

BUSINESS EDUCATION LECTURERS PERCEPTION ON DETERMINANTS RESPONSIBLE FOR FEMALE CHILD EDUCATION IN DELTA STATE

Idowu Ojianaegbu
**School Of Secondary Education (Business),
Federal College of Education (Technical), Asaba
Delta State.**

Abstract

This paper examined Business Education lecturers perception on determinants responsible for female child education in Delta State. Two research questions and two hypotheses guided the study. This study adopted the descriptive survey research design. The population of the study was made up of 74 Business Education lecturers from three (3) Colleges of Education in Delta State. Since the population was manageable, there was no sampling. The instrument used for data collection was a structured questionnaire on a four (4) point rating scale. The instrument was validated by two experts. Spearman rank order was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.75.74 copies of the questionnaire were administered to the lecturers by the researcher and two other research assistants who also assisted in retrieving same after duly filled by the respondents. Mean and standard deviation were descriptive statistical tools used to analyze the two research questions while t-test was the inferential statistics used to test the null hypotheses at 0.05 level of significance. For the research questions, the decision was based on the criterion mean of 2.50. Standard deviation values wide apart show homogeneity in the responses of the respondents. For the hypotheses, the calculated value of t (t-cal) was less than the table or critical value of t (t-crit), and thus the hypothesis was accepted. The findings of the study revealed that to a high extent, parent's economic status and parent's educational background was responsible for female-child education in Delta State. the study recommended that Government at all levels should make combined efforts to alleviate poverty at the grass root, as this will undoubtedly overcome the challenges of not sending the female-children to school by parents for reason of poverty.

Keywords: Business Education, Female-Child, Economic Status, Educational Background.

Education is known to be a channel to human development. It is a channel towards acquiring knowledge, skills, character, values, culture, attitudes and ethics of a given society. Education is an essential means through which the society reproduces itself, passes its main characteristics to the next generation as well as a dynamic instrument of change and development. Quality education for all regardless of all circumstances brings in innovations in improving the standard of learning as well as increase lifelong learning. Education makes people employable, brings in equity and inclusion, opens up other levels of learning and establishes technical know-how or more technological advancement in life. Education is therefore not for

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the purpose of white – collar jobs alone, but for the individual and societal development, hence it is desirable that everyone should have it including the female-child (Eze&Eze, 2018; Okafor, 2016).The female-child education is a significant contributory factor to economic development and a key to sustainable development. However, in Nigeria, it was revealed that about 9 million (37% out of School children) roam about on the street daily (Juliem, 2018). Nigeria continues with high rate of out of school children every year. Out of this figure, out of school female children are the highest with about 5.5million female-child out of school (Okafor, 2016).

The female-child is a young person of the female gender within the age of eighteen years of age. The female – child being the future homemaker and custodian of social, cultural and developmental values of the society, needs to be educated at least to secondary school level. This is because an educated woman will have the ability to make a modern home, maintain a higher standard of cleanliness and attractive surroundings, socialize with her children, and maintain stable marriage and other ways of life necessary for human survival (Abdul, in Aguisobo, 2018).The educated female-child tends to acquire essential life skills, including self-confidence, the ability to participate effectively in societal welfares and protect herself from HIV/AIDs infection, sexual exploitation and pressures for early marriage and complicate child birth.On the other hand, the uneducated female-child tends to suffer from lots of harms, insecurity and negative influences caused by some inherent socio-cultural, religious and socio-economic factors among others. As Tyoakaa, Amaka and Nor (2014) stated, this tend to deny the female-child her right to quality education, freedom, dignity, opportunities, peace, her well - being and self-worth, making her vulnerable as well as hindering her full development as a human person.

Most often, several determinants could be responsible for preventing the female-child from not attaining good education. Some of these determinants as stated by Fareo and Ateequ (2020) include peer influence, quest for money and material things, unfriendly school situation such as long distance to school, lack of school facilities, and absence of teachers; effect of social media, low level of understanding of sex education and violence against the female child (rape, kidnapping, or molestation),poverty, parent’s attitude, parent’s educational background, culture and tradition among others. To majority of the parents, female-child education is less important because no matter what level of education the female-child attains, their hope is to see her get married. More so, to some parents, western type of education is termed to be a way of negative transformation and initiation of an individual into materialism, promiscuity and inculcation of western cultural ideologies (Suleiman, 2017). This ugly trend has, over the years, continued to deepen the educational and economic inequality between the men and women. If quality education can provide all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing, it then become crucial to examine Business Education lecturers perception on determinants responsible for female-child education in Delta State.

Statement of the Problem

Education is meant for all; in fact, it is the fundamental human right of every child whether boy or girl. There should therefore, be no discrimination as to who

goes to school and who does not. Hence education recognizes and helps to unlock the potentials in every child. Bukoye (2019) observed that, parents' demand for the education of their children particularly their daughters is low, reflecting social, economic and cultural norms around the home. The problems of female-child education begin from home. Low socio-economic status of parents such as lower education, poverty and poor health, ultimately determine whether the female-child will be sent to school or not. Parents from low socio-economic status communities are less likely to have the financial resources or time available to provide the female-child with adequate educational support. Female-children from low socio-economic homes hardly have enough money to pay for textbooks, writing materials as well as their school fees at the beginning of the school term. More so, the parents, siblings, relatives and even the neighbours, tend to identify the female-child to be fundamentally different from the male-child. They possess this viewpoint that boys are the assets of the family as they will bring wealth and enhance the reputation of their families if they are provided education. In addition, the cultural perceptions of the female-child as child minders, marriage material and a burden to the family tend to influence their educational attainment in the contemporary society. This study therefore sought to examine business education lecturers' perception on determinants responsible for female-child education in Delta State.

Purpose of the Study

The main purpose of the study was to examine business education lecturers' perception on determinants responsible for female-child education in Delta State. Specifically, the study sought to;

1. Examine the extent which parents economic status is responsible for female-child education in Delta State as perceived by business education lecturers.
2. Examine the extent which parents educational background is responsible for female-child education in Delta State as perceived by business education lecturers.

Research Questions

The following research questions guided the study.

1. To what extent is parents economic status responsible for female-child education in Delta State as perceived by business education lecturers?
2. To what extent is parents educational background responsible for female-child education in Delta State as perceived by business education lecturers?

Hypotheses

The following hypotheses were stated for the study:

1. There is no significant difference in the mean ratings of business education lecturers on the extent to which parents economic status is responsible for female-child education in Delta State based on gender.
2. There is no significant difference in the mean ratings of business education lecturers on the extent to which parents educational background is responsible for female-child education in Delta State based on location.

Literature Review

Concept of Business Education

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Business education and its definition have changed overtime. This is evident in the different definitions offered by various authors and researchers in trying to make clear the meaning of business education. Atakpa (2015) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In other words, business education means education for business or training skills which is required in business offices, clerical occupation, and business policy analysis. In his view, Okoye (2013) extensively defined business education as an education program that orientates students in: the art of business making (marketing), typing and shorthand skills (currently competing with computer appreciation and operation), service delivery, secretarial jobs, stenography, accounts clerking, office information system and management. Igboke in Obiete, Nwazor and Vin-Mbah (2015) on the other hand saw business education as a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation for a business career when instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves the preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy.

Who is a Business Education Lecturer?

Business education lecturer's role cannot be over-emphasized. Mwangi (2010) opined that business educators are the executors and implementers of the educational policies and curriculum. Lecturers are seen as the heart of Nigeria educational system at all levels. They are the major determinants of quality education, be it at primary, secondary or tertiary levels. The revised National Policy on education (2014) confirms that no educational system can rise above the quality of its teachers. The teacher is regarded as the key man in the entire educational programme. This implies that adequate attention should be paid to teacher's welfare in all its ramifications. Furthermore, the business education lecturer is someone who teaches or transmits knowledge or skills to another less informed person. They provides knowledge or insight to a students in Colleges. The Teacher's Registration Council (TRC) handbook (2012) sees a teacher as a person who has undergone approved professional training in education at appropriate levels capable of imparting knowledge, attitude and skills to the learner. Teaching is then therefore a process or act of informing, instructing or inculcating into individuals attitudes, knowledge, skills and virtues of appreciation. Success in teaching and learning depends on the teacher who imparts knowledge to a learner after he has undergone a professional training in an institution known for such training. The teacher facilitates learning when he/she engages in the act of teaching (Ngesa, 2012).

Concept of Perception

Perception is the study of how people form impressions of and make inferences about other people as sovereign personalities (Aronson, Wilson, Akert, 2010). Social perception refers to identifying and utilizing social cues to make judgments about social roles, rules, relationships, context, or the characteristics (e.g., trustworthiness) of others. This domain according to McCleery and Green (2019) also includes social knowledge, which refers to one's knowledge of social roles, norms, and schemas surrounding social situations and interactions. People learn

about others' feelings and emotions by picking up information they gather from physical appearance, verbal, and nonverbal communication. In simple words we can say that perception is the act of seeing what is there to be seen. But what is seen is influenced by the perceiver, the object and its environment. Thus, for understanding the human behaviour, it is very important to understand their perception, that is, how they perceive the different situations. People's behaviour is based on their perceptions of what reality is, not on reality itself. The world as it is perceived is the world that is important for understanding the human behaviour (Wikipedia, 2021). Perception is a subjective process, therefore, different people may perceive the same environment differently based on what particular aspects of the situation they choose to selectively absorb, how they organize this information and the manner in which they interpret it to obtain a grasp of the situation.

Concept of Female-Child Education

The term 'female-child' refers to a girl between the ages of 6-18 years. The National Child Welfare Policy as cited by Tyoakaa, Amaka, and Nor (2014) defines the female-child as a female or a girl below 14 years of age. Offorma (2019) defines it as a biological female offspring from birth to eighteen (18) years of age. This period is made up of infancy, childhood, early and late adolescence stages of development. The female-child is seen as a young girl of the female gender who would eventually grow into a woman and marry. Ugwu (2016) stated that the gender apartheid places the female-child in a disadvantaged position, where her potentials are suppressed and self-actualization is not achieved. She therefore, becomes a victim of a pre-existing socio-cultural male prejudice. Furthermore, on the account of gender, female-children are subjected to all multiple forms of oppression, exploitation and discrimination. Generally, the female gender is the most endangered species as they are more vulnerable. This makes it imperative for the government to create opportunities to empower them to be able to fend for themselves. This empowerment can be basically done through education.

Afebendeugne in Ugwu(2016) defines female-child education as the education that would make a girl-child become aware of herself and her capacity to exploit her environment, and involves training in literacy and vocational skills to enable her become functional in the society. Female-child education as stated by Murtala (2016) has been proven to be the taproot for the advancement of any society throughout the universe. It can impact positively to the society. Female-child education gives room for gender equality and access to poverty alleviation. The knowledge, skills and values gained by the female-child will give room to enhancement of self-respect and self-dignity. Female-child education will make them and the society a peaceful one due to its objectives according to Hadiza (2017) which emphasized that giving the female-child education will make her economically independent and self-reliant. The Objectives of female-child education can be summarized in the followings as opined by Hadiza, to enable families improve financially, health wise and diet; to give female-child/women access to appropriate technology; to educate them on how to fight for their rights and feelings of inadequacy or inferiority; to enhance Nation building in terms of economic, political and human development; and finally to increase productive abilities thus raising their family's standard of living.

Female-child education has then become a major issue of concern in most developing countries of the world today, especially in sub-Saharan Africa, where a large number of young girls do not attend school. According to UNICEF, as cited by Grace (2017), the global figure for out-of-school children is estimated to be 121 million, out of which 65 million (approximately 53.8%) were girls and over 80 percent of these girls live in sub-Saharan Africa. Primary school completion rates in Africa have been the lowest in the world and this remains a concern as half of the world's out-of-school children (OOSC) are concentrated in 15 countries, eight of which are in sub-Saharan Africa (Ibrahim, 2017).

Determinants Responsible for Female-Child Education

Female-child education is facing serious obstacles in Nigeria. Below are some of the determinants responsible for female-child education according to Maduwesi, Aboho, Ezeoba and Rita (2012), Hadiza (2017) and Fareo and Ateequ (2020):

- i. **Economic Status:** Nigeria as an independent entity is undoubtedly characterized by very harsh economic conditions. This has resulted into scarce resources. As a result of this, choice has to be made between whom to send to school. Most often than not, it is the female-child that remains at home. Due to poverty, the female-child gets withdrawn from school so as to help to supplement family income through hawking, trading or even working on the farm so as to support the family. In some cases, the girls are given out as house helps or even sent into early marriage because of a huge bride price. Moreso, poverty tend to negatively affect female-child's education because majority of the parents in rural areas belong to underprivileged and deprived, that is why, they do not afford the expenditures of their children. Consequently, they do not admit their children in school especially girls as compared to the boys.
- ii. **Parents Education:** Parents' education is one of the important determinants responsible for female-child's education. Parent's education has significant effect on female-child's education. The parents who are educated to some extent will send or enroll their children in school. Illiterate parents tend to keep little or no communication with teachers about their children progress in school. In contrast, educated parents regularly visit the school to update themselves about their children progress in school. They encourage their children in doing and completing homework. The reason is because they know the importance of education that is why they send their daughters and sons to school. Illiteracy of the parents, negatively affect children education especially their female-child education
- iii. **Socio-Cultural and Religious Factors:** In most African societies, especially in Nigeria, the role of the female-child as a wife and mother is conceived as the utmost priority not only by her parents, but also by the girl child herself. However, in the Nigerian context, gender discrepancy in education is sustained by cultural factors. The wrong notion that her place is in the kitchen, to be seen and not to be heard, have had very serious implications on the girl-child's ability at self-actualization (Obinaju, 2014).
- iv. **Peer influence:** Some of the girls due to peer influence will miss the track as they will imitate their mates in negative things. Some will keep away from school for flimsy excuses and engage in other dubious act. This will make them to be

performing below standard. They will not meet up with class work thereby dropping out of school especially if not closely supervised or mentored.

- v. **Quest for money and material things:** some of them are carried away by negative societal values to make quick money and material things to meet up with the social change. They will go looking for money either by hawking or running after men who most often exploit them. The result might be contacting diseases, pregnancy or poor performance in class. This will eventually lead to drop out of school and sometimes death.
- vi. **Unfriendly situation of school:** the school might be very far from home, this means they have to be trekking it every day. This can discourage the parent because, she will not be meeting up with house chores and school work at the same time. More so, a school is child friendly when it is safe for every child. In Nigeria, Bokoharam attack in some schools has made school unfriendly since school is their target these days. A child friendly school is when the school is without any social or racial discrimination and also provides comfort and security for all children. Most of our schools do not have such characteristics which has affected the child's education. Teachers who are supposed to create good atmosphere and act as role models have sort of failed in their responsibilities and some even molest the children that trust in them.
- vii. **Effect of social media:** some of the girls have been deceived by what they see and hear from social media. Some will want to practicalise what they see and get into serious trouble. The social medias have also affected the female-child negatively; a situation whereby the male and female are romancing and kissing when soap is advertising does not really help the emotions of the adolescent or female-child. Adverts on condom use and other seductive scenes also tend to be misleading.
- viii. **Low level understanding of sex education:** due to the fact that some of them do not have proper education on psychosocial skills, they tend to fall victims of a number of vices which disrupt their education and make them more vulnerable.
- ix. **Violence against female-child:** the female-child is the most endangered being as they face a lot of molestation and violence. In recent times, a lot have been experienced by the girl child. These are in form of rape, molestation, murder for ritual purposes, etc. A situation whereby a girl child is raped by her father, uncle, houseboy, teachers and even family friends is becoming more rampant, minors/infants are not left out too. This often leaves the female-child at risk of infection, unwanted pregnancy, trauma and leads to death or other consequences.

Benefits of Female-Child Education

The benefits associated with female-child education remain vital in terms of her options and resources over her life time. According to UNICEF, in Okorie (2017), the benefits extend beyond the female-child in affecting her family and the society as a whole, the benefits to society include enhanced economic development, education for the next generation, healthier young girls and families and fewer maternal deaths. Uzoma in Okorie (2017) opined that female-child's education leads directly to better reproductive health, improved family health, economic growth, for the family and for society, as well as lower rates of child mortality and malnutrition. Generally, women with better education tend to show improved family life, as they tend to have smaller families and better reproductive health planning information and services in achieving desired family size. Eliza (2018) stated that increase in women

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education tend to influence the level of fertility, population growth, and infant and child mortality, family planning as well as improved health.

Kobani and Nkpolu (2014) posited that a woman's literacy also increases productivity and self-employment in the informal sector. Kobani and Nkpolu cited that the educational level of rural women is linked to increased productivity in agricultural sector in many developing countries. They argue that literacy assists people to acquire skills and knowledge that help to facilitate better use of natural resources and other agricultural inputs, hereby increasing their productivity. Thus, female-child being active participants in all stages of the productive chain, such as hoeing, weeding, fertilizing, harvesting and threshing of grains, storage and distribution of goods need to be educated to increase productivity and their incomes. According to Ottaway in Okorie (2017), the female-child's education has an effect on the economic well-being of a country as well. Female-child with basic education could easily gain employment in the formal labour force and therefore contribute not only to her family income but the National GDP. When female children are gainfully employed, they tend to provide financial support to their families especially during economic recession hence an educated woman with a good earning power can help reduce the financial problems of the family and thus avert frustration and other financial problems.

Methodology

This paper adopted the descriptive survey research design which examined business education lecturer's perception on determinants responsible for female-child education in Delta State. The population of the study was made of 79 Business Education lecturers from three (3) Colleges of Education in Delta State. The colleges include FCE(T), Asaba – 59 lecturers, College of Education, Warri (19 lecturers) and College of education, Musogar (15 lecturers) Since the population was manageable, there was no sampling. The instrument used for data collection was a structured questionnaire on a four (4) point rating scale. The instrument was validated by two experts. Spearman Rank Order was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.75. Seventy nine (79) copies of the questionnaire were administered to the respondents by the researcher and two other research assistants who also assisted in retrieving 74 copies of the questionnaire representing 79.6%. However, 19 copies of the questionnaire representing 20.4% were not properly filled and retrieved. Mean and standard deviation were descriptive statistical tools used to analyze the two research questions while t-test was the inferential statistics used to test the null hypotheses at 0.05 level of significance. For the research questions, the decision was based on the criterion mean of 2.50. In other words, any item whose mean value was 2.50 and above was accepted while any item having a mean value lower than 2.50 was rejected. Standard deviation values wide apart show homogeneity in the responses of the respondents. For the hypotheses, if the calculated value of t (t -cal) is greater than the table value of t (t -crit), the hypothesis will be rejected; whereas, if the calculated value of t (t -cal) is less than the table or critical value of t (t -crit), the hypothesis will be accepted.

Presentation of Results

Research Question 1: To what extent is parents economic status responsible for female-child education in Delta State as perceived by business education lecturers?

Table 1: Mean Score of Responses on the extent to which parent’s economic status is responsible for female-child education in Delta State as perceived by business education lecturers.

S/N	STATEMENTS	\bar{x}	SD	RE MA RK
1.	Parents’ level of income has a profound influence on the educational opportunities available to female-children as well as their chances of educational success.	3.64	0.9	High Exte nt
2.	Low-income level parents are more predisposed to a higher level of frustration in paying children’s school fees.	3.31	1.1	High Exte nt
3.	Low level income parents can potentially threaten the stability of the home environment which could negatively impact on the education of the female-child.	3.74	0,7	High Exte nt
4.	Education of the female-child is disrupted due to parents’ inability to provide adequate school related materials such as text books, writing materials as well as school fees.	4.00	0.0	High Exte nt
5.	Female-children from low income parents are more likely to have difficulties with their studies and display negative attitudes towards educational attainment.	3.23	0.8	High Exte nt
Grand		3.58	0.58	High Exte nt

Source: Researcher’s field survey data, 2021.

From the above table, a grand mean of 3.58 and a standard deviation of 0.58 indicate that the respondents agreed that to a high extent, parent’s economic status is responsible for female-child education in Delta State.

Research Question 2: To what extent is parents educational background responsible for female-child education in Delta State as perceived by business education lecturers?

Table 2: Mean Scores of Responses on the extent to which parents educational background is responsible for female-child education in Delta State as perceived by business education lecturers

S/N	STATEMENTS	\bar{x}	SD	REMAR K
6.	A female-child from an educated home is more likely to follow the steps of her parents and by this, work actively in his or her studies.	3.78	0.5	High Extent
7.	Educated parents are more likely to enroll their children male or female in the best schools and get tutoring help if their children start to have	3.92	0.4	High Extent

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	difficulty in school.			
8.	Parents with high level of education have higher expectations for their children’s education which are likely to predict greater educational attainment for their children.	3.12	0.6	High Extent
9.	Children of educated parents are more confident, resourceful and experienced than the children whose parents are without formal education.	3.28	0.5	High Extent
10.	Educated parents involve fully in their children’s learning development and keeps in touch with the school authority about progress or otherwise of their children education.	3.89	0.3	High Extent
Grand Mean		3.60	0.54	High Extent

Source: Researcher’s field survey data, 2021.

From the above table, a grand mean of 3.60 and a standard deviation of 0.54 indicate that the respondents agreed that to a high extent, parent’s education background is responsible for female-child education in Delta State.

Hypotheses

HO₁:There is no significant difference in the mean ratings of business education lecturers on the extent to which parents economic status is responsible for female-child education in Delta State based on gender.

Respondents	N	\bar{x}	S ²	Df	t.cal	t.crit	α	Remark
Male	26	3.65	0.25	72	1.41	1.97	0.05	Retain Ho
Female	48	3.61	0.15					

From the t-test table, since t-cal (1.41) < t-crit (1.97), we retain Ho. The null hypothesis is hereby retained that there is no significant difference in the mean ratings of business education lecturers on the extent to which parents economic status is responsible for female-child education in Delta State based on gender.

HO₂:There is no significant difference in the mean ratings of business education lecturers on the extent to which parents educational background is responsible for female-child education in Delta State based on location.

Respondents	N	\bar{x}	S ²	Df	t.cal	t.crit	α	Remark
Male	26	3.00	0.42	72	-1.48	1.97	0.05	Retain Ho
Female	48	3.08	0.37					

Source: Researcher’s field survey data, 2021.

From the t-test table, since t-cal (-1.48) < t-crit (1.97), we retain Ho. The null hypothesis is hereby retained that there is no significant difference in the mean

ratings of business education lecturers on the extent to which educational background is responsible for female-child education in Delta State based on location

Discussion of Findings

The first finding of the study reveals that to a high extent, parent's economic status is responsible for female-child education in Delta State. This is because, parents' level of income has a profound influence on the educational opportunities available to female-children as well as their chances of educational success; low-income level parents are more predisposed to a higher level of frustration in paying children's school fees; low level income parents can potentially threaten the stability of the home environment which could negatively impact on the education of the female-child; education of the female-child is more often than not disrupted due to parents' inability to provide adequate school related materials such as text books, writing materials as well as school fees; and female-children from low income parents are more likely to have difficulties with their studies and display negative attitudes towards educational attainment. This finding is in agreement with Hadiza (2017) and Fareo and Ateequ (2020) studies which revealed that Due to poverty, the female-child gets withdrawn from school so as to help to supplement family income through hawking, trading or even working on the farm so as to support the family.

The second finding of the study reveals that to a high extent, parent's educational background is responsible for female-child education in Delta State. A female-child from an educated home is more likely to follow the steps of her parents and by this, work actively in his or her studies. Educated parents are more likely to enroll their female-child in the best schools and get tutoring help if their children start to have difficulty in school. Parents with high level of education have higher expectations for their children's education which are likely to predict greater educational attainment for their children. Educated parents involve fully in their female-child's learning development and keeps in touch with the school authority about progress or otherwise of their children's education. Furthermore, children of educated parents are more confident, resourceful and experienced than the children whose parents are without formal education. This finding is in line with the findings of Maduwesi, Aboho, Ezeoba and Rita (2012), which revealed that parents' education is one of the important determinants responsible for female-child's education. According to them, parent's education has significant effect on female-child's education.

Conclusion

This paper examined business education lecturer's perception on determinants responsible for female-child education in Delta State. The determinants include parent's economic status and parent's educational background. It was revealed that both parent's economic status and educational background are seriously affecting the rate of female-child education in Delta State. Thus, parents should endeavour to put in their best towards ensuring that their children are not negatively influenced by either their educational, economic or family type.

Recommendations

The following recommendations were made from the findings of the study.

1. Poverty is one of the major obstacles in the way of female-child's education. Government at all levels should make combined efforts to alleviate poverty at the grass root, as this will undoubtedly overcome the challenge of not sending the female-children to school by parents for reason of poverty.
2. Media should launch a campaign regarding the importance of education and motivate rich people to help those students who are intelligent but parental economic status is an obstacle in their educational career. The government at all levels should introduce schemes to increase socio- economic status of deserved students especially in government secondary schools.
3. Government at all levels as well as the media should play active roles in informing the uneducated parents about the importance of education in today's world. They should enrich the horizons of knowledge of ignorant parents and make them realize that education is as necessary for them as for their children.

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