

An Investigation Into the Attitude of Parents Towards
Girls Child Education In Adamawa State. A Case Study
of Mayo Belwa Local Government Area

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Being A Research Project Submitted to the School of
Education Federal College of Education Yola In Partial
Fulfillment for the award of Nigerian Certificate
In Education (N.C.E)

NOVEMBER, 2015

TITLE PAGE

**AN INVESTIGATION INTO THE ATTITUDE OF PARENTS TOWARDS GIRL CHILD
EDUCATION IN ADAMAWA STATE. A CASE STUDY OF MAYO-BELWA LOCAL
GOVERNMENT AREA**

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AWARD OF NIGERIA CERTIFICATE IN EDUCATION. (N.C.E).**

NOVEMBER, 2015

APPROVAL PAGE

This project was read and certified to have met the standard for the partial fulfillment of the requirement for the award of Nigeria certificate in education (NCE)

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DEDICATION

This project work is dedicated to God almighty for His sustaining power and how He has seen us through the course of our studies. May His name be adored.

ACKNOWLEDGEMENT

We would like to express our sincere and profound gratitude to the Almighty creator for granting us the opportunity to pursue this programme successfully, to our colleagues and all who are involved in this project for our understanding and cooperation, lecturers from school of education and the students.

This page can not roll without acknowledging our able supervisor in person of Madam Laami Abba for her constructive criticism, untiring effort in reading through this project, we say thank you for your outstanding, tolerance and guidance for this comprehensive work.

ABSTRACT

The project intends to investigate the attitude of parents towards girl child education in Mayo-belwa Local Government Area, the research was carried in some selected precincts of Mayo-belwa. The data was collected through distributed questionnaires to wards and selected schools and observation were made. The findings revealed that there is improvement in female education as well as impending hindrances to their education such as socio-economic, cultural and religious practices. In the light of this and many more problems, some recommendation were made so as to improve quality of female education in Mayo-belwa Local Government Area.

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Brief History of Mayo-Belwa

Mayo-belwa local government area came into existence in 1976 alongside with sixteen others in the then Gongola State. But currently it is one of the 21 local government in Adamawa State, it cover on estimated area of land of seven thousand, five hundred and seventy nine 7,579 square kilometer with an approximated population of four hundred and thirty two thousand six hundred and twenty seven (432,627). According to the 1991 census.

1.1.1 People

The people of Mayo-belwa local government area are hospitable and accommodating. The major tribes in the local government are Fulani, Munmuye, Chamba, Nyandan, Satte Kona, Yoffa Yane, Kugania, Bille, Yofo and Geufe. In addition the major religious practice encompasses Islamic, Christianity and African religion.

1.1.2 Occupation

The inhabitant of Mayo-belwa local government area are predominantly farmers, cattle rearer, while others engage in commercial activities, transportation by the Hausa's and migrants.

1.1.3 Educational Development

The local government is blessed with about (200) two hundred primary schools which is spliced across the length and breath of the local government. Moreso, the local government is enrich with many different post primary schools. Among them are: GSS Mayo-belwa, GDSS Chukkul, GDSS Nassarawo Jereng, Vocational training Centre (VTC) Mayo-belwa, GDSS Tudunwada, Best Centre (TTS) Mayo-belwa, GDSS Islamiya Mayo-belwa.

1.2 Introduction of the Study

Education is a veritable change which ensures economic growth and sustainable development. In sub-sahara Africa female have been traditionally victim of discrimination which have been characteristically be denied equality in education as a result of socio-economic and cultural factors. However, despite effort at sensitizing, the citizen, the detailed reasons why many female children remain out of school are complex and differs from society to society.

In Mayo-belwa, most of the girls especially in villages, girls are still having no higher regards, especially when the first born child is a girl, parent are usually disappointed. Worse still, if all the children are female, the father look outside for a male successor, it is considered a waste and spend money in educating a girl child as she will eventually engage in kitchen. When it comes to educational choice, a girl is not highly favoured member of the family. These are old prejudices and they still keep much in vogue.

Within the environs of Mayo-belwa, girl child is seen with different views and the role she plays. It is believed that she is seen, admired, used and not heard. Others are of the opinion that female is just necessary evils that men cannot do without, so therefore she is relegated to the background and treated as second class citizen and as such affect her educational pursuit.

To this ends, this study intend to look at the attitudes of parents, perception of the society, attitudes of men towards girl child education and the females themselves when given ample opportunity.

1.3 Statement of the Problem

The objective of Nigeria philosophy of education as stated in the national policy on education which state "an equal educational opportunity for all citizen within and outside the formal educational system".

NPE revised (1981) in realization of the above, females should be educated equally with their male counterparts. In Mayo-belwa local government area, great disparity exist between the enrolment of females to their male counterparts. This study therefore intends to investigate the attitudes of parents, society and the position of females towards their education, most especially at this crucial time of socio-economic nature of the country, instead of being a liability to their husbands and society at large hence the needs for their education.

1.4 Objectives of the Study

The study intends to:

- Determine the negative attitudes of parents towards girl child education.
- Determine the importance of education as a right not privilege.
- Find out the negative view of the society towards girl child education.
- It will serve as guide to other research work of related topics.

1.5 Purpose of the Study

The purpose of the study is to:

- i. Highlight the need for the girl child education in Mayo-belwa local government area.
- ii. To see importance of female education.
- iii. Encourage parents and men to educate girl child
- iv. Encourage government and private organization for more campaign for female education in Mayo-belwa local government area and beyond.

1.6 Research Questions

1. Do parents have negative attitudes towards girl child education?
2. Do the society have negative attitudes towards girl child education?
3. Is there any relationship between education and efficiency of women position in leadership?
4. Is there any need for equal educational opportunities for girl child?

1.7 Significance of the Study

- To be self reliant and self employed.
- To enable them contribute to the national development.
- Enhancement, tenderness and transparency in governance when educated, to mention but few.

1.8 Scope and Limitation of the Study

This study is restricted to selected secondary schools in Mayo-belwa Local Government Area of Adamawa State, in which the findings could be used to sensitize the female education as a right not a privilege.

1.9 Definition of Terms

- Investigation: An examination of facts into a situation.
- Attitudes: The way an individual feel or think about something.
- Female Education: It is the type of education given to girl child with their males counterparts to enable them know their rights and position in the society in terms of politics, social economic standing in the society.
- A case study: A place or an area in which the researcher focuses.

Mayo-belwa one of the twenty one (21) local governments of Adamawa State, the local government shares common boarders on the Zing, Yorro, Lau and Jalingo in Taraba State. While on the south with Jada and Ganye local government areas.

Adamawa State is one of the thirty six (36) states in Nigeria, situated at the both north eastern part of the country. It was created out of the defunct Gongola state, in 1991.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Education is seen as a discipline or course of study where learners pursue courses that lead them into acquiring some degrees as bachelor's degree or some certificates or diplomas from some educational institution. Tyler (1949) defined education as a process of changing the behavioral patterns of people and Dewey (1916) also looks at education as the continuous reconstruction or reorganization of experiences which adds to the meaning of experience and which increases the ability to direct the course of subsequent experience. Fafunwa (1991) sees education as the aggregate of all the processes by which a child or young adult develops all the abilities, attributes and other forms of behavior which are of positive value to the society in which he or her lives. From the foregoing, education is seen as a concerted effort aimed at producing functional individuals who through soundness in character and wisdom demonstrate good interpersonal human relationship with other people.

2.2 Education as a Valuable Legacy

Education has been described as one of the greatest forces that could be used to bring about progress. It is also seen as an investment that the nation can make for quick development of the economic, political, sociological and human resources N.P.E (1986). Education therefore whether formal or informal has always received a lot of attention, because

of the paramount importance to good citizenship. Recognizing the importance of education, every society therefore views with specific goals. These goals are described by Farrant (1985). "As the ends that society sets for the education system it operates".

According to him, these sometimes expressed in broad political, cultural and economic terms such as citizenship, democracy or national unity. To this end, every society desires a progressive education that is all embracing. It is from this that Nigerian National Policy on education 2004 is drawn with its emphasis on the following values:

- a. Respect for the worth and dignity of the individual;
- b. Faith in man's ability to make rational decisions;
- c. Moral and spiritual principle in inter-personal and human relations;
- d. Shared responsibility for the common good of society;
- e. Promotion of the physical, emotional and psychological development of all children; and
- f. Acquisition of competencies necessary for self-reliance.

The obstacles to girl child education are basically not biological but externally induced. This is collaborated further by some studies which found no statistical significance differences in intellectual competence of both sexes (Nworgu 1986, Ugowu 1983). Some of these obstacle can be attributes to socio-cultural factors, which includes societal attributes, values and aspiration, and in some instances religion bigotry.

Attributes of parents are another constraints. These attitudes negate the encouragement needed for girl-child education. Another shortcoming

from parents is the issue of early marriage. Some parents even go to extra miles to withdraw their daughters from school for marital purpose. To be more specific, western education for girl-child in Nigeria has a checkmated history. It is emergence also varied according to regions, which dominated in each region. It could be recalled that Nigeria used to have three main geographical regions viz, west and north. While both the east and west had early contact with the missionaries and had thus embrace and western education, the north had a late embrace of Christianity and when it did it was with restriction and suspicions. In the south that is east and west, education of the girl, through came long way after that of the boy, could be said to have been on for quite a long time. For instance, record have shown that by 1886, St. Peter clovers of school run by the sisters of our lady of apostle had thirty females pupils on it roll while by 1911, about 1,845 girls were on roll of mission schools in Lagos (Walsh 1951).

Nigeria is a multi ethnic society, a situation that was led to variation in perception of Girl child and her roles in the component society. In other word, education as it affect the girl child is largely function of natural disposition of her culture and other determinant factors. In spite of blueprint and other steps taken to improve females education, it would appear that the situation of education at present especially at the area of study is still far from being normal.

Evidence bound to show that parents still continue with their old practice of withdrawing their female children in school.

Educating a girl child in Nigeria has thus become a difficult and demanding task both for the Government and non-governmental organization. It will appear that lot of impediment have to remove be for we can improve access to education of females in this country (Garub 2000). Above all, generally the thought consequently is to prepare girls informally to be home makers and education (formal) did not prepare her for function living as a good wife and mother. In addition many men prefer to marry a girl with low education background, they believe that western education willed them to prostitution as such will bring shame to society value, (Nzeribe 2000)

2.3 Importance of Girl-Child Education

Education is a permanent feature of human existence this is a process by which an individual is meant to live a full and happy life as possible. It therefore tries to make the girl child likes and appreciate the thing that are worthwhile in life, such as all that is good in books arts and craft, in body, health and hygiene (Bryne 1917).

Effective education for girl child enable her to see the relationship between what has read/learn and facts of life apply her knowledge for the good of her self and the society. When educated she is capable of training her children in a better way live peacefully with others and capable of solving her problem. She will be a good citizen by performing her responsibilities and also the development of the society.

In discussing the reason for female education, Obere (1987), believe that an educated girl child is not only a pride to her husband, but an

educated nation. Similarly Omenabu (1987) said that Nigeria cannot achieve optimal growth and development until the majority of her female population achieve basic literacy. He went further to say in launching of females education campaign in the country would afford females a great opportunity to be part of the nation's decisions making process in society. He believes that education will socialize and will enable them acquire desirable value system and behavioral patterns, which in turn transmitted to the children and generations to come for the betterment of the nation.

Oayi(1987) said one of the aim in girl child education is to visit self confidence, self reliance, spirit adventure and determination to succeed. In Anambra State, she observe that because mother spend more time to with their children than fathers an educated girl is better place to monitor her children performance at school when she is married. If females are educated, they will be able to stand firm in any social class to which they belong, it will make them to be able to criticize some of the social abnormalities in this country.

In another development about the need of girl child education, Oubegele (1987) says females are expected to work or trade to help supplement its family's income as it would be unfair to expect a man to be for all the financial burdens in the home. If a man loses his job, the wife is expected to find ways of keeping the family fed wise, health wise, cloth wise, failure to these will result to divorce, and the marriage ends, she can only take away what she can prove to be her. If she has been a house wife all long, there is property for her; you cannot help feel sorry for her in the society. No one

care about her interest and comfort and it seems as if things are destined to remain so far quite a while in essence; it is very important for girl to be educated. So she can help the husband when she is married in solving family problems even if her marriage later to divorce, she will still have a stand and care for herself. Similarly Nzeribe (2000) also highlight the necessity of girl child or female education as follows.

- a. Education enables females to acquire information, ideas, concepts, and insight on how to make efficient choice in production, distribution, and consumption of goods and services. In other words, female education makes for human resources development.
- b. Studies also indicate that when females are educated it gives rise to sustained agricultural production. Formal education makes females use of new innovation and technology to enhance agricultural production.
- c. Female education enable them engage in various economic activities. It equips them with relevant and necessary credentials for employment and induces them to enter labor market.
- d. Females' education engenders attitudinal change. It enables women developed awareness of their role as women in the family and the community. They are equipped to make useful contribution to the decision-making process, regard to self, family, community and the nation.
- e. Female education helps them to realize self actualization. Females are human and needs opportunity to explore and achieved within innate potentials. There is satisfaction in not always governing at the basic human living of shelter, clothing, warmth, etc. But being able to an individual who has actualized the innate potentials and desire Brock and Cammish

(1997). Similarly, according to Adaralegbe (1976-129), the importance of education of education has been put quite succinctly in the statement ; if you educated a female, you are educating a family or a nation. The truth of the above statement is borne out of the difference roles woman are called upon to play in modern society as housewives, mothers social mobilizers, and citizens.

In the same vein Abraham Maslow in identifying theories self-actualizing stages. He defined self actualization as the full use and exploitation of talents, capacities, and potentialities. Self-actualizing people seem to be fulfilling themselves and to be doing the best they are capable of doing. In the same vein the girl -child being a member of the society and a human race created by GOD under the principle of equality before GOD will be able to possess the characteristics of self actualizing people.

These are viz

1. Efficient perception of reality: self-actualization is able to easily and accurately judge themselves and others. Their judgments are not distorted by personal needs, fear or beliefs. They detected absurdities and dishonest quickly, even their own, they do not live in a dream world.
2. Independence from culture and environment: They do not depend much on external environment or on the others for meeting their needs. The determines of satisfaction of good life for them -innate Individual and not social.
3. Deep desire to help human kind: They have deep desires of identification, sympathy; and affection for human being in general.

4. Democratic: self-actualization are free from prejudices regarding characteristics such as race, religious or ethnic background, they respect all persons, will to learn from any who can teach them something. At the same time they do not indiscriminately equalize all human beings, being elites they select for their friends, elite but these are elites of character, capacity, and talent, rather than birth race, blood name, family, age, youth, fame or power Madu Virginia(1998).from the overview of the above characteristics of self-actualized person, there is need for girl to child education to enable her fit into perform justly skillfully and magnanimous at her potentials and abilities. Except through education, the above characters will not be harnessed optimally for national development. Education is a dynamic instrument of change and development of any society. Females considering their enormous function it is very important to educate them. This is perhaps why Alabi (1995) is of the view that the potentiality or ability of an individual is developed. An individual is more attitudes to know her self-better and to achieved her heart's desire more. Reggie Fubara (1985) also highlights that girl education would contribute to national economic development since national development can no longer be measured factors but by social indicators such as health habits, hygiene and general attitude to life and living for these reasons and more the girl child needs to be educated because they are pivots of homes knowledge based to be taken (1983) females needs education, this is simply because education is a form of capital investment which is the product of deliberate action. Education, in national development is to impart skills and knowledge to people, independence value attached to education is considered valid if it

conflicts with the value of education as an instruction of development. More so, Bellany (1995) is of the opinion that women hold half of the sky.

This quotation only goes to emphasize the importance of women education in our society. If they hold half, then the girl child must be educated so that when she grows up she can join other women to perform the task with relative ease. If we fail, the party they hold may collapse on us because they will lack the requisite skill to perform the task.

According to UNESCO (1993) education of the girl is vital for the effective preparation of today's in to tomorrow responsibilities about women. It is also necessary for the future development of family and society in general. The female child just like male counterpart is entitle to all the citizenship rights one of which is compulsory basic education and opportunity for higher education depending her ability (UNO conference on human rights, 93). Frederic (1981) says that it is important to educate both boys and girls the benefits of educating girls tend to be greater. This is because female education has been fund, to have a significant impact on poverty reduction and the provision of sustainable development by influencing family size and female labour force participation.

2.4 The Influence of Female Education or Empowerment

A discourse on female education and empowerment may not be complete without mentioning the influence of some institution or individuals that seen to have play key roles in the present quest for the emancipation of female in Nigeria. The pioneering efforts at emancipating would be credited to individuals like Mrs. Fumilayo Kuti (the first woman to

handle steering in the country. For her bravery and effort at organizing and sensitizing females in Abeokuta. Mrs. Kuti who led the protest that led to the eventual disposition of a powerful traditional ruler in Abeokuta. There is also Mrs. Margaret Ekpo a female activist in the then eastern region and a leading figure of then ruling party. The national convention of Nigerian citizens (NCNC). To complete the tripod is Hajiya Gambo Sawaba, a leading figure in the quest for empowerment of the northern women. As a central figure in the northern elements progress union (NEPU). Hajiya Sawaaba took it upon herself the responsibilities. For enlightening northern women on their civic right and responsibilities. This effort of Hajiya Sawaba can be said to be quite pronounce in the north, must especially in the pre-colonial and early independence eras. In the present time, the effort of wives of office holders cannot be left unturned. It all started with Mrs. Victoria Gowon, the wife of the then head of state, General Yakubu Gowon, (196-1970).

The credit for whatever dignifying status, the nursing profession now enjoys world largely go to Mrs. Gowon who out of professional zeal and sentiment ensured that the professional status of the female dominated profession was raised. This she was able to do through her status and influence as the nation's first lady. Another effort or land mark in female's education empowerment was that of Mrs. Maryam Babangida's initiatives. She is the one who institutionalize the office of the first lady and raise it to enviable status. This apart from providing a forum to asserts their right as co-or participants in government at their later life, she made it possible for issues affecting their lives to assume top priority in the corridor of power.

In another development, the women non-governmental organizations have been also contributed very temerarily In Making females education and empowerment a focus of national and international attention. in Nigeria, not less than one hundred of such organizations abound, prominent among them are: women in Nigeria, federation of women lawyers, women right, international and women in colleges of education, the federation of Muslim women association also exist to coordinate and mobilize Muslim women for development purposes. Another worth to mention is females leadership forum, which was sprang up as a result of the above mentioned women association. It has a chapter in F.C.E. Yola with Mrs. Kaibo as matron. This was indicated to equipped female students to refuse the back seat and strive for from seat in the decision making. At the apex of, these organization is the national council for women organizations is the national council for women and women societies in the country.

2.5 SUMMARY

Summarily women have play an important role in the development of the society and for the betterment of their family in some parts of the country, through accepting the reality of biology differences between men and women, it has been realized that so much could be contributed to the development by females than the assume limitations of biology disadvantages within utilizing the potential of girl-child development cannot said to have occurred. In some countries were female have been given room to contribute and taken as equal partners in the development process, emotion changes have occurred in the social and economic

conditions, political status, health, education and generality of the people. For instance were levels and roles of females education have increased, families have been planned and other indices such as health standard have improved.

2.6 Conclusion

If the female are accorded the opportunity, they will bring to the leadership area various virtues such as honesty, compassion, and a sense of equality fair play, hard work etc. women have be known to be less susceptible to bribery and more honest to financial dealing. Therefore, giving them the power will promote a more human society were power is balanced with a sense of fair play, justices and accountability. Thus, in other to prepare them for leadership position, we should begin with socialization processes to parents at the grass root level to discard some of the socio-cultural and religious factors that have been impediment to female education.

CHAPTER THREE

METHODOLOGY AND DESIGN

3.1 Introduction

This chapter is concern with method of data collection or otherwise known as methodology and design. The project is to be carried out in other to look at the negative attitude of parents towards the girl-child education in Mayo-belwa.

Therefore collection of relevant information regarding the major ideas of the questionnaires and observation of the study for the purpose of demonstrating whether they are true or not. This chapter identify the designed use, the population and the sampling techniques, instrument procedure for data collection and method of data analysis.

3.2 Research Design

Research design according to Nwana (1992) is the term used to describe a number of decision which need to be taken regarding the collection of data. As a case study, this research design has to do with seeking of opinion from the population or a sample of the population.

- At the end of this research, it intend to investigate the attitudes of parents towards the girl-child education.
- This research will use both male and female to gather information choosing 50 from each group.

- The research is going to use simple percentage to determine the responses in a table.
- This research therefore is a case study which is detailed, in-depth comprehensive study of an individual group, the case study techniques taking few but there is elaborate plan for an in-depth study and analysis of a given situation.

3.3 Scope of the Study

The study was intended to use some selected wards in Mayo-belwa local government area which are:

- i. Sabon Layi in Mayo-belwa
- ii. Anguwan Fada and two other secondary schools, which are:
- iii. Vocational training centre and
- iv. Government secondary school.

3.4 Procedures for Data Collection

The questionnaire are designed by researcher to be distributed and gave some intervals for respondents to go through before providing the needed information which will be collected back by the researcher and observation to determine the numbers of literate female within the area of study.

3.5 Research Instrument

Questionnaire were constructed to be administered to gather information for the study. Similarly personal observation also will be made by the researcher to collect information from the various individual.

One set of questionnaires required the respondents to select from the list of options provided. The first part deals with personal data while the other part is the sample question with agree, disagreed and undecided responses.

3.6 Population and Sample Techniques

The area has a large population size which will be difficult to be covered. Therefore one hundred questionnaires will be given to sample population of hundred individual which includes:

- Middle age male and female 20 – 30 years
- Aged men and women from 31 – 40 years
- Students both male and female

The sample above will be choosing at random but selected according to the description above. Each sexes will be given (50) sets of questionnaires to fill making a total of one hundred (100).

3.7 Method of Data Analysis

The information collected from the two sample population will be Presented in the table to determine the number of frequencies and responses in regards to the questionnaires designed. The responses from

the male sample will be presented first followed by the female sample questionnaires.

Sample percentage will be used in analyzing each item of question. That is number of responses divided by total number of questionnaires multiply by one hundred percent.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with analysis of the data collection from the questionnaire. Responding of table is converted into percentage for easy interpretation. Therefore out of the one hundred (100) questionnaires printed fifty (50) for males and also fifty (50) for female, only ninety two are successfully returned. The results of the finding are revealed below. First to be analyzed is the male's questionnaire followed by the female questionnaire.

Question 1. Education expose female to prostitution

Table 1

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	17	34%
Disagreed	27	54%
Undecided	1	2%
Unreturned	5	10%
Total	50	100%

The above table shows that 34% respondents agreed that education exposes female to prostitution 54% of the respondents disagreed with the statement while 2% of the respondents are undecided and 10% unreturned.

Question 2: Educated females hardly get married than illiterate ones

Table 2

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	17	34%
Disagreed	28	56%
undecided	0	0%
Unreturned	5	10%
total	50	100%

The above table shows that 34% of male agreed with the statement that educated females hardly get husbands than illiterate ones while 56% disagreed with the statement undecided 0% and unreturned 10%

Question 3: Educated females are found to be disrespecting their husbands.

Table 3.

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	20	40%
Disagreed	21	42%
Undecided	4	8%
Unreturned	5	10%
Total	50	100%

In the above table 40% of males agreed that educated females are found to be disrespecting their husbands 42% disagreed while 8% are undecided and 10% unreturned.

Question 4: Will you marry highly educated females?

Table 4.

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	26	52%
Disagreed	14	28%
Undecided	5	10%
Unreturned	5	10%
total	50	100%

The above table indicated that 52% have agreed that they will marry a highly educated females while 28% disagreed with the statement 10% are undecided and 10% are unreturned

Question 5: If you only have an opportunity to sponsor which one will you sponsor, a boy or a girl and why?

Table 5

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	30	60%
Disagreed	11	22%
Undecided	4	8%
Unreturned	5	10%
total	50	100%

From the above table 60% comments that they will sponsor a boy child so as to help them at their old age, that the girl child will be married out and so educating a boy child is better. 22% of the responses comments

that they will educate a girl child because educating a girl child is educating a nation while 8% are undecided and 10% unreturned.

The second part is the sample questions for female which is presented below:

Question 1: There is relationship between female education and improvement of their quality of life.

Table 1:

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	40	80%
Disagreed	3	6%
Undecided	4	8%
Unreturned	3	6%
total	50	100%

In the above table 80% of the females agreed that there is relationship between education and improvement of quality of life, 6% disagreed while 8% are undecided and 6% unreturned.

Question 2: Literate females contribute more to the development of Mayo-belwa than illiterate females.

Table 2:

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	37	74%
Disagreed	6	12%
Undecided	4	8%
Unreturned	3	6%
total	50	100%

The table above shows that 74% of females contribute to the development of Mayo-belwa than illiterate ones. 12% disagreed with the statement while 8% are undecided about the statement. 6% unreturned.

Question 3: There is relationship between education and efficiency of female position in leadership.

Question 3: There is relationship between education and efficiency of female position in leadership.

Table 3:

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	37	74%
Disagreed	9	18%
Undecided	1	2%
Unreturned	3	6%
total	50	100%

There above table shows that 74% agreed that there is relationship between education and efficiency of female in leadership position and governance. 18% disagreed with the statement while 2% undecided of the statement, and 6% unreturned.

Question 4: Female is given equal educational opportunity with their male counterparts.

Table 4:

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	28	56%
Disagreed	13	26%
Undecided	6	12%
Unreturned	3	6%
total	50	100%

From the above table, it is agreed that 56% of females agreed that there is equal educational opportunities for both boys and girls in Mayo-belwa, 26% disagreed and 6% unreturned.

Question 5: Educating females is educating a nation

Table 5:

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	34	68%
Disagreed	10	20%
Undecided	3	6%
Unreturned	3	6%
Total	50	100%

The table above shows that 68% agreed that educating a girl child is educating a nation, 20% disagreed with the statement while 6% are undecided about the statement and 6% unreturned.

Question 6: Females education engender altitudinal change for useful contribution.

Table 6:

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	32	64%
Disagreed	8	16%
Undecided	7	14%
Unreturned	3	6%
total	50	100%

From the above, 64% indicates that females education engenders altitudinal change for useful contribution to the family, and the society at large. 16% disagreed with the statement while 14% are undecided and 6% unreturned.

Question 7: Female are denied western education as a result of ignorance, culture and religious reasons.

Table 7:

RESPONSES	FREQUENCIES	PERCENTAGE
Agreed	36	72%
Disagreed	7	14%
Undecided	4	8%
Unreturned	3	6%
Total	50	100%

The above table showed that 72% of females agreed that girl child is denied western education as a result of the factor indicated in the question while 14% disagreed with the statement and 8% have not taking in response are undecided and 6% are unreturned.

4.2 Discussion of Findings

As stated earlier, out of hundred questionnaires distributed, only ninety two (92) come back successfully which followed by the analysis. In the especially the males responses seems to be negative but they are of the opinion that they will rather sponsor a male child than a girl child. The reason is that at the end of the day, she will be married out and as such they preferred to educate a male child.

In regard to the females responses and finding, the positive responses carries the highest percentage thereby places the need for the female education. Similarly, from the observation made, females from the rural area are not seen much in schools except the ones whose parent are educated.

4.3 Conclusion

From the findings made, it is revealed that female child is not given priority especially by male parent and so emphasis is placed on the male child and the females have shown significantly the role of education in socio-economics and political life of female.

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1 Summary

This chapter deals with summary, conclusion and recommendation of the study. Chapter one consist of background of the study, chapter two deals with the literature review, chapter three consist of the methodology and chapter four consist of the data presentation and analysis.

5.2 Discussion of the Findings

The finding of this studies shows that the particular factors which hinders education of the girl child in mayo-belwa local government range from cultural, social and economic phenomenon among others.

More so, there is the general cultural practice of preference for male which is further entrenched in the psyche (mind) of the people since girls traditionally do have right of inheritance and do not carry on the family name like boys.

Economic factors have major contribution to the girl child being educationally at risk parent prefer to withdraw girls to attend to the household chores, baby sits or help in the farms.

A primary economic consideration by those parents is that, it is better to invest in the boy child who is certain not to be married off or as some fear get pregnant. It is considered high risk investment to send a girl

child to school, since she may get pregnant thereby reducing her eligibility and dowry in addition to wasting the education.

5.3 Conclusion

In conclusion, we want to build a strong and self reliant notion, female who are mothers of the nation should be educated so that they can shape the nations developmental progress right from the cradle in all sphere of life. Therefore, female education is a must if at all we want to achieve is even and meaningful development in this country. Most especially the field of education as females are believe to make the best teachers.

5.4 Recommendation

Bearing in mind the various ways females can contribute to the development of this nation, it became imperative that all factors impending against the attitude of parent have be made to see the reason in sending their daughters to school. In view of the above we suggest the following:

- Effort should be made to bridge the gap between educational opportunities for females and males by creating scholarship scheme for female in secondary and tertiary institution.
- Non governmental organization (NGOs) involved in gender qualities need to be aware that the area females and educationally at risk.
- In collaboration with community leaders, the state ministry of education and (NGOs) should design educational programme largered at the females resident of Mayo-belwa rural dwellers.

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APPENDIX

MALE QUESTIONNAIRES

School of Education

Federal College of Education

P.M.B 2024

Yola

Adamawa State.

Dear Respondent,

We are final year students of the above named institution under taking a research topic titled "*An Investigation into the Attitude of Parents Towards Girl Child Education in Mayo-belwa Local Government Area of Adamawa State*"

We want to solicit for your co-operation by providing and ticking where appropriately below. We promise to handle all the information provided confidential.

Section "A" personal data

Marital status: Married () Single ()

Occupation.....

Age range: 20 -25 () 26 -30 () 31-35 () 36 – 36 ()

Section "B" sample questions

1. Education exposes female to prostitution.

Agree () Disagree () Undecided ()

2. Educated females hardly get married than illiterate ones.

Agree () Disagree () Undecided ()

3. Educated females are found to be disrespecting their husband

Agree () Disagree () Undecided ()

4. Will you marry a highly educated female?

Agree () Disagree () Undecided ()

5. If you have only an opportunity to sponsor a child, which one will you sponsor a boy or a girl and why

Comment

FEMALE QUESTIONNAIRE

School of Education

Federal College of Education

P.M.B 2024

Yola

Adamawa State.

Dear Respondent,

We are final year students of the above named institution under taking a research topic titled ***"An Investigation into the Attitude of Parents Towards Girl Child Education in Mayo-belwa Local Government Area of Adamawa State"***

We want to solicit for your co-operation by providing and ticking where appropriately below. We promise to handle all the information provided confidential.

Section "A" personal data

Marital status: Married () Single ()

Occupation.....

Age range: 20 -25 () 26 -30 () 31-35 () 36 - 36 ()

Section "B" sample questions

1. There is relationship between female education and improvement of their quality of life Agree () Disagree () Undecided ()

2. Literate females contribute more to the development of Mayo-belwa than illiterate females Agree () Disagree () Undecided ()
3. There is relationship between education and efficiency of female position in leadership Agree () Disagree () Undecided ()
4. Female are given equal educational opportunity with their males counterparts Agree () Disagree () Undecided ()
5. Educating female is educating a nation Agree () Disagree () Undecided ()
6. Females education engenders attitudinal change for useful contribution Agree () Disagree () Undecided ()
7. Female are denied western education as a result of ignorance, cultural and religious reasons.