

**PERCEPTION OF PARENTS ON THE GIRL-CHILD EDUCATION IN MINNA
METROPOLIS, NIGER STATE.**

BY

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2017/3/69279BE**

**DEPARTMENT OF SCIENCE EDUCATION
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
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AUGUST, 2021

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION
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ABSTRACT

This research work examined the perception of parents on the Girl-Child Education in Minna Metropolis, Niger state. Two research Questions were raised to guide the study. A survey research design was used and the population of the study was 2,136 of female parents from SS3 in Minna Metropolis, Niger state. And the sample size was 150 parents. The parents are grouped base on their occupation civil/public servant, unemployed, self-employed and private sector. The questionnaire which comprises of 7 items in research question one and 6 items in research question two, four likert scale option of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). 150 questionnaires was made and administered to the sample parents, using the Krejcie Morgans (1970) sample population formula was used to obtain the sample of 150 parents. Research question one, with the grand mean of 23.89 agreed that parents have positive perception on the Girl-Child Education in Minna metropolis. Research question two, with the grand mean of 17.48 agreed that there are factors which affect the Girl-Child Education. Mean and standard deviation was used for descriptive statistics and percentage was used for inferential statistics to answer the research questions. Also independent sample t-test and ANOVA was used to test the null hypothesis at 0.05 level of significance using SPSS. Summary of the finding, Educated and uneducated parents have positive mind set toward the Girl-Child Education. Base on this findings it is recommended that effort should be made by parents to improve the Girl-Child Education in Minna Metropolis, Niger State. Recommendation: one of the recommendation made as a result of the findings, female who are successful in life through education in the state should be giving prominence in government.

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CHAPTER ONE

Introduction

1.1 Background of the Study

The importance of education in building a democratic society cannot be overstressed. Therefore Nigeria as a nation and parents should accept the fact that the education of their children is the right of such children and this could make them independent, intelligent and good innovators of tomorrow. The belief in this, parents toil day and night in their farms and work place to make sure that their children acquire the best education. Therefore this brings us to the fact that education play's vital roles in hatching new cadres for the nation, especially. Beyond the shadow of a doubt, this was why the National Policy on Education (2016) states that every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her ability. In view of the above aims of education between many others, however the girl-child education is given a lack deistical approach by parents.

For example, Kamaldeem, Buhari and Parakoyi (2012) reported the obvious difference against girls in enrolment, attending and Completion rates in all levels of education in Nigeria mostly in northern parts of the country due to a diversity of socio-cultural and religious factors. Terhemba and Umaru (2015) have stressed that female-child access to basic education particularly in northern states of Nigeria appear to be something of great alarm. They sustained that the ratio of boys to girls' enrolment, retention and completion of secondary education mostly in Niger state remains alarmingly low. This is because only 20 percent of women in North-central Nigeria were well-educated. (Terhemba and Umaru 2015)

A glance at literature shown that several factors are responsible for parents' attitudes toward the girl-child education. Traditional beliefs and parental lack have been found to adoptive negative

approach which limit parents' support for girl-child education. Chinelo (2011) stated that the issue of poverty has further forced the situation of girls' lack of access to education because some parents when faced with rare resources, choose to educate boys rather than girls.

As far as Olomukoro and Omiunu (2011) are worried, other limitations to girl child education in Nigeria include cultural inhibitions, mistaken clarifications of religious restrictions, traditional practices, early engagement of girls in marriage, gender insensitivity to educational environments, social preference for the male child and imposing of the girl-child with domestic labor.

Ekejiuba (2011) has preserved that women in Nigeria are hit with poverty than the men because of difference in education and the occurrence of early marriage that tend further to deprive women and subject them to judgment. Umoh and Atakpa (2014) stressed that generally because of gender perception and cultural barriers, the girl-child was not allowed the opportunity to go to school early in Africa. They were shaped, loved and kept back at home to cook, marry, bear children, keep the house and serve the men. It is surely the responsibility of the family and society to protect the rights of all children including the girl-child. Thus a caring society will not only given dignity to young children through education but equally create conditions in which they can portray their potentials and material of ensuring that the educational right of the girl-child is safe guarded is a very vital one.

This is so because human rights in general and educational right in particular have a specific application to female children probably because of her society inattention and bias. Despite the new universal advantages of female education parents tend to prefer to educate their son's given women's role, the household economy and the perceived disadvantage of investing in a girl-child who will marry in to another family and take with her the advantage she has gained (U.N.F.A 2009).

The above demerit is one of the perception of parents towards girl-child education in Niger State. But the most noticeable ones include perception of girl-child education and their peculiar household role's poor parental educational background, poverty and limited resources.

Although the girl-child has the right to education, in Niger State, girl-child enrolment in primary schools and transition to secondary and tertiary education appear quite low compare to their male, this could be attributed to parent perception. This inequality could be due to intentional discrimination of the female child on educational issues. This is more pronounced in Niger, Kaduna, Kebbi and Sokoto State respectively where particular cultures permit women to be married very early in life. As far as Olomukoro and Omiunu (2011) are worried, other limitations to girl child education in Nigeria include cultural inhibitions, mistaken interpretations of religious injunctions, traditional practices, early engagement of girls in marriage, gender insensitivity to educational environments, social preference for the male child and imposing of the girl-child with domestic labor. These cultures have inevitably led to both low enrolments of girls to school and their high dropout rate.

In Nigeria today so far every culture has made it very clear that all persons notwithstanding their sex, age and social status should seek for knowledge that would poster their well-being both spiritually and materially (Ambreen & Mohyuddin, 2013). The position of the great with century revivalist movement lead by Sheikh Usman Danfodio and his brother Abdullahi on girls and women education is well known through the Sokoto caliphate area and beyond. It was Usman Danfodio who condemned scholars who deprive their wives and women from participating in education programs while them themselves imparting or acquiring it outside. However, some parents in Niger State according to Daniel M (1988) and Tamimu (2004) hide under the canopy of culture thereby deprive upto 70% of their girl-child from acquiring western education

notwithstanding the fact that certain great scholars have encouraged girl-child education even in the state.

1.2 Statement of the Problem

In some part of sub-Saharan Africa and Nigeria in particular, the birth of a male child in Nigeria is regularly received with joy, gladness and jubilation than that of the female. One of the motives is that the male child is seen as the one that would take over the duty of the family after the parents are gone. The female child is viewed as someone that belongs to another family because of marriage. Sometimes, the girl-child is made to hawk in order to get money to train the boy. In short, some parents have developed the attitude of sending the female child on early marriage so that they can use the money to train the boy. In the extreme northern part of Nigeria, religious belief is used to reject the female child, education. The general slogan that “the women’s’ place is in the kitchen” is also used to deprive the girl-child education.

Furthermore, the western education system indoctrinated parents hence added little scale to poor parental perception to western education. This is intensely illustrated in the text book. Used at all levels of Nigerian education system. The text book seems to be gender stereotype. Because even at primary level the text book have stereotyped pictures such as father reading newspaper, or watching television , mother with baby on back, carrying basket on her way to market. Conversely within the cultural factor, lies the religious length which in Niger State also seems to be a projecting issue in parental perception on girl-child education owing to this there is a wide gap between male and female enrolment in western education.

Economic factor is also another problem which makes parents in minna metropolis to deprive their female children from education. This is because girl-child seen, as drifters hence need not to waste

any fund on them. However, some parents in minna metropolis are absolutely poor and could not carry the load of their female child education. Since to some parents the female would be married to another family.

Given the proceeding, there have been advocacy for gender equality in education and employment by the united nation and human right organization, one of the important goals of the MDGS is gender equality. With these initiative it is expected that parents' perception in minna metropolis toward the girl-child education might improve. It is in the light of the above, the researcher seeks to examine and analyze the parental perception towards the girl-child education, with particular reference to minna metropolis, Niger State.

1.3 Aims and Objectives of the Study

This study is aimed at the perception of parents on the girl-child education in Minna Metropolis, Niger State. Specifically the study has the following objectives:-

1. Determine parent's perception of the girl-child education in Minna Metropolis.
2. Determine the perception of male and female parents on the girl-child education
3. Examine parent perception on the girl-child education base on their occupation

1.4 Research Questions

The following research questions will be answered in the study

1. What is the perception of parents on the girl-child education in minna metropolis?
2. Perceive Factors that affects the Girl-Child Education in minna metropolis.

1.5 Research Hypothesis

1. There is no significant difference between male and female parents' perception on the girl-child education.
2. There is no significant difference between the parent perceptions on the girl-child education base on their occupation.

1.6 Significance of the Study

The findings of this project will be of enormous value to the Girl-Child, Parents and Guardians, the Nigeria Educational system and other Researchers. Specifically, this study will benefits the girl-child as it mainly removed the numerous inaccuracies that are associated with the assessment of the Northern Nigeria believe that the western education is not made for the girl-child; instead her place is at home and in the kitchen precisely. This will boost up confidence in their assessment of students.

Similarly, the study is of immense benefit to the Parent and Guardian of the girl-child who wants evidence that their wards despite the fact that they are girl-child; could also achieve and make them proud and be somebody to recon with in the society as well as their male counterpart.

Finally, the project will be of enormous benefit to the Educational system and other Researchers as it will go a long way in supporting education to be worthwhile in Nigeria, it will benefit other Researchers in the university and colleges of education as reference material their research work.

1.6 Scope of the Study

The study titled “the perception of parent on the girl-child education in minna metropolis” is designed to examine some silent factors responsible for girl child enrollment in Western education in minna metropolis, Niger State.

1.7 Definition of term

PERCEPTION: is the thought or mental image an individual has, about a particular thing, that are shaped by their background, knowledge, this experience might involve their family history or tradition, education, work and culture.

PERCEIVE: to see, to be aware of, to understand

PARENT: a parent is the caretaker of a child, either biological or adopted

EDUCATION: is the process of facilitating learning or the acquisition of knowledge, skill, value, beliefs, habits and norms.

GIRL-CHILD: Offorma(2009) defines girl-child from the birth to eighteen (18) years of ages.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter deals with the aspect of the concept and nature of girl-child education in Nigeria, the impairments to participation in western education by girl-child the perception of parents on the girl-child education in minna metropolis, Niger State and strategies for improving girl-child education in mina metropolis, Niger State.

2.2 Conceptual Framework

2.2.1 Perception and nature of Girl-Child education in Nigeria

The project intends to look in to various literatures from libraries that researcher on parent's attitude to girl-child education mostly. This chapter inclines to bring out what others have said about the topic through books, journals and magazines.

The third national Development plan declared that consideration of justice and quality demands equalization to education opportunities to enables every Nigeria child to have co-operatives opportunities for self-development and achievements irrespective of where he or she lives notwithstanding the economic and social circumstances in to which he or she has been born (F.G.N 2007).

The National policy on education (2004) stipulated that basic education must be provided whenever more people are and who ever may be (F.G.N 2007). These and other official consideration led to a wide spread expansion and universalities of access to basic education which necessitated the introduction of U.P.E scheme in 1976. Indeed there are sample evidence to suggest that modern school structure have been sensibly well established in most parts of Niger State.

However, despite the very extensive network of school established throughout the State over the last few years of the creation of the State. The goal of the universal primary education which stresses 100% enrolment rate remains exclusive in Minna Metropolis.

This shows that a little more than a quarter of school age population could go to school. However the official statistics is primary school in the State are girls. The gap even gets wider and wider as children move along educational ladder as few girls become even fewer, parents will allow their daughter, to divide their lives between home and school life. From the Islamic point of view which it role dominate religious. The viewed importance of girl-child education was fully elaborated in newspaper of 1st June 1999 that all prophet ion traditions stipulates that the searcher for knowledge is compulsory for every.

Muslims male and female. Allah (S.W.A) has declared in the holy Qur'an that I have only created Jinn and man that they should worship one 95:56. Worship here is not restricted to the physical performance of religions virtue alone but it embraces all aspects of human activities through feeling and work which are in traditional values with the Qur'an and Sunnah. Then if male and female are not spiritually and morally equipped from all these how will they be able to perform the obligation to Allah to themselves and to humanity? Many verses of the Holy Qur'an showing the important of knowledge. In fact Islam considers education as the basic of human development and key to the growth of culture and civilization.

In Islam knowledge is considered as one entire that must be pursued by the believers and no distinction is made between the religious and secular knowledge. This is so because in the Holy Qur'an we are refreshed to prove in to the environment, conquer it and as used in the Holy Qur'an and Sunnah (Hadith) present both male and female gender in special circumstances where it is otherwise indicated.

The basic fact here is that Islam treats female as individuals and distinct from male in any part. Legally, female is considered by Islam as an individual who must abide by commands and prohibitions of Allah. She is also to be regarded or chastised according to her deeds or misdeeds in social life. Females are also treated as individuals. She is, for example, responsible for choosing her own husband, the parents act as guidance for her. Therefore, when it comes to the pursuit of knowledge, females are also considered as individuals who should exercise their rights to salvage themselves from ignorance and contribute their quota to the upliftment of their Ummah (destiny).

It is, in essence, to the above that females should be encouraged to pursue learning and scholarship. Normally, it is not the content of knowledge per-se that matters in Islam but its usefulness or otherwise to the Ummah.

Which is to say, if the knowledge of a doctor, i.e. medical, an engineer, an agricultural scientist is used for the improvement of the Ummah, the knowledge is as useful as that of someone who masters Islamic religious education.

2.2.2 The Perception of Parents towards Girl-Child Education in Niger State

Parents have a dynamic and crucial stand in the topic of perception of parents towards girl-child education in Niger State. Being a parent's means one is responsible before God. Many things can change a child to a parent's level of responsibility to their children.

It has become parents' responsibility to raise children and give them important training and makes them face great difficulties and are no longer as the society and are really a threat to future generations.

To make it clear, parents' behavior and attitude would be copied by their children. The passing of good orientation which is based on sound knowledge and constant deeds which would make a child develop to become humble.

According to Hafsai Tope Abubakar (2010) parents are the first to introduce a child, parents will find out what life is all about how he or she must behave and react when facing problems and events.

An important duty of the parents is to develop the child's talent according to their power and ability, being careful of their behaviors and different at its forms a pattern for the child, influencing the child to grow into a responsible person with the highest human precept in mind. In the words of Dr. Yusuf AL-daradacol (2009) the child is an extension of his Father's eye. While after he presents a continuation of his immobility. He inherits his feature and stature as well as his mental qualities and traits both the good and the bad beautiful as well as the ugly from his father's heart and a place of his body, in essence the family must be the center for the development of morals and one's sense of right and duties. Therefore parents should encourage their girl-child to education as their male son. Given proceeding, parent's attitude can impact positively or negatively on the girl-child education. If the impact is positive the below objectives will be achieved, However if the attitude is negative, the below stated objective will not be achieved, the need for research in parent's perception towards girl-child education in Minna metropolis Niger State is therefore needed following the Objectives of Girl-Child Education as stated below:

1. Raising National awareness on girl-child education and amassed political and financial commitment through advocacy and Sensitization of policy makers at all levels, parents, school authorities and other leaders and girls' themselves.
2. Developing technical capacity of schools and teachers educational skills to create girl-friendly school environments that can enhance the participation of girls and improving learning results.
3. Establishing child friendly school principals as minimum bench marks for effective schools, linked to community empowerment and development.

4. Creating school management committees with community contribution and participation.
5. Building institutional capacity for supporting girl's education and the capacity of stake holders on gender sensitivity and sexuality.
6. Join forces with government and other stake holders in go through existing curricula and teaching materials for gender sensitivity.
7. Encouraging the employment of more female's teachers in the rural areas, where they are most required to serve as role models and support in the monitoring of out of school girls.
8. Monitoring and evaluation of girl's-child education programs through mobilizing and reinforcement the inspectorate's role in this process.
9. Promoting interaction between girl's education and poverty relief programs.
10. Improving service distribution with all stakeholders, providing more female schools where suitable and improving services as well as instructional materials for the upgrade of quality education. The above were built on existing acceleration of girl child education by UNICEF and reinforced by Girls Education Project (GEP). It is also a considerable undertaking by the Federal Government of Nigeria to increase girl's education in Northern Nigeria and to accelerate progress towards achieving the millennium development goals (MDGs) particularly with respect to gender equality. Thus, the purpose of girl child education in Nigeria as stipulated by Adesina (1985) and stressed by UNICEF (2005) are:
 1. To inculcate literacy, numeracy and skills of effective communication into the child.
 2. To help the child to improve his thinking quality.
 3. To give the child good citizenship education.
 4. To help improve the child adapt to his environment.
 5. To improve the child's habits and character.

6. To help the child to acquire the necessary vocational skills which will give him fruitful employment throughout his life time.

2.3 Theoretical Framework

A triangulation of Weber's social action theory, the feminist theory on patriarchy and the sex role theory provided a complete framework that highlighted the links between the variables being examined. The social act theory of Weber was employed to define the motives of individual actor towards the girl-child. It noted that biased practices towards the girl-child were motivated by motives that were situated within a given sociocultural background and individual actors attach cultural significance to their actions towards the girl-child (Swingewood, 1991; Ritzer, 1996). Also, it noted that biased practices are deliberate actions of individual actors at the household level which involved streamlining of the value of the girl-child vis-à-vis the boy-child. On the other hand, the feminist theory on patriarchy sought for unexpected explanation on the dissemination of biased practices against the girl-child. In present-day times in feminist scholarship it had been used to analyses the principles fundamental women's domination and by extension the girl-child. It referred to the whole of structures of domination and utilization that affected women's position and by extension, the girl-child's position in society (Walby, 1990; Coetzee, 2001; Giddens *et al.*, 2005; Ray, 2011).

2.3.1 Weakened Attitude to the Participation by Girl-Child in Western Education

Today female are Accountants, Bankers, Academicians, medical doctors, lawyers, librarians, police, Army, engineer's, journalist and laborers. Taking a good look at politics is to talk about a women named Hajiya Sawaba Gambo who is one of the well-known political icon in the Northern Nigeria contrary to the way in the Northern part of the country men relegated women only to the bedroom and kitchen. Instead of them to be placed in the rightful outline of things in Nigeria.

Hajiya Gambo added that when female play a key role in the societal struggles they should also be remembered directly through given a post in the governmental organization and place of recognition. As a leader in the northern Nigeria, Hajiya Gambo had been battling for female in the country, she formed different societies to struggle alongside the male counterpart. She emphasized that the so called monolithic north is no longer they kill it for the save of the unity of the heart to the Babangida administration while being five years in the office. Without appointing or including a female in the armed force ruling council (AFRC). Which is the nation highest ruling body in the armed force during the military regime.

In the military regime there were no women governors notwithstanding the fact that there are few senior women military and police officers. Hajiya Gambo said such commission although, not actually an indication of non-recognition of the importance of women in the society, many make the establishment of female organization more in learning full for the society hundreds of them exists to national and state levels and had been drawing the attention of Nigeria to the problems and needs of female. According to Emily Imokhada (2014) The President National Council of women societies (NCINS). Which is the umbrella organization for most other women bodies whose problems were actually not effectively attended to. This is why the society existed, likewise the national association of women journalist (N.A.W.J), these societies felt the need for women wing to address things from their respective parents' organization.

During the tenure of president general Ibrahim Babangida (1990) the first lady Maryam Ibrahim Babangida formed some female organization as follows:

1. National Association for women journalist (N.A.W.J)
2. Professional insurance ladies association (P.I.L.A)
3. Nigeria army officers wives association (N.A.O.W.A)
4. Police officers wives association (P.O.W.A)

5. National Air force officers association (N.A.F.O.A)
6. Association of lady pharmacists (A.L.P)
7. National association of female in business (N.A.F.B)
8. International federal of female lawyer (I.F.F.L)
9. Female Health Research Network in Nigeria (F.H.R.N.N)
10. National council of female societies (N.C.f.S)

2.3.2 Strategies for Improving Girl-Child Education in Niger State

Kaide (2013) said education is an important tool for acquiring knowledge skills and building it self-confidence, through education the female would be able to contribute more effectively in improving the economic status of her family. She will be a good assets to her family, State and nation in this the social benefits to be derived by the education the female cannot be over emphasized. There is urgent needs for all to support and encourage the education of their girl-child. In over effort to reverse the fend and the fact that we need females teachers , nurses doctors, and scientists, the Niger State government came up with articulated programs for the general improvement of the girl-child education as follows:

1. To contribute in the rehabilitation of all girl-child schools in the State.
2. Traditional rulers, Imams, Politicians and Opinion leaders should be involved in the enrolment, retention and completion of schools by the female children in their respective domains.
3. Training of more female teachers, nurses, and doctors in receiving government attention through special scholarship award and remedial courses.
4. More responsible positions such as education secretary, Head mistress, Education officer (E.O) and Supervisors should be assigned to qualified female teachers. This will make them serve as role models to the aspiring girl-child.

5. The state universal Basic Education Board should introduce the Best Education Secretary Award for female enrolment and retention in schools.
6. Performing female children should identified, recognized and rewarded. Automatic scholarship to such female children at all levels should be introduced through a joint efforts of the government, the politicians and philanthropists.
7. Opportunities for women participation in active politics should be created. This will enable them to contest for legislative seats both at state and national levels. It will also serve as a gateway for women's opinion to be heard especially in matters affecting the education of the girl-child.
8. More appointment in governance should be given to women so as to raise the hope and aspirations of the younger females coming up through educational struggle.

Minna the state capital of Niger State, will leave adjoining the stones unfortunate in its efforts to improve and revive the education sector; and is appealing all and diverse to support the present administration of Dr Abubakar Sani Bello in this respect. Particularly on the girl-child education derived emphasis is also made on tangible terms that Niger State needs female to fill our quotes of institution of higher learning and in our hospitals, schools and even our homes for proper and moral upbringing of your children.

2.4 Empirical Studies

The research of this kind has be there done by different researchers in order to look to the problematic of girl-child education and its evaluation. Most of the linked resources have their research questions, basic notion, and hypothesis different in one way or the other, to this research work. This study is peculiar unique in the sense that nobody looks to the separates perception of

male and female parents, societal perception and girl's perception towards education. The school system and the female education is another thing that made the work different.

People like Daniel M. (1988) in Niger State and Tamimu (2004) of Kauru Local Government in Kaduna State were some of the researchers that conducted research in the area of study.

Mazuba Daniel and Tanimu have conducted research and came up with these recommendations.

- Girl-child herself should be properly educated especially by women organization to know that she needs to be properly and comprehensively educated
- Any belief that puts girl-child to a disadvantage should be completely and permanently eliminated. For example early marriage (child marriage) which reduce the role of girl-child in the society to a simple marrying and bearing of children
- Government should give girl-child especially with a view to bridge the gap that existed for long.
- it should be made clear to parents/guardians and potential husbands of girl-children that education of a woman is so important to both her parents, husbands and children to the society. Their role is more than marrying or bearing children.

2.5 Summary

This chapter has exposed that there were various factors that have contributed to the parent's perception towards girl-child education in Chanchaga Local Government Area, Niger state. Some of the factors recognized in the study contain the negative perception of parents on the girl- child education, societal perception, the government and its outstanding efforts to look into the harms. The national policy on education on female education as well as the school system and the ground for female education has been linked with many problems like early marriage and hawking while enrolment and preservation deliver a sound tract in sustaining girl-child education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the process involved in the study. The researcher, therefore, presents the methodology used in conducting the investigation. The research design, the population of the study, sample, and sampling Technique, research instruments, Validity and Reliability of the research instrument, methods of data Collection, Method of Data analysis.

3.2 Research Design

Skinner and Taylor (1988) defined research design as a basic plan, which guides data collection. This study employed descriptive survey designs. The survey is one in which data are collected from selected individuals at a single point in time. This is considered most important for this study to obtain current information on perception of parents on the Girl-Child Education in Minna Metropolis,

3.3 Population of the Study

The population of the study comprises of only SS3 female students parents in Minna Metropolis, Niger State. The total number of the female student's parents in SS3 in Minna Metropolis is 2,136.

3.4 Sample and Sampling Techniques

Out of all the senior secondary school in minna metropolis, SS3 female students' parents were selected. Krejcie Morgans (1970) sample population formula was used to obtain the sample size of 150 parents. 150 questionnaire was administered per one to each parents. A proportionate simple random sampling techniques was used to select the sample size, purposive sampling techniques was used to select the sample size of parents. The parents were randomly selected from each area in minna metropolis.

3.5 Research Instruments

Questionnaire developed by the researcher was the instrument used for collecting data from Parents during this study. The instrument is named “Questionnaire on the Perception of parents on the Girl-Child Education, which was administered to parents. Consists of sections A, B, C. Section A was used to collect demographic data from the parents (like Gender, Educational Qualification and Occupation). Section B consisted of 7 items that was used to collect data on what is the perception of parents on the Girl-Child Education in Minna Metropolis, section C consisted of 6 items that was used to collect data from parents. Perceive the factor that affect the Girl-Child Education. A four-point Likert rating scale of Strongly Agree (SA)=4, Agree (A)=3, , Disagree (D)=2 and Strongly Disagree (SD)=1 was used.

3.6 Validity of the instrument

Three experts in the field of Education were given the instrument to validate, to ensure the validity of the instrument. Two lecturers from FUT minna and one lecturer from College of Education minna.

3.7 Reliability of the instrument

The parallel (equivalent) method of reliability was carried out on the instrument

3.8 Method of Data Collection

For this research work, parents that are uneducated, educated parents and young adult are involve in obtaining the required information so as to ensure a reliable and validated data that will provides a reliable result which can be utilized.

3.9 Method of Data Analysis

Sample collected from sample parent will be analyzed using Descriptive and inferential statistics. For descriptive (mean and standard deviation) inferential (percentage) will be used to answer

research questions. For decision rule, a decision mean of 2.50 will be used to decide whether to or not to accept or reject an item on the questionnaire. For the inferential statistic the analysis of variance (ANOVA) will used to test the null hypothesis at 0.05 level of the variance. The data will be analyzed using statistical package for social science (SPSS).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The study investigated the perception of parents on the Girl-Child Education in Minna Metropolis. This chapter deals with data analysis and presentation of results based on the stated research question and formulated hypothesis as highlighted in chapter one. The chapter also deals with summary of findings and discussion of results.

Presentation of Results

The findings from the data for the study were presented under the following,

- i. Demographic data
- ii. Research questions
- iii. Testing hypothesis

4.2 Demographic Data

In this section the demographic data are presented showing of the sample size in terms of gender

4.2.1 Distribution of Sample Size by Gender

The distribution of sample size base on Gender this is distribution of the respondents in this population and the analysis in table 4.2

Table 4.2 Distribution of Sample Size by Gender

	Frequency	Percent
Male	55	36.7
Female	95	63.3
Total	150	100

From the table above, 36.7% of the respondents surveyed represent male while 63.3% are female. This shows that there are more female parents in the survey than the male parents. The finding is presented in a pie chart.

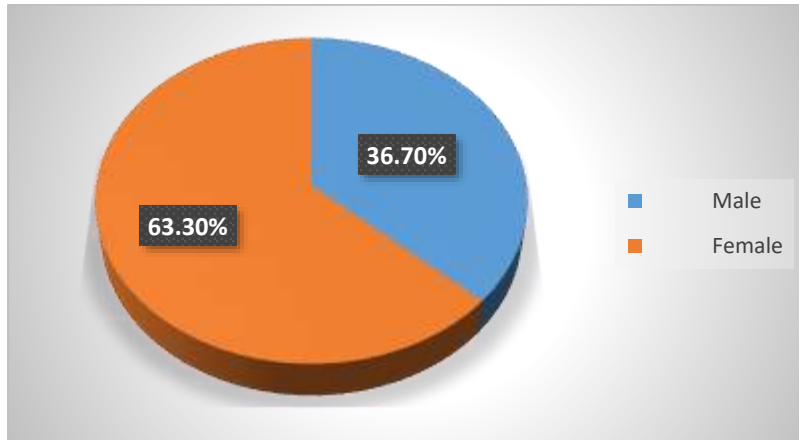


Figure 4.1: Distribution of Sample Size by Gender

4.2.2 Distribution of Sample Size by Occupation

The distribution of sample size base on occupation this is distribution of the respondents in this population and the analysis in table 4.2.2

Table 4.2.2 Distribution of Sample Size by Occupation

	Frequency	Percent
Civil/Public Servant	32	21.3
Unemployed	44	29.3
Self Employed	43	28.7
Private Sector	31	20.7
Total	150	100

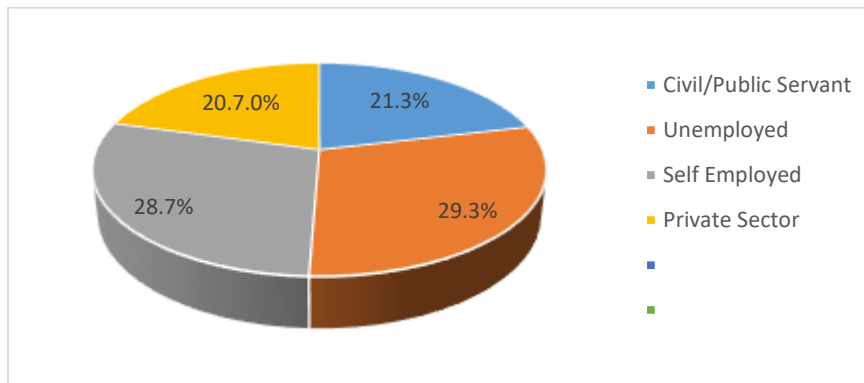


Figure 4.2.2 Distribution of Sample Size by Occupation

From the table above, 21.3% of respondents surveyed are parent who are Civil/Public Servant, while 29.3% represent those parents who are unemployed, while 28.7% represent those parents who are self-employed, while 20.7% represent those parents who working with private sector. The survey indicates that unemployed parent and self-employed parent are more populated in this survey. The finding is presented in a pie chart.

4.2 Research Questions

Research Question one: What is the perception of Parents on the girl-child education parents in Minna Metropolis, to answer this question percentage, mean and standard deviation was used and the analysis presented in Table 4.3

Table 4.3: Mean and Standard Deviation of Parents perception of the Girl-child Education

S/N	ITEMS	SA	A	D	SD	Mean	Standard deviation
1	Girl – child education should be equally treated with that of boys	66.7%	31.3%	2.0%	0.0%	3.65	.520
2	The Girl-Child can excel In Both Arts and Science subjects	51.3%	46.7%	2.0%	0.0%	3.49	.540
3	The Girl-Child can competes favorably with boys	50.7%	43.3%	6.0%	0.0%	3.45	.608
4	Discrimination of the Girl-child should be discouraged	62.0%	32.7%	2.0%	3.3%	3.53	.702
5	Education can bring positive change in behavior of girl-child	60.7%	38.0%	1.3%	0.0%	3.59	.519
6	Girl-Child aspires to go beyond Secondary Education	38.7%	52.0%	9.3%	0.0%	3.29	.630
7	Girl-Child enrolment is highly encouraging in Minna metropolis	8.7%	71.3%	20.0%	0.0%	2.89	.525
Grand Mean						23.89	4.044

The table above reveals the perception of parents on the girl-child education in Minna Metropolis, where item one show that 66.7% of parents show strongly agreed to the statement that Girl – child education should be equally treated with that of boys with 31.3% of the parents also showing an agreement to the statement, while 2.0% of the parents are of contrary opinion to the statement showing disagreed and 0.0% also showing strongly disagreed to the statement. From item two, 51.3% of the parents strongly agreed that The Girl-Child can excel In Both Arts and Science subjects with 46.7% also agreeing to this statement, while 2.0% of the parents disagreed to the statement with 0.0% also showing strongly disagreed as well.

Considering item three, 50.7% of the parent surveyed strongly agreed that the Girl-Child can competes favorably with boys with 43.3% also agreeing to the statement, while 6.0% and 0.0% shows contrary opinion about the statement with disagreed and strongly disagreed respectively.

Research question one item four recorded that 62.0% of the parents strongly agreed that Discrimination of the Girl-child should be discouraged with 32.7% also agreeing to this statement while, 2.0% shows a disagreement to the statement and 3.3% also showing strongly disagreed also.

From research question one item five, 60.7% of the parents strongly agreed that Education can bring positive change in behavior of girl-child and 38.0% of the parents also agreeing to this statement while, 1.3% of the parents showing a disagreement to this statement and 0.0% strongly disagreed were also recorded. Item six recorded that 38.7% of the parents strongly agreed that Girl-Child aspires to go beyond Secondary Education with 52.0% of the parents also in support of the statement with agreed response while, 9.3% of the parents showed disagreed to the statement and 0.0 % also showing strongly disagreed to the statement. Finally item seven shows that 8.7% of parents strongly agreed that Girl-Child enrolment is highly encouraging in Chanchaga Local Government Area, with 71.3% of the parents supporting the statement with agreed response while, 20.0% of the parents showed disagreed to the statement with also 0.0% of strongly disagreed from parents.

The table 4.3 above also illustrated that statements one, two, three, four, five, six and seven are having means 3.65, 3.49, 3.45, 3.53, 3.59, 3.29, 2.89 and standard deviations .520, .540, .608, .702, .519, .630, 525 respectively. With grand mean of 23.89, S.D 4.044

Research Question two: Perceive Factors that affects the Girl-Child Education? To answer this question percentage, mean and standard deviation was used and the analysis presented in Table 4.4

Table 4.4: Mean and Standard Deviation of Perceive Factor that affects the Girl-child Education

S/N	ITEMS	SA	A	D	SD	Mean	Standard deviation
1	Religion does not support Girl-Child Education	1.3%	15.3%	52.0%	31.3%	1.87	.711
2	Cultural Antecedents discourages the Girl-Child from seeking Education	22.0%	54.0%	18.7%	5.3%	2.93	.787
3	Government low expectations for the Girl-Childs	20.7%	56.7%	19.3%	3.3%	2.95	.731
4	Early marriage have hinder the Girl-Child success in school	48.0%	46.0%	2.6%	0.0%	3.42	.605
5	Socio-Economic conditions of parent also hinders the Girl-Child Education	34.7%	59.3%	5.3%	.7%	3.28	.592
6	Peer-group relationship affects the Girl-Child more in school	26.7%	52.7%	18.0%	2.7%	3.03	.746
Grand Mean						17.48	4.172

The table 4.4 above reveals the Perceive Factors that affects the Girl-Child Education in Minna Metropolis, where item one show that 1.3% of parents show strongly agreed that Religion does not support Girl-Child Education with 15.3% of the parents also showing an agreement to the statement, while 52.0% of the parents are of contrary opinion to the statement showing disagreed and 31.3% also showing strongly disagreed to the statement. From item two, 22.0% of the parents strongly agreed that the Cultural Antecedents discourages the Girl-Child from seeking Education

with 54.0% also agreeing to this statement, while 18.7% of the parents disagreed to the statement with 5.3% also showing strongly disagreed as well.

Considering item three, 20.7% of the parent surveyed strongly agreed that the Government low expectations for the Girl-Childs with 56.7% also agreeing to the statement, while 19.3% and 3.3% shows contrary opinion about the statement with disagreed and strongly disagreed respectively. Research question one item four recorded that 48.0% of the parents strongly agreed that Early marriage have hinder the Girl-Child success in school with 46.0% also agreeing to this statement while, 6.0% shows a disagreement to the statement and 0.0% also showing strongly disagreed also.

From research question one item five, 34.7% of the parents strongly agreed that Socio-Economic conditions of parent also hinders the Girl-Child Education and 59.3% of the parents also agreeing to this statement while, 5.2% of the parents showing a disagreement to this statement and .7% strongly disagreed were also recorded. Item six recorded that 26.7% of the parents strongly agreed that Peer-group relationship affects the Girl-Child more in school with 52.7% of the parents also in support of the statement with agreed response while, 18.0% of the parents showed disagreed to the statement and 2.7 % also showing strongly disagreed to the statement.

The table 4.4 above also illustrated that statements one, two, three, four, five, six and seven are having means 1.78, 2.93, 2.95, 3.42, 3.28, 3.03 and standard deviations .711, .787, .731, .605, .592, .746 respectively. With mean Grand mean 17.48, S.D 4.172

4.3 Testing Hypothesis

HO₁ There is no significant difference between male and female parents' perception on the girl-child education. Was analyzed using independent sample t-test. The summary of data collected and analyzed in respect of null hypothesis two is presented in Table 4.6

Table 4.5 Summary of independent sample t-test on the perception of male and female parents

Gender	N	Mean	SD	Df	T-test	P-value
Male	55	24.67	2.178	148	3.289	.001
Female	95	23.44	2.225			

Table 4.5 shows that there is no significant difference between male and female parents' perception on the girl-child education. The table showed $t(148) = 3.289, p=(.001) < 0.05$. The null hypothesis was thus rejected because there is a significant difference between the male and female parent perception on the Girl-Child Education in minna metropolis. Level of significant. Hence this finding has shown that the male and female parents, they all have different opinion on the Girl-Child Education.

HO₂ There is no significant difference between the parent perceptions on the girl-child education base on their occupation. To test this hypothesis, ANOVA was used

Table 4.6: ANOVA Comparison of parent perceptions on the Girl-Child education based on their Occupation.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	238.383	3	79.461	21.648	.000
Within Groups	535.910	146	3.671		
Total	774.293	149			

Table 4.6 presents the Analysis of Variance (ANOVA) results of the parent perceptions on the girl-child education base on their occupation; Civil/Public servant, Unemployed, Self-Employed. Private sector. The results indicate that there is no statistically significant difference in the parent perceptions on the girl-child education base on their occupation. Among Civil/Public servant, Unemployed, Self-Employed. Private sector. $F(3,146) = 21.648, p(.000) < 0.05$. Hence, hypothesis two which states that there is a significance difference in the parent perceptions on the girl-child education base on their occupation in Minna Metropolis, Niger State based on occupation is accepted. This implies that the occupation of parents has influence on Girl-child Education.

4.3 Summary of the Findings

From the data collected, computed, analyzed and interpreted in this study, the findings are summarized as follow:

1. Parents' have positive perception to the development of the Girl-Child Education in Minna Metropolis.
2. Some of the parents agree to some key factors that affect the Girl-Child.
3. The male and female parents has positive perception to the Girl-Child Education

4. The Educated parents and uneducated parents have positive mind set toward the Girl-Child Education.

4.4 Discussion of Findings

Data presented on Table 4.4 provided answer to research question one. The finding revealed that 66.7% of parents strongly agreed to the statement that the Girl – child education should be equally treated with that of boys. This is in line with the finding of Kamaldeen *et al.* (2012) concluding on the fact that there should be an equal treatment for the both child as far as education is concern also seeing that the Girl-Child can compete satisfactorily with the boys.

From item two, the finding revealed that 51.3% of the parents strongly agreed that the Girl-Child can excel In Both Arts and Science subjects, buttressing the finding in item three with 50.7% of the parent who strongly agreed that the Girl-Child can competes favorably with boys as supported by Chinelo (2011) who sees education as a struggle for a brighter tomorrow for both the boys and the girls and to prevent the fall in the standard of education in Nigeria the boys and the girls must be treated and giving equal attention educationally. The finding in item four corresponds with Chinelo (2011) perception, which recorded that 62.0% of the parents strongly agreed that Discrimination of the Girl-child should be discouraged.

Finding in research question one shows that in item five, 60.7% of the parents strongly agreed that Education can bring positive change in the behavior of the girl-child, This finding is consistent with Kaide (2013), who clearly stated that education is an important tool for acquiring knowledge skills and the building of self-confidence. Contrary to this, in item six it recorded that only 38.7% of the parents strongly agreed that Girl-Child aspires to go beyond Secondary Education. Ajiya (1999) who observed this as a Problems of Girl-Child Education lamented greatly. Finally, item

seven shows that 8.7% of parents strongly agreed that Girl-Child enrolment is highly encouraging in Minna metropolis

Data presented on Table 4.4 provided answer to research question two and reveals the Perceive Factors that affects the Girl-Child Education in Minna metropolis, the finding in item one showed that 1.3% of parents strongly agreed that Religion does not support Girl-Child Education with 15.3% of the parents also showing an agreement to the statement, while 52.0% of the parents are of contrary opinion to the statement showing disagreed and 31.3% also showing strongly disagreed to the statement. From item two, it reveals that 54.0% of the parents agreed that the Cultural Antecedents discourages the Girl-Child from seeking Education. Considering item three, 56.7% of the parents agreeing that the Government has low expectations for the Girl-Child. Research question one item four recorded that 48.0% of the parents strongly agreed that early marriage have hinder the Girl-Child success in school. This is in line with the findings of Ajiya (1999) who observed this as a major problem of the Girl-Child Education.

From research question one item five, 59.3% of the parents agreed that Socio-Economic conditions of parent also hinders the Girl-Child Education. This finding in item five matches with Chinelo (2011) observation as well as item six recorded that 52.7% of the parents agreed that Peer-group relationship affects the Girl-Child more in school.

Hypothesis one Findings indicated that there is a significant difference between male and female parents' perception on the Girl-Education the female mean score which is little above that of male in the t-test. Hence, hypothesis one which states that there is no significant difference between male and female parents' perception on the Girl-Education in Minna Metropolis, Niger State based on gender (Male / Female) was rejected. Implies that gender does affect male and female parent's

perception on the Girl-Education Umoh and Atapa (2014) carry out a study on gender base on the perception of the Girl-Child Education.

Hypothesis two results indicate that there is a significant difference in the parent perceptions on the girl-child education base on their occupation among Civil/Public servant, Unemployed, Self-Employed. Private sector. $F(3,146) = 21.648, p(.000) < 0.05$. Hence, hypothesis two which states that there is no significance difference in the parent perceptions on the girl-child education base on their occupation in Minna Metropolis, Niger State based on occupation is rejected. This implies that the occupation of parents has influence on the Girl-Child Education. The result of this study a relation in the findings of (Ajiya, 1999).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Concerned with the desolate views of girl-child education in minna metropolis, and the significant role education plays in the life of any nation in the world, this project arrays out to find the relevant factors of the look-warm perception of parents to girl-child education in minna metropolis.

5.2 Summary

Education is the process by which a person's mind and personality are advanced through teaching especially through formal instruction of school or college or institution. This research was carried out on this topic and eventually compressed the research in finding from different respondents. It has been concluded that to make this problems come to an end all hands must be on deck to give hope for the future. This would be done consider the aim of improvement and commitment to duties as well as holding to ones responsibilities, which clues to progress. Although from what is calculated in the questionnaire virtually all of the people viewed female education as a process of development.

5.2 Conclusion

To carry out this write up a lot of related books and publications were consulted having carefully evaluated the importance education plays in the life of a nation, I come to the conclusion that education for girl-child at all levels in Minna Metropolis should be encouraged by the government and the Emir, by giving public lectures to parents on their girls.

Parents should also be informed that in true improvement is hinged on the educational skill of its citizens. Only educated people would glare trails in all dress of human development in the 21st century. Having that in mind for girl-child to actually make remark impact in the new millennium in Minna Metropolis there must be change of perception by the parents in Minna Metropolis towards girl-child education because girl-child education is more blessing to society than a curse. The communities living in this district are advised to forget their tribalism and individual differences to co-operate and share their ideas in order to achieve sensible objectives, they should also think that to achieve any goals or desire, people are to voluntarily contribute wisely to achieve their own effort for the purpose.

5.3 Recommendations

The following recommendations are made as a result of the findings and conclusion:

1. Parents in (Minna metropolis) are recommended to show encouraging approach toward female-child secondary education.
2. The Ministry of Women Affairs should organize Public Enlightenment programs on the magnitudes of early marriage of girls.
3. The government should make education free up to secondary school level in the Northern part of Nigeria so that girls from poor homes can benefit.
4. Non-governmental organization should give scholarships to girls to inspire them to learn.
5. Parents should not distinguish against their female children but rather treat all children equally and provide same chances for them.
6. Boys and girls should be exposed to the same socialization process so that boys will not feel more superior.

7. Female who are successful in life through education in the state should be given prominence in government.

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APPENDIX

QUESTIONNAIRE FOR THE PERCEPTION OF PARENTS ON THE GIRL-CHILD EDUCATION IN MINNA METROPOLIS, NIGER STATE, NIGERIA.

SECTION A

INSTRUCTION AND PERSONAL DATA

Instructions:

- i Please answer sincerely the question below.
- ii Your answers would be treated confidentially.
- iii Please kindly tick () the response categories you think is most appropriate for item.

The categories are

Strongly Agree = SA

Agree = A

Disagree = DA

Strongly Disagree = SD

- iv Thanks for your anticipated cooperation.

Personal Data

1. Gender: Male Female

2. EDUCATIONAL QUALIFICATION:

NO Education	<input type="checkbox"/>	Primary school	<input type="checkbox"/>
WAECE/NECO	<input type="checkbox"/>	NCE/ND	<input type="checkbox"/>
First Degree/HND	<input type="checkbox"/>	Postgraduate	<input type="checkbox"/>

3. OCCUATION:

Civil/Public servant	<input type="checkbox"/>	Self Employed	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>	Private sector	<input type="checkbox"/>

SECTION B

Please tick () to indicate your level of agreement on the validity and reliability of assessment instrument. The response categories are Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Research Question I

What is the perception of the girl-child education among parents in Minna?

S/No	ITEM	SA	A	D	SD
1	Girl – child education should be equally treated with that of boys				
2	The Girl-Child can excel In Both Arts and Science subjects				
3	The Girl-Child can competes favorably with boys				
4	Discrimination of the Girl-child should be discouraged				
5	Education can bring positive change in behavior of girl-child				
6	Girl-Child aspires to go beyond Secondary Education				
7	Girl-Child enrolment is highly encouraging in Minna Metropolis?				

SECTION C

Please tick () to indicate your level of agreement on the validity and reliability of assessment instrument. The response categories are Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Research Question II

Perceive Factors that affects the Girl-Child Education

S/No	ITEM	SA	A	D	SD
1	Religion does not support Girl-Child Education				
2	Cultural Antecedents discourages the Girl-Child from seeking Education				
3	Government low expectations for the Girl-Childs				
4	Early marriage have hinder the Girl-Child success in school				
5	Socio-Economic conditions of parent also hinders the Girl-Child Education				
6	Peer-group relationship affects the Girl-Child more in school				

APPENDIX

ANALYSIS TABLE (SPSS)

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	55	36.7	36.7	36.7
	female	95	63.3	63.3	100.0
	Total	150	100.0	100.0	

Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Civil/Public Servant	32	21.3	21.3	21.3
	Unemployed	44	29.3	29.3	50.7
	Self Employed	43	28.7	28.7	79.3
	Private Sector	31	20.7	20.7	100.0
	Total	150	100.0	100.0	

Perception of the Girl-Child Education Among Parents in Minna

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	2.0	2.0	2.0
	3	47	31.3	31.3	33.3
	4	100	66.7	66.7	100.0
	Total	150	100.0	100.0	

Perception of the Girl-Child Education Among Parents in Minna

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	2.0	2.0	2.0
	3	70	46.7	46.7	48.7
	4	77	51.3	51.3	100.0
	Total	150	100.0	100.0	

Perception of the Girl-Child Education Among Parents in Minna

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9	6.0	6.0	6.0
	3	65	43.3	43.3	49.3
	4	76	50.7	50.7	100.0
	Total	150	100.0	100.0	

Perception of the Girl-Child Education Among Parents in Minna

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	3.3	3.3	3.3
	2	3	2.0	2.0	5.3
	3	49	32.7	32.7	38.0
	4	93	62.0	62.0	100.0
	Total	150	100.0	100.0	

Perception of the Girl-Child Education Among Parents in Minna

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	1.3	1.3	1.3
	3	57	38.0	38.0	39.3
	4	91	60.7	60.7	100.0
	Total	150	100.0	100.0	

Perception of the Girl-Child Education Among Parents in Minna

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	14	9.3	9.3	9.3
	3	78	52.0	52.0	61.3
	4	58	38.7	38.7	100.0
	Total	150	100.0	100.0	

Perception of the Girl-Child Education Among Parents in Minna

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	30	20.0	20.0	20.0
	3	107	71.3	71.3	91.3
	4	13	8.7	8.7	100.0
	Total	150	100.0	100.0	

Perception of the Girl-Child Education Among Parents in

Minna Total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	.7	.7	.7
	16	1	.7	.7	1.3
	18	1	.7	.7	2.0
	19	1	.7	.7	2.7
	20	13	8.7	8.7	11.3
	21	6	4.0	4.0	15.3
	22	2	1.3	1.3	16.7
	23	24	16.0	16.0	32.7
	24	41	27.3	27.3	60.0
	25	25	16.7	16.7	76.7
	26	25	16.7	16.7	93.3
	27	4	2.7	2.7	96.0
	28	6	4.0	4.0	100.0
Total		150	100.0	100.0	

Percive Factors that affects the Girl-Child Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	47	31.3	31.3	31.3
	2	78	52.0	52.0	83.3
	3	23	15.3	15.3	98.7
	4	2	1.3	1.3	100.0
Total		150	100.0	100.0	

Percive Factors that affects the Girl-Child Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	5.3	5.3	5.3
	2	28	18.7	18.7	24.0
	3	81	54.0	54.0	78.0
	4	33	22.0	22.0	100.0
	Total	150	100.0	100.0	

Percive Factors that affects the Girl-Child Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	3.3	3.3	3.3
	2	29	19.3	19.3	22.7
	3	85	56.7	56.7	79.3
	4	31	20.7	20.7	100.0
	Total	150	100.0	100.0	

Percive Factors that affects the Girl-Child Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9	6.0	6.0	6.0
	3	69	46.0	46.0	52.0
	4	72	48.0	48.0	100.0
	Total	150	100.0	100.0	

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Perception of the Girl-Child Male	55	24.67	2.178	.294
Education Among Parents in Female	95	23.44	2.225	.228
Minna Total				

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T					
Perception of the Girl-Child Education Among Parents in Minna Total	.006	.940	3.289					
Equal variances assumed			3.309					
Equal variances not assumed								

Independent Samples Test

	t-test for Equality of Means					
	Df	Sig. (2-tailed)	Mean Difference			
Perception of the Girl-Child Education Among Parents in Minna Total	148	.001	1.231			
Equal variances assumed						
Equal variances not assumed	114.892	.001	1.231			

Independent Samples Test

	t-test for Equality of Means		
	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper
Perception of the Girl-Child Education Among Parents in Minna Total	.374	.491	1.970
Equal variances assumed			
Equal variances not assumed	.372	.494	1.967

Descriptives

Perception of the Girl-Child Education Among Parents in Minna Total

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
					Lower Bound	Upper Bound		
Civil/Public Servant	32	25.75	.762	.135	25.48	26.02		
Unemployed	44	23.34	2.230	.336	22.66	24.02		
Self Employed	43	22.44	2.271	.346	21.74	23.14		
Private Sector	31	24.77	1.707	.307	24.15	25.40		
Total	150	23.89	2.280	.186	23.53	24.26		

Descriptives

Perception of the Girl-Child Education Among Parents in Minna Total

	Minimum	Maximum
Civil/Public Servant	24	28
Unemployed	14	28
Self Employed	20	28
Private Sector	19	28
Total	14	28

ANOVA

Perception of the Girl-Child Education Among Parents in Minna Total

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	238.383	3	79.461	21.648	.000
Within Groups	535.910	146	3.671		
Total	774.293	149			