



## **Assessment of Parental Influence on Girl-Child Education of Early Childhood Pupils in Becoming Leaders of Tomorrow in Onelga, Rivers State**

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### **ABSTRACT**

This study is designed to assess the parental influence on girl child education of early childhood pupils in becoming leader of tomorrow in Ogba/Egbema/Ndoni Local Government Area of Rivers State. Descriptive survey design was used to carry out this study. The population of the study comprised of all parents in ONELGA. The simple random sampling technique was adopted to select one hundred (100) parents. The instrument for data collection was questionnaire. The instrument was validated and it was subjected to content reliability using Cronbach Alpha. The reliability coefficient obtained was 0.85. The results of data analysis revealed that socio-economic, socio-cultural and parent's level of education influences the girl child education of early childhood pupils which may affect them in becoming leaders of tomorrow. It was recommended that girls should be made to disregard and disabuse their mind on the wrong notion that the girl child education ends in the kitchen and the illiterate parents should be educated on the importance of girl child education.

**Keywords:** education. girl child, early childhood

### **INTRODUCTION**

Education is involving a person in an experience that effects a change in his behaviour. It is an attempt to bring about desirable changes in human learning, abilities and behaviour. National Policy on Education (NPE, 2004) states that "education is the instrument per excellence in achieving national development". It should however be noted that no nation can rise above the level of her education, the corollary of which indicates that no education can rise above the quality of its teachers. Education in its general sense is a form of learning in which knowledge from generation to the next, through teaching training, research, or through audio-visual aid.

In the opinion of Tyoaka, Ifeanyichukwu and Nor (2014), education for girls is one of the criteria, pathways to promote sound management of environment resource. Discrimination of girls in education furthermore persists in many African society due to customary attitude, gender biased on prioritize child education system (Adebayo, 2010). Ada (2000) defines girls child as a female between the age of zero (0) to eighteen (18) years. The girl child education incorporates the necessary attitude cultural and behavioural training which parents give to their daughter at home to enable them become useful resourceful and respectful citizen of their countries, it also include the functional teaching or training in skill acquisition which many girl undertakes in the shades of

seamstress or in computer training centres, weaving, fashion designing centre's and host of others, most importantly, the concept is over specialized and highly controlled training acquired in schools colleges and other institutions of higher learning (Childebelu, 2009).

The gender apathy place the girl child in a disadvantage position and suppresses he potentials and destroys her self-actualization making her become a victim of a preexisting socio-cultural male chauvinism (such character that subject the girl child to multiple operation, exploitation, discrimination). The girl child education has become a major issue of concern in most developing countries of the world especially in sub-Sahara Africa where large numbers of young girls do not attend school (Johnson, 2017). In the view of Martins (2018) the out of school girls is more than 30 million in 2017. Also, Jonathan (2011) further confirmed the fact that Nigeria has been referred to as the highest in the whole Africa. Hence, Mayowa (2016) stressed that Nigeria is currently graphics with increasing number of out of school children annually.

It is common practice in most societies to make provision for early childhood education program of various sorts for children below the official school going age (usually 6 years) mainly to prepare them for education primary school (Obidike, 2012). The federal government of Nigeria as a result has given prominence to early childhood education in the national policy of education (FRN, 2009) as one of the programme in the Nigerian education. Therefore, early years in life are the most important period for the formation of intelligence, personality and social behaviour of a child. The year before critical in his or her life to influence learning, hence the main aim of early childhood care education is to foster the proper development of the children identify and address their problems, harness their potentials, mold their character, enhance their learning, equip them for life, so that their actions are channeled towards positive personal communal and global development in all reunification of life (Mahuta, 2007). Ejikeme (2006) stressed that denying girls children access to early childhood education make them socially excluded, creating room for them to grow up to become illiterate woman in later life.

Olaajo (2009) stressed that leadership is the effort made to inspire and direct the activities of an individual or group towards achieving desired result or goals, which means that leadership connotes responsibility and authority. According to Grace (2014) leadership is the ability of an individual to influence the behaviour of others positively. She stressed further that leading involves motivating followers to utilize available services, materials, and human resources to maximize productivity. In the view of Akinkunmi (2018) the education system has lost quality, efficiency and functionality on leadership role over the years in regards early childhood education in Nigeria is not left out in these crises which tend to make the gains of education less spectacular.

### **Statement of the Problem**

Education is the bedrock of any girl child to occupy any leadership position today. A leader must be a professional/expert in his field. He should be more intelligent than his followers. Hence, the most sensitive fact about most parents especially in Nigeria is that they tend to remain tightfisted on their future as a result of their inability to invest on their girl child. Therefore, to address the problems and challenges of girl child education on early childhood education for them to be able to become leaders of tomorrow in Nigeria has become necessary. For a girl child to be a leader, the girl child must be allowed early access to good and qualitative education. The research has observed that the above problem is common in Ogba/Egbema/Ndoni Local Government Area of Rivers State. Hence, this study examined assessment of parental influence on girl child education of early childhood pupils in becoming leaders of tomorrow in ONELGA, Rivers State.

### **Purpose of the Study**

The purpose of this study was to investigate parental influence on girl child education of early childhood pupils in becoming leaders of tomorrow in ONELGA, Rivers State. In order to achieve the purpose of this study, the following objectives were identified:

1. To establish the extent to which parents socio-economic status affect girl child education of early childhood pupils in become leaders of tomorrow in ONELGA.

2. To determine the extent to which parent's socio-cultural status effects the girl child education of early childhood pupils in becoming a leaders of tomorrow in ONELGA.
3. To determine the extent to which child parent's level of education affects the girl child education of early childhood pupils in becoming leaders of tomorrow in ONELGA.

#### **Research Question**

The following research questions had been formulated to guide the study;

1. How does socio-economic status of parents affect the girl child education of early childhood pupils in becoming leadership of tomorrow in ONELGA?
2. To what extent does socio-cultural level of parent's status affect the girl child education of early childhood pupils in becoming leaders of tomorrow in ONELGA?
3. To what extent does the level of parent's education status affects the girl child of early childhood pupils in becoming leaders of tomorrow in ONELGA?

#### **METHODOLOGY**

This study adopted descriptive survey research design. The population of the study comprises of all parents in Ogba/Egbema/Ndoni Local Government Area of Rivers State. Through simple random sampling technique a total of one hundred (100) parents were selected. This was to ensure that every member of the population has equal chance of been selected in the sample. A structured questionnaire titled "Parental Influence on the Girl Child Education of Early Childhood Pupils in becoming leaders of tomorrow (PIGCEECPBLT)" was used for the study. The modified four (4) point likert scale relating to Strongly Agree (SA) = 4, Agree (A)=3, Disagree (DS) = 2, Strongly Disagree (SD) = 1, as optional on the questionnaire were used. The instrument consisted of twelve (12) items on the research questions raised for the study. The questionnaire has two different sections A and B. Section A discussed the bio-data of the respondents while section B contains items which were responded to by each respondents. The questionnaire was subjected to criticism by senior colleagues who read through it, pin pointed some mistake which were later rectified before it was finally administered. This process ensured the content validity of the instrument. Therefore, it was subjected to content reliability using Cronbach Alpha. The reliability coefficient obtained was 0.85 which was considered high for a new developed instrument. The questionnaires were administered to the respondents by the researchers. The researchers were able to obtain 100% return of the instruments distributed. Data collected for the purpose of this study was analyzed using mean as a statistical tool. To take decision with respect to accepting or rejecting research outcome the midpoint of 2.5 was accepted.

#### **RESULTS**

##### **Research Question One**

*How does socio-economic status of parents affects the girl child education of early childhood pupils in becoming leaders of tomorrow in ONELGA?*

**Table 1: Mean Responses of how Socio-economic Status of Parents Affects the Girl Child Education of Early Childhood Pupils in becoming of Leaders of Tomorrow.**

S/N	VARIABLES	SA	A	D	SD	RESPONSE SCORE	$\bar{X}$	MEAN RESPONSE	REMARK
1.	Girl child from wealthy home are sent to pre-primary school early	50	20	16	14	306	2.5	3.0	Accepted
2.	Parents from middle class sees the girl child education in pre-school as a rewarding/investment for the family	35	45	15	5	310	2.5	3.1	Accepted
3.	Financial status makes parents prefer to send the boy child than the child to go to pre-primary school	45	40	10	5	325	2.5	3.2	Accepted
4.	Parents from middle class sees the girl child education as a waste of resources	35	35	2.5	5	300	2.5	3.0	Accepted
<b>Total <math>\frac{\sum fx}{\sum f}</math></b>								<b>3.0</b>	<b>Accepted</b>

From the analysis in the table above it is observed that the grand mean 3.0 of all the questionnaire item (1-4) is above the cut-off point of 2.5. Therefore it means that parents socio-economic status affects the girl child education in pre-schools in ONELGA which will affect the pupils in becoming leaders of tomorrow in future.

**Research Question Two**

*To what extent does socio-cultural level of parent's status affect the girl child education of early childhood pupils in becoming leaders of tomorrow in ONELGA?*

**Table 2: Mean Responses of how Socio-cultural Level of Parents Status Affect the Girl child Education of Early Childhood Pupils in becoming Leaders of Tomorrow in ONELGA?**

S/N	VARIABLES	SA	A	D	SD	RESPONSE SCORE	$\bar{X}$	MEAN RESPONSE	REMARK
5.	Parents sees the girl child education as hindrance to the boy child education	50	30	5	15	315	2.5	3.1	Accepted
6.	Parents believe that the girl child place is the kitchen, not in the school. Therefore, pre-school is a waste	9	69	14	8	279	2.5	2.7	Accepted
7.	Does female circumcision hinders the girl child education?	90	10	6	14	236	2.5	3.3	Accepted
8.	Educating girl child is a waste of resources	30	50	5	15	295	2.5	2.9	Accepted
<b>Total <math>\frac{\sum fx}{\sum f}</math></b>								<b>3.0</b>	<b>Accepted</b>

From the above analysis in the table above it is observed that the grand mean 3.0 of all the questionnaire item (5-8) is above the cut off point of 2.5. Therefore, it means that parents socio-cultural level status affects girl child education in pre-schools in ONELGA.

**Research Question Three**

**Table 3: Mean Response of how Parents Education Status Affect the Girl Child of Early Childhood Pupils in becoming Leaders of Tomorrow in ONELGA**

S/N	VARIABLES	SA	A	D	SD	RESPONSE SCORE	$\bar{X}$	MEAN RESPONSE	REMARK
9.	Parents with low level of education have negative attitude towards the girl child education on pre-primary school	50	25	20	5	320	2.5	3.2	Accepted
10.	Uneducated parents sees the girl child education as unnecessary	40	45	10	5	320	2.5	3.2	Accepted
11.	Educated parents enroll their girl child in pre-primary school while uneducated are not	50	20	16	14	306	2.5	3.0	Accepted
12.	Educated parents sees the girl child education in pre-school as rewarding investment for the family	35	45	15	5	310	2.5	3.1	Accepted
<b>Total <math>\frac{\sum fx}{\sum f}</math></b>								<b>3.1</b>	<b>Accepted</b>

From the analysis in the table above it is observed that the grand mean 3.1 of the entire questionnaire item (9-12) is above the cut off point of 2.5. Therefore, it means that parent’s level of education status affects the girl child education in pre-schools.

**DISCUSSION**

From data analyzed, the results of table 1, revealed that socio-economic status of parents hinders the girl child education of early childhood pupils in Ogba/Egbema/Ndoni Local Government Area which may affect them in becoming leaders of tomorrow. This is in agreement with the word of Obasi (2006) who opined that due to poverty girls are withdrawn from schools. Also, Bamidele (2018) stressed that poverty remains one of the larger barriers to access to education of girl child. Therefore, anyone who is not educated may not have the opportunity to be a leader.

Olaajo (2009) opined that, in government offices, schools and colleges etc people who have the highest academic qualifications do lead. In such offices or schools, there may be people who are older in age than the leader, but the fact that the leader is educated and has better qualifications than rest of them, he is chosen as the leader.

Also, the results of table 2, revealed that socio-cultural level of parents status affects the girl child education of early childhood pupils in becoming leader of tomorrow in ONELGA. Parents who are into cultural beliefs see the girl child education as a waste of moral values and resources. This is in line with the assertion of Obasi (2006) who opined that certain cultural traditional practices like female circumcision are say to be the unprogressive because they can lead to absenteeism, distraction but also to eventual drop out of school.

From the statistics in the table 3 of this work it is observed that the mean score of the questionnaire items was above 2.5 bench mark, meaning that parents level of education status affects the girl child education of early childhood pupils in Ogba/Egbema/Ndoni Local Government Area, Rivers State.

## CONCLUSION

Education is a human right and essential tool for achieving the goals of equality, development and peace. Nondiscriminatory education benefits both boys and girls and thus ultimately contributes to more equal relationship between men and women and promoting equity education system. It is time therefore to do the right thing to train and educate our girl child. It is time to stop the insult of poverty and dependence and minimize the culture of begging by maximizing the resource in girls. It is also time to train the girl child. If something is not done urgently, our children will not have opportunity to become leaders of tomorrow. Hence, education the girl child is a social development policy that works and a long term investment that yield an exceptionally high return.

## RECOMMENDATIONS

1. Girls should be made to disregard and disabuse their mind on the wrong notion that the girl child education ends in the kitchen, the girl child needs education that will empower her to become under of tomorrow and face the challenges of today, tomorrow and the future.
2. Corporate bodies and wealthy individuals should be encourage to set up foundations for the education of the girl child from the lower socio-economic stratum, to ensure that no one is left out in the notions quest for educated society.
3. Government should intensify efforts to discourage child labour through campaign on education.
4. Illiterate parents should be educated on the importance of girl child education.

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