

**THE ATTITUDE OF PARENTS TOWARDS GIRL-CHILD  
EDUCATION IN SURU LOCAL GOVERNMENT AREA OF KEBBI  
STATE**

**BY**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE  
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## **APPROVAL PAGE**

This project work has been read and approved as meeting one of the requirements for the award of Bachelor B.ED Primary Education in Usmanu Danfodiyo University, Sokoto Nigeria.

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## **DEDICATION**

This work is dedicated to our beloved parents who took the trouble of our upbringing in a good atmosphere. It is with their support that we have been able to go to school and further our education up to the university level May Allah bless them amen. Also we express our immense gratitude to almighty Allah for making this research project possible with least problems encountered.

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## **ABSTRACT**

The title of our project was attitude of parents towards girl-child education in Suru Local Government area, Kebbi State. A population of 150 was used the design for the study was survey design. The research questions were answered using descriptive status of simple percentage in tables. One of the major findings was early marriage and economic factors were responsible for low or non participation of girls in western education. It was also recommended that the few educated girls should be employed.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

One of the main aims of education is to train children for day to day living, which include enabling them to care for the need of the family as well as the nation. A successful education should also foster in children the joy and happiness of living and to help them to take their place in the society as well as balanced individuals.

Our progress as a nation can be no swifter than our progress in education (John Kennedy 1981).

As stated above education is a work which legacy nation and parents should bequeath to their children in order to have independent, intelligent and wise cadres of tomorrow. The belief in this makes parents toil day and night in their farms and work place to ensure that their children get the best education in their later time all over the world. Therefore this brings us to know that education play's vital roles in hatching new cadres for the nation, especially free and universal education for both male and female children in the society. In view, the above aims of education among many others, is therefore appealing and a thing of great sadness to know that girl-child education is given a lack deistical attitude by parents of Suru Local Government, Kebbi State.



This project therefore seek to find out the reasons for the cold attitude of girl-child education by parents of Suru Local Government and possibly proffer lasting solution to the problem in the State.

## **1.1 BACKGROUND OF THE STUDY**

Girl-child education is one of the issues that seem to be receiving prominent attention in Nigeria today. The development is indeed a reflection of global trend towards girl-child empowerment. Mention liberation, greater equality and indiscrimination. The background to this is predicated on the understanding of the noble role of girl-child in the socio-economic and political development at any country (Nwaubami, 1998).

Girl-child no doubt are the most influential but often neglected group in most of the Nigerian societies. The neglect to a large extend has made girl-child one of the disadvantaged groups in the developing countries at the world where they are marginalized on account of gender, social and cultural bias as well as other stereotypes (UNESCO 1992).

In Nigeria, education is perceived as an instrument per excellence for effective national development (N.P.E 2004). In endorsing the importance of education for all Nigerians, the National Basic education in a variety of forms, depending on the need and possibilities be provided for all citizens bearing this goal in mind, government is expected to treat citizens equally in the process of providing educational opportunities. This there fore suggest that no Nigerian

child should be deemed access to education and self fulfillment on the basis of some perceived misconceptions, like parental lack Warm attitude, social stigma and gender superiority e.t.c.

Indeed girl-child education is very important for the overall development of the country. The place of girl-child in our society is indeed such as important one that any deliberate neglect of their education could portend danger for the entire society.

In fact, it has been often said to teach a boy child is to teach an individual, to teach a girl-child is to teach a family and a nation (Frederick 1981).

In education female pass on their knowledge to their peers and other family members particularly their daughters there by multiplying the effect of their own education. It could be said that while education is essential for boys and girls, the benefits of educating, girls tend to be greater. This is so because female education has been found to have more significant impact on poverty reduction and the provision of sustainable development by influencing family size and female labour participation. Hence parents should always think of these merits of girl-child education and allow their girl-child to be educated.

It is indeed the responsibility of the family and society to protect the rights of all children including the girl-child. Thus a caring society will not only given dignity to young children through education but equally create

conditions in which they can actualize their potentials and material of ensuring that the educational right of the girl-child is 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 neglect 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 1993).

The above demerit is one of the attitudes of parents towards girl-child education in Kebbi State. But the most pronounced ones include perception of girl-child education and their peculiar house hold role's poor parental educational background, poverty and limited resources e.t.c.

Thus, in Kebbi State, girl-child enrolment in primary schools and transition to secondary and tertiary education seem quite low because of the above reasons.

Further more, this parity between male and female gender in education could be based on several factors. Indeed, this inequality could be due to intentional discrimination of the female child on educational issues. This is more pronounced in Kebbi, Sokoto State where Islam religion permit women

to be married very early in life and to be confined in purdah. This friend has inevitably led to both low enrolments by girls, their high drop out rate. Certainly this does not mean that Islamic is opposed to girl-child education in the country. Islamic has made it very clear that all Muslim in respective of their sex, age and social status should seek for knowledge that would poster their well-being both spiritually and materially. 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 those “Malam” and men who deprive their wives and women from participating in education programmes while they themselves importing or acquiring it out side.

How ever, some parents in Kebbi State hide under the canopy of Islamic religion to deprived girl-child from acquiring western education but great Islamic scholars have encouraged girl-child education.

## **1.2 STATEMENT OF THE PROBLEM**

In Kebbi State as is the practice in Suru Local Government Area girls, face the problem of early marriage since it is culturally believed that early marriage prevents promiscuity. Also Suru Local Government Area the economic factor of high bride prize makes some parents to given out their daughters early to wealthy families. Indeed the above parental attitudes urged the female

child to think of nothing rather than becoming wives and mothers as their parents and society expects. More so, parents inculcate this in to the girl from very tender age, in the choice of duties in the home for instance girls young ones cook, wash and tidy the home, the boys are left with duties as washing the car or laundry. Further more, the western education system indoctrinated parents hence added little scale to poor parental attitude to western education. This is vividly illustrated in the text book. Used at all levels of Nigerian education system. The text book seems to be gender stereotypes. 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 dimension which in Kebbi State also seem to be a prominent issue in parental attitude on girl-child education owing to poor parental attitude thus factor has created a wide gap between male and female enrolment in western education.

Economic factor is also another problem which makes parents to deprive their female children from education. This is because girl-child seen, as migrants hence need not to waste any fund for them.

However, some parents are absolutely poor and could not the burden of their female child education. Since to some parents the female would be married to another family.

It is in the light of the above problem that the researcher seeks to examine and analyze the parental attitude towards girl-child education in Kebbi State with particular reference to Suru Local Government area.

### **1.3 OBJECTIVES OF THE STUDY**

The need for this study stems from the fact that education plays an important role in the development of social, economic, political and religious lives at the community.

Especially the female who are vested with the responsibilities of being the husbands shadow and think tank at the home whose absence automatically brings down the entire foundation of the home. As a mother she is responsible for charting the future of the children. As a homemaker it is on her shoulders that the tasks of managing limited resources rest. The duties of girl-child are so many and are related to education. Therefore, denial of education to the girl-child is an automatic failure on the part of such society.

It is therefore in view of encouraging parents to send their girl-child to school that I have decided to undertake the research. First and foremost to know the reason why some parents in Suru Local Government do not send their girl-child to school and lastly to show reasons why girl-child education is very important and encourage parents to send girl-child to school.

#### **1.4 RESEARCH QUESTIONS**

- a. Does early marriage contributes to low or non participation of girl- child education?
- b. Why girl-child in most families are used as source of generating revenue by means of hawking and other trade aspects?
- c. Does tradition and culture contribute to the problem of girl-child education?
- d. Does religion factor contribute to low or non participation of girl-child education?
- e. Does parental status affects girl-child education?

#### **1.5 SIGNIFICANCE OF THE STUDY**

This project will be of immense benefit to parents generally. Those who come across it would appreciate the many benefit that can be derived education, especially girl-child education. It will enable parents who have a view about education for girl-child to have a rethink and their negatively about girl-child education changes to positively. Also this project will go a long way in assisting education students in the university and colleges of education for their research work and leisure reading.

## **1.6 SCOPE OF THE STUDY**

The study titled “Attitudes of parents towards girl-child education in Kebbi State” is designed to examine some silent factors responsible for girl-child enrollment in Western education in Kebbi State.

## **1.7 DEFINITION OPERATIONAL TERMS**

Conversely, due to time and financial constrains the study is limited to 16 Local Government Area; Kebbi State.

**ATTITUDE:-** This is the response of either approval or disapproval of a class of people or individual towards a particular aspect of life.

**GIRL-CHILD:-** Girl-child is a feminine gender of the two genders of primary and junior secondary school age who is between the age of 6years and 16years whether disabled or not.



## **CHAPTER TWO**

### **2.0 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 impediments to participation in western education by girl-child the attitude of parents towards girl-child education in Kebbi State and strategies for improving girl-child education in Kebbi State.

#### **2.2 CONCEPT 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 and girl-child education generally.

This chapter tends to bring out what others have said about the topic through books, journals and magazines. There are five ways we shall examine the importance of education to girl-child.

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 fulfillments irrespective of where he or she lives not withstanding the economic and social circumstances in to which he or she has been born (F.G.N 1977).

The National policy on education (2004) stipulated that basic education must be provided when ever more people are and who ever may be (F.G.N 1977). These and other official consideration led to a wide spread expansion and universalation 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 reasonably well established in most parts of Kebbi State.

However, despite the very extensive network of school established through out 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 Dakingari Suru Local Government. A statistical figure published by the federal ministry of education has revealed that only 27.5% of primary school.

This saws 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 more along educational ladder as few girls becomes 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 news paper of 1<sup>st</sup> June 1999 that all prophetion 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 951:56. Worship here is not restricted to the physical performance of religions virtue alone abut it embraces all aspects of human activities through feeling and work which are in conformity 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 whole 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 encouraged 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 other wise indicated.

The basics fact here is that Islam treats female as individuals and district from male in any aspect legally female is considered by Islam as individual who most abide by commands and prohibitions of Allah . She is also to be regarded or punished according her deeds or misdeed in social life, female are also treated as individuals. She is for example responsible for choosing her own husband, the parent act as guidance for her . Therefore when it comes to the pursuit or knowledge female are also considered as individuals who should

exercise their rights to salvage themselves from ignorance's and contribute their quota to the upliftment of their Ummah (destiny).

It is respect to the above that female should be allowed 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, Agricultural scientist is used for the betterment of Ummah the knowledge is as useful as that of someone who masters Islamic religious education.

According to Bulletin, 30<sup>th</sup> January 1999 the 19<sup>th</sup> century Sokoto Jihad leader, Sheik Usman bin Fodio was known to have spoken strongly against the neglect of wisdom and enlightenment is as strong as man's and requires as much support and encouragement. The following extract from his writing is a clear testimony hanging. Most of our educated men (Parents) leave the wives, their daughters and their captives abandoned and like beasts without teaching them what God prescribes should be thought, in the articles of law which concern them. Parents treat these being like household implements, which become broken after long use. And on the dump heap. This is an abominable crime. Also how can they run out their wives, their daughters, and captives in the darkness of ignorance while daily they impart knowledge to their students.

According to the some Kebbi bulletin of 30<sup>th</sup> January 1999 in another passage sheik Usman bin fodio literally urged female to rebel against the prevailing in ad justice. Muslim women do not listen to the words of those misguided men who tell you about the duties of obedience to your husband but they do not tell you anything about obedience to God messengers. Clearly from the four going the widespread reluctances of parents in Suru Local Government Kebbi State. To educate their daughters is to be sought not in founders and reformers of religion, but the social, economic and cultural facts of their traditional society.

According to a former education minster and a reckoned educationist professor Aliyu Babatunde Fafunwa once said that any society that neglects education is doing so as it's own peril while sentencing itself to retrogression and doom. His argument is that without education enlightenment, perception morality and decency which are basic for her moonless living, are lacking. According to him, education is repeatedly described as the bedrock of development. It is the very spring board and foundation upon which society develop and attain greatness.

### **2.3 IMPEDIMENTS TO PARTICIPATION IN WESTERN EDUCATION BY GIRL-CHILD**

Today female are Accountants, Bankers, Academicians, medical doctors, lawyers, librarians, police, Army, engineer's, journalist and labourers.

Today to talk of politics is to talk of Jibril and Gambo Sawaba. Hajiya Gambo is one of the well known political bend it's in the Northern part of the country we fall very angry with way Nigerian man relegated women in the bedroom and kitchen. Instead of them to place them in the rightful place in the scheme of things in Nigeria.

She added that when female play a key role in the societal struggles they should also be reminded directly through given a post in the governmental organization and praise of recognition.

Hajiya Gambo is complaint is comprehensive even it departed. As a leader in northern Nigeria, She had been battling for female in country she formed different societies to fight alongside the male. Hajiya Gambo emphasized that the so-called monolithic north is not longer they kill it for the save of the unity of the heart to the Babangida administration while being five years in the office. With out appointing or including a female in the armed force ruling council (AFRC). The nation highest ruling body, neither had any been appointed minister.

Also there were no women governors despite the fact that there are few senior women military and police officers. Gambo said such commission although not actually an indication of non recognition of the importance of men 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, president National council of women societies (NCINS) The umbrella organization for most other women bodies, most of the bodies are actually because the female problems were not effectively attended.

This is why for example the society exists so also the national association of women journalist (N.A.W.J), These societies felt the needed 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.

They are 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)

## **2.4 THE ATTITUDE OF PARENTS TOWARDS GIRL-CHILD EDUCATION IN KEBBI STATE**

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

It is become parents responsibility to raise children and give them important training or makes them face great difficulties and are no longer as the society and are really threat to future generation.

To make it clear, parents behavior and attitude would be copied by their children. The passing of good orientation which is based in sound knowledge and constants deed which would make a child develop to become humble servant of Allah, this will ultimately make him be one of the rank of the righteous here and their after.

According to Hafsat Tope Abubakar (1994) 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 the develop the child talent according to their power and ability being careful of their behaviors and different at its forms a pattern for the child, influencing him to grow in to a responsible person with highest human precept in mind.



In the word of Dr. Yusuf AL-daradacol (1997) 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 trails both the goods and the bad beautiful as well as the ugly from his father heart and a place of his body, in essence the family must be the center for the developments of morals and ones sense of right and duties. There fore parents should encourage their female daughters to education as their male brother.

## **2.5 STRATEGIES FOR IMPROVING GIRL-CHILD EDUCATION IN KEBBI STATE**

Castle E.B (1975) 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 can not be over emphasized. There is urgent needs for all to support and encourage the education of their daughters.

In over effort to reverse the fend and the fact that we need female teachers , nurses doctors, scientists, e.t.c the Kebbi State Government has come up with articulated programmes for the general improvement of girl-child education as follows:

- a. To contribute in the rehabilitation of all girl-child schools in the State.

- b. 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.
- c. An edict preventing the withdrawal girl-child from school is already in place.
- d. An edict banning street hawking has already been passed in to law.
- e. Training of more female teachers, nurses, and doctors in receiving government attention through special scholarship award and remedial courses.
- f. There is proposal for female Arabic centre in the state away forwards integration of Islamic education with the western type.
- g. The state ministry of education in conjunction with the state Universal Basic Education Board and the LGEAS should come out with a system of offering assistance to the less privileged female children in form of provision of uniforms, books, essential material e.t.c. in order to remove poverty as a major factors in deterring the girl-child's participation in the education.
- h. 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.

- i. The ministry of Education should look in to the possible of reviving the transportation system for female children. This will encouraging their daughters to attend schools.
- j. The state universal Basic Education Board should introduce the Best Education Secretary Award for female enrolment and retention in schools.
- k. Performing female children should identified, recognized and rewarded. Automatic scholarship to such female children at all levels should be introduced through a join efforts of the government, the politicians and philanthropists.
- l. 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.
- m. 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.
- n. Finally enlightenment campaigns through sensitization visits jingles print media e.t.c should be intensified so as to create awareness on the dangers of girls not being encouraged to attend schools and complete their educations especially at basic education level.

The Suru Local Government will leave nearest the stones unfortunate in its efforts to improve and revive the education sector; and is appealing all and sundry to support the present administration of Sa'idu Usman Nasamu dakin Gari in this respect. Particularly on the girl-child education derived emphasis is also made on concrete terms that Kebbi 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 up bringing of our children.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

**3.1 INTRODUCTION:** This chapter present the following.

### **3.2 RESEARCH DESIGN**

Skinner and Taylor (1988) defined research design as a basic plan, which guides data collection. In this research project the research use of two methods in data collection, the researcher make used of verbal interview and questionnaire method or instrument for data collection.

In the interview method the research is able to make contact with six persons male and female for some verbal interaction, while in the questionnaire relevant question were posed to respondents that one geared towards extracting relevant facts.

### **3.3 POPULATION**

The size of the entire population of people living in the area ease study, the population is so large which can posed different people with different religion. However, the entire inhabitants of Kebbi State indigene make up the population of the study.

### **3.4 SAMPLE AND SAMPLING TECHNIQUES**

Since it is neither possible nor necessarily to study the entire population. Therefore, a sample population from the parent population becomes mandatory. Regards to the size of the population which is so large, the researcher adopt a random sampling techniques so as to obtain the relevant information as a minimum cost. The researcher become very objective in selecting the number of respondents at the desire minimum cost and decided to conduct the verbal interview with six respondents and distribute 186 copies of the questionnaire and collected 150 copies making the total of the respondents of both the interview and questionnaire to be 156 respondents.

### **3.5 INSTRUMENTATION**

The research verbally posed question to the respondent male and female who are living in Suru Local Government for their responds to the question the researcher ask.

In the application of the questionnaire the researcher personally distribute 186 copies of the questionnaire to individual respondents in which 150 were collected.

### **3.6 METHOD OF DATA COLLECTION**

For this research work, primary school students, secondary school students, post secondary schools and graduate parents and young adult are

involve in obtaining the required information so as to ensure a reliable and validated data that will provides an authentic result which can be utilized.

### **3.7 METHOD OF DATA ANALYSIS**

The first analysis will be a descriptive analysis, showing the responds of the respondent's opinion in descriptive form.

The second analysis will be based on frequency and percentage techniques.

The percentage techniques are used in the analysis of responses. The percentage of the responses to the question was summed up and the percentage obtain for testing of each assumption is effect. More than one question is used the percentage of the frequency was obtained by planning the sum of each score upon the overall responses and multiplied by hundred.

### **3.8 PROCEDURE OF DATA ANALYSIS**

In the process of data collection, the major constrain faced by the researcher was the problem of questionnaire administration and collection, this is because some of the respondents could not really understand the important attached to the work, thinking that even if they gave a wrong answer the research will not be understood. Some did not response at all. However, in the process at data collection there is a lot of respected and unfulfilled appointment then at the appointment had to be concluded. All these process

led to serious constrained in achieving the success of data collection and analysis.



## **CHAPTER FOUR**

### **4.0 PRESENTATION AND ANALYSIS OF DATA**

#### **4.1 INTRODUCTION**

The chapter centered on the method in which the data needed for the research project was obtained. Therefore this chapter is concerned with presentation and analysis of the data collection from field work.

#### **4.2 PRESENTATION AND ANALYSIS OF DATA**

In this aspect, two categories of data will be presented. While the researcher made use of both interview and questionnaire methods as the instrument for data collection. The first interview with people who are Suru Local Government indigenes following by the data obtained by the use of questionnaire method.

In the interview the researcher passed questions were geared towards extracting relevant facts as to what are the causes of the problems of girl-child education in Kebbi state.

Education is an important means of social mobility and achieving class status, education enables the view point to effectively fulfill their roles and responsibilities and participate positively to the development of the nation.

It can also be a means through which female can equate themselves with means and reserve themselves from the domination of male. Yet with all this

prevailing advantages to girl-child education majority of the parents are sharing negative attitude toward girl-child education why?

According to one of the respondents Mallam Madugu “Girl-child Education is not encouraged due to early marriage, according to him the marriage age of a girl is between twelve and thirteen years, while that of boy is between seventeen and twenty years”.

This shows that, the time the boys are preparing for entry in to junior secondary schools, then females counterpart were warming up for their first experience in marriage at such a tender age.

According to him early marriage is indeed accountable for most of the withdrawals of girls from schools. This according to him is because of the widely belief that girls should ideally experience their first menstruation in their husband’s home and should be married before sex potential is fully developed.

Responding to the parents in Suru Local government, mallam Aliyu Sodangi emphasized on the provision of room furniture (Kayan Daki) for the girls first marriage. If also directly related to the use of female children in trade.

According to him, in most families the profit made from girls trading goes towards the purchase of room furniture, which are traditionally provided by the method. He also made mention that most often the girls children are highly

needed by the family because of discharging their responsibilities at home and most often taking care of their younger ones.

Therefore the statement above implied that hawking and other responsibilities that girls perform at home is another factor that contribute to the problem of girl-child education in suru local government.

Similarly in an interview with one Mallam Attahiru Mayaki, socio-economic constraints on the part of the parents also effect the possibility of girl-child education. According to him where the parents, resources is limited the female tend to get a lower order or priority in consideration for entry in to further education. This means that where parents resources are not enough to cater for the both male and female education the parents prepare to sent the male children to school and live the girls even if the girls are more intelligent than the boys.

With regards to the interviews held with Mallam Nabawa Nasarawa Kebbi, he regarded not sending his grand daughter to school. The girl who has aged eighteen years old and yet to be married was with out any sustainable means of livelihood.

Another interview Suwaiba Abubakar a divorcee regretted not attending school. She blamed her parents who decided not to send her to school in preference to hawking and subsequently forced in to marriage and the marriage did not even last for two months. In the same respect the researcher

was able to get in touch with another twelve years old girl name larai shiyar fada Dakingari suru local government. The girl disclosed to us that it is her zeal to learn, but her father had on several occasion forced her out of school.

According to her, the father had not seen the importance of education for girl-child because according to him immoralities among girls are learned at school. These are data obtained by the use of interview method. Considering all the above statement can be simply be interpreted as cultural socio-economic status, ignorance of the importance of education to girls, early marriage and hawking are all the factors that contribute the problems created to girl-child education in suru local government through most often the girls are regretting and blame their parents for not sending them to school.

The second phase of data presentation and analysis deals with the data obtained by the use questionnaire as an instrument for data collection, the data therefore obtained will be represented in a tabular form to aid analysis.

In the questionnaire, the researcher applied relevant questions that are geared towards extracting relevant facts. In it the researcher post questions to the respondents.

Question 1: Early marriage contributes to low or non participation of girl-child education?

Table 1

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	122	81.3%
No	28	18.7%
Total	150	100%

The data presented in table above state that 81.3% of the respondents are of the opinion that early marriage is one of the contribution that bring about the low or non participation of girl-child education in suru local government but 18.7% did not believed that early marriage is the course of low or non participation of girl child education.

Question 2: Girl-child in most families are used as source of generating revenue by means of hawking and other trade aspects?

Table 2

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	122	81.3%
No	28	18.7%
Total	150	100%

According to the data collected and presented in table 2 above, it shows that 63.3% of the respondents believe that female in the majority of the families

are used as source of generating revenue by mean hawking and other trade aspects but 36.7% of these respondents opposed the opinion.

Question 3: Tradition and culture are factors that contribute to the problem of girl-child education?

Table 3

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	109	72.7%
No	41	27.3%
Total	150	100%

In the above presented data details us that 72.7% of the respondents are of the opinion that tradition and culture are factors that contribute to the problem of girl-child education in some manner 27.3% of the respondents did not accepts that tradition and culture affect the education of girl-child.

Question 4: Does religion factor contribute to low or non participation of girl-child education?

Table 4

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	104	69.3%
No	46	30.7%
Total	150	100%

The responses of the respondents in the above data indicate that 69.3% of the respondents are of the opinion that religion factor contribute to the low or non participation of girl-child education but 30.7% of the respondents opposed the opinion.

Question 5: Does parental status affects girl-child education?

Table 5

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	112	74.7%
No	38	25.3%
Total	150	100%

The data obtained in table 5 shows that 74.7% of the respondents agree that parental status affects girl-child education and 25.3% of the respondents did not agree that parental status affects girl-child education.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

Concerned with the bleak prospects of girl-child education in suru local government and other part of the state, and the important role education play's in the life of any nation in the world, this project sets out to find the causative factors of the like-warm attitude of parents to girl-child education in Suru local government, Kebbi state.

#### **5.2 SUMMARY**

Education is the process by which a person's mind and character are developed through teaching especially through formal instruction of school or college or institution of bearing for adult.

This research was carried out on this topic and eventually firmed 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 think the aim of improvement and dedication to duties as well as holding to ones responsibilities, which leads to progress.

Although from what is calculated in the questionnaire almost half of the people viewed female education as a process of development. While another group against the female education as an agent of prostitution and indiscipline to our youth.



Even though it is said that development could be achieved with out western education. It is simpler and easier to sight such example we have countries like Japan, Europe, United state of America, Germany e.t.c all developed to this extent due to the earlier influence of western education in their areas.

According to history through out the world only united state of America is not left behind on female education. And it is one of the most developed countries in the world. It is with this that the president and commander in chief of the armed forces of Nigeria announced and lunch a new programme for education in the country that is universal basic education (U.B.E in 1999).

### **5.3 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 Suru local government should be encouraged by the government and the Emir, by giving public lectures to parents on their girls.

Also parents should be informed that in true development is hinged on the educational ability of its citizens. Only educated people would blaze trails in all dress of human development in the 21<sup>st</sup> century.

For girl-child to actually make observation impact in the new millennium in Suru local government there must be change of attitude by the parents in

Suru local government 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 reasonable objectives.

They should also think that to achieve any ambition or desire, people are to voluntarily contribute wisely to achieve their own effort for the purpose.

#### **5.4 RECOMMENDATIONS**

Based on the data collected, observation made and analysis in the previous chapters, this study wish to make the following suggestion which help the change of attitude of parents in Suru local government to girl-child education from negatively to positively.

1. Special schools should be built for girl-child in the state, that is at the primary schools and junior secondary schools level for girl-child only should be build to encourage the parents to send their female children to these schools. So that fear of corruption and promiscuity will be allayed.
2. Free education at all levels be given to girl-child up to university as a way of encouragement in the state.
3. Kebbi state government should enact a law between banning girl-child from hawking because girl-child, believe that it is only through hawking that they can save money to support parents during their marriage.

4. Female who are successful in life through education in the state should be given prominence in government.
5. Early marriage should be strictly discourage and the harmful effect of early marriage should be made known to both parents and girl-child.

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**APPENDIX**

**QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS ON PARENTAL  
ATTITUDE TOWARDS GIRL- CHILD EDUCATION**

**PART A**

**Age** .....

**Qualification:**.....

**Period of service with school** .....

1. Does religion factor contribute to low or non participation of girl child education?

(a) Yes { } (b) No { }

2. Business activities is responsible for low or non participation of girl – child education?

(a) Yes { } (b)No { }

3. Does parental status affects girl – child education?

(a) Yes { } (b) No { }

4. Does parental status serve as a vehicle to enhancing the quality of girl-child education? (a) Yes { } (b)No { }

5. Ignorance of many parents of important of girl –child education and fear of involvement in prostitution by the parents to their children, discourage them from sending their girls children to school?

(a) Yes { } (b) No { }

6. Does parental status help girl – child in understanding her problems?

(a) Yes { } (b) { }

7. Does parental status encourage girl – child to asses her need?

(a) Yes { } (b) No { }

8. Has parental status contributed toward success of girl – child education?  
(a) Yes { } (b) No { }

**QUESTIONNAIRE FOR SCHOOL TEACHERS ON PARENTAL  
ATTITUDE TOWARDS GIRL- CHILD EDUCATION.**

**PART B**

**Age** .....

**Qualification:**.....

**Period of service with school** .....

1. Early marriage contributes to low or non participation of girl –child education?  
(a) Yes { } (b) No { }
2. Inequality affect girl child education?  
(a) Yes { } (b) No { }
3. Does westernization a responsible factor for low or non participation of girl – child education?  
(a) Yes { } (b) No { }
4. The influence of female peer group is also encouraging girl –child to avoid school?  
(a) Yes { } (b) No { }
5. Girl – child in most families are used as source of generating revenue by means of hawking and other trade aspects?  
(a) Yes { } (b) No { }

6. Tradition and culture are factors that contribute to the problem of girl – child education?

(a) Yes { } (b) No { }

7. Does the domination of male over female and keeping them at home are one of the major practices of people in Suru local government?

(a) Yes { } (b) No { }

## QUESTIONNAIRE FOR PARENTS AND GUARDIANS ON PARENTAL ATTITUDE TOWARDS GIRL- CHILD EDUCATION.

### PART C

**Age** ..... **Occupation:**.....

**How many children do you have? Male ( ) Female ( )**

**Village:**.....

1. How many of your daughters attend primary school ? ( )
2. After finishing primary school what will you suggest your daughter to do?
  - (a) To marry ( ) (b) Continue schooling ( ) (c) Undecided ( )
  - (d) To stay at home ( )
- 3a. Do you send your daughter to school on your own initiatives?
  - (a) Yes ( ) (b) No ( )
- 3b. If no how do you send them?.....
- 4a. Do you find any change in behavior in an educated girl?.....
- 4b. If yes what sort of behavior ?.....
- 5a. What age do you considered appropriate for girls to marry?
  - (a) 10 – 12 years ( ) (b) 13 – 14 years (c) 15 and above ( )
- 5b. Give reason .....
- 6a. Do you agree that girl – child education should be equally important with that of boys? (a) Yes ( ) (b) No ( )
- 6b. If not why ? .....
- 7a. Do you suggest women education to be continuously practice in this area?



( a) Yes ( ) (b) No ( )

7b. Did Islamic education encourages girl-child education?

(a) Yes ( ) (b) No ( )

8. What effect western education have on our religion?

(a) Convert children to Christian faith ( )

(b) Europeanize the behavior of the children ( )

9. What step you take when you want your daughter withdrawn from school?

(a) They negotiate with teachers and headmasters. ( )

(b) Marrying them without notice of school. ( )

(c) Other measures. ( )