



**DOES SOCIO-ECONOMIC STATUS OF PARENTS INFLUENCE GIRL CHILD
EDUCATION IN ANAMBRA WEST LOCAL GOVERNMENT AREA OF
ANAMBRA STATE.**

Nwakwesiri, Francisca Chinwe

Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus
(Former Anambra State University)
nwendusteph@yahoo.com

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Onebunne, Jude Ifeanyichukwu Ph.D

Federal College of Education (Technical), Umunze
Juno.anyi@gmail.com

Abstract

The research work was on a study of Influence of Socio-Economic Status of Parents on the Girl-Child Education in Anambra West Local Government Area of Anambra State. Three research questions were formulated to guide the study. How does the social status of parents influence the girl-child education, to what extent have the economic status of parents influence the girl-child education, how can the educational background or level of parents influence the girl-child education. The study adopted descriptive survey research design. Simple random sampling technique was used to select one hundred and twenty-six (126) respondents. The instrument for data collection was a well-structured questionnaire. The data from collected respondents were set in tables and analysed using statistical mean score. 2.50 served as a decision rule. It was discovered that the girl-child education is a requirement for national development. Based on these findings, deductions and recommendations were made.

Introduction

Education plays an important role not only in the economic development but also in improving social equity. It enhances the overall quality of human resources within an economy. Better health and nutrition, improved hygiene, higher child survival rates, and increased health education and awareness have all been associated with education (Dundar & Haworth, 1993; Lee, 1998). More specifically, research has shown that there is a high relationship between literacy and fertility, lower maternal mortality, lower infant mortality, and higher nutrition (Browne & Barret, 1991). The benefits and effects of education go beyond the women and their immediate families and contribute to long term alleviation of poverty in the society. Creation of an informed citizenry, and substantive advances in healthcare and reproductive services have occurred for access to education, (Nguyen, 2000; United Nations, 2000). There is increasing consensus in the international community that education is an important, essential aspect of basic human development (UNICEF, 1990; United Nations, 1994; USAID, 1995).



Closing the gender gap through access to education has become crucial. Education has become a source of social stratification more than anything else. Brooks (2005) summarizes the situation very vividly. He asserts that less than three decades ago, we had a society stratified by bloodlines. But now we live in a society stratified by education, and as the information economy matures, we are learning that it comes with its own brutal barriers to opportunity and ascent. In other words, a social gulf is opening up between those in educated society and those in uneducated society, between educated and uneducated individuals, and that vast behavioral differences reflect the different social norm between the two classes. Not everyone has equal opportunity and access to education, and women in general have less access than men. Rousso and Wehmeyer (2002) maintain that most educational environments are more often characterized by gender bias, than by gender equity. School policies, curricula, interaction styles of teachers and students, as well as other characteristics of the school culture are too often based on gender (Funk, 2002). Ropers Huilman (2002) elucidates that even in higher education positions, the general trend is the higher the position, the fewer the number of women holding those positions. Drinan (2004) sees systematic discrimination against women as embedded within the economic, social, political, and even linguistic structures of our society. Prevailing norms about what women and men do, and how their activities and roles are to be valued determine the opportunities to which they have access (Subrahmanian, 2005). Illiteracy is a reflection of social, political, and economic inequality in a society, and to a lesser extent of limited access to education. On that note, Stromquist (2006) claims that failure by many women to acquire literacy skills is often not a question of intelligence, but rather of the limited access to literacy programs and formal schooling.

The socio-economic status of many parents has been a great determinant factors as regards the education of their children especially the girl-child. The concept of socio-economic status deals with proper understanding with regard to the social position of the parents in question as well as the type of financial standing, trade and industry related income of the parents within their environment. However, the parents' socio-economic status has a lot of influence on the girl-child education in Anambra West Local Government Area. Nevertheless, Anambra West L.G.A as an agricultural rural area has a lot of socio-economic challenges counting on the location of the place where road network connection is still a problem and majority of the indigenes are relatively poor. The occupational status of majority of the indigenes are farming and fishing. Hence, the tendency is that most children take after their parents and those who wish to further their studies may not have the opportunity especially the girls because of the parent's societal expositions and financial standing. As a rural area, majority of the people from the area under study are peasants without much value to education especially that of a girl-child. The girl-child is wrongly seen as a liability and most painfully as somebody for another man that doesn't worth the stress of wasting resources on training her. Indeed, it is a prevalent idea in the area of study that training a woman is not only an economic waste but something not fashionable. This idea, many at times, has to do with the people's cultural prejudice that educating a girl-child is a waste and their domestic biased understanding that women are products of pleasure for men and just for baby making and home keepers. These crude ideas are seen by the thriving number of polygamy in the area



as well as the concept of “*Agili*” where married men and women are unofficially allowed to keep another relationship with other married women or men. In such an environment therefore, the girl-child education is an up-head task and made even more difficult with the parents poor and uninformed socio-economic status. Girl-child education has to do with proper and effective formal training of a girl. It is everything about a girl’s education as well as female’s education. When you educate a man, you educate an individual but when you educate a woman, you educate an entire family. Conscious of this fact, strong emphasis should be made on the education of girl children since they are the ones who should imbibe the gained knowledge in their children. Pereira (2007) is of the opinion that the primary goal of a girl’s education according to the early times was to instill the correct morals and teach girls modest behavior. Basic education can improve the capacity of individuals to live a better life. Generally, education has been from time immemorial. It first started as a tradition that was inculcated over the years and with time has developed into precepts that have given birth to many innovations we see today. In addition, Education develops an individual and raises his capacity to produce and make meaningful contributions to the development of the society.

However, one of the aims of national Policy on Education is to develop an individual who is able to realize his potentials and contribute to the economic, social and cultural development of the nation to which he belongs. The policy by this sees education as the vehicle for achieving personal development and worth, social stability and advancement and global integration and relevance. Education is an investment whose returns are highly valued throughout the world. World Bank (2006), noted that the only way to reduce the disparities in women’s involvement in economic activities is to involve girls in education by developing girl friendly measures and packages which should include locating many schools to the communities, waving school fees, having locally based female leaders as role models and flexible school calendar that could cater for girls domestic duties and responsibilities. The participation of girls in education is of great importance to the nation’s socioeconomic development, socio-cultural growth and for women empowerment. It shapes the whole destiny of a person hence a lot of values are added to life style.

Statement of Problem

Girl-child education in Anambra West Local Government Area is faced with *great* many biases; this is as a result of some social and economic constraints as well as parents’ educational background because the area is predominantly dominated by farmers and fishermen. Also the area is compounded by gender preferences, where the community is a male dominated area and the women folks are seen as the inferior gender.

This work therefore tackles the problems and tries to find out how the socio-economic status of parents influences the girl-child education in Anambra West Local Government Area.



Research Questions

The following research questions guided the study.

How does the social status of parents influence the girl-child education in Anambra West Local Government Area?

To what extent have the economic status of parents influenced the girl-child education in Anambra West Local Government Area?

How can the educational background or level of parents influence the girl-child education in Anambra West Local Government Area?

Concept of Socio-Economic Status

Wikipedia online dictionary defines Socio-Economic Status (SES) as an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, whereas for an individual's SES only their own attributes are assessed. However, SES is more commonly used to depict an economic difference in society as a whole

Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed. Additionally, low income and education have been shown to be strong predictors of a range of physical and mental health problems, including respiratory viruses, arthritis, coronary disease, and schizophrenia. These problems may be due to environmental conditions in their workplace, or, in the case of mental illnesses, may be the entire cause of that person's social predicament to begin with.

Education in higher socioeconomic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food, shelter and safety are priority, education can take a backseat. Youth audiences are particularly at risk for many health and social problems in the United States, such as unwanted pregnancies, drug abuse, and obesity.

Concept of Girl-Child

The National Child Welfare Policy (1989) defines a girl-child as a female between the ages of 14 years and above. Offorma (2009) defines a girl-child as a female offspring from birth to eighteen (18) years of age. Naturally, we know a girl's right from birth due to genital organs bestowed to her by nature and the creator. Period of girlhood is made up of infancy, childhood, early and late adolescence stages of development. The girl-child is seen as a



young female person who would eventually grow into a woman and marry somebody. She is conditioned to look after her young ones (if she has any), the home and the kitchen because she is being taught to do so through informal education by the mother and older adults around her. The girl-child therefore is seen as a female person who will eventually grow into a woman, leave her parents, gets married answers another man's name and bear her own children.

Concept of Education

Education as a concept has refused to yield itself to a generally acceptable definition. This is because people use education to mean different things at different times. Generally education is perceived as a continuous process of learning from the birth of an individual till his death. In some cases, people use education as a process, as a product, as an enterprise and as a discipline.

This explains why Adomeh (2004) notes that defining education may not be as easy as people think. The reason according to Adomeh is that everyone who puts forth a definition is viewing the concept from a particular perspective.

Thus, the result is that different persons have put many definitions forward. But by and large, education is any attempt made to impart knowledge on another person. It could also mean the transmission of knowledge from one person to another or from the society to its members or from one culture to another. Whether one is conscious of it or not, whenever he experiences a novelty or learns a new thing, he is being educated.

Consequently, whenever men and women interact with one another, they are influencing each other. This is why education is considered as a continuous process as long as one lives. So, when education is viewed from this perspective, it becomes a product. Education in several terms is the process of transmitting social norms, values and desirable attitudes from one generation to another.

Education seeks to socialize individuals so as to equip them with the desired mode of behaviour that is in conformity with the society in which they live. Education is the process of training, teaching and learning in schools and colleges for the development of knowledge and skills so as to prepare individuals to live happily with themselves and others in the society where they live. (NTI Module, undated)

Education is a fundamental factor in achieving development of any nation. This is because education is the bedrock of development. Education helps an individual to define him/herself in a society through the knowledge acquired. Ocho (2005) buttresses that education is a process through which an individual is made a functional member of his society. He went further to say that education is a process through which the young acquires knowledge and realizes his/her potentials and uses them for self-actualization and to become useful to others.



Education is a means to ensure economic growth and that is why developed countries invest more in education which is centered on human capital for sustainable integration and development. Parankimalil (2012) sees education as a systematic process through which a child or an adult acquires knowledge, experiences, skills and sound attitude. It makes an individual civilized refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life. Rousseau J.J sees education as a child's development from within.

Offorma (2009) defines education as the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially emotionally, spiritually, politically and economically. According to her, the fact that at graduation ceremonies, one hears the vice-chancellors pronounce the words while awarding degrees to their institutions graduates—you have been found worthy in character and learning can be attributed to the definition of education as given above. She added that it means that the individual has acquired adequate and appropriate knowledge, skills, attitudes and values, known as cognitive, psychomotor and effective behaviors to be able to function optimally as a citizen. These behaviors are the focus of training individuals in institutions of learning.

According to Chidebulu (2010), education is the process of cognitive, effective and psycho motive development of an individual with a view to moulding the individual for a total contribution to the development of the community and the promotion of cultural heritage. This means that if one is educated, he tends to develop himself and become productive in the society, thereby promoting his cultural heritage. Furthermore, education is the acquisition of the art of the utilization of knowledge, that is, education is not just acquiring knowledge but the utilization of knowledge acquired for the benefit of the society (Whitehead cited in Oladipo, 2007).

To Gowon (2007), education is a process and system of providing information, knowledge, skills and training with an aim of changing a condition and situation. The change expected is usually positive in nature, and the education could be formal or informal. This definition is crucial in the case of Nigerian women whose conditions needs to be changed for socio-economic transformation.

Etymologically, the word education is derived from two latin words: *educere* and *educare*. *Educere* means *to lead out* or *squeeze out* and *Educare* means *to form* or *train* or *mould*. To my own understanding, therefore, Education simply means leading out an individual from ignorance and then forming or training the individual in knowledge. Hence, education is acquiring knowledge which is power.



Review of Empirical Studies

Primary education for a girl has important individual benefits in terms of her options and resources over her lifetime. These benefits extend beyond the girl 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 (UNICEF, 2004). The benefit of education for a girl and society can be explained by the effect that education has on empowering girls to acquire and use new personnel, social and economic behavior that in turn, affect societal change (Moulton, 1997).

Education enables girls to make their own decisions and to influence their families positively. Education saves and improves the lives of girls and women. It allows them greater control of their lives and provides them with skills to contribute to their societies. UNICEF (2004) report indicates that girls' education lead to more equitable development, stronger families, better services, better child health and effective participation in governance. Despite the obvious benefits of education to national development, research findings indicate that girls' dropout rate from school is higher than that of boys.

Girl-Child Education

The concept of girl-child education incorporates the necessary attitude, cultural and behavioural training which parents give to their daughters at home to enable them become useful, resourceful and respectful citizens of their countries. It also includes the functional teaching or training in skills acquisition which many girls undertake in the shades of tailoring (for seamstress) or in computer training centres, weaving/fashion designing centres as well as catering and interior decoration centres, among others. Most importantly, the concept of Girl-Child is over specialized and highly controlled trainings acquired in schools, colleges and other institutions of higher learning, (Chidebelu, 2009).

Ejikeme (2000) captured this fact when he said that denying girl-children access to early childhood education makes them socially excluded, creating room for them to grow up to become illiterate women in later life and be classified as disadvantaged candidates for adult education, women empowerment programmes and other women rescue remedial or support programmes that smack off underdevelopment. Unfortunately, the right of a girl-child to access quality education has been denied. Though some of the challenges are deeply rooted in our traditional background, they have affected the society at large. Mangvwat, (2005) agree with this when she says that operation and discrimination against women and girls have been so deeply ingrained, for so long in virtually every culture.

Girl-child education is a catch-all term for a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women. It includes areas of gender equality and access to education, and its connection to the alleviation of poverty. Also involved are the issues of



single-sex education and religious education in that the division of education along gender lines as well as religious teachings on education have been traditionally dominant and are still highly relevant in contemporary discussions of educating females as a global consideration.

Kip Kulei, Chepcheng and Chepcheng (2012) are of the view that girl-child education worldwide provides benefits to the family and the society at large. This is because; education reduces poverty and hunger to those who acquire it. Education of the girl-child contributes immensely and significantly to the development of any nation and as well recognizes and helps to unlock the potentials in every child.

The National Policy on Education (1977) states that access to education is a right for all Nigerian children regardless of gender, religion and disability. The girl-child education has become a major topic of concern and importance in most developing countries of the world especially in sub-Sahara Africa where large number of young girls do not attend school.

Girl's education spurs exponential positive effects on social and economic development and generations to come. Girl's education is a good economic investment to the society because of the girl's contribution to her family and immediate community. Educating girls enhances growth rate and reduces social disparities.

Nussnaum (2003) argues that the rapid socio-economic development of a nation has been observed to depend on the caliber of women in that country. Aliu (2001) on his own part sees the importance of education on women as a disposition for a lifelong acquisition of knowledge, values, attitudes, competence and skills.

Moreover, educating more girls means educating more children for the development of the community and the country at large. This is because no educated woman will deny her children quality education. Educating the girl-child will help fight against hunger, under development, unwanted pregnancy, abortion, child labour, early marriage, illiteracy and even ignorance because knowledge is power and to be informed is to be aware.

Low academic achievement has been defined as failing to meet the average academic performance in test or examination scores, as determined by a set cut-off point (Fletcher, Coulter, Reschly, & Vaughn, 2004). A number of factors are associated with low achievement.

Tooley and Dixon (2006), suggest that the type of school that a pupil is enrolled in has an effect on the pupil's achievement. While exploring the nature and extent of what they call 'private schools for the poor' in Ghana, Lagos State (Nigeria), Hyderabad, Delhi and Mahbubnagar (India), Kibera (Nairobi, Kenya) and Gansu Province (China), Tooley and Dixon (2006) found that both registered and unregistered private schools had higher raw mean scores compared to government (public) schools.



Gender is another factor that has been associated with low achievement. The results are however mixed. For instance, using data from Bangladesh, Asadullah, Chaudhury, and Dar (2007) combine fixed effects and instrumental variable estimation techniques and find that girls significantly had lower test scores compared to boys, even ‘after controlling for school and classroom specific unobservable correlates of learning’ (p. 648). Husain and Millimet (2008) use a nationally representative panel data set on students from kindergarten to third grade in the US and found that white boys out-perform white girls in mathematics. But other studies have found the performance of girls to be better than that of the boys. In the UK, Cassen and Kingdon, (2007) found that boys outnumbered girls as low achievers with nearly half of all such low achievers being white British males. Still in the UK, Strand (1997) finds that girls post better academic performance compared to boys.

Kutnick (2000) explores attainments by sex in Barbados and St. Vincent and finds that girls generally had better achievement scores than boys across the range of subject areas. Fuller, Abraha, Beyene, Dubale, Holloway, & King, (1991) also found that girls who attended school in Ethiopia’s urban centers had better scores in national examinations compared to boys. In Uganda, the challenge Government faces is to improve the quality of education that children are receiving. In response, the Government is using resources through the Poverty Alleviation Fund (PAF) to construct more classrooms, recruit teachers, and to purchase teaching and learning materials. Although this is an excellent start for child-friendly basic education, the promotion of girls’ education is still relatively neglected. The majority of schools send girls home when they are caught up in this situation while at school (UNICEF, 2001). Girls still bear many responsibilities in the home and society, such as food production and the economic well-being of their families and others. These factors have contributed greatly to hindering the enrolment of girls. Yet education of girls has been identified as a major link to national development.

METHOD

The study adopted a descriptive survey research design. According to Nwankwo (2010), a descriptive survey design is a research design in which data are collected from a sample of population with a view of finding out relative opinion, attitude and status of that population about a phenomenon. The researcher collected data from the respondents through representatives, in order to ascertain the influence of socio-economic status of parents on girl-child education in Anambra West Local Government Area.

This research was carried out in Anambra West Local Government Area in Anambra State. Anambra West Local Government Area is located in the North Western Part of Anambra State, with its headquarter and seat of government at Nzam. Anambra West is made up of eleven (11) towns. It shares common boundaries with Kogi State in the North, River Niger in the South, Aghamelum Local Government Area in the East and Anambra East local Government Area in West.



The population of this study comprises of teachers and parents in Anambra West Local Government Area. The sample for the study comprises of teachers and parents in Anambra West Local Government Area. The researcher adopted the simple random sampling technique and selected teachers and parents in all the villages within the study area bringing a total of 140 persons. The teachers and parents were administered with questionnaires. Thus, in all, 126 respondents were selected and administered with questionnaire.

The researcher in order to collect useful data used structured questionnaire method. Three research questions were formulated based on the research topic and the respondents were to tick (✓) to the questions based on their personal opinion.

The face and content validity of the instrument was established. To ascertain this, the researcher gave copies of the questionnaire, the purpose of the study and research questions to an expert in Measurement and Evaluation and another in Guidance and Counseling. The experts examined the items of content coverage, appropriateness of language used in developing the items and relatedness to research questions. Their comments and suggestions were used in the modification of the items before the final production.

The researcher adopted the test re-test method for testing the reliability. The questionnaire was first administered to ten (10) respondents in Ogburu Local Government Area. After two weeks, the questionnaire was re-administered to the same respondents and their scores were recorded. The two sets of response were correlated using Pearson Product Moment (PPM) Correlation Co-efficient. It gave co-efficient of 0.80. This co-efficient was high enough and good for the study.

The researcher administered copies of questionnaire directly to the respondents with the help of two research assistants. The research assistants were trained on how to distribute and collect copies of questionnaire from the respondents. The respondents were allowed to fill the questionnaire and return them to the researcher.

Mean and Standard deviation were used to answer the research questions. In analyzing the data, a mean score of 2.50 and above for any item indicated by the respondents agreed on the item whereas, a mean score of below 2.50 showed that the respondents disagreed on the items.

Research Question 1: How can the social/cultural status of parents influence the girl-child education in Anambra West Local Government Area?

Table 1: Mean ratings of the social influence of parents on the girl child education in Anambra West Local Government Area.

S/N	ITEM	SA	A	D	SD	X	Remarks
	Girl's education should not go beyond the traditional role of home keepers	21 84	7 21	21 42	77 77	1.8	Disagreed
	Girls are made sex object for men's satisfaction	9 36	0 0	41 82	76 76	1.5	Disagreed
	Female only role in the family is to bear children	0 0	6 18	28 56	92 92	1.3	Disagreed
	When girls go to school, they become less submissive to their husbands	0 0	19 63	57 112	50 49	1.8	Disagreed
	Educated girls are overgrown and can hardly get husband	0 0	8 21	47 94	71 71	1.5	Disagreed
	Training a girl-child is a waste of resources	0 0	0 0	29 58	97 97	1.2	Disagreed
	Boys are more intelligent than girls	0 0	19 63	43 84	62 63	1.7	Disagreed
	Girls do not go to school because they get married early	9 36	12 36	72 144	33 33	2.0	Disagreed
	Because of the early exposure in life, they are prone to unwanted pregnancy	20 80	50 150	43 86	13 13	2.6	Agreed
	Girls are more useful at home and in the farms.	11 44	10 30	68 136	37 37	2.0	Disagreed

From the table above, the respondents disagree that the following social/cultural factors influence of parents on the girl child education in Anambra West Local Government Area are (in their order of magnitude) early marriage (2.0), girls are more useful at home and in the farms (2.0), girl's education should be the traditional role of home keepers (1.8), educated girls are less submissive to their husbands (1.8), girls are not intelligent enough (1.7), girls as sex object (1.5), going through school makes them too old for marriage (1.5), girls as child bearers (1.3), training girls are waste of resources (1.2). The respondents agreed that because of early exposure in life, the girls are exposed to unwanted pregnancy (2.6).

Research Question 2: To what extent has the economic (income) status of parents influence the girl-child education in Anambra West Local Government Area?

Table 2: Mean rating of the economic influence of parents on the girl child education in Anambra West Local Government Area.

S/N	ITEM	SA	A	D	SD	X	Remarks
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11	Training a girl-child is making money for another man	12 48	0 0	81 162	33 33	1.9	Disagreed
12	Some parents wish to train their girl-child but are financially incapacitated	27 108	99 297	0 0	0 0	3.2	Agreed
13	The number of children in the family is so many, the resources cannot go round.	19 76	80 240	27 54	0 0	2.9	Agreed
14	The girl-children drop out of school so that they can help their parents train the boys.	0 0	13 39	94 188	19 19	2.0	Disagreed
15	Some men marry many wives and leave the training of the children to the wives alone who have no financial backing.	33 132	51 162	26 52	16 16	2.9	Agreed
16	Exposure to child labour breeds too many unwanted pregnancies.	36 144	31 93	44 88	15 15	2.7	Agreed

From the table above, the respondents agree that the following economic factors influence parents on the girl child education in Anambra West Local Government Area (in their order of magnitude): some parents want to train their girls but are financially incapacitated (3.2), because of the number of children in the house the resources cannot go round (2.9), polygamy makes the children too many only the women train their children alone (2.9), giving to child labour exposes them to unwanted pregnancies (2.7). But they disagree to the following economic factors that the girl drop out of school so that they can help train the boys (2.0), training a girl child is making money for another man (1.9).

Research Question 3: How can the parents’ educational background or level influence the girl-child education in Anambra West Local Government Area?

Table 3: Mean rating of the influence of parents’ educational background on the girl child education in Anambra West Local Government Area?

S/N	ITEM	SA	A	D	SD	X	Remarks
17	Mothers who went to school train their girl-children	60 240	40 120	26 52	0 0	3.3	Agreed
18	When you train a boy, you train an individual but when you train a girl, you train a whole community.	66 264	32 96	18 36	10 10	3.2	Agreed
19	A girl-child is an asset when educated.	81 324	45 135	0 0	0 0	3.6	Agreed
20	Girl Child education is for development.	51 204	65 195	10 20	0 0	3.3	Agreed
21	Illiterates have no value for education.	41 164	27 81	29 58	29 29	2.7	Agreed
22	The emphasis on acquisition of wealth has drowned the importance of education.	37 148	68 204	0 0	21 21	3.0	Agreed



From the table above, the respondents agree that the following educational background factors influence parents on girl child education in Anambra West Local Government Area (in their order of magnitude): a girl child is an asset when educated (3.6), girl child education is for development (3.3), mothers who went to school train their girl child (3.3), when you train a boy, you train an individual but when you train a girl you train a whole community. (3.2), the emphasis on acquisition of wealth has drowned the importance of education (3.0), the illiterate among them have no value for education (2.7).

Discussion of Findings

This study aimed at finding the influence of socio-economic status of parents on the girl-child education in Anambra West Local Government Area of Anambra State. Under this heading therefore, the findings obtained from the questionnaire items shall be discussed.

We discovered from the mean rating that the people are getting informed. The socio-cultural ties that have for a very long time held the people of Anambra West captive are wearing off. They now understand that the women need to be empowered to move ahead. Even the menfolk have come to the knowledge that they can never, ever, be able to fly as high unless we're both in support of each other. The credence on the biblical assertion which says that "It's not good for the man to be alone" has come to play a part here.

Suffice it to say that their major problem is no longer socio-cultural, even though I believe that more still need to be done, but elsewhere. Girls are one of the most powerful forces for change in the world. When their rights are recognized, their needs are met, and their voices are heard, they drive positive change in their families, their communities, and the world. We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brave – to embrace the strength within themselves and realize their full potential.

Like the UN Secretary, General Ban Ki-moon, rightly said; "let us remove the barriers that keep women and girls on the margins of economic, social, cultural, and political life must be a top priority for us all – businesses, governments, the United Nations, and civil society". There are more than 500 million adolescent girls living in the developing world today. Every one of them can potentially help break the cycle of intergenerational poverty, with ripple effects multiplying across her society.

From the table, we discovered that majority of their challenges are economical. Because they are not empowered economically, even though the good will is there, they cannot meet with their economic contests. Suit it to say that a lot of brain and psychological lifting is needed. It also means they do not know the right place to go to and the right things to do. This calls for more work. Girls and women more often bear the consequences of poverty, lack of health care, lack of education, climate change, and other inequalities.

When girls are safe, healthy, educated, and empowered, they earn more, have healthier families, and grow economically. Empowering girls is a top priority for the United Nations



and the UN Foundation. Women are left out of the decisions which affects them, and with their particular needs and circumstances overlooked in the outcome, this must not continue. As many people say in the development sector, educating girls is the right thing to do; it's also the smart thing to do.

From the table above, we found out that mothers have great influence. Maternal influence was found to be the leading factor over whether children stayed on at school and went on to study at university and to social mobility within the family. The link was strongest between mothers and daughters although there was still a distinct link between mothers and sons. By contrast the educational achievements of fathers made no significant impact on their offspring's academic accomplishments even though they may have higher income than their partner, researchers said.

Prof Ian Walker, from Lancaster University Management School, one of the study's authors, told the Sunday Times: "It seems the mother-daughter relationship is now the transmission mechanism for social mobility. It used to be said that the father was the breadwinner and would dictate household education decisions. If the father was richer you could afford to stay on at school rather than go out to earn a living. That is clearly no longer the case.

Researchers found that for every year a woman stayed in full-time education, the likelihood of her daughter also staying for an extra year increased by 20 per cent. The chances of sons staying on for each extra year, increased by 10 per cent. There was no consistent effect to be found regarding fathers who stayed on in education and their children. Experts said that the change was due to greater gender equality and with mothers becoming stronger academic role models for their children, particularly their daughters.

The secret of freedom lies in educating people, whereas the secret of tyranny is in keeping them ignorant. Population growth is straining the earth's resources to the breaking point, and educating girls is the single most important factor in stabilizing that. That, plus helping women gain political and economic power and safeguarding their reproductive rights.

Conclusion

The result of this study and its discussion has been shown. They sought to establish the extent to which socio-economic, socio-cultural and parents' educational background influence the girl-child education. Therefore, the following conclusions could be drawn:

Girl-child participation in education is restricted by socio-economic constraints like: lack of school uniform, personal effects, school fees and teaching-learning materials. It also results to poor payment of school levies and high rate of girl child school dropout.

It's also concluded that socio-cultural factors affect girl-child participation in education through early marriages, male preference in the family, and community initiation into



adulthood, negative attitude of girl-child in education, cultural practices and feeling of being adults.

Parents' level of education affects participation of girl-child in education by making them to support their daughters in education by providing what their daughters require for personal effects and other educational requirements. It is better if parents are educated because there was a clear indication that parents need to be educated to make their children also to receive it as the research findings proved.

Recommendations

Based on the findings of this study, the following recommendations are hereby made in order to enhance girl-child education in Anambra West Local Government Area and other local government areas that have similar challenges in Anambra State and other states of the country.

1. Sensitization of parents on the children's rights and to be gender sensitive in allocation of resources towards educating their children especially the girl-child/children.
2. Sensitization of parents to improve accommodation in their homes is required to ensure conducive environment for study and completion of class assignments.
3. There is need for the head teachers to advice the parents to spare some of their resources in supporting their daughters education by supplying basic requirements like fare to and from school to avoid walking long distances , sanitary pads and proper uniforms and other school materials.
4. Communities to start income generating activities which would provide more disposable income to families to enable them acquire education for their children comfortably.
5. There is need for the government to review the system of awarding bursaries to avoid exclusion of the poor who have children in schools and have difficulties sustaining them in school due to financial constraints.

This calls for the participatory involvement of parents, teachers, counselors, government (Ministry of Education) and other stakeholders in enhancing girl-child participation in education through provision of basic requirements which to a greater extent should come from the parents.



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