female	22	35.5	40	64.5	3.1613
12	The Western culture of dressing should be improved to encourage girl child education	Male	126	68.5	58	31.5	2.7935
		Female	21	33.9	41	66.1	2.8710
13	Female schools should be provided ton encourage girl child education	Male	106	57.6	78	42.4	2.7554
		Female	16	25.8	46	74.2	2.7581
14	Local cultures should be intertwined in the school curricular to encourage girl child education	Male	107	58.2	77	41.8	2.9076
		Female	17	27.4	45	72.6	2.8871
15	**The importance of girl education should be preached by all traditional and cultural leaders**	Male	95	51.6	89	48.4	2.6141
		Female	15	24.2	47	75.8	2.6774
16	Schools should be located very close to every village community to encourage girl child education	Male	75	40.8	109	59.2	2.4076
		Female	12	19.4	50	80.6	2.4032
17	The school curriculum should be reviewed to include proper bringing up of female child to encourage their education	Male	89	48.4	95	51.6	2.5326
		Female	13	21.0	49	79.0	2.5161
18	Schools should not be concentrated only in urban centres but also in rural areas to encourage girl child education	Male	121	68.5	63	34.3	3.1685
		Female	18	29.0	44	71.0	3.0806
19	Rural communities who send their girls to schools should be rewarded with social amenities like hospitals, roads and water.	Male	61	33.2	123	66.8	2.3315
		Female	9	14.5	53	85.5	2.3710
20	Every community should give scholarship to certain number of	Male	143	77.7	41	22.3	3.1848

	brilliant girl children in higher education	Female	21	33.9	41	66.1	3.0968
21	All family should be motivated to send their girl children to school	Male	118	64.1	66	35.9	2.6630
		Female	15	24.2	47	75.8	2.6129
22	Girls should not be left to only do house work at the detriment of their education	Male	100	54.3	64	45.7	2.6793
		Female	15	24.2	47	75.8	2.6613
23	Girls who marry can still be encouraged to go to school by their husbands or parents	Male	127	69.0	57	31.0	3.2826
		Female	19	30.6	43	69.4	3.2258
24	Families should treat their girls child education as they treat those of the male children	Male	101	54.9	83	45.1	2.6902
		Female	17	27.4	45	72.6	2.7581
25	Families should be advised to have the number of children they can educate irrespective of the sex.	Male	81	44.0	103	56.0	2.4837
		Female	14	22.6	48	77.4	2.5000

Table 3: Perception of Rural and Urban teachers on the causes of parental discrimination of girl-child enrolment in school in Igabi local government area of Kaduna state

S/NO	*ITEMS*	*CLASS*	*AGREED*		*DISAGREED*		*Mean*
			Freq	*%*	*Freq*	*%*	
1	if I have the resources all my daughters will go to school	*Rural*	*78*	*70.9*	*32*	*29.1*	*2.2818*
		Urban	*88*	*64.7*	*48*	*35.3*	*3.3603*
2	There is no gain in sending girls to school because it is an economic waste	*Rural*	*72*	*65.5*	*38*	*34.5*	*2.7545*
		Urban	*78*	*57.4*	*58*	*42.6*	*2.7868*
3	Parents economic well being influence the education of their girl-children	*Rural*	*59*	*53.6*	*51*	*46.4*	*2.7545*
		Urban	*63*	*46.3*	*73*	*53.7*	*2.7574*
4	Majority of girls who finished secondary schools do not get government employment which prevent parents sending their daughters to school	*Rural*	*71*	*64.5*	*39*	*35.5*	*3.2909*
		Urban	*75*	*55.1*	*61*	*44.9*	*3.2500*
5	Female child that undergo western education can no longer have time for hawking and farm labour for parents economic return	*Rural*	*56*	*50.9*	*54*	*49.1*	*2.6818*
		Urban	*62*	*45.6*	*74*	*54.4*	*2.7279*
6	Educated girls discard religion	*Rural*	*45*	*40.9*	*65*	*59.1*	*2.4818*
		Urban	*50*	*56.8*	*86*	*63.2*	*2.4926*
7	*parent fear that girls that undergo western education cannot longer be controlled by their husbands*	*Rural*	*53*	*48.2*	*57*	*51.8*	*2.6455*
		Urban	*57*	*41.9*	*79*	*58.1*	*2.6544*
8	*Exposing girl-children to education means exposing them to all forms of immorality*	*Rural*	*71*	*64.5*	*39*	*35.5*	*3.2545*
		Urban	*75*	*55.1*	*61*	*44.9*	*3.2059*
9	*I prefer sending my daughter to Quranic system of education only*	*Rural*	*34*	*30.9*	*76*	*69.1*	*2.3273*
		Urban	*36*	*26.5*	*100*	*73.5*	*2.3529*
10	*Parents equate western education with Christian religion*	*Rural*	*81*	*73.6*	*29*	*26.4*	*3.2364*
		Urban	*84*	*61.8*	*52*	*38.2*	*3.1765*
11	*Education opposes the local culture which make parent not to send their daughters to school*	*Rural*	*64*	*58.2*	*46*	*41.8*	*2.5636*
		Urban	*66*	*48.5*	*70*	*51.5*	*2.5000*
12	*Western dresses and behaviour discourages parents to send their daughter to school*	*Rural*	*59*	*53.6*	*51*	*46.4*	*2.7545*
		Urban	*63*	*46.3*	*73*	*53.7*	*2.7574*
13	*It is easier to allow girls in rural area to leave their rural lives without education*	*Rural*	*69*	*62.7*	*41*	*37.3*	*3.2091*
		Urban	*72*	*52.9*	*64*	*47.1*	*3.1838*
14	*Western behaviour discourages*	*Rural*	*56*	*50.9*	*54*	*49.1*	*2.6818*

	parents sending their daughters to school	*Urban*	*62*	*45.6*	*74*	*54.4*	*2.7279*
15	***Culture sees western education as taboo***	*Rural*	*45*	*40.9*	*65*	*59.1*	*2.4818*
		Urban	*50*	*36.8*	*86*	*63.2*	*2.4926*
16	*Community sees only boys are capable of acquiring education not girls*	*Rural*	*50*	*45.5*	*60*	*54.5*	*2.4545*
		Urban	*52*	*38.2*	*84*	*61.8*	*2.4412*
17	*Schools are located faraway, thereby making it difficult for parents to send their girl-children to school*	*Rural*	*68*	*61.8*	*42*	*38.2*	*3.2182*
		Urban	*70*	*51.5*	*66*	*48.5*	*3.1618*
18	*parents can not send their girl-children to school because they do not like the community where the school is sited*	*Rural*	*31*	*28.2*	*79*	*71.8*	*2.2182*
		Urban	*31*	*22.8*	*105*	*77.2*	*2.2205*
19	*The community sees school curriculum not well planned to train their daughter*	*Rural*	*78*	*70.9*	*32*	*29.1*	*3.1273*
		Urban	*75*	*55.1*	*61*	*44.9*	*3.0441*
20	Schools are concentrated in towns and cities making it difficult for girl-children who stay in the villages to attend	*Rural*	*64*	*58.2*	*46*	*41.8*	*2.6000*
		Urban	*61*	*44.9*	*75*	*55.1*	*2.5441*
21	In my family we do not want girls to go to school	*Rural*	*53*	*48.2*	*57*	*51.8*	*2.5727*
		Urban	*54*	*39.7*	*82*	*60.3*	*2.5368*
22	Girls are more useful helping with house work than going to school	*Rural*	*71*	*64.5*	*39*	*35.5*	*3.2909*
		Urban	*75*	*55.1*	*61*	*44.9*	*3.2500*
23	Educated girls are useful to their husband families only	*Rural*	*56*	*50.9*	*54*	*49.1*	*2.6818*
		Urban	*62*	*45.6*	*74*	*54.4*	*2.7279*
24	The male child always takes advantage of the girl-child, which makes parents to dislike sending their daughters to school	*Rural*	*45*	*40.9*	*65*	*59.1*	*2.4818*
		Urban	*50*	*36.8*	*86*	*63.2*	*2.4928*
25	The girl-child find it very difficult to marry when she attend western education	*Rural*	*50*	*45.5*	*60*	*54.5*	*2.5000*
		Urban	*54*	*39.7*	*82*	*60.3*	*2.4779*

Table 4: Perception of Urban and Rural teachers on the remedies to parental discrimination of girl-child enrolment in school in Igabi local government area of Kaduna state

S/NO	***ITEMS***	***CLASS***	***AGREED***		***DISAGREED***		***Mean***
			Freq	***%***	***Freq***	***%***	
1	parents should be gainfully employed to be able to sponsor their girl education	*Rural*	*68*	*61.8*	*42*	*38.2*	*3.1818*
		Urban	*71*	*52.2*	*65*	*47.8*	*3.1176*
2	parents should have few children to be able to send the girls to school	*Rural*	*34*	*30.9*	*76*	*63.1*	*2.2909*
		Urban	*36*	*26.5*	*100*	*73.5*	*2.3088*
3	parents should desist from allowing their female hawk instead of schooling	*Rural*	*90*	*81.8*	*20*	*18.2*	*3.4909*
		Urban	*96*	*70.6*	*40*	*29.4*	*3.4853*
4	parents should be highly educated themselves to know the importance of education for girl children	*Rural*	*67*	*60.9*	*43*	*39.1*	*2.6000*
		Urban	*69*	*50.7*	*67*	*49.3*	*2.5441*
5	The school fees of girl child should be made free by government to encourage their enrolment in school	*Rural*	*59*	*53.6*	*51*	*46.4*	*2.7545*
		Urban	*63*	*46.3*	*73*	*53.7*	*2.7574*
6	Religious leaders should encourage female education	*Rural*	*71*	*64.5*	*39*	*35.5*	*3.2909*
		Urban	*75*	*55.1*	*61*	*44.9*	*3.2500*
7	*Religious preachers should preach the equality of male and female child even in education*	*Rural*	*56*	*50.9*	*54*	*49.1*	*2.6818*
		Urban	*62*	*45.6*	*74*	*54.4*	*2.7279*
8	*The importance of western education and Quranic education should be stressed*	*Rural*	*45*	*40.9*	*65*	*59.1*	*2.4818*
		Urban	*50*	*36.8*	*86*	*63.2*	*2.4926*
9	*Parents should not equate western education with Christian religion*	*Rural*	*44*	*40.0*	*66*	*60.0*	*2.3545*
		Urban	*45*	*33.1*	*91*	*66.9*	*2.3015*
10	*religious houses should be transparent in dealing with female children especially in matters of education and heritage*	*Rural*	*71*	*64.5*	*39*	*35.5*	*3.2909*
		Urban	*75*	*55.1*	*61*	*44.9*	*3.2500*
11	*More schools be sited in rural areas to encourage rural female education*	*Rural*	*82*	*74.5*	*28*	*25.5*	*3.2182*
		Urban	*85*	*62.5*	*51*	*37.5*	*3.1765*
12	*The Western culture of dressing should be improved to encourage girl child education*	*Rural*	*69*	*62.7*	*41*	*37.3*	*2.7818*
		Urban	*78*	*57.4*	*58*	*42.6*	*2.7818*
13	*Female schools should be provided ton*	*Rural*	*59*	*53.6*	*51*	*46.4*	*2.8382*

	encourage girl child education	*Urban*	*63*	*46.3*	*73*	*53.7*	*2..7574*
14	*Local cultures should be intertwined in the school curricular to encourage girl child education*	*Rural*	*60*	*54.5*	*50*	*45.5*	*2.9091*
		Urban	*64*	*47.1*	*72*	*52.9*	*2.8971*
15	The importance of girl education should be preached by all traditional and cultural leaders	*Rural*	*53*	*48.2*	*57*	*51.8*	*2.6471*
		Urban	*57*	*41.9*	*79*	*58.1*	*2.6091*
16	*Schools should be located very close to every village community to encourage girl child education*	*Rural*	*42*	*38.2*	*68*	*61.8*	*2.4044*
		Urban	*45*	*33.1*	*91*	*66.9*	*2.4091*
17	*The school curriculum should be reviewed to include proper bringing up of female child to encourage their education*	*Rural*	*50*	*45.5*	*60*	*54.5*	*2.5221*
		Urban	*52*	*38.2*	*84*	*61.8*	*2.5364*
18	*Schools should not be concentrated only in urban centres but also in rural areas to encourage girl child education*	*Rural*	*68*	*61.8*	*42*	*38.2*	*3.1176*
		Urban	*71*	*52.2*	*65*	*47.8*	*3.1818*
19	*Rural communities who send their girls to schools should be rewarded with social amenities like hospitals, roads and water.*	*Rural*	*34*	*30.9*	*76*	*69.1*	*2.3529*
		Urban	*36*	*26.5*	*110*	*73.5*	*2.3273*
20	Every community should give scholarship to certain number of brilliant girl children in higher education	*Rural*	*81*	*73.6*	*29*	*26.4*	*3.1324*
		Urban	*83*	*61.0*	*53*	*39.0*	*3.2000*
21	All family should be motivated to send their girl children to school	*Rural*	*67*	*60.9*	*43*	*39.1*	*2.6324*
		Urban	*66*	*48.5*	*70*	*51.5*	*2.6727*
22	Girls should not be left to only do house work at the detriment of their education	*Rural*	*56*	*50.9*	*54*	*49.1*	*2.6691*
		Urban	*59*	*43.4*	*77*	*56.6*	*2.6818*
23	Girls who marry can still be encouraged to go to school by their husbands or parents	*Rural*	*71*	*64.5*	*39*	*35.5*	*3.2500*
		Urban	*75*	*55.1*	*61*	*44.9*	*3.2909*
24	Families should treat their girl child education as they treat those of the male children	*Rural*	*56*	*50.9*	*54*	*49.1*	*2.7279*
		Urban	*62*	*45.6*	*74*	*54.4*	*2.6818*
25	Families should be advised to have the number of children they can educate irrespective of the sex.	*Rural*	*45*	*40.9*	*65*	*59.1*	*2.4926*
		Urban	*50*	*36.8*	*86*	*63.2*	*2.4818*